AL-TANZIM
Jurnal Manajemen Pendidikan Islam
e-ISSN : 2549-5720
p-ISSN : 2549-3663

Al-Tanzim: Jurnal Manajemen Pendidikan Islam
Vol. 09 No. 01 (2025) : 211-226
Available online at https://ejournal.unuja.ac.id/index.php/al-tanzim/index

The Impact of Transformational Leadership Dimensions on Teachers' Pedagogical Competence

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DOI: http://doi.org/10.33650/al-tanzim.v9i1.10696

Received: 26 January 2025	*Revised: 02 March 2025*	*Accepted: 13 April 2025*

Abstract:

This study aims to analyze the influence of transformational leadership dimensions on the pedagogical competence of madrasah teachers. Using quantitative methods, data were collected from 67 teachers using non-probability sampling techniques and analyzed using multiple linear regression. The results showed that idealized influence positively affects teacher pedagogical competence, meaning that the higher the idealized influence, the better the teacher's pedagogical competence. Conversely, inspirational motivation has an adverse effect, indicating that the lower the inspirational motivation, the better the teacher's pedagogical competence. Intellectual stimulation also has a significant effect; the higher the intellectual stimulation, the better the teacher's pedagogical skills. Individualized consideration has a significant effect; the greater the individual attention, the better the teacher's pedagogical competence. Collectively, these four variables affect teacher pedagogical competence. An important finding is the adverse effect of inspirational motivation, which may be due to a lack of support, limited training, or teacher preference for a more relaxed teaching style. This study provides implications for the importance of a balanced leadership strategy in madrasahs, emphasizing the role of idealized influence and intellectual stimulation in improving teaching competence. Schools must provide more professional development opportunities and create a supportive environment to improve teachers' pedagogical skills.

Keywords: *Transformational Leadership, Pedagogical Competence, Teacher Professionalism*

Abstrak:

Penelitian ini bertujuan untuk menganalisis pengaruh dimensi kepemimpinan transformasional terhadap kompetensi pedagogik guru madrasah. Menggunakan metode kuantitatif, data dikumpulkan dari 67 guru dengan teknik non-probability sampling dan dianalisis menggunakan regresi linier berganda. Hasil penelitian menunjukkan bahwa idealized influence berpengaruh positif terhadap kompetensi pedagogik guru, artinya semakin tinggi idealized influence, semakin baik kompetensi pedagogik guru. Sebaliknya, inspirational motivation berpengaruh negatif, menunjukkan bahwa semakin rendah inspirational motivation, semakin baik kompetensi pedagogik guru. Intellectual stimulation juga berpengaruh signifikan, semakin tinggi stimulasi intelektual, semakin baik keterampilan pedagogik guru. Individualized consideration berpengaruh signifikan, semakin besar perhatian individu, semakin baik kompetensi pedagogik guru. Secara kolektif, keempat variabel ini mempengaruhi kompetensi pedagogik guru. Temuan penting adalah pengaruh negatif dari inspirational motivation, yang mungkin disebabkan oleh kurangnya dukungan, pelatihan terbatas, atau preferensi guru terhadap gaya mengajar yang lebih santai. Penelitian ini memberikan implikasi tentang pentingnya strategi kepemimpinan yang

seimbang di madrasah, dengan menekankan peran idealized influence dan intellectual stimulation dalam meningkatkan kompetensi pengajaran. Sekolah perlu menyediakan lebih banyak kesempatan pengembangan profesional dan menciptakan lingkungan yang mendukung untuk meningkatkan keterampilan pedagogik guru.
Kata Kunci: *Kepemimpinan Transformasional, Kompetensi Pedagogik, Profesionalisme Guru*

Please cite this article in APA style as:

Badar, M. (2025). The Impact of Transformational Leadership Dimensions on Teachers' Pedagogical Competence. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, *9*(1), 211-226.

INTRODUCTION

As a leadership approach, transformational leadership has garnered significant attention for its ability to inspire and motivate subordinates to exceed expectations (Bakker et al., 2023; Kim Quy et al., 2023; Owusu-Agyeman, 2021). It is characterized by four key dimensions: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Afshari, 2022; Al Shanqaiti & Farea, 2021; Kumar et al., 2022). Studies have shown that transformational leaders, by motivating and engaging their followers, can drive significant improvements in organizational performance (Habeeb & Eyupoglu, 2024; Kuntadi et al., 2023; Loyless, 2023). In educational contexts, the positive influence of transformational leadership is particularly notable, as it fosters a supportive and collaborative environment that enhances teacher satisfaction and performance. However, while existing literature acknowledges the general benefits of transformational leadership, less research has focused on how its specific dimensions directly affect the pedagogical competence of teachers (Kang, 2021; Kılınç et al., 2024; Vermeulen et al., 2022). This study aims to bridge this gap by examining how each leadership dimension enhances the competencies defining effective teaching.

Several studies have examined the effects of transformational leadership on teacher performance. Research by Sliwka et al. (2024) found a positive relationship between transformational leadership and teachers' pedagogical competence, highlighting the importance of leadership behaviours in fostering an environment conducive to learning. Another previous study demonstrated that transformational leadership enhances teacher performance by cultivating a supportive atmosphere where teachers feel motivated and valued (Alzoraiki et al., 2023; Mansor et al., 2021; Sliwka et al., 2024). Other studies corroborate these findings, showing that leadership practices like idealized influence and individualized consideration significantly improve teacher competencies (Bellibaş et al., 2021; Yousefi et al., 2025; Zadok et al., 2024). However, while these studies underscore the overall positive impact of transformational leadership on teaching, few have specifically dissected the role of each dimension, leaving a gap in our understanding of how these leadership styles directly influence pedagogical skills in diverse educational settings. This study seeks to clarify these relationships, providing more granular insights into how each transformational leadership dimension contributes to teacher effectiveness.

Despite the promising results from previous research on transformational leadership's effect on teachers, the specific relationship between the leadership dimensions, idealized influence, inspirational motivation, intellectual stimulation, individualized consideration and teachers' pedagogical competence remains

underexplored. While transformational leadership is known to improve motivation and job satisfaction, the direct impact of each leadership dimension on the nuanced aspects of teaching effectiveness, such as instructional techniques, classroom management, and student engagement, is not fully understood. The existing literature tends to generalize the effects of transformational leadership without examining how individual components contribute to specific areas of pedagogical competence. This study aims to address this gap by focusing on the unique influence of each transformational leadership dimension on teachers' pedagogical practices, particularly at MAN 2 Tuban. This institution provides a rich context for such an inquiry.

This research stands out by examining the specific impact of each dimension of transformational leadership on teachers' pedagogical competence rather than looking at leadership as a whole. While previous studies have highlighted the general benefits of transformational leadership, this study delves into how each leadership component's idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration affect the competencies required for effective teaching. By isolating these variables, the study provides a deeper understanding of how school leaders can foster professional growth in teachers. The findings will contribute to the existing body of literature by offering a more nuanced perspective on the relationship between leadership styles and teacher performance. Additionally, this research fills a critical gap in understanding the mechanics of pedagogical competence improvement, which directly impacts school leadership practices.

This study will explore how the four dimensions of transformational leadership idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration impact teachers' pedagogical competence. By analyzing the effects of these leadership dimensions at MAN 2 Tuban, this research aims to provide evidence of how specific leadership behaviours can enhance teaching effectiveness. The study hypothesizes that while idealized influence, intellectual stimulation, and individualized consideration will positively impact teachers' pedagogical competence, inspirational motivation may show a different relationship, potentially influencing pedagogical practices more complexly. Ultimately, this research seeks to contribute to the ongoing discussion on effective school leadership by offering a clearer understanding of how transformational leadership can specifically improve the teaching and learning environment.

RESEARCH METHOD

This study takes place at MAN 2 Tuban, an Islamic high school in Indonesia, and aims to explore the relationship between transformational leadership dimensions and teachers' pedagogical competence. The school context is particularly relevant because it allows for examining how leadership practices affect teachers in a real educational setting. The study focuses on teachers who directly experience the influence of leadership styles in their work environment, making the context ideal for understanding the practical impact of leadership on teaching practices. The research adopts a quantitative research method with an

associative approach (Ballerini et al., 2023; Charli et al., 2022; Chong & Plonsky, 2021), which aims to measure the relationship between independent variables (idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration) and the dependent variable (pedagogical competence). This approach is well-suited for investigating these leadership dimensions' influence on teacher competence, providing precise, measurable data (Eberhart et al., 2023; Lin et al., 2025; Richter & Richter, 2024). A purposive sampling technique is employed, ensuring the selection of 67 teachers directly involved in the educational environment under study.

In this study, data collection is primarily conducted using a questionnaire, an appropriate method for gathering responses from a large sample and translating them into numerical data. Using a Likert scale within the questionnaire allows for measuring respondents' perceptions of various leadership dimensions and their competence, which is essential for addressing the research question. By distributing the questionnaire to 67 teachers at MAN 2 Tuban, the study captures a diverse range of perspectives within the context of a single school. The responses are quantitatively analyzed, enabling the researcher to establish clear patterns and relationships between leadership behaviours and teacher performance. The data collection method is justified because it allows for systematic, standardized responses across participants, enhancing the reliability and consistency of the data. In addition to the questionnaire, validity and reliability tests were conducted to ensure that the instrument accurately measures what it intends to and produces consistent results across different contexts.

The data collected from the questionnaire were processed using SPSS software, a powerful tool for statistical analysis. The analysis begins with classical assumption tests, including normality, multicollinearity, heteroscedasticity, and autocorrelation tests, to ensure that the data meet the necessary conditions for valid regression analysis (Borgstede & Scholz, 2021; Lim, 2024; Scharrer & Ramasubramanian, 2021). Once these assumptions are confirmed, multiple linear regression analyses explore the relationship between the leadership dimensions and pedagogical competence. This method allows for examining the relative impact of each independent variable on the dependent variable while controlling for other factors. The regression model's goodness-of-fit is assessed using R^2 values, and hypothesis testing is conducted through F-tests and t-tests to determine the statistical significance of the relationships. This systematic and quantitative approach enables the researcher to draw reliable conclusions based on the data, providing insights into how specific aspects of transformational leadership affect measurably teaching effectiveness.

RESULTS AND DISCUSSION

Result

Validity and Reliability Tests

In this study, each variable was tested for validity by comparing the results of the calculation of the r-count value against the r-table value, which showed that all items in the instrument used were valid because the R-value of the calculation was more significant than the R-value of the table. The reliability test measures the consistency of respondents' answers to the same item within the instrument.

Reliability is measured using the Alpha-Cronbach coefficient, where a value greater than 0.60 indicates that the instrument is reliable. The results of the validity and reliability test are shown in Table 1.

Table 1. Validity and Reliability Tests

Variable	Reliability Coefficient (Alpha Cronbach)	R-Count	R-Table
Ideal Influence	0.754	Valid	0.3610
Inspirational Motivation	0.885	Valid	0.3610
Intellectual Stimulation	0.951	Valid	0.3610
Individual Considerations	0.735	Valid	0.3610
Pedagogical Competence of Teachers	0.910	Valid	0.3610

Based on Table 1, the validity and reliability test results showed that all variables in this study had a reliability coefficient (Alpha Cronbach) greater than 0.60, indicating that the instrument used was reliable. Cronbach's Alpha values for each variable, such as Ideal Influence (0.754), Inspirational Motivation (0.885), Intellectual Stimulation (0.951), Individual Consideration (0.735), and Teacher's Pedagogical Competence (0.910), showed good consistency in the measurement of these variables. In addition, the validity test results showed that all variables were also valid because the R-value of the Count was more significant than the R-value of the Table (0.3610), which indicated that the instrument used could measure the variable in the question precisely.

Normality Test

After the validity and reliability test, a Normality Test is carried out to check whether the residual data in the regression model is distributed normally. The residual normality assumption is important because one of the basic assumptions in linear regression is that the residual, i.e. the difference between the predicted value and the actual value, must be normally distributed. The resulting regression coefficient estimate may be invalid if the residual is not normally distributed. In this study, the normality test was performed using the Kolmogorov-Smirnov test, which measures whether the residual distribution follows the normal distribution, as shown in Table 2.

Table 2. Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		67
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	.65405691
Most Extreme Differences	Absolute	.153
	Positive	.121
	Negative	-.153
Test Statistic		.153
Asymp. Sig. (2-tailed)		.061[c]
a. Test distribution is Normal.		
b. Count from data.		
c. Lilliefors Significance Correction.		

Based on the normality test results shown in Table 2. using Kolmogorov-Smirnov, the Significance value (Asymp. Sig) for residues is 0.61, greater than the significance level α = 0.05. This shows no violation of the normality assumption because a p-value greater than 0.05 indicates that the residual is usually distributed. Thus, it can be concluded that the residual data in this regression model is normally distributed, which fulfils one of the basic assumptions in linear regression analysis, so that the model used can produce valid and reliable estimates.

Multicollinearity Test

The multicollinearity test is an important step in regression analysis to ensure no robust relationships between independent variables. Suppose there is a high correlation between independent variables. This can lead to problems in the interpretation of regression coefficients, reduce the precision of estimation, and make the regression model less stable. Therefore, a multicollinearity test ensures that the regression model's variables do not overlap. In this study, the results of the multicollinearity test are shown in Table 3.

Table 3. Multicollinearity Test

Coefficients[a]

Model		Collinearity Statistics	
		Tolerance	**VIF**
1	(Constant)		
	Idealized Influence	,190	5,277
	Inspirational Motivation	,969	1,032
	Intellectual Stimulation	,054	1,591
	Individualized Consideration	,056	1,882

a. Dependent Variable: Pedagogic Competence of Teachers

Table 3. indicates the results of the multicollinearity test; the Tolerance and Variance Inflation Factor (VIF) values were used to identify multicollinearity problems among independent variables. The Idealized Influence variable has a Tolerance value of 0.190 and a VIF of 5.277, which indicates a reasonably high correlation with other variables because the VIF value is greater than 5. This indicates the potential for multicollinearity in this variable. On the other hand, the variables Inspirational Motivation (VIF = 1.032), Intellectual Stimulation (VIF = 1.591), and Individualized Consideration (VIF = 1.882) had VIF values smaller than 5, indicating that there were no significant multicollinearity problems in these variables. Thus, although there is a slight multicollinearity in Idealized Influence, this regression model can be considered not to suffer from harmful multicollinearity.

Heteroscedasticity Test

The Heteroscedasticity test was performed to test whether the variance of residual or prediction errors in the regression model is constant across the entire range of predicted values. One of the basic assumptions in linear regression is homoskedasticity, which requires that residual variance remains constant at all predictor levels. If the residual variant is not constant, then this is called heteroscedasticity, which can cause the regression coefficient estimation to be

inefficient and the results of statistical tests to be biased. This study carried out a heteroscedasticity test, as shown in Figure 1.

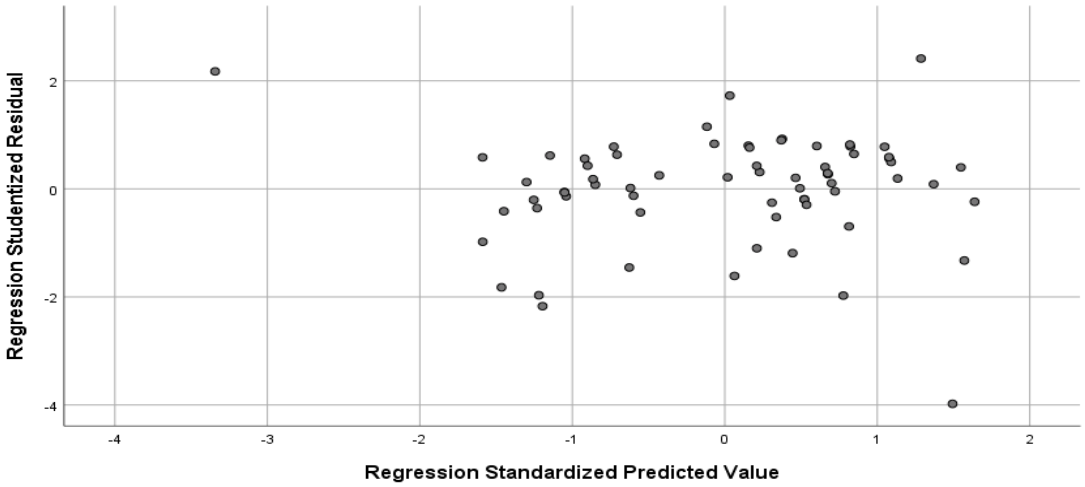

Figure 1. Heteroscedasticity Tests

Figure 1. Showing the results of the Heteroscedasticity Test, it can be seen that the dots on the scatterplot are randomly scattered around the horizontal line without forming a specific pattern. This suggests that there is no systematic pattern in the residual distribution, indicating that the residual variance is constant across the range of predicted values. Thus, it can be concluded that this regression model meets the assumption of homogeneity, that is, the absence of heteroscedasticity. This assumption of homogeneity is important to ensure that the regression model can produce efficient and valid coefficient estimates.

Autocorrelation Test

The Autocorrelation test is performed to test whether a relationship or correlation exists between one residual and another in the regression model. Autocorrelation occurs when the interference (error) in one observation is affected by the interference in the previous observation, which can cause the estimation of the regression coefficient to be inefficient. Autocorrelation tests are important to ensure that errors between observations are independent, which is one of the basic assumptions in linear regression, where the results of the autocorrelation test carried out in this study are shown in Table 4.

Table 4. The Autocorrelation Test

Model Summary[b]					
Model	**R**	**R Square**	**Adjusted R Square**	**Std. Error of the Estimate**	**Durbin-Watson**
1	,990[a]	,980	,979	,66625	1,934
a. Predictors: (Constant), Individualized Consideration, Inspirational Motivation, Idealized Influence, Intellectual Stimulation					
b. Dependent Variable: Pedagogic Competence of Teachers					

Table 4 indicates that the resulting Durbin-Watson value from the regression model is 1.934, which lies in the expected range between 1 and 3. This suggests that there is no positive autocorrelation in the data, which means that the

data do not show any undesirable relationships or correlations between residuals. Therefore, it can be concluded that the data meet the residual independence assumption, which is important for the validity of the regression model. In addition, the Determination Coefficient (R^2) is a measure that shows how much an independent variable contributes to a dependent variable. The higher the R^2 value, the better the regression model explains the variation in the data. In this case, the R^2 value of 0.980 shows that the variables Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration can explain 98% of the variability in teachers' pedagogical competence in MAN 2 Tuban. The rest, which is 2%, is explained by other factors not studied in this study.

Multiple Linear Regression Test

The Multiple Linear Regression Test aims to measure the extent to which changes in independent variables affect dependent variables and assess the relative contribution of each independent variable in explaining variations of independent variables. In multiple linear regression, each independent variable explains changes in the dependent variable, and the relationships between those variables are assumed to be linear. The results of multiple linear regression tests provide helpful information about the strength and direction of the influence of independent variables on dependent variables and whether these influences are significant. More detailed results of multiple linear regression tests can be seen in Table 5.

Table 5. Multiple Linear Regression Test

Coefficients[a]						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	-,608	,709		-,857	,394
	Idealized Influence	,097	,037	,110	2,651	,010
	Inspirational Motivation	-,052	,024	-,040	-2,170	,034
	Intellectual Stimulation	,197	,066	,232	2,990	,004
	Individualized Consideration	,612	,070	,662	8,687	,000
a. Dependent Variable: Pedagogic Competence of Teachers						

Based on the results of the regression analysis obtained in Table 5, the regression equation can be written as follows:

$Y = a1 + b1X1 + b2X2 + b3X3 + b4X4 + e$
$Y = 0{,}608 + 0{,}097 + -0{,}052 + 0{,}197 + 0{,}612 + 0{,}709$

Based on the regression equation, the interpretation is as follows: the constant value $\alpha = 0.608$ means that if X1, X2, X3, and X4 remain unchanged, Y will be 0.608. The coefficient $b1 = 0.097$ suggests that for every increase in X1, Y will increase by 0.097, assuming that X2, X3, and X4 remain constant. Meanwhile, b2 =

-0.052 indicates that if X2 increases, Y will decrease by 0.052, assuming no change in the other variables. For b3 = 0.197, an increase in X3 will increase Y by 0.197, assuming the other variables remain constant. Finally, b4 = 0.612 shows that if X4 increases, Y will increase by 0.612, assuming no change in the other variables.

F-Test

The F-test is used to assess the overall significance of the regression model. This test evaluates the simultaneous or joint effect of idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration on teachers' pedagogical competence at MAN 2 Tuban. The result of the F-test is presented in Table 6.

Table 6. F-Test

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1338,121	4	334,530	753,637	,000[b]
	Residual	27,521	62	,444		
	Total	1365,642	66			

a. Dependent Variable: Pedagogical competence of teachers

b. Predictors: (Constant), individualized consideration, inspirational motivation, idealized influence, intellectual stimulation

Based on Table 5, it can be explained as follows: The hypothesis proposed in the F test is as follows: From the calculation, the value F_{count} is greater than the F_{table}, which is 753.637 > 2.52, with a significance value of 0.000 < 0.05. Therefore, H0 is rejected, and H5 is accepted. This indicates that the variables of ideal influence, inspirational motivation, intellectual stimulation, and individual considerations significantly influence teachers' pedagogical competence at MAN 2 Tuban.

T-Test

The t-statistical test measures the extent to which each independent variable individually affects variations in the dependent variable. The results of this t-test provide information about the significance of each independent variable's influence on the dependent variable in the regression model. Based on the analysis carried out, the results shown in Table 7 were obtained.

Table 7. Uji-T

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	-,608	,709		-,857	,394
	Idealized Influence	,097	,037	,110	2,651	,010
	Inspirational Motivation	-,052	,024	-,040	-2,170	,034
	Intellectual Stimulation	,197	,066	,232	2,990	,004
	Individualized Consideration	,612	,070	,662	8,687	,000

a. Dependent Variable: Pedagogic Competence of Teachers

Based on the calculations, the calculated t-value of 2.651 is greater than the table t-value of 1.66980, with a significance value of 0.010 smaller than 0.05. That is, the hypothesis (H1) is accepted. Therefore, it can be concluded that the ideal influence significantly influences teachers' pedagogical competence. The ideal influence has a positive and significant impact on the teacher's pedagogical competence, which shows that the higher the ideal influence, the greater the potential for improving the teacher's pedagogical competence.

Based on calculations, the calculated t-value of -2.170 is greater than the table t-value of 1.66980, with a significance value of 0.034, which is smaller than 0.05. That is, the hypothesis (H2) is accepted. Thus, inspirational motivation has a significant influence on teachers' pedagogical competence. Inspirational motivation has a negative and significant impact on teachers' pedagogical competence, implying that the lower the level of inspirational motivation, the better the teacher's pedagogical competence.

Based on the calculations, the calculated t-value of 2.990 is greater than the table t-value of 1.66980, with a significance value of 0.004, which is smaller than 0.05. That is, hypothesis (H3) is accepted. Therefore, it can be concluded that intellectual stimulation significantly influences teachers' pedagogical competence. Intellectual stimulation has a positive and significant impact on teachers' pedagogical competence, which shows that the higher the intellectual stimulation, the more significant its contribution to improving teachers' pedagogical competence.

Based on calculations, the calculated t-value of 8.687 is greater than the table t-value of 1.66980, with a significance value of 0.000, which is smaller than 0.05. That is, the hypothesis (H4) is accepted. Therefore, it can be concluded that individual considerations significantly influence teachers' pedagogical competence. Individual considerations have a significant positive impact on teachers' pedagogical competence, which shows that the higher the level of individual consideration, the more significant its contribution to improving teachers' pedagogical competence.

Discussion

This study aims to explore the influence of several factors on teachers' pedagogical competence in MAN 2 Tuban, focusing on variables such as ideal influence, inspirational motivation, intellectual stimulation, and individual consideration. Based on the analysis results, the main findings show that all independent variables significantly influence teachers' pedagogical competence, with ideal influence and intellectual stimulation having a strong positive impact. At the same time, inspirational motivation has a negative impact, and individual considerations have a very significant influence.

The research question was about the influence of transformational leadership on teachers' pedagogical competence. These findings directly answer the question by showing that the leadership dimensions, including ideal influence, intellectual stimulation, inspirational motivation, and individual consideration, significantly affect teachers' pedagogical abilities. Specifically, these results confirm that ideal influence and intellectual stimulation improve pedagogical

ability, while lower inspirational motivation tends to be related to increased competence.

These findings support the transformational leadership theory described by Bakker et al. (2023), which states that leaders who can inspire and provide individual attention can improve the performance and development of their subordinates. The ideal influences found in this study align with Bass's thinking, which links exemplary leaders to improved team performance. Intellectual stimulation that has been shown to improve teachers' pedagogical competence is also in line with the findings of (Chong and Plonsky, 2021), who emphasized the importance of leaders who can stimulate critical thinking and innovation among team members. However, inspirational motivation has been found to have a negative impact contrary to previous theories that have shown a positive impact of this motivation on the performance and attitudes of team members (Lee et al., 2024; Martin et al., 2022; Paliga et al., 2022).

The research also contributes to the literature by introducing the dimension of individual consideration in education, which has rarely been discussed in depth in previous research. This finding reinforces the view that attention to individual needs and aspirations can improve work performance (Inam et al., 2023; Richardson et al., 2021; Vo et al., 2022). This study offers new insights related to the impact of inspirational motivation that is not in line with previous findings, where the majority of studies show a positive influence of this motivation (Beardsley et al., 2021; Bureau et al., 2022; Van den Broeck et al., 2021). The results of this study challenge existing thinking by suggesting that excessive inspirational motivation may lead to burnout or mismatches in teaching approaches, leading to a decline in teaching quality.

This research also expands our understanding of the relationship between transformational leadership and teacher pedagogical competence. Although transformational leadership has been extensively studied in managerial contexts, this study highlights the importance of the individual consideration dimension in an educational context, suggesting that personal attention to teachers can contribute more to improving their pedagogical quality. This study provides direction for future research to further explore the role of inspirational motivation in teaching, given that the results of this study contradict many previous studies. Further research may investigate contextual or individual factors that may moderate the influence of inspirational motivation, such as the level of support provided by the school environment or the teacher's participation in decision-making. Additionally, it is important to explore the influence of individual considerations in education more deeply by looking at how interactions between leaders and teachers in this context can lead to improved teaching quality.

These findings enrich transformational leadership theory by emphasizing the importance of individual considerations in educational contexts. These results suggest that transformational leadership theory needs to place more emphasis on this dimension, especially in the relationship between principals and teachers. This study also provides a new perspective that challenges the theory that inspirational motivation always has a positive effect, given the results found in this study.

In professional practice, these findings imply that principals and other educational leaders must pay attention to the more overarching dimension of transformational leadership, focusing on individual considerations to improve teachers' pedagogical competence. More so, leaders in schools must be careful in managing the level of inspirational motivation, ensuring that teachers do not feel burdened by excessively high expectations, which can lead to a decline in the quality of teaching. Training and leadership development that prioritizes the role of each individual can contribute significantly to improving the overall pedagogical competence of teachers.

CONCLUSION

This study explores the impact of transformational leadership dimensions on teachers' pedagogical competence at MAN 2 Tuban, focusing on ideal influence, inspirational motivation, intellectual stimulation, and individual consideration. The findings indicate that ideal influence and intellectual stimulation positively affect pedagogical competence, while inspirational motivation has a negative impact. Individual consideration emerged as a key factor in enhancing teachers' skills. These results emphasize the importance of effective leadership in fostering a positive learning environment. The negative influence of inspirational motivation suggests the need for further exploration of contextual factors. The study underscores the value of school leaders in creating supportive, intellectually stimulating environments for teachers. Future research should further investigate the role of inspirational motivation and other leadership dimensions in various educational contexts to develop more effective strategies for improving pedagogical practices.

ACKNOWLEDGMENT

We would like to express our gratitude to the Rector of Al Hikmah Indonesia University for providing the funding for this research. Our sincere thanks also go to MAN 2 Tuban, including its leadership, staff, teachers, and employees, for their moral support in helping us complete this study.

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