

# Investigating the Relationship between Transformational Leadership, Compensation, and Teacher Performance through Organizational Commitment in an Islamic Foundation Setting

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DOI: <http://doi.org/10.33650/al-tanzim.v8i2.6428>

Received: 23 June 2023

Revised: 19 December 2023

Accepted: 27 February 2024

## Abstract:

This study delves into the Islamic Foundation for Education Malik Ibrahim Gresik to investigate how transformational leadership and compensation, mediated through organizational commitment, impact teacher performance. Employing a quantitative explanatory approach, the analysis reveals several key insights. Firstly, teacher performance is directly affected by transformational leadership and compensation. Secondly, both transformational leadership and compensation directly influence organizational commitment. Thirdly, organizational commitment directly impacts teacher performance. Transformational leadership independently impacts teacher performance, circumventing the need for organizational commitment as a mediator. Additionally, organizational commitment serves as a mediator between compensation and teacher effectiveness. These findings hold significant implications for educational management. They underscore the importance of prioritizing transformational leadership and fair compensation to enhance educational effectiveness. Moreover, they highlight the need for fostering organizational commitment among educators. By addressing these factors, educational institutions can bolster their management practices, thereby elevating the quality of education and contributing more substantially to the nation's development agenda.

**Keywords:** *Compensation, Organizational Commitment, Performance, Transformational Leadership*

## Abstrak:

Penelitian ini mendalami Yayasan Pendidikan Islam Malik Ibrahim Gresik untuk menyelidiki bagaimana kepemimpinan transformasional dan kompensasi, yang dimediasi melalui komitmen organisasi, berdampak pada kinerja guru. Dengan menggunakan pendekatan penjelasan kuantitatif, analisis ini mengungkapkan beberapa wawasan penting. Pertama, kinerja guru dipengaruhi langsung oleh kepemimpinan transformasional dan kompensasi. Kedua, baik kepemimpinan transformasional dan kompensasi secara langsung mempengaruhi komitmen organisasi. Ketiga, komitmen organisasi berpengaruh langsung terhadap kinerja guru. Khususnya, kepemimpinan transformasional secara mandiri berdampak pada kinerja guru, sehingga tidak memerlukan komitmen organisasi sebagai mediator. Selain itu, komitmen organisasi berfungsi sebagai mediator antara kompensasi dan efektivitas guru. Temuan ini mempunyai implikasi yang signifikan terhadap manajemen pendidikan. Mereka menggarisbawahi pentingnya memprioritaskan kepemimpinan transformasional dan kompensasi yang adil untuk meningkatkan efektivitas pendidikan. Selain itu, mereka

menyoroti perlunya menumbuhkan komitmen organisasi di kalangan pendidik. Dengan mengatasi faktor-faktor ini, institusi pendidikan dapat meningkatkan praktik manajemennya, sehingga meningkatkan kualitas pendidikan dan memberikan kontribusi yang lebih besar terhadap agenda pembangunan bangsa.

**Kata Kunci:** *Kompensasi, Komitmen Organisasi, Kinerja, Kepemimpinan Transformasional*

*Please cite this article in APA style as:*

Soelistya., D (2024). Investigating the Relationship between Transformational Leadership, Compensation, and Teacher Performance through Organizational Commitment in an Islamic Foundation Setting. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 8(2), 377-391.

## INTRODUCTION

The field of human resources encompasses a diverse range of components, which include emotions, motives, skills, expertise, assistance, power, and work-related factors such as ratio, preference, and intention. According to Sukarji (2023), human resources are crucial in enhancing organizational performance. Despite the benefits of strategic management, organizations need help managing their internal and external environments by Hambali et al. (2020). As described by Dian et al. (2022), transformational leadership involves providing individual attention to employees, assigning tasks based on their abilities, and stimulating intellectual growth. Master et al. (2022) discuss how idealized traits influence transformational leadership, emphasizing the leader's charm and ability to inspire followers into action.

Organizational commitment, as defined by Irnawati & Nuryani (2023), refers to a continuous process wherein individuals demonstrate care for the success and welfare of their organization. Astiti and Surya (2020) argue that employees' commitment to a company reflects their desire to continue working there, often rooted in emotional connections to the organization. Nurlina (2022) further elaborates on organizational commitment among teachers, highlighting aspects such as resolve to contribute to the school's progress, exerting maximum effort in line with organizational goals, and embracing the school's values and objectives. Teacher productivity and performance are crucial for educational institutions' success. Nurjannah et al. (2021) define *teacher productivity* as fulfilling duties and responsibilities in achieving educational objectives. Dian et al. (2022) emphasize the importance of performance, reflected in employees' work productivity and impacts organizational integrity and survival. Darmawan et al. (2020) describe teacher performance as the result of efforts and actions exhibited in various situations.

Pratama et al. (2020) studies on transformational leadership have demonstrated its positive influence on organizational outcomes, including employee satisfaction and performance. Previous research has explored various aspects of leadership, compensation, and teacher performance in educational settings Sutanto et al. (2022); Syahid et al. (2022); Pratolo et al. (2021); Mastur et al. (2022); Widayadi et al. (2021). Because, of course, this research is not the first scientific work, and based on the limitations of these studies, this paper was written. Leadership influences organizational commitment and teacher performance, but it cannot be denied that compensation also significantly influences employee welfare. Thus, this study aims to address this gap by examining the relationship between transformational leadership, compensation,

and teacher performance, focusing on the mediating role of organizational commitment within Islamic educational settings.

The Malik Ibrahim Islamic Foundation (YIMI) Gresik, founded in 1955, is dedicated to providing education, offering programs from Play Groups to Junior High Schools. Despite its commitment to educational excellence, YIMI Gresik needs help ensuring optimal teacher performance. While management endeavors to provide adequate facilities and rules for operational governance, there are concerns regarding teacher attendance and performance. Remuneration, highlighted by Jimenez (2020), plays a significant role in influencing teacher performance directly and indirectly through organizational dedication.

Given the gaps above and the challenges faced by YIMI Gresik, there is a need for in-depth research to explore how organizational commitment and transformational leadership, along with remuneration, impact teacher performance. Enhancing teacher performance is crucial for achieving the institution's objectives and maintaining educational quality. Therefore, this study investigates the relationship between organizational commitment, transformational leadership, remuneration, and teacher performance at the Malik Ibrahim Gresik Islamic Foundation. The theoretical gap in this research lies in the limited understanding of how organizational commitment, transformational leadership, and remuneration collectively influence teacher performance within Islamic educational institutions like the Malik Ibrahim Gresik Islamic Foundation. This gap persists because there is a lack of integrated research that examines the combined impact of these factors on teacher performance in such settings. While existing literature offers insights into individual components, it fails to provide a holistic view of their interdependence.

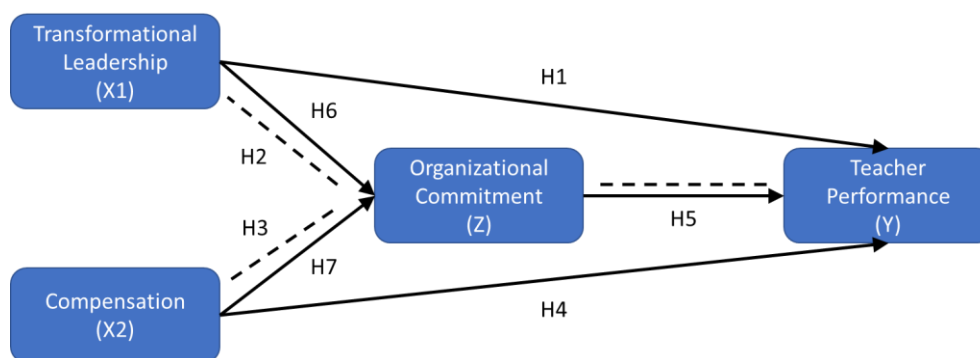
This gap gains significance as educational institutions endeavor to enhance teacher performance to meet their objectives, particularly within the Malik Ibrahim Gresik Islamic Foundation's commitment to advancing educational quality. This is evident in scholarly discussions on educational management, especially within Islamic institutions. Various stakeholders, including teachers, administrators, students, and the broader community, are affected by this gap as it directly influences teacher performance and, consequently, educational outcomes. Addressing this gap requires comprehensive research that delves into the intricate relationship between organizational commitment, transformational leadership, remuneration, and teacher performance in Islamic educational settings. Researchers can uncover how these factors impact teacher performance and devise effective improvement strategies by employing methodologies integrating quantitative and qualitative data analysis. This research fills this gap by elucidating the complex relationship between these factors and their implications for teacher performance in Islamic educational settings.

## RESEARCH METHODS

The present study employs a quantitative methodology, namely, using explanatory research. The educational institution known as Malik Ibrahim Islamic Foundation is located in Kyai Haji Agus Salim Street Number 37 Gapuro Sukolilo, Gresik, East Java, Indonesia. The study's whole respondent group consisted of 103

teachers from the YIMI Gresik educational institution, namely from the KB-TK-SD-SMP program. The researchers used the saturation sampling approach to choose the sample for this study. The primary technique used in data collection in this study was an online survey or questionnaire. The questionnaire in the study was closed, indicating that the researcher provided alternate replies, allowing the respondent to choose just one option for each available item. The survey will be disseminated among the instructors of YIMI Gresik KB-TK-SD-SMP. The surveys were delivered by the respondents directly completing them.

The above figure illustrates the theoretical framework exploring the relationship between compensation, transformational leadership, and teacher effectiveness, with organizational devotion as an intervening variable.



**Figure 1. Research Formula Framework**

The elaboration of the assumption being investigated is as follows, and it is based on the structure and theoretical foundations mentioned above:

- H1: Transformational Leadership significant on teacher performance
- H2: Transformational Leadership significant on organizational commitment
- H3: Compensation significant on organizational commitment
- H4: Compensation significant on teacher performance
- H5: Organizational commitment significant on teacher performance
- H6: Transformational Leadership significant on teacher performance, with organizational commitment as an intervening
- H7: Compensation significant on teacher performance, with organizational commitment as an intervening

The study employs the Likert rating system to assess a research variable while employing the PLS data processing method within the framework of PLS-SEM to analyze and model the relationships among variables, aiming to formulate or validate a theory with a predictive orientation. The analytical methods employed in the Partial Least Squares (PLS) approach include descriptive statistical tests to summarize the subject under investigation, measurement model testing for convergent and discriminant validity, evaluation of the hierarchical or internal model to explain variance and assess stability, hypothesis testing through resampling bootstrapping, and examination of mediation significance using statistical parameters. These methods collectively contribute to the rigorous analysis and validation of structural equation models in PLS methodology.

## RESULTS AND DISCUSSIONS

### Characteristics Research Object

Phenomena occurring at YIMI involve the inadequate execution of teacher performance assessments. For instance, confident educators fail to comply with the school's prescribed guidelines when creating administrative teaching materials, as evidenced by the target recapitulation and realization outcomes for creating teaching devices in YIMI KB-TK during the second semester of 2021-2022. The teaching implementation plan (RPP), which teachers must develop before conducting lessons, necessitates validation by the school principal, as depicted in Figure 1.



**Figure 2. Flow of RPP Consultation and Supervision at YIMI**

Source: YIMI admin

Figure 1 illustrates the prerequisites for becoming a teacher at YIMI Gresik educational institution. Before commencing instruction, teachers must develop teaching materials, which necessitate consultation with the principal or a designated senior teacher appointed by the principal or foundation. Upon obtaining the endorsement of the principal or senior teacher, the instructor is authorized to commence the instructional activities. Subsequently, by the predetermined timetable, the teacher will assume the role of overseeing the classroom. The assessment of classroom supervision outcomes will be presented during clinical supervision sessions conducted outside the classroom. This will serve as input for teachers to evaluate future teaching practices. Additionally, the school will document enhancements to teaching tools, which can be used as a reference by future teachers or as a means of evaluating or reviewing lessons.

According to Kutnick & Manson (2021), the main objective will be achieved if the instructor exhibits a specific level of professional behavior or capabilities, as evidenced by their competence, ability, skills, or talents meeting predetermined quality standards or ethical norms. The impact of poor teacher performance on learning outcomes will significantly affect the quality of education in a school. There is room for improvement in the quality of instruction, which may lead to the public's perception that the school needs more reasonableness. Additionally,

implementing organizational commitment within educational institutions has been executed effectively. The observed decline in performance is not attributed to the current leadership style. Transformational leadership may have an impact, but this relationship is not straightforward. It is important to note that communicating the transformational leadership style to the teachers at YIMI has been effective. According to Mastur et al. (2022), the impact of the transformational leadership style on teacher performance has been observed. The performance of teachers is influenced concurrently by both compensation and leadership style. According to Nurlina (2022), a positive correlation exists between the transformational leadership style and teacher performance.

An interesting phenomenon is the effect of compensation on teacher performance at YIMI Gresik. The compensation provided at YIMI Gresik is excellent and optimum, as provided by the employee agreement.

**Table 1. YIMI Employee Salaries and Benefits for 2021-2022**

No.	Types of Salary and Benefits	Information
1.	Basic salary	a. Teacher Probation Period 2 years b. Permanent Teacher (after 2 years of service)
2.	Incentive: Recreation, distribution of business division results, Umrah, Education, Eid Al-Fitr	Based on the functional decree that has been assigned by the Foundation to teachers
3.	Allowances: Position, Family, Basic Food, Catering	

Note: Payment of salaries at the end of each month

### Characteristics of Respondents

The demographics that participants displayed are summarised in the table below depending on gender:

**Table 2. Characteristics of Respondents**

Characteristics	Frequency	Percentage (%)
<b>Gender</b>		
Man	25	24.27
woman	78	75.73
Total	103	100
<b>Education</b>		
D3 (Diploma)	4	3.8
S1 (Bachelor)	94	91.4
Masters (S2)	5	4.8
Total	103	100

According to the data presented in Table 2, it is evident that a significant proportion of teachers at the YIMI Gresik Education Institute are female, accounting for 78.6% of the total. This finding suggests that the presence of women in teaching positions is essential due to their alignment with the character and personality traits of young children at the early childhood and elementary levels, encompassing KB-TK-SD-SMP. Furthermore, female teachers can assume the roles of playmates and confidants, as highlighted by Sum and Talu (2018). According to the statistics in Table 2, most teachers at the YIMI Gresik educational institution

have a Bachelor's level (S1) education, accounting for 90.3%. The percentage of teachers with a Bachelor's level education (S2) is 4.9%, while the percentage of teachers with a D3 degree is 4.8%. This implies that the composition of the teaching staff at YIMI Gresik educational institution has consisted chiefly of undergraduate students.

### Evaluation Models Test or Outer Models Evaluation

The results of the outer model evaluation indicate that convergent validity is well-established, with outer loading values meeting the required validity standards. Furthermore, discriminant validity is confirmed, as evidenced by the cross-loading values showing stronger relationships between indicators and corresponding constructs. The Average Variance Extracted (AVE) values exceeding 0.50 also affirm construct validity. Thus, based on these findings in Table 3, the model utilized in this study is valid and reliable for further analysis.

**Table 3. Reliabilities Test Results**

Variable	Average Variance Extracted (AVE)	Composite Reliability	Cronbach's Alpha
Transformational Leadership	0.783	0.976	0.943
Compensation	0.665	0.957	0.936
Organizational Commitment	0.681	0.938	0.879
Teacher Performance	0.786	0.947	0.931

The data presented in Table 3 indicate that the Cronbach's alpha value for each study variable surpasses 0.7. Thus, the subsequent study findings confirm that all investigated variables meet the criteria for Cronbach's alpha value, indicating a high level of consistency across all characteristics.

### Results of the structural factors Model Testing or Inner Models

A structural model was employed to investigate the influence of innovative management and remuneration on teachers' performance at YIMI Gresik Institutes of Learning. Additionally, organizational devotion was included as an intervening factor. The analysis framework encompassed methodologies such as regression parameter testing, fit quality testing, and testing for the hypothesis. The strength of correlations between exogenous and endogenous components, as reported in Table 4, was evaluated using path coefficient evaluation.

**Table 4. Path Coefficients**

Construct	Value	Information
Compensation → Organizational Commitment	0,262	Weak
Compensation → Teacher Performance	0,061	Weak
Organizational Commitment → Teacher Performance	0,297	Weak
Transformational Leadership → Organizational Commitment	0,359	Moderate
Transformational Leadership → Teacher Performance	0,360	Moderate

The findings reveal positive path coefficients for each variable, indicating significant external influences on the intrinsic variable. However, there needs to be more correlation between pay and educator effectiveness, which can be attributed to various institutional practices like indirect remuneration. The goodness-of-fit Test, using R-Square values, shows that the model can explain 32% of teacher performance variance and 21.7% of organizational commitment variance. The Q-Square value, indicating the fit quality, is 0.46756, suggesting that the model can explain 46.76% of the observed variation. The model is deemed appropriate, with teacher performance (0.320) having a higher R-Square value than organizational commitment (0.217).

The Test employs t-statistics and expected values for hypothesis checking. Specifically, with a significance level of 5% (alpha), a t-statistic score of 1.96 is utilized. To accept  $H_a$ , the t-statistic must exceed 1.96, while for  $H_0$  to be rejected, it should be less than or equal to that value. Additionally, the P-value is used for hypothesis validation, with  $H_a$  considered valid if the P-value is less than 0.05. The data table presented presents the results of the hypothesis test conducted in the following investigation using the internal model.

**Table 5. T-Statistics and P-Value**

HP	Variable	Value	T-Statistic	P Values
1	Transformational Leadership → Teacher Performance	0.361	3.814	0.000
2	Compensation → Teacher Performance	0.072	0.604	0.549
3	Transformational Leadership → Organizational Commitment	0.355	4.018	0.000
4	Compensation → Organizational Commitment	0.264	2.649	0.006
5	Organizational Commitment → Teacher Performance	0.289	2.829	0.004
6	Transformational Leadership → Organizational Commitment → Teacher Performance	0.117	2.421	0.018
7	Compensation → Organizational Commitment → Teacher Performance	0.078	1.778	0.078

### **Transformational Leadership on Teachers Performances**

According to the study's findings, there is a notable positive link between transformational leadership and teachers' productivity, suggesting that the former substantially impacts the latter. This assertion is substantiated by a t-value of 3.814, surpassing the crucial value of 1.960, and P-values below the significance level of 0.05. Moreover, the significance of the principal's involvement in offering work-related technical support is emphasized, as evidenced by the average indicator score of 3.71. Responsibilities such as mentoring educators, assigning suitable tasks, and overseeing classroom management enhance teacher effectiveness. On the other hand, implementing activities such as morning briefings and expressing gratitude towards exceptional teachers, as evidenced by the highest average score of 4.42, has a favorable influence on teachers' efficacy. The findings above are consistent with the research conducted by Mastur et al. (2022), which emphasizes the substantial influence of change management on the performance of educators. The study highlights the significance of incentivizing teachers, implementing inclusive regulations, providing incentives, cultivating favorable interpersonal



connections, and developing confidence and ease in the work environment. Furthermore, Purwanto's findings (2022) support the notion that there is a strong correlation between effective leadership and teacher performance.

### **Compensation on Teacher Performance**

The analysis indicates that compensation has no significant impact on teacher performance, with a test statistic of 0.604 and a P-value of 0.549, suggesting that the notion of better compensation positively affecting performance is unfounded. The mean indicator scores for compensation vary, with the lowest average at 3.03, indicating neutrality regarding receiving incentives for additional working hours. In contrast, the highest average at 4.21 shows strong agreement that salaries are given on time. These findings align with Firmansyah et al. (2022), suggesting that while pay may positively influence teacher effectiveness, its effect is not statistically significant. However, they differ from Alzoraiki et al. (2023), which emphasizes the significant impact of compensation on teacher performance. Despite varying perspectives, most teachers acknowledge the institution's efforts, such as timely salary payments, awards for excellence, holiday allowances, and health insurance, which may contribute to overall satisfaction and performance.

### **Transformational Leadership Against Organizational Commitment**

The initial sample score of 0.355 suggests a link between organizational commitment and transformative leadership. Based on the obtained t-statistic value of 4.018 and the corresponding P-value of 0.000, it can be concluded that there is a substantial relationship between transformational leadership and organizational commitment. This finding implies that improved transformational leadership is associated with increased levels of organizational commitment, hence providing support for the idea. The findings suggest that respondents agree that the school administrator offers job training, which enhances teacher effectiveness and boosts organizational commitment. The results of this study are consistent with the research conducted by Park et al. (2021), which highlights the substantial impact of transformative leadership on organizational commitment. In contrast, the findings of Nurjanah et al. (2020) present a contrasting perspective, indicating that transformational leadership has little impact on teacher commitment. The proactive implementation of job training by school principals at the YIMI Gresik Education Institute is perceived as a means to cultivate organizational commitment among teachers.

### **Compensation Against Organizational Commitment**

This study investigates the impact of remuneration on organizational commitment within an institution. The initial sample score of 0.264 indicates a positive correlation between compensation and commitment. With a T statistic of 2.649 and a P-value of 0.006, compensation significantly influences organizational commitment, supporting the hypothesis. Respondents generally agree (mean score of 4.02) that the institution should reward exceptional employees, but there is inconsistency in award allocation, suggesting a need for more equitable recognition. Regular awards, such as those for perfect attendance, could further motivate teachers and strengthen organizational commitment. These findings are

consistent with Ausat et al.'s (2022) research, which found a significant link between remuneration and organizational commitment. Adequate compensation is seen as recognizing employees' efforts and helps prevent turnover. Additionally, studies by Iqbal et al. (2021) further support the positive impact of pay on organizational commitment.

### **Organizational Commitment to Teacher Performance**

The study found a significant positive relationship between organizational commitment and teacher performance, with an original sample result of 0.289 and a T statistic of 2.829, supported by P-values of 0.004. Respondents' perceptions varied, with some agreeing on the institution's dedication to its employees (mean score of 3.52) and others affirming its efforts to maintain employee motivation (mean score of 4.34). To enhance organizational commitment, the institution can improve its management system, develop human resources, and foster engagement in school activities. These findings align with previous research by Van Waeyenberg et al. (2022), highlighting the positive impact of organizational commitment on teacher performance.

### **Transformational Leadership on Teacher Performance as Mediation of Organizational Commitment**

The current research endeavored to explore the influence of transformational leadership on teachers' performance by examining its association with organizational commitment. A T statistic of 2.421 and P-values of 0.018 were obtained from the analysis. The findings of this research illustrate a significant effect, suggesting that the integration of organizational commitment and transformational leadership exerts a considerable influence on teachers' performance. A positive correlation exists between the level of organizational commitment and the extent of impact exerted by the transformational leadership style. The initial sample value of 0.361 indicates a significant direct correlation between transformational leadership and teacher performance.

In contrast, the initial sample value of 0.017 indicates a statistically significant indirect correlation through organizational commitment. This finding indicates that the effect of transformative leadership on teacher performance is more significant than its impact on teachers' organizational commitment. The role of educational administrators is essential in improving teacher effectiveness by providing guidance, training, supervision, and motivation.

In contrast to the findings of Mailool et al. (2020), the present study demonstrated that organizational commitment did not exhibit a statistically significant moderating influence on the association between transformational leadership, teacher performance, and organizational commitment. The study conducted by Mansor et al. (2021) presents a contrasting perspective, suggesting that a transformative leadership culture can positively impact employee performance by promoting heightened organizational commitment. The variations seen in research findings highlight the complex interplay between leadership style, organizational commitment, and teacher effectiveness. Several elements influence organizational commitment levels, such as the lack of alignment between school principles and teacher expectations, external influences,

and regulatory changes.

This research study provides a substantial addition to the domain of Islamic education management by providing a comprehensive understanding of the complexities involved and presenting valuable insights for educational administrators. By comprehending these occurrences and their ramifications, leaders can create efficacious management methods to enhance teacher effectiveness and the overall quality of education (Park et al., 2021; Purwanto, 2021). Furthermore, this study advocates for additional research to investigate better the various aspects that impact the correlation between leadership style and organizational commitment within Islamic education.

### **Compensation on Teacher Performance as Mediation of Organizational Commitment**

The objective of this study was to investigate the impact of compensation (X2) on teacher performance (Y) while taking into account the influence of organizational commitment (Z). The obtained T statistic was 1.778, and the corresponding P-value was 0.078. Given the calculated P-value of 0.05 and the t statistic of t start of 1.960, it can be deduced that there is inadequate evidence to demonstrate a significant association between corporate dedication (Z) and the influence of Compensation (X2) on Teachers' Performance (Y). However, there is ongoing debate regarding the potential indirect impact on these outcomes. Upon comparing the direct and indirect connections to the initial samples, it is evident that the direct impact of pay on instructors (0.072) is relatively less significant than the indirect association (0.078). These findings indicate that the level of commitment inside the organization directly influences compensation on teacher performance. There is potential for enhancing organizational commitment by establishing steps to assure fast wage disbursement and enhancing incentives for employees' working hours.

A study conducted by Aboramadan et al. (2019) indicates a clear correlation between salary and teacher performance at the Hamong Putera College Foundation. Additionally, the study implies that organizational commitment is supportive in this relationship. The presence of disparities in research findings can be attributed to various factors that impact the correlation between compensation, organizational commitment, and teacher performance within Islamic educational institutions. Teachers may earn sufficient compensation, yet their dedication to the organization may need to meet expectations due to management rules or organizational culture.

Furthermore, this study's findings indicate that remuneration's direct effect on teacher performance is comparatively less significant when compared to the influence mediated by organizational commitment. This suggests that variables other than remuneration, such as the perception of equity and worth inside the institution, substantially impact teachers' dedication and, consequently, their effectiveness (Donglong et al., 2020; Na-Nan et al., 2020; Yamin & Risnita, 2020). This study enhances Islamic education management by providing valuable insights into the complex interplay among compensation, organizational dedication, and teacher effectiveness. Education leaders can improve teacher performance and overall educational quality by comprehending these dynamics

and developing more effective management strategies. Furthermore, the results of this study can provide valuable insights for enhancing pedagogical approaches in Islamic educational establishments.

## CONCLUSION

The analysis indicates strong correlations among transformational leadership, compensation, organizational loyalty, and educator efficacy. Transformational leadership directly influences teacher performance, emphasizing the positive impact of leadership that fosters change and motivation. Similarly, compensation directly affects teacher achievement, highlighting the importance of suitable rewards and incentives. Furthermore, transformational management influences organizational commitment, showcasing the role of leadership in enhancing educators' dedication to the institution. Conversely, organizational commitment positively impacts teacher performance, underscoring the significance of educators' loyalty to their organization. While organizational commitment mediates the relationship between compensation and teacher performance, transformational leadership directly influences teacher performance, independent of commitment levels. Therefore, organizational commitment is crucial in bridging the link between teacher compensation and performance. The YIMI Gresik Education Institute should prioritize meeting teachers' infrastructure needs and involving them in school activities to enhance organizational commitment. Additionally, increasing direct compensation to teachers is recommended to improve their performance and loyalty to the institution.

## ACKNOWLEDGEMENT

We thank the YIMI Gresik Education Institute for their generous support and cooperation throughout this research endeavor. Their commitment to excellence in Islamic education has been invaluable, and we appreciate their willingness to participate and provide resources for this study. Special thanks to the management, teachers, staff, students, and parents for their contributions, which have enriched our understanding of educational management in Islamic institutions.

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