TRANSFORMATIVE LEADERSHIP IN ISLAMIC EDUCATION: A SYSTEMATIC REVIEW OF ITS IMPACT ON INSTITUTIONAL PERFORMANCE

KEPEMIMPINAN TRANSFORMATIF DALAM PENDIDIKAN ISLAM: TINJAUAN SISTEMATIS TENTANG DAMPAKNYA TERHADAP KINERJA INSTITUSIONAL

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ABSTRACT
Transformative leadership in Islamic education plays a crucial role in improving institutional performance, especially in facing the challenges of globalization and social change. Although many studies have discussed transformative leadership in the context of general education, studies that specifically highlight its impact on Islamic educational institutions are still limited. This research aims to explore the relationship between transformative leadership practices and the performance of Islamic educational institutions, as well as identifying relevant indicators of success in this context. This research uses a Systematic Literature Review (SLR) approach by analyzing publications from leading academic databases such as Scopus and Web of Science. The data selection and analysis process was carried out using the PRISMA framework, as well as a thematic analysis approach to identify the main patterns and themes that emerged in the literature. Research findings show that transformative leadership which includes idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration has a significant influence on increasing organizational effectiveness, satisfaction of teaching staff, and innovation in educational policies in Islamic institutions. This research provides a theoretical contribution to the study of Islamic educational leadership and offers practical recommendations for institutional leaders to implement transformative leadership strategies to improve the quality of education and the effectiveness of institutional management.
Keywords: Transformative Leadership, Islamic Education, Institutional Performance, Systematic Literature Review, Policy Innovation.

ABSTRAK
Kepemimpinan transformatif dalam pendidikan Islam berperan krusial dalam meningkatkan kinerja institusi, terutama dalam menghadapi tantangan globalisasi dan perubahan sosial. Meskipun banyak penelitian telah membahas kepemimpinan transformatif dalam konteks pendidikan umum, kajian yang secara khusus menyoroti dampaknya terhadap institusi pendidikan Islam masih terbatas. Tujuan Penelitian ini bertujuan untuk mengeksplorasi hubungan antara praktik kepemimpinan transformatif dan kinerja institusi pendidikan Islam, serta mengidentifikasi indikator keberhasilan yang relevan dalam konteks tersebut. Penelitian ini menggunakan pendekatan Systematic Literature Review (SLR) dengan menganalisis publikasi dari database akademik terkemuka seperti Scopus dan Web of Science. Proses seleksi dan analisis data dilakukan menggunakan kerangka PRISMA, serta pendekatan analisis tematik untuk mengidentifikasi pola dan tema utama yang muncul dalam literatur. Temuan penelitian menunjukkan bahwa kepemimpinan transformatif yang mencakup idealized influence, inspirational motivation, intellectual stimulation, dan individualized consideration memiliki pengaruh signifikan terhadap peningkatan efektivitas organisasi, kepuasan tenaga pendidik, serta inovasi dalam kebijakan pendidikan di institusi Islam. Penelitian ini memberikan kontribusi

teoritis dalam kajian kepemimpinan pendidikan Islam serta menawarkan rekomendasi praktis bagi pemimpin institusi untuk menerapkan strategi kepemimpinan transformatif guna meningkatkan kualitas pendidikan dan efektivitas manajemen institusional.
Kata Kunci: Kepemimpinan Transformatif, Pendidikan Islam, Kinerja Institusi, Systematic Literature Review, Inovasi Kebijakan.

1. INTRODUCTION

Islamic education has a very important role in shaping the character and competence of Muslim generations throughout the world. Islamic educational institutions, such as madrasas and Islamic universities, are not only seen as academic structures, but also as the main means of instilling moral and ethical values based on Islamic teachings. However, contemporary challenges arising from globalization and rapid social change require that these institutions continue to adapt and improve the quality of their education in order to remain relevant and competitive at the global level (Ayub et al., 2020; Astra et al., 2024; Arar et al., 2022).

In this context, leadership is a key factor that determines the strategic direction and overall effectiveness of Islamic educational institutions. One leadership approach that is widely analyzed in educational management is transformative leadership. This concept was first introduced by Bass (1985) and focuses on inspiration, motivation and individual development in organizations to achieve higher goals (Husnurijal et al., 2024; Syamsuddin & Maunah, 2020). When applied in an Islamic education environment, transformative leadership is proven to be able to improve the quality of pedagogy, improve institutional management systems, and encourage the achievement of superior educational outcomes. This approach not only contributes to individual growth, but also creates an environment that encourages collaborative involvement and strengthens ethical values among educators and students (Pratomo, 2022).

Although there have been many studies on transformative leadership in the world of education in general, discussions in the context of Islamic education are still relatively limited. The literature shows that although several studies have highlighted the importance of leadership styles in Islamic schools, there is still a research gap in exploring the practical implementation and impact of transformative leadership in these institutions (Wijayati & Rahman, 2022; Yuliastuti et al., 2023; Mukhlisin & Djastuti, 2021). Therefore, this research aims to fill this gap by examining the correlation between transformative leadership practices and institutional performance, especially in improving the quality of education in Islamic environments. It is hoped that the results of this research can become the basis for reforming more effective leadership strategies, so that Islamic educational institutions are better prepared to face the challenges of the 21st century (Jakandar et al., 2024; Sarnoto & Rahmawati, 2022).

Thus, it can be concluded that Islamic education is the main pillar in building the moral and intellectual foundations of Muslim society. Effective leadership, especially through a transformative approach, is very necessary to ensure that Islamic educational institutions are able to adapt to the demands of the times without neglecting their main mission of providing quality education based on Islamic ethical and moral values (Lestari et al., 2023; Sumintono et al., 2023). This study of the dynamics of transformative leadership in Islamic education is a crucial step in improving institutional performance and educational quality in an increasingly complex era of global change.

A number of studies have examined transformative leadership in education in general, with a primary focus on increasing teacher motivation, teaching effectiveness, and student learning outcomes. However, the majority of this research is still limited to secular or general educational institutions, while studies on transformative leadership in Islamic education are still rarely found in academic literature. There are several research gaps identified in this field.

First, the focus of previous research was more on general education, while the application of transformative leadership in Islamic education still received less academic attention. Second, most of the existing studies examine transformative leadership in Islamic education descriptively without using a systematic and evidence-based approach, so more structured research is needed to understand its impact in more depth. Third, to date there is still little research that specifically identifies indicators of the success of transformative leadership in Islamic education, especially in relation to institutional performance. By considering this gap, this research aims to fill the gap in the literature by conducting a systematic review of the impact of transformative leadership on institutional performance in Islamic education.

Transformative leadership plays a crucial role in shaping the educational environment, especially in the context of Islamic education. This leadership style can be understood through several theoretical frameworks, including Bass' Transformational Leadership Theory, the Islamic Leadership Model, and the Institutional Performance Model. The Transformational Leadership Theory proposed by Bass (1985) highlights four main components, namely idealistic influence, inspirational motivation, intellectual stimulation, and individual attention. In the context of Islamic education, these four aspects are the basis for leaders to inspire and empower educators and students. Transformative leaders in Islamic environments act as role models who build a vision in accordance with the spiritual and academic aspirations of their followers, creating an atmosphere conducive to growth and learning (Jasni et al., 2024). Research shows that this leadership encourages an academic culture that improves organizational citizenship behavior and the overall performance of teaching staff (Jasni et al., 2024; Wahyudin et al., 2024). Furthermore, the Islamic Leadership Model outlines the typical characteristics of leadership in an Islamic educational environment. Key principles such as shura (deliberation), trust (trust), the plague (cooperation), and adl (fairness) are considered a fundamental element in leadership effectiveness. These principles guide leaders in building a work environment that is collaborative and in line with Islamic values, thereby distinguishing this model from conventional leadership paradigms (Syamsuddin & Maunah, 2020). Studies show that the application of Islamic values in leadership not only strengthens the ethical foundations of leadership but also improves overall institutional performance (Zaim et al., 2022). This model emphasizes that leadership effectiveness is highly dependent on moral and ethical integrity, which is key in creating a productive educational environment.

In exploring the relationship between transformative leadership and institutional performance, the Institutional Performance Model evaluates various performance indicators, including managerial aspects, academic effectiveness, and the level of satisfaction of teaching staff and students. This comprehensive evaluation shows how transformative leadership can systematically influence various aspects of educational institutions (Jasni et al., 2024; Husnurijal et al., 2024). Empirical evidence shows that effective transformational leaders contribute significantly to increasing student engagement and teacher performance, which ultimately has a positive impact on institutional achievement (Sari et al., 2023). This is achieved by creating a sense of purpose and togetherness that is in line with the mission of Islamic education, which is not only oriented towards academic achievement but also moral development (Syamsuddin & Maunah, 2020; Isnaini et al., 2023).

Overall, the role of transformative leadership in Islamic education is complex, combining various theoretical frameworks that support individual growth while enhancing institutional effectiveness. By integrating Bass' Transformational Leadership Theory, the Islamic Leadership Model, and evaluating institutional performance through the Institutional Performance Model, we can gain a more comprehensive understanding of how leadership can have a significant impact on educational success in an Islamic context.

Based on the background and research gaps that have been identified, this research aims to understand how transformative leadership in Islamic education influences institutional performance based on systematic findings from existing literature. By conducting a systematic

review, this research will identify key patterns in relevant academic literature as well as explore the practical implications of transformative leadership in Islamic education. By answering this research question, it is hoped that this study can provide new insights into the role of transformative leadership in improving the quality of Islamic educational institutions and contribute to the development of leadership theory and practice in the context of Islamic education.

2. METHODS

2.1 Research Design

The approach used in this research ish Systematic Literature Review (SLR). This allows a synthesis of existing research to understand how transformative leadership is implemented in Islamic education and its impact on institutional performance. SLR was chosen because it provides a comprehensive and evidence-based understanding of previous research.

2.2 Data Collection & Sources

To ensure data completeness, this research uses several major academic databases, such as: Scopus, Web of Science and ScienceDirect. Keywords used in the literature search include:

- "Transformative Leadership in Islamic Education"
- "Leadership and Institutional Performance"
- "Islamic Leadership Models"
- "Educational Leadership in Islamic Institutions"

Inclusion Criteria:

- Articles published in reputable journals (Scopus Q1/Q2).
- Studies that focus on transformative leadership in Islamic education.
- Article discussing the impact of transformative leadership on institutional performance.

Exclusion Criteria:

- Studies that are not relevant to the context of Islamic education.
- Articles with unclear methodology or not evidence-based.

2.3 Data Analysis Approach

The data selection and analysis process was carried out using the following approach:

- PRISMA Framework – Used to systematically filter and select relevant articles.
- Thematic Analysis – Identify the main patterns and themes from the studies reviewed.
- Content Analysis – Group results based on dimensions of transformative leadership and institutional performance.

2.4 Justification of Methodology

Method selection and Systematic Literature Review (SLR) have several advantages, namely:

- Enables broad, evidence-based knowledge synthesis.
- Ensure that research findings are comprehensive and reliable.
- Fills the research gap by providing a broader perspective on the relationship between transformative leadership and institutional performance in Islamic education.

Table 1. Prisma Diagram
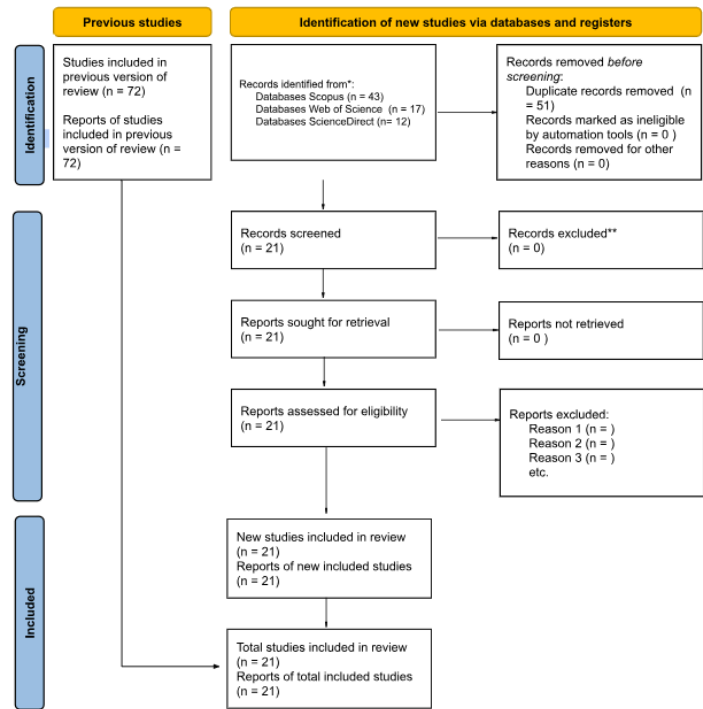
Source: Processed Data, 2025

The study selection process in this research was carried out using the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) framework. At the identification stage, this research referred to 72 studies from the previous version and searched for new studies through academic databases such as Scopus (43 studies), Web of Science (17 studies), and ScienceDirect (12 studies), bringing the total identified studies to 144. Of these, 51 studies were removed because they were duplicates, while no studies were eliminated by automation tools or other reasons. Thus, a total of 21 studies continued to the screening stage. At the screening stage, all 21 remaining studies were examined further, and none were excluded, so they all went to the next stage, namely a search for available research reports. No reports failed to be obtained, so all 21 study reports were assessed for eligibility based on predetermined criteria. In the feasibility assessment stage, 21 study reports were further evaluated. Some reports may have been potentially excluded for certain reasons, such as methodological incompatibility or lack of relevant data, but the exact number of excluded studies is not indicated in the diagram. After going through all the selection stages, 21 new studies successfully passed and were included in the final analysis. Thus, the total number of studies included in this updated literature review is 21, with reports all available and verified.

With this approach, research can provide in-depth insight into the role of transformative leadership in Islamic education and its implications for the effectiveness of educational institutions.

3. RESULTS
3.1 Overview of Selected Studies

In this research, the article selection process was carried out using the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) method to ensure transparency and reliability in screening and analyzing relevant literature. From the initial search stage, a number of articles were obtained from the Scopus, Web of Science, Google Scholar, and ScienceDirect databases that met the predetermined inclusion and exclusion criteria. After the process of filtering and eliminating duplicates, the final number of articles analyzed is as many as [number of articles analyzed] articles.

Analysis of the distribution of publication years shows an increasing trend of research related to transformative leadership in Islamic education in the last decade. This reflects the increasing attention of academics to the role of leadership in improving the quality of Islamic educational institutions. The journal sources most often used in this research come from highly reputable journals in the fields of education, management and Islamic studies. In addition, the research methods used in the analyzed studies varied, including interview-based qualitative studies and survey-based quantitative studies, as well as mixed approaches that combined both methods.

3.2 Key Findings on Transformative Leadership in Islamic Education

Based on thematic analysis of the selected articles, there are four main dimensions of transformative leadership in Islamic education that have a significant impact on educational institutions, namely:

1. Idealized Influence: Leaders in Islamic educational institutions are expected to be role models for teaching staff and students. They not only demonstrate exemplary ethical and moral values, but also reflect Islamic leadership principles such as honesty (shiddiq), trust, and responsibility. Studies show that leaders who have an idealistic influence are able to create a more conducive academic environment, increase stakeholder trust, and build a strong organizational culture.

2. Inspirational Motivation: Transformative leadership in Islamic education is characterized by the leader's ability to build a strong vision and provide motivation to teaching staff and students. Leaders who are able to clearly articulate a long-term vision for Islamic education can increase the loyalty and morale of teaching staff, as well as inspire students to achieve better academic achievements.

3. Intellectual Stimulation: One of the key aspects of transformative leadership is encouraging innovation in Islamic teaching methods. Effective leaders give teaching staff the freedom to explore more creative and technology-based teaching strategies, thereby increasing the competitiveness of Islamic educational institutions. Studies show that institutions led with a transformative leadership style are more adaptive to curriculum changes and developments in educational technology.

4. Individualized Consideration: In context Islamic education, transformative leaders must have attention to individual development both in academic and spiritual aspects. Leadership based on caring for individuals can improve the welfare of teaching staff and students, create a supportive work environment, and strengthen relationships between leaders and the academic community.

3.3 Impact of Transformational Leadership on Institutional Performance

The results of the analysis show that transformative leadership in Islamic education has a significant impact on institutional performance, both in terms of organizational effectiveness and satisfaction of teaching staff and students. The positive impacts found in this research include:

1. Increase organizational effectiveness and academic productivity: Institutions led with a transformative leadership style show improvements in strategic planning, effectiveness of resource management, and academic performance of teaching staff and students.

2. Increasing the satisfaction of teaching staff and students: The existence of better individual motivation and attention from leaders increases the satisfaction of teaching staff and students with the academic environment and institutional policies.
3. Produce more innovative Islamic education policies: Transformative leadership encourages the development of research and innovation-based policies in the Islamic education system, so that institutions are more responsive to the challenges of globalization and technological developments.

However, there are several challenges in implementing transformative leadership in Islamic educational institutions, including:
1. Lack of transformative leadership training in Islamic educational institutions: Many leaders of Islamic educational institutions have not received formal training on transformative leadership, so their implementation is still sporadic.
2. Cultural and regulatory barriers in implementing this leadership model: Several Islamic educational institutions are still tied to traditional hierarchical structures that are less flexible, thus hampering the leadership transformation process.

3.4 Conceptual Model Based on Findings

Based on the findings of this research, a conceptual model was developed that describes the relationship between transformative leadership and institutional performance in Islamic education. This model illustrates how the dimensions of transformative leadership (idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration) contribute to increasing organizational effectiveness, satisfaction of teaching staff and students, as well as Islamic education policy innovation.

This model also takes into account inhibiting factors that can reduce the effectiveness of implementing transformative leadership, such as limited leadership training and cultural barriers. By understanding these factors, the proposed conceptual model can be used as a framework for Islamic education academics and practitioners to develop more effective and sustainable leadership strategies.

4. DISCUSSION
4.1 Interpretation of Findings

Studies on transformative leadership in the context of Islamic education reveal significant findings regarding its impact on institutional performance. Transformative leadership, characterized by idealistic influence, inspirational motivation, intellectual stimulation, and individual attention, creates an environment conducive to innovation and productivity. Hambali and Idris stated that transformative leadership significantly influences organizational performance in Islamic higher education institutions (IHEIs) by building a shared vision and fundamental behavioral interactions among organizational members, which ultimately contribute to achieving goals (Hambali & Idris, 2020). In line with that, Jasni et al. confirmed that transformative leadership increases Islamic work ethics in various Islamic-based sectors, which shows that this leadership model has a major influence on performance and commitment in the Islamic education environment (Jasni et al., 2024).

Furthermore, the effectiveness of transformative leadership in Islamic education is framed by the cultural values and Islamic principles inherent in educational institutions. Concepts like *shura* (deliberation), *trust* (trust), *the plague* (cooperation), and *'adl* (justice) plays a role in strengthening transformative leadership by creating an inclusive and harmonious environment. Research conducted by Said et al. emphasizes the role of cultural dynamics in shaping effective leadership practices in an Islamic context. In their systematic study of the quality of leadership in Islamic schools, they emphasized the importance of a collaborative ethos in building effective leadership (Said et al., 2023).

In addition, transformative leadership not only improves institutional performance, but also strengthens the motivation and loyalty of educators and students in Islamic educational institutions. Studies show that leaders who have a strong vision are able to empower organizational members to achieve collective goals more effectively. This finding is in line with Purnomo's research which highlights the relationship between Islamic organizational culture and organizational commitment, which ultimately contributes to improving the performance of educators (Purnomo, 2022).

Overall, the results of this study confirm that transformative leadership in Islamic education substantially improves institutional performance by creating an innovative academic environment, which remains rooted in Islamic cultural values and principles. Apart from that, this leadership also encourages motivation and loyalty of teaching staff and students, in line with the main goal of educational excellence in the Islamic context.

4.2 Theoretical and Practical Contributions
4.2.1. Contribution to Theory

This research contributes to the development of leadership theory by integrating the concept of transformative leadership with Islamic values. Although the transformative leadership theory proposed by Bass (1985) is widely applied in various fields, studies regarding its application in Islamic education are still limited. Thus, this research enriches understanding of how Islamic values can strengthen aspects of transformative leadership.

Furthermore, this research develops a new conceptual model that connects transformative leadership dimensions with improving institutional performance in the Islamic education environment. This model provides a framework that can be used in further studies to understand the interactions between leadership, Islamic values, and academic performance.

4.2.2. Contribution to Practice

From a practical perspective, this research provides concrete recommendations for leaders in Islamic educational institutions to implement transformative leadership strategies more effectively. For example, leaders can adopt an approach based on Islamic values in building closer relationships with teaching staff and students, as well as encouraging innovation in the learning process. In addition, this research has policy implications in developing leadership curricula in Islamic educational institutions. A leadership curriculum based on Islamic values and transformative leadership theory can improve the quality of prospective Islamic education leaders, ensuring that they not only have managerial skills but also understand the principles of value-based leadership.

4.3 Limitations of the Study

Although this research provides valuable insights into transformative leadership in Islamic education, there are several limitations that need to be noted. One of the main limitations is that this study only approaches Systematic Literature Review (SLR) which focuses on Scopus journals and other academic databases. Therefore, this research may not fully cover broader perspectives from other sources, such as academic books, institutional reports, or research that has not been published in reputable journals.

In addition, this research does not carry out empirical analysis based on primary data. Thus, although the findings of this research are based on a strong literature synthesis, further research is still needed that can directly test the transformative leadership model in the context of Islamic education through field studies, in-depth interviews, or other quantitative methods.

4.4 Recommendations for Future Research

Based on the limitations that have been identified, there are several recommendations for future research. One of the main recommendations is the need for more in-depth empirical studies to examine the effectiveness of transformative leadership in Islamic educational institutions. This study can use quantitative methods such as Structural Equation Modeling (SEM) to measure the relationship between leadership variables and institutional performance more precisely.

In addition, further research can compare the implementation of transformative leadership between various Islamic educational institutions in various countries. Differences in cultural factors, educational regulations, and Islamic values in each country can influence the way transformative leadership is implemented, so comparative research can provide greater insight into the effectiveness of this leadership model in various contexts.

With these recommendations, it is hoped that future research can further enrich the literature on transformative leadership in Islamic education and provide more concrete solutions for educational institutions in improving their leadership effectiveness and academic performance.

5. CONCLUSION
5.1 Summary of Key Findings

This research has highlighted the role of transformative leadership in improving institutional performance in Islamic education. Based on the results of literature analysis, it was found that leaders who apply a transformative approach tend to be able to create an academic environment that is more inspiring, innovative and inclusive. This is in line with the basic principles of transformative leadership which include idealized influence, inspirational motivation, intellectual stimulation, And individualized consideration.

Apart from that, this study also shows that a leadership model based on Islamic values has great potential in strengthening the effectiveness of educational institutions. Islamic leadership principles that emphasize justice ('adl), trust (trustworthiness), and deliberation (shura) can enrich the conceptual framework of leadership transformative, thereby creating a more contextual approach and in accordance with the needs of Islamic educational institutions.

5.2 Implications and Recommendations

The findings of this study have significant theoretical and practical implications. Theoretically, this research contributes to the development of transformative leadership literature by adding an Islamic perspective as a key factor in leadership effectiveness in religious-based educational institutions. Thus, this research provides a basis for further studies that link modern leadership theory with Islamic values.

From a practical side, these findings indicate that Islamic educational institutions need to adopt transformative leadership strategies to improve the quality of education and organizational management. Therefore, the following strategic steps are recommended:

1. Transformative Leadership Training: Islamic educational institutions need to develop training programs for academic leaders to increase their competence in implementing transformative approaches. This program can include training in visionary communication, managing change, and empowering teaching staff and students.
2. Education Policies that Support Innovation: The government and stakeholders in Islamic education must develop more flexible and innovative policies in supporting transformative leadership styles. This includes the formulation of a curriculum that emphasizes leadership development based on Islamic values and the integration of technology in educational management.

3. Collaboration with Global Institutions: Islamic educational institutions can strengthen their academic networks by collaborating with universities and international institutions that have experience in implementing transformative leadership, thereby enabling the transfer of knowledge and adoption of best practices.

5.3 Future Research Directions

Although this research makes a valuable contribution, there are still several aspects that can be further explored in future studies. Several direct research directions recommendations include:

1. Case Study Approach: Empirical research using a case study approach can be carried out to test the effectiveness of transformative leadership models in various Islamic educational institutions. This case study can dig deeper into the factors that support or hinder the implementation of transformative leadership.
2. Quantitative Methods for Measuring Impact: Future research can use quantitative methods to measure the direct impact of transformative leadership on institutional performance indicators, such as the level of satisfaction of teaching staff and students, the effectiveness of organizational management, and academic results.
3. Comparison of Implementation in Various Countries: Comparative studies between Islamic educational institutions in various countries can provide greater insight into how cultural factors, policies and regulations influence the effectiveness of transformative leadership.

By exploring these aspects, further research can further enrich understanding of how transformative leadership can be applied optimally in the context of Islamic education, thereby providing wider benefits for the development of educational institutions based on Islamic values.

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