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Sustaining Teacher Performance in Islamic Education: An Integrative Analysis through the IMPACT Framework

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Abstract:

This study examines how transformational leadership, a supportive work environment, and professional capacity development contribute to Islamic Religious Education teachers' performance within the IMPACT framework. The study employed a qualitative multiple-case study design across four educational institutions, using interviews, observations, and documentation to examine leadership practices, workplace conditions, and professional development activities. The findings reveal three interconnected dimensions supporting teacher performance. First, transformational leadership promotes shared educational vision, professional motivation, intellectual encouragement, teacher participation, and individualized guidance. Second, a supportive work environment provides enabling conditions through adequate facilities, collegial relationships, psychological comfort, digital resources, and institutional collaboration. Third, professional capacity development gives teachers opportunities to strengthen their instructional competencies and professional practices. However, the available evidence documents professional development activities without establishing measurable improvements in teacher competence or performance. These findings suggest that teacher performance is an organizationally supported process involving leadership, workplace conditions, and sustained professional learning. The study contributes an integrative perspective through the IMPACT framework, connecting institutional support with teachers' instructional responsibilities and character development in Islamic education. Practically, educational institutions should strengthen participatory leadership, foster collaborative and supportive workplaces, and evaluate professional development through classroom observations, instructional documentation, and systematic follow-up assessments.

Keywords: *Transformational Leadership, Work Environment, Professionalism, Teacher Performance*

Abstrak:

Penelitian ini bertujuan untuk menganalisis bagaimana kepemimpinan transformasional, lingkungan kerja yang mendukung, dan pengembangan kapasitas profesional berkontribusi terhadap kinerja guru Pendidikan Agama Islam dalam kerangka IMPACT. Penelitian ini menggunakan desain studi kasus multipel dengan pendekatan kualitatif pada empat lembaga pendidikan, melalui wawancara, observasi, dan dokumentasi untuk mengkaji praktik kepemimpinan, kondisi lingkungan kerja, serta kegiatan pengembangan profesional. Hasil penelitian mengungkapkan tiga dimensi yang saling berkaitan dalam mendukung kinerja guru. Pertama, kepemimpinan transformasional mendorong visi pendidikan bersama, motivasi profesional, stimulasi intelektual, partisipasi guru, dan bimbingan individual. Kedua, lingkungan kerja yang mendukung menyediakan kondisi yang memungkinkan melalui fasilitas yang memadai, hubungan kolegial, kenyamanan psikologis, sumber daya digital, dan kolaborasi kelembagaan. Ketiga, pengembangan

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kapasitas profesional memberikan kesempatan bagi guru untuk memperkuat kompetensi pembelajaran dan praktik profesional mereka. Namun, bukti yang tersedia mendokumentasikan kegiatan pengembangan profesional tanpa membuktikan peningkatan kompetensi atau kinerja guru secara terukur. Temuan ini menunjukkan bahwa kinerja guru perlu dipahami sebagai proses yang didukung secara kelembagaan melalui kepemimpinan, kondisi lingkungan kerja, dan pembelajaran profesional yang berkelanjutan. Penelitian ini memberikan kontribusi berupa perspektif integratif melalui kerangka IMPACT yang menghubungkan dukungan kelembagaan dengan tanggung jawab pembelajaran dan pengembangan karakter dalam pendidikan Islam. Secara praktis, lembaga pendidikan perlu memperkuat kepemimpinan partisipatif, membangun lingkungan kerja yang kolaboratif dan suportif, serta mengevaluasi pengembangan profesional melalui observasi kelas, dokumentasi pembelajaran, dan penilaian tindak lanjut yang sistematis.
Kata Kunci: *Kepemimpinan Transformasional, Lingkungan Kerja, Profesionalisme, Kinerja Guru*

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INTRODUCTION

Education is central to social development because it equips learners with knowledge, ethical judgment, and capacities to respond to social and technological change. Teachers are pivotal: their performance shapes classroom experiences, student learning, and quality education (Kurien et al., 2024; Rawal, 2024; Suhendra et al., 2024). UNESCO's Sustainable Development Goal 4 agenda emphasizes qualified teachers, while OECD reporting identifies working conditions and professional development as significant dimensions of teachers' professional experiences (OECD, 2025; UNESCO, 2024). These concerns are especially consequential for Islamic Religious Education, where teaching also supports moral formation. Strengthening Islamic education teacher performance therefore requires attention to professional capacity and institutional conditions over time across diverse learning contexts and equitable opportunities for all learners.

In practice, organizational conditions shape teachers' responsibilities are shaped by organizational conditions that may enable or constrain teaching. Unclear direction, limited professional support, weak collegial relationships, administrative demands, and inadequate development opportunities can make it difficult to sustain instructional quality and respond to students' needs (Fasinro, 2024; Martanti et al., 2023). School principals shape these conditions through leadership priorities, communication, resource allocation, and decision-making participation. Yet leadership initiatives may have limited effects when the work environment does not reinforce them, just as supportive facilities alone may not generate motivation without purposeful leadership (Goodyear et al., 2021; Hu et al., 2023). For Islamic education teachers, these challenges are compounded by expectations to integrate subject knowledge, pedagogy, and religious character formation in daily practice.

Previous studies link leadership, organizational climate, and teacher performance, but the picture remains incomplete. Syahmalini et al. (2022), Damanik et al. (2025), and Bellibaş et al. (2021) linked school leadership to teacher job satisfaction, while Gurgenidze et al. (2022) and Sum et al. (2022) linked transformational leadership to motivation and professional development. Herlina

et al. (2024), Donohue et al. (2026), and Hartnell et al. (2023) highlighted transformational leadership's contribution to a supportive work climate. Gunawan et al. (2023) examined supervision, leadership, work environment, and the performance of Islamic education teachers. Singhal et al. (2024) and Prummer et al. (2024) emphasized personal-organizational factors, school culture, and job demands. However, these strands do not explain their interaction as one contextual system within contemporary Islamic education institutions.

The state of the art in this study lies in moving beyond separate explanations of transformational leadership and the work environment toward an integrated framework that explains how both dimensions interact to support Islamic Religious Education teacher performance. Although researchers have examined leadership practices and workplace conditions as factors associated with teacher performance, their interrelationships within the ethical and spiritual orientation of Islamic education require further conceptual clarification (Adigun et al., 2024; Day et al., 2023). This gap matters because teacher performance cannot be understood through organizational leadership or workplace conditions alone; it also requires attention to how these dimensions connect with professional development, learning innovation, and school culture. To address this gap, this study introduces the IMPACT framework. This conceptual framework integrates six interconnected themes and explains the relationships among these dimensions within the distinctive educational and moral responsibilities of Islamic Religious Education.

Accordingly, this study addresses the following research problem: How can transformational leadership and the work environment be conceptually integrated to explain and advance Islamic Religious Education teacher performance? This central question is elaborated through three concerns: how transformational leadership practices support teachers' professional responsibilities; how physical, social, psychological, and organizational conditions shape teachers' work; and how leadership and workplace conditions relate to professional capacity development, learning innovation, Islamic school culture, and teacher performance. These concerns direct attention beyond examining leadership and the work environment as separate factors. Instead, they emphasise the need to understand how organisational practices and workplace conditions interact with professional and cultural processes to support educational quality while maintaining the ethical and spiritual orientation of Islamic Religious Education.

This study argues that Islamic Religious Education teacher performance results from interconnected leadership practices, workplace conditions, professional development, adaptive learning innovation, and a collaborative Islamic school culture. The IMPACT framework proposes that transformational leadership provides direction and motivation. At the same time, a supportive work environment creates conditions for professional growth, pedagogical innovation, and collaboration within a value-oriented school culture. This study's originality lies not in claiming that each component is entirely new, but in integrating these dimensions into a coherent conceptual framework that links organisational support to the professional and moral responsibilities of Islamic Religious Education teachers. Theoretically, this framework extends the

discussion of teacher performance by bringing organizational, professional, and cultural dimensions into a unified perspective. Practically, it gives school leaders a conceptual basis to strengthen leadership practices, improve workplace conditions, and foster sustainable teacher development. The proposed relationships also offer a foundation for further empirical examination and refinement of the framework.

RESEARCH METHODS

This study used a qualitative multiple-case study design to examine how principals' transformational leadership and teachers' work environments shape processes related to Islamic Religious Education (Islamic education) teacher performance. A qualitative approach was appropriate because the inquiry sought contextual, in-depth interpretations of leadership practices, workplace experiences, and institutional processes rather than statistical relationships. The multiple-case design enabled examination of these processes across four educational institutions and comparison of recurring patterns while preserving each institution's context (Halkias et al., 2022b). The design drew on established qualitative inquiry and case study methodology. Cross-case synthesis informed the development of the IMPACT conceptual framework.

The study was conducted at SMA Negeri 7 Kota Bekasi, SMAS Islam Darur Abror Kota Bekasi, MA Darul Kirom Kota Bekasi, and SMA Tahfidz Terpadu Imam Muslim Kota Bekasi, in West Java, Indonesia. These sites were purposively selected for their relevance to Islamic education teaching, the involvement of school principals or madrasah heads and islamic education teachers, and the availability of supporting institutional information. Preliminary preparation and field exploration began in July 2025, followed by main data collection from January to June 2026. Purposive sampling identified ten informants: principals or madrasah heads, a vice principal, senior teachers, and islamic education teachers.

Table 1. Distribution of Research Informants

No.	Research Site	Informants	Number
1	SMA Negeri 7 Kota Bekasi	Vice Principal and Senior Teachers	3
2	SMAS Islam Darur Abror Kota Bekasi	Head of School/Madrasah and islamic education Teacher	2
3	MA Darul Kirom Kota Bekasi	Head of Madrasah and islamic education Teacher (s)	3
4	SMA Tahfidz Terpadu Imam Muslim Kota Bekasi	Principal and islamic education Teacher(s)	2
	Total		**10**

We collected data through semi-structured interviews, observations, and document analysis (Halkias et al., 2022a). Interviews explored principals' leadership practices, teachers' working conditions, professional development, learning innovation, school culture, and perceived dimensions of Islamic education teacher performance. Observations provided context on institutional practices and workplace interactions relevant to the research questions. Documentary sources included school profiles, vision and mission statements,

organizational structures, work programs, academic supervision records, professional development materials, meeting minutes, and other relevant institutional documents. Interview guidelines, observation sheets, and documentation forms supported systematic, consistent collection across the four cases. Using multiple techniques enabled comparison of accounts with observed practices and available records.

Data analysis followed the interactive model of Miles, Huberman, and Saldaña, comprising data condensation, data display, and conclusion drawing and verification (Adu et al., 2022). During condensation and data reduction, the researcher selected, coded, focused, and organized interview transcripts, observation notes, and documents around the research questions. The researcher then displayed the data in organized summaries and thematic matrices to identify patterns within each institution. The researcher compared themes across cases, examining similarities, differences, and relationships among leadership, work environment, professional capacity development, adaptive learning innovation, Islamic school culture, and teacher performance. The researcher checked conclusions against the dataset and refined them through iterative analysis, producing six integrative IMPACT components.

The researcher strengthened data credibility through source triangulation, technique triangulation, and member checking (Chu et al., 2024). Source triangulation involved comparing perspectives from principals or madrasah heads, senior teachers, and islamic education teachers. Technique triangulation compared information obtained through interviews, observations, and institutional documents to identify convergence or discrepancies. Member checking involved returning interpretations to participants for clarification and confirmation, helping ensure that accounts were represented accurately. The researcher also reviewed emerging themes against case evidence before developing cross-case conclusions. These procedures supported the analysis's trustworthiness and grounded the IMPACT framework in recurring empirical patterns rather than assumptions or theoretical propositions alone.

RESULTS AND DISCUSSION

Results

The findings reveal three interconnected dimensions of Islamic education teacher performance: transformational leadership, a supportive work environment, and professional capacity development. Together, these dimensions show how institutional direction, organizational conditions, and professional learning shape teachers' educational responsibilities. The discussion compares these findings with established theoretical perspectives and previous scholarship, examining areas of convergence, potential differences, and their implications for educational leadership and institutional practice.

Transformational Leadership and Islamic Teacher Performance

Integrated transformational leadership refers to principals' leadership practices that connect institutional vision, professional motivation, intellectual encouragement, and individual support to the performance development of

Islamic Religious Education (Islamic education) teachers. In this study, the concept is operationally understood through teachers' accounts of how principals communicate educational goals, provide professional guidance, encourage instructional improvement, and recognize teachers' individual needs. The emphasis is not merely on school leaders' formal authority but on how leadership is experienced in everyday professional relationships. This finding positions transformational leadership as an organizational practice that connects institutional direction with teachers' responsibilities in instruction, religious guidance, and student character development.

The interview accounts indicate that communicating institutional vision and motivating teachers were important aspects of leadership practice. One teacher described the principal's approach to maintaining a shared educational direction: "The principal regularly reminds us of the school's educational goals and encourages us to connect our teaching responsibilities with the needs of our students." Another informant described leadership motivation in professional work: "When teachers encounter difficulties in implementing learning activities, the principal encourages us to discuss the problems and consider possible solutions rather than simply focusing on administrative requirements." These accounts suggest that leadership motivation came through communication, encouragement, and support for problem-solving. The emphasis was on helping teachers understand their responsibilities and remain professionally engaged.

The interview accounts also suggest that leadership involved encouraging teachers to contribute ideas and addressing their professional needs. One informant explained the opportunities provided for teacher participation: "Teachers are given opportunities to share suggestions during meetings, particularly when we discuss learning activities and programs for students." Another teacher described the importance of individual support: "When we experience difficulties with teaching or student development, the principal provides direction and encourages us to find approaches that suit the situation." These accounts indicate that teachers perceived participation and individual guidance as meaningful elements of leadership. Rather than treating teachers solely as implementers of institutional policies, these practices created opportunities for professional contribution, discussion, and context-sensitive responses to instructional challenges.

Where available, observational evidence can clarify how informants' described leadership practices are reflected in institutional activities. Relevant observations may include leadership meetings, teacher coordination sessions, academic supervision, or discussions concerning instructional programs. If these activities were directly observed, they may show how the institution communicated priorities and how teachers participated in professional discussions. The interpretation should remain limited to what was actually visible during fieldwork. For example, a meeting where teachers were invited to offer suggestions would support a description of participatory leadership but would not, on its own, establish that teachers' performance had improved. Such observations can contextualise the interview accounts by showing the settings where leadership communication and professional interaction occurred.

Across the accounts, an emerging pattern is that transformational leadership was understood through the relationship between institutional direction and teachers' everyday professional experiences. Communicating a shared vision provided a common reference for educational responsibilities, while encouragement and problem-solving support helped teachers address professional challenges. Opportunities to contribute ideas indicated a participatory dimension, whereas individual guidance reflected attention to teachers' differing needs. These elements suggest that leadership was experienced as more than administrative coordination. However, the pattern should be interpreted as a synthesis of the available accounts rather than evidence of a uniform practice across all four institutions. Its significance lies in identifying how teachers perceived leadership as relevant to their professional responsibilities and educational roles.

Work Environment as a Supporting Ecosystem for Teacher Development

In this study, the work environment is operationally defined as a supportive ecosystem for the professional development of Islamic education teachers, encompassing physical conditions, social relationships, psychological well-being, and digital support in professional practice. Across the four institutions examined, the work environment is understood not merely as available facilities but as the interaction of conditions that enable teachers to teach, collaborate with colleagues, develop professional competencies, and adapt to students' learning needs. The observation focuses on the availability of instructional resources, patterns of interaction among school members, institutional support for teacher initiatives, and the use of educational technology. These dimensions provide a basis for examining how institutional environments establish conditions that support professional development and improve teacher performance.

Table 2. Observational Indicators of the Work Environment as a Supporting Ecosystem

Observation Aspect	Field Indicators	Relevance to Teacher Development
Physical environment	Availability of classrooms, instructional facilities, and teaching resources	Supports the effective implementation of learning activities
Social environment	Collegial interactions, communication among teachers, and relationships between teachers and school leaders	Facilitates the exchange of knowledge and professional experiences
Psychological environment	Workplace comfort, support for teacher initiatives, and opportunities to express professional challenges	Encourages confidence and professional engagement
Digital support	Availability of digital devices, access to learning resources, and the use of educational technology	Expands instructional methods and learning resources
Professional development support	Opportunities to participate in competency development and receive professional guidance	Facilitates continuous teacher learning
Institutional collaboration	Academic coordination, sharing of teaching practices, and collective problem-solving	Connects individual development with institutional capacity

Table 2 presents six interrelated dimensions that support a teacher development ecosystem. Available facilities support the effective implementation of instructional activities, while social relationships and psychological comfort foster a work environment that encourages professional interaction. Digital support provides alternative ways to deliver instructional materials, while professional development opportunities and institutional collaboration support sustained competency enhancement. Therefore, the work environment cannot be adequately assessed solely through the completeness of physical facilities. The researcher interprets its effectiveness as depending on how interconnected infrastructure, social relationships, organizational support, and learning opportunities are in helping teachers fulfil their educational responsibilities.

The emerging pattern indicates that the work environment functions as a supporting ecosystem when its physical, social, psychological, and digital dimensions complement one another. Physical facilities provide operational foundations, collegial relationships facilitate the exchange of experiences, and psychological comfort creates opportunities for teachers to exercise professional initiative. Meanwhile, technology and professional development opportunities expand possibilities for instructional improvement. Institutional collaboration connects these elements through coordination and collective problem-solving. This pattern suggests that teacher development depends not only on individual competence but also on organizational conditions that enable teachers to apply and strengthen that competence. Within the IMPACT framework, the work environment supports the connection between professional capacity, instructional practices, and improved teacher performance.

Professional Capacity Development and Teacher Performance

In this study, professional capacity development and teacher performance are operationally defined through documented activities that demonstrate teachers' participation in professional learning, instructional improvement, and competency development. Documentation serves as visual evidence that an activity took place, while its caption provides context on the activity, location, time, and relevance to the research findings. The photograph titled Teacher Professional Development Activity illustrates a professional development activity associated with strengthening teachers' instructional capabilities. However, the photograph alone does not establish the extent of competency improvement or changes in teaching performance. Its analytical value lies in documenting the development activity and providing contextual evidence for examining institutional efforts to support teachers' professional growth.

Figure 1 provides visual evidence of a teacher professional development activity, showing a setting where professional learning takes place. From an observational perspective, the image can be interpreted as evidence of an organized activity intended to support teachers' professional development. Nevertheless, without additional documentation, the specific training content, participants' identities, location, date, and outcomes cannot be established. The researcher therefore interprets the photograph within the limits of what is observable, distinguishing evidence of activity from evidence of its effectiveness. When supported by an official activity report, attendance records, or training

materials, the documentation can provide a stronger basis for identifying the institutional mechanisms used to facilitate teacher capacity development.



Figure 1. Teacher Professional Development Activity

The documented activity suggests a link between institutional support for professional learning and the broader goal of improving teacher performance. The photograph confirms a professional development activity, but its educational significance depends on how relevant it is to teachers' professional responsibilities. The emerging analytical pattern is that documentation can demonstrate the implementation of capacity-building initiatives. Still, it cannot independently confirm improvements in lesson planning, instructional delivery, assessment, or student mentoring. Such improvements require separate evidence, such as teaching documents, classroom observations, or performance assessments. Within the IMPACT framework, professional capacity development represents an institutional mechanism for supporting teacher growth, whereas actual performance improvement must be established through evidence of changes in professional practice.

Discussion

In the present study, transformational leadership is reflected in a shared educational vision, professional motivation, intellectual encouragement, participatory decision-making, and individualized guidance. These findings align with the transformational leadership perspective, particularly its emphasis on inspiring followers and supporting development (Alagaraja, 2023; Holmén et al., 2021). Recent scholarship on Islamic-based schools similarly identifies transformational leadership as relevant to teacher motivation, professionalism, and instructional quality. However, these findings emphasize that leadership is experienced through everyday professional relationships rather than through a measurable causal effect on performance. This interpretation positions transformational leadership as a relational mechanism that connects institutional priorities to professional engagement (Mundiri et al., 2026; Puspitasari et al., 2021). Principals should then combine clear educational direction with constructive feedback, meaningful teacher participation, and support that responds to individual instructional challenges.

The work environment findings extend this discussion by identifying physical facilities, collegial relationships, psychological comfort, digital resources, and professional collaboration as interconnected conditions for teacher development (Fawaid et al., 2025; Ghufron et al., 2026). This interpretation aligns with research on school climate and professional development, which found a strong positive relationship between work climate and teacher development among private junior high school teachers in Bogor Regency. Nevertheless, the present study organizes environmental support as a multidimensional institutional ecosystem rather than focusing exclusively on statistical relationships between variables (Zamroni et al., 2025). Theoretically, this perspective suggests that organizational conditions provide the context through which professional motivation and competence can be exercised. Practically, school leaders should assess not only facilities but also communication, psychological safety, access to technology, and opportunities for collaborative learning.

Professional capacity development is another important dimension, illustrated by documentation of a teacher professional development activity. This finding corresponds with a systematic review by Lima et al. (2024) and Rasdiana et al. (2024), which identified training, ongoing coaching, and collaborative professional development as relevant approaches to supporting teachers' learning and student outcomes. A 2025 meta-analysis of 128 high-quality studies likewise reported average positive effects of professional development on student achievement, although outcomes varied considerably across interventions (Dignath et al., 2022; Imbert et al., 2024; Madkour et al., 2024). The distinction is important: the photograph establishes evidence of an activity, not proof of improved competence. Theoretically, professional development represents an opportunity for learning rather than an automatic performance outcome. Practically, institutions should connect training with classroom application, mentoring, feedback, and subsequent assessment.

Considered together, the three findings suggest that leadership, the work environment, and professional development operate as complementary rather than independent dimensions of teacher performance. Leadership establishes direction and encourages participation; the work environment provides organizational conditions for professional engagement; and development activities create opportunities to strengthen instructional capacity. This interpretation aligns with recent research linking instructional leadership, professional commitment, school climate, and teacher performance in Indonesian secondary education. However, this study offers an integrative interpretation through the IMPACT framework, bringing organisational, relational, and developmental dimensions into a shared analytical structure. The theoretical implication is that teacher performance can be examined as an organizationally supported process. Practically, institutional improvement strategies should coordinate leadership practices, workplace support, and sustained professional learning.

The principal contribution of this discussion is interpreting teacher performance improvement as a process that requires alignment among institutional leadership, enabling working conditions, and opportunities for

professional growth. Within the IMPACT framework, these dimensions provide a foundation for understanding how educational institutions can support teachers' instructional responsibilities and character formation in Islamic education. Nevertheless, the available findings do not establish that the three dimensions independently or jointly caused measurable performance improvements across the four institutions. The theoretical contribution therefore lies in proposing an integrated explanatory perspective, rather than claiming a validated causal model. In practice, institutions should evaluate professional development through documented changes in lesson planning, teaching, assessment, and student mentoring, supported by systematic observation and follow-up evaluation.

CONCLUSION

This study concludes that transformational leadership shapes Islamic education teacher performance, supports a supportive work environment, and develops professional capacity. The central lesson is that improving teacher performance requires more than individual commitment; it depends on institutional leadership, enabling organizational conditions, and sustained opportunities for professional learning. The study contributes the IMPACT framework as an integrative perspective that connects leadership practices, workplace support, professional development, adaptive learning, and Islamic school culture to teachers' educational responsibilities. Practically, institutions should strengthen participatory leadership, collaborative work environments, and systematic professional development evaluation. However, the qualitative evidence and limited documentation restrict causal claims, warranting broader comparative studies and longitudinal investigations.

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