

Nurturing Teacher Resilience: Transformational Leadership as a Protective Factor Against Burnout

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Abstract:

This study aims to analyze the role of transformational leadership in overcoming teacher burnout in schools. This study uses a qualitative approach with a case study design, where data is collected through interviews, observations, and documentation. Techniques for filtering important information, presenting structured data, and drawing accurate conclusions based on existing findings are used to analyze the data. The results of the study indicate that transformational leadership in schools plays an important role in overcoming teacher burnout. Idealized influence creates a sense of trust and recognition while inspiring motivation and connects teachers' work to a larger purpose, thereby helping to reduce burnout. Intellectual stimulation encourages creativity and innovation through open communication, which also contributes to preventing burnout. In addition, individual consideration provides personalized support and supports the professional growth and emotional well-being of teachers, thereby reducing the risk of burnout in the school environment. This study provides implications for effective leadership practices in the educational context. It offers insights for principals and education managers to apply a transformational leadership approach to overcome teacher burnout in schools.

Keywords: *Transformative Leadership, Teacher Burnout, Resilience, Intellectual Stimulation*

Abstrak:

Penelitian ini bertujuan untuk menganalisis peran kepemimpinan transformatif dalam mengatasi burnout guru di sekolah. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus, di mana data dikumpulkan melalui wawancara, observasi, dan dokumentasi. Untuk menganalisis data, digunakan teknik penyaringan informasi penting, penyajian data yang terstruktur, serta penarikan kesimpulan yang akurat berdasarkan temuan yang ada. Hasil penelitian menunjukkan bahwa kepemimpinan transformasional di sekolah berperan penting dalam mengatasi burnout guru. Pengaruh yang ideal menciptakan rasa percaya dan pengakuan, sementara motivasi yang menginspirasi menghubungkan pekerjaan guru dengan tujuan yang lebih besar, sehingga membantu mengurangi rasa jenuh. Stimulasi intelektual mendorong kreativitas dan inovasi melalui komunikasi terbuka, yang juga berkontribusi dalam mencegah kejenuhan. Selain itu, pertimbangan individual memberikan dukungan yang dipersonalisasi, mendukung pertumbuhan profesional dan kesejahteraan emosional guru, sehingga mengurangi risiko burnout di lingkungan sekolah. Penelitian ini memberikan implikasi bagi praktik kepemimpinan yang efektif dalam konteks pendidikan, serta menawarkan wawasan bagi kepala sekolah dan pengelola pendidikan.

untuk menerapkan pendekatan kepemimpinan transformasional guna mengatasi burnout guru di sekolah.

Kata Kunci: *Kepercayaan Transformatif, Burnout Guru, Resiliensi, Stimulasi Intelektual*

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INTRODUCTION

Transformational leadership styles play a crucial role in education, where challenges and pressures often affect teachers' well-being (Buskila & Chen-Levi, 2021; Liu et al., 2024; Ataman et al., 2024). This inspiring and motivating leadership encourages educators to reach their full potential and creates a positive and supportive work environment (Al-Husseini et al., 2021; Setiawan et al., 2022; Sirait, 2021). By building trusting relationships and openness, transformational leaders can increase teachers' involvement and commitment to their work (Mansor et al., 2021; Sanjani, 2024). This is very important considering that today's phenomenon shows that teachers who feel supported and motivated tend to be more resilient, can deal with stress, and avoid the risk of burnout (Cece et al., 2022; Heda & Mbato, 2022; Hogan & White, 2021; Neumann & Tillott, 2022; Romano et al., 2021). In this context, transformational leadership styles contribute to teachers' professional development, have implications for the quality of education students receive, and can create a better and more sustainable learning ecosystem.

Teachers' ability to adapt and survive the challenges and stresses associated with their work is crucial in creating an effective learning environment. However, many teachers experience emotional exhaustion, depersonalization, and decreased personal achievement due to continuous work pressure, which can negatively impact the quality of learning they provide (Agyapong et al., 2022; Oliveira et al., 2021; Zaini, 2023). In this context, transformational leadership emerged as one of the influential protective factors to help reduce burnout levels among teachers. By implementing an inspiring and motivating leadership style, transformational leaders can create a positive work environment and provide the necessary support (Çop et al., 2021; Kilag et al., 2024; Knezović & Drkić, 2021), as well as encourage teachers to remain resilient in the face of challenges (Baroudi, 2022; Olmo-Extremera et al., 2022; Tian & Guo, 2024). Therefore, transformational leadership not only improves the welfare of teachers but also impacts improving student learning quality.

The paper on transformational leadership in improving teacher well-being by reducing burnout levels and increasing resilience is not the first study; there have been many studies and research studies on the concept. Research by Horwood et al. (2021) shows that leaders who inspire, provide vision, and offer individual support to teachers can increase work enthusiasm and prevent burnout. Similar results were also found in research by Sirait (2021), which stated that transformational leadership can create a positive work environment where teachers feel appreciated and supported in their professional development efforts. In addition, research by Odeh et al. (2023) and Effendi et al. (2021) emphasized that positive interactions between leaders and teachers can strengthen teachers' adaptability and mental resilience in facing work challenges. Another version,

namely research by Haerens et al. (2022), found that teachers who received less support from leaders tended to experience higher levels of emotional exhaustion and decreased motivation and personal achievement. Overall, these studies show that transformational leadership increases teacher motivation and engagement and is a significant protective factor against the risk of burnout. This reinforces the importance of this leadership style in creating a healthy and productive work environment in educational institutions where teacher well-being and the quality of learning are priorities.

This article offers novelty in research on transformative leadership developed by Bernard M. Bass, focusing on specific school phenomena to address teacher burnout. Through an in-depth exploration of the four main components of transformative leadership that Bass has developed, namely idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration, this article presents a comprehensive approach to understanding and addressing teacher burnout. While most previous studies tended to look at burnout from a workload or stress perspective, this study provides a new perspective by emphasizing the role of leadership intervention as a critical strategy. In addition, this article enriches the educational leadership literature with contextual analysis in a unique school environment, where teachers' emotional and psychological challenges are often more complex.

This study aims to examine how transformative leadership is applied in overcoming teacher burnout at Al Ishlah Cibinong Integrated Islamic Private Junior High School (SMPS IT) through the perspective of four main components proposed by Bernard M. Bass, which include idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. The purpose of this study is essential because burnout in teachers is a serious problem that can negatively impact the quality of teaching, teacher motivation, and, ultimately, student achievement. By studying how transformative leadership can be an effective solution, this research contributes to the educational leadership literature. It offers practical insights for school leaders to create a more supportive environment.

RESEARCH METHOD

This research uses a qualitative method with a case study type. This approach was chosen because it is appropriate to explore the phenomenon of transformational leadership applied in overcoming teacher burnout at Al Ishlah Cibinong Integrated Islamic Private Junior High School (SMPS IT). The case study allows the researcher to thoroughly understand the context and dynamics at the research site to identify how the leadership style applied in this school interacts with various factors that affect teacher motivation and resilience (Maxwell, 2021). The selection of the research location at SMPS IT Al Ishlah Cibinong, Bogor, West Java, Indonesia, was based on the consideration that the school has unique characteristics as an Islamic-based private school that implements transformational leadership in education management and relationships with teachers. This is a very relevant context in which to examine how leadership can affect teacher welfare, especially in overcoming the problem of teacher burnout.

Data collection techniques include in-depth interviews, observations, and documentation. In-depth interviews were conducted with the principal and several teachers at SMPS IT Al Ishlah Cibinong to explore their understanding of the application of transformational leadership and its influence in overcoming teacher burnout. The semi-structured interviews allow the researcher to explore the informants' answers flexibly and in-depth. Observation techniques are also used to observe the interaction between leaders and teachers in various formal and informal situations. Observations are carried out to help researchers understand direct leadership practices and see the dynamics in the work environment. Meanwhile, documentation in the form of school reports, policies related to leadership, and other relevant data is collected to supplement the information obtained through interviews and observations.

The data analysis in this study uses the analysis model proposed by Miles and Huberman (1992) in the paper (Williams, 2021), which includes three main stages: data reduction, data presentation, and conclusion. Data reduction involves the process of sorting and simplifying data that has been collected through interviews, observations, and documentation. Irrelevant or redundant data will be filtered so that only necessary information related to the research focus will be further analyzed. Furthermore, the presentation of reduced data is arranged more systematically, such as tables, narratives, or diagrams, making it easier for researchers to understand and interpret the existing data. The presentation helps identify patterns or themes that arise from the data obtained. The final stage is conclusion drawing or verification, where the researcher interprets the data presented to find the answer to the research question. The initial conclusions drawn will continue to be verified with existing data until a deeper and more thorough understanding of the role of transformational leadership in improving the welfare of teachers at Al Ishlah IT Junior High School Cibinong is obtained. Data validity checks are carried out by data triangulation, a researcher's approach to developing and processing qualitative data. This technique serves as a method to verify the validity of the data by comparing the results of interviews obtained from the research object.

RESULT AND DISCUSSION

Result

Idealized Influence

Leaders have a significant influence on their subordinates. Idealized influence is one of the main components of transformative leadership, where the leader acts as an example for his subordinates. In the SMPS IT Al Ishlah Cibinong school environment, this concept is relevant to building trust and respect between the principal and the teachers. Principals with Idealized Influence can show integrity, honesty, and high commitment in carrying out their duties, so teachers at this school feel inspired and encouraged to follow in their footsteps. Applying the Idealized Influence concept at SMPS IT Al Ishlah Cibinong can create a harmonious and supportive work environment where teachers feel valued and motivated to achieve higher standards in teaching. The principal's example in

interacting with teachers and students creates a positive culture, reduces the feelings of isolation often experienced by teachers, and strengthens the collective spirit to achieve the vision and mission of the school together.

The principal's direct statement supports the observation findings, "I am trying to build a conducive and supportive environment for teachers. This is important to ensure that they feel valued and heard. We strive to create a work culture where every teacher's contribution is recognized in formal meetings and daily interactions. In addition, we also try to create a comfortable atmosphere, for example, by providing a decent rest area and arranging the workload to be more balanced," which, in essence, the principal strives to be a good role model for teachers.

The argument was supported by the results of an interview with the head of the administration department, who said, "I see the role of the principal is huge in creating a supportive environment for teachers. The principal always tries to ensure that every teacher feels cared for, for example, by appreciating their hard work. In addition, he is also very concerned about the workload balance so that teachers feel safe. It can be seen from how he often discusses scheduling and additional tasks for teachers with us in the administration to be more balanced," meaning that the principal can provide a good working environment for teachers.

The interview findings were also supported by the statement of the vice principal for public relations, "I see that teachers are more open in talking about the work pressure they feel, and they are also more trying to find ways to manage stress better. Principals often share the importance of maintaining a balance between work and personal life, which has become a standard that other teachers follow. In fact, on several occasions, the principal also invites teachers to participate in positive activities outside of working hours that can help them unwind, such as joint sports activities or sharing sessions. It is certainly a good example for teachers," the statement illustrates that teachers are more open in expressing complaints about their work responsibilities.

The interview findings are supported by the results of observations at SMPS IT Al Ishlah Cibinong, which clearly shows that the principal plays the role of a leader who provides an ideal influence for teachers. The principal can build trust among the teaching staff through his integrity and commitment to higher educational goals. The work environment created is highly supportive of the well-being of teachers, where principals actively show appreciation for their contributions. Another aspect of the principle is also an example of stress management, which shows how to manage work pressure and maintain a balance between work and personal life. This is reflected in the built routine, where the principal often invites teachers to be involved in activities that can reduce stress, such as informal discussions and self-development training. With a deep understanding of teachers' challenges, the principal inspires a collective spirit among the staff, making them feel supported and recognized. This contributes to a positive atmosphere in the school, increasing teachers' motivation and dedication to their duties.



Figure 1. The Concept of Principal Leadership Influence

The concept in Figure 1 illustrates how a leader's leadership can significantly impact teachers' welfare. Building a supportive environment is a crucial step where leaders demonstrate a commitment to the well-being of teachers and create a work culture that rewards their contributions. Thus, teachers feel valued and motivated to give their best. In addition, leaders also play a role model in stress management. Showing how to manage stress and balance work and personal life provides teachers with practical examples of the workload and pressure that often arise. Finally, inspiring a collective spirit is another important aspect. When leaders demonstrate a deep understanding of teachers' challenges and commit to improving working conditions, teachers feel supported and recognized. This creates a positive atmosphere in the school environment, encouraging teacher involvement and dedication in their duties.

Inspirational Motivation

Leaders' motivation plays a significant role in creating a positive atmosphere at SMPS IT Al Ishlah Cibinong, as observed in the results, where the principal focuses on the development and welfare of teachers. By having a clear vision and commitment to higher educational goals, principals can inspire teachers to achieve better. Leaders in this context can create a supportive environment where teachers feel valued and motivated to contribute fully. The principal actively encourages teachers to share ideas and experiences, thus creating mutual trust between them. By showing concern for individual development and providing constructive feedback, the SMPS IT Al Ishlah Cibinong's principal improves teaching performance and helps teachers overcome challenges faced in the educational process. This creates a harmonious and productive work atmosphere, contributing to achieving the school's vision and mission.

This is based on the results of an interview with the principal, who stated, "I believe that a clear and optimistic vision is very important. I always try to associate the teacher's daily work with a larger goal, which is student success. In every meeting, I emphasize how each teacher's contribution directly impacts student progress and community development." This means that the principal instills a vision and mission in the teachers.

This argument is in line with the findings of an interview with one of the teachers who said, "I believe the principal is very effective in communicating the vision. He always ensures that every teacher understands the school's great goals

and their role in achieving those goals. This makes teachers feel more connected to their work," which means that the principal effectively communicates the vision. This argument was corroborated by the results of an interview with the head of the administrative department, who stated that "he often gives praise directly at meetings and also through internal media. In addition, we have an award program held every month to appreciate outstanding teachers. This makes teachers feel cared for and motivated to continue to give their best." The principal often praises teachers who have achieved something.

Table 1. Motivation Efforts of School Principals

Aspects	Principal's Efforts
Providing Clear Goals	Leaders help teachers feel that their work matters by demonstrating how their role contributes to student and community success.
Give Appreciation	Giving recognition to teachers' achievements on a regular basis can increase intrinsic motivation and reduce feelings of overwhelm or burnout.
Building Team Spirit	Leaders create a collective spirit through inspiring visions, encouraging teachers to feel more connected to a common goal.

Table 1 illustrates the efforts of school principals in motivating teachers to create a positive and supportive work environment. Providing clear goals is a crucial step where principals help teachers understand the importance of their work. By showing how individual teachers' contributions impact student success, the teacher community feels more connected to a larger purpose. Giving appreciation is also an essential part of a motivational strategy. Regular recognition of teachers' achievements can increase their intrinsic motivation, reducing feeling overwhelmed or fatigued. Building team spirit is another aspect that is no less important.

Intellectual Stimulation

The SMPS IT Al Ishlah Cibinong's principal encourages teachers to think critically and creatively in the teaching process, creating an environment that supports exploring new ideas. By providing a space for teachers to share their thoughts and innovative approaches to addressing educational challenges, principals can spark collaboration among teaching staff. School principals often hold discussion and training forums where teachers can share experiences and effective teaching methods. This improves teachers' pedagogical understanding and strengthens mutual trust and solidarity. Implementing Intellectual Stimulation aligns with the principal's commitment to developing teachers' academic and professional potential, ultimately improving the quality of education.

The findings of the interview with the principal stated, "I try to give teachers the freedom to experiment with new teaching methods. We often hold brainstorming sessions where teachers can share ideas and find solutions to challenges they face in the classroom. It helps them feel more empowered and involved in their work." This aligns with the results of an interview with the deputy head of curriculum, who said, "The principal always gives us the freedom to experiment with new teaching methods. For example, we often have brainstorming sessions that allow us to share ideas and create a better approach to

teaching", which means that the principal concept gives teachers the freedom to explore education.

The principal also provides training to teachers to improve their professionalism. The principal said, "We provide a variety of professional training and development for teachers. This improves their competence and gives them a new way to handle challenges in the classroom. This way, they can feel more prepared and less burdened." This aligns with an interview with the research results of the deputy head of curriculum, who said, " He is very proactive in providing various trainings and workshops. We feel supported and empowered to continue learning. This helps us not only in coping with problems in the classroom but also in reducing the stress we face." This means that the principal provides space by providing training to teachers. Some trainings, such as Table 2, provide information about some trainings held.

Table 2. Educator Training and Education

Training Name	Description	Purpose
Innovative Teaching Methods Training	Training on the latest teaching techniques and strategies that can increase student engagement.	Increase creativity in teaching methods.
Classroom Management Workshop	Training on how to effectively manage the classroom and address student behaviour issues.	Improve classroom management skills.
Educational Technology Training	The use of the latest tools and technologies in teaching, such as social media, apps, and educational software.	Improve teachers' technology skills.
Cooperative Learning Programme	Teaching techniques that emphasize collaboration between students to enhance learning.	Increase student cooperation and engagement.
Formative Assessment Training	Methods and tools to assess student progress periodically and provide constructive feedback.	Improve teachers' understanding of assessment.
Self-Development Training	Focus on improving communication skills, time management, and self-development.	Improving the personal and professional quality of teachers.
Mental Health and Stress Seminar	Cope with stress and maintain mental health at work.	Improve the welfare of teachers.
Differentiation Strategy Training	Techniques to meet the diverse learning needs of students in one class.	Increase the effectiveness of teaching for all students.

Table 2 shows the various types of training and education for educators to improve their skills and competencies. These trainings cover innovative teaching methods, classroom management, use of educational technology, and cooperative learning strategies to enhance student creativity and engagement. In addition, formative assessment and differentiation strategies training aims to help teachers understand student progress and meet diverse learning needs. Self-development programs also focus on improving communication skills, time management, and mental well-being, such as through mental health and stress seminars.

Individualized Consideration

Individualized Consideration refers to the ability of leaders to give special attention to each team member, understand their unique needs and potentials, and provide the necessary support for individual growth. The principal of SMPS IT, Al Ishlah Cibinong, applies this approach by paying attention to teachers' welfare and professional development based on the results of the researcher's observations. The principal strives to recognize the strengths and weaknesses of each teacher and provide constructive feedback that suits their needs. In this way, the principal creates a supportive environment where teachers feel valued and heard. This approach increases teachers' confidence and motivates them to contribute better to the learning process. The principal also encourages open dialogue, allowing teachers to express their aspirations and challenges, thus creating a collaborative atmosphere that strengthens the relationship between leaders and staff. By paying individual attention, the principal at SMPS IT Al Ishlah Cibinong is committed to developing the potential of each teacher, which ultimately contributes to improving the quality of education in the school.

The observation results align with the findings of an interview with the principal, who stated, "I believe that every teacher has unique needs and challenges. always try to listen to them actively in meetings and in informal meetings. I set aside time specifically to talk to them about complaints or challenges they face in class." This is in line with the results of an interview with the head of the administrative division, who stated, "I really appreciate the attention that the principal gives us. He always tries to recognize the needs and challenges we face individually. For example, if I find it difficult with a particular teaching method, he is always ready to listen and give feedback."

Another version of the principal said that the principal accompanies and guides teachers, "I often provide guidance or mentoring when they feel pressured. I also invite them to seek psychological help if they feel they need it. This is our way of managing stress together". This was also corroborated by the results of an interview with one of the teachers who said, "The principal occasionally takes time to talk to me, and I feel very supported. He also recommended some training programs that helped me in coping with stress and improving my skills," meaning that the principal also made time to accompany the educators to complete their assignments.

Discussion

A leadership style that emphasizes positive change through inspiration and Motivation to its followers is at the core of the concept of transformational leadership. In the context of overcoming teacher burnout in schools, transformative leaders not only focus on achieving organizational goals but also seek to develop the potential of the individual teachers they lead (Baharun & Hasanah, 2023; Bellibaş et al., 2021; Ataman et al., 2024; Kılınç et al., 2024). Leaders play the role of role models by providing an evident vision and building trust and commitment in the teaching team. By fostering creativity and innovation, transformational leaders create an environment that supports teachers to think critically and find new solutions to their educational challenges (Reinius et al.,

2022; Voelkel, 2022; Zaini, 2023). In addition, the attention paid to each teacher's needs makes them feel valued and supported personally, thereby reducing the risk of burnout and improving emotional well-being in the school environment.

Transformative leadership consisting of Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration plays an essential role in creating a positive work environment for teachers (Ladkin & Patrick, 2022; Yaturrochmah et al., 2024). Idealized Influence emphasizes the example of leaders who foster trust and a sense of togetherness, thus creating a harmonious working atmosphere. Inspirational Motivation provides a vision and spirit that fosters optimism, helping teachers achieve common goals. Intellectual Stimulation encourages teachers to think creatively and innovatively in the face of challenges, increasing their engagement and self-development. Meanwhile, Individualized Consideration prioritizes attention to the needs of each teacher, creating a sense of appreciation and providing more personalized support (Darsana et al., 2021; Muttaqin et al., 2021). With these four components, transformative leadership increases teachers' Motivation and engagement, contributes to their overall well-being, and creates a more productive and harmonious learning environment.

The findings align with research by Kılınc et al. (2024), which showed that transformational leadership through Idealized Influence is vital in creating a positive work environment and overcoming teacher burnout in schools. The principal at SMPS IT Al Ishlah Cibinong, built trust and respect among teachers, supporting the finding that leaders with integrity can inspire their subordinates to perform better. The principal's approach to stress management and appreciation of teachers' contributions reinforces the argument that emotional support can reduce the stress they face. This is in line with the research of Al-Husseini et al. (2021), which found that influential leaders encourage teacher engagement, as seen in teachers who feel more open and supported. Research by Schiuma et al. (2022) and Maisyura et al. (2022) also emphasizes the importance of leaders in creating positive change and strong relationships with their subordinates. The findings suggest that applying transformational leadership results in a harmonious work environment where teachers feel valued and motivated to reach their best potential, reducing the risk of burnout.

The study's findings align with the opinions of Chen et al. (2022), which show that inspirational Motivation from leaders is a critical element in overcoming teacher burnout and building a positive work atmosphere. Observations at SMPS IT Al Ishlah Cibinong confirmed that school principals with a clear vision and commitment to educational goals can inspire teachers to achieve better while reducing the stress they experience. The principal's approach to helping teachers understand their contribution to student and community success creates a deep sense of connectedness, in line with research by Tian and Guo (2024), which found that influential leaders can increase teacher motivation and engagement. In addition, consistent appreciation giving, as noted in research by Pratiwi (2022), contributes to increased teacher intrinsic motivation and reduced feelings of burnout. By building team spirit through an inspiring vision, the SMPS IT Al

Ishlah Cibinong's principal managed to create a harmonious work environment, supporting the achievement of the school's vision and mission. The findings suggest that applying transformational leadership principles, especially inspirational Motivation, can significantly positively impact teachers' performance and well-being and help address the burnout problem they face.

The concept of intellectual Stimulation applied by the principal of SMPS IT Al Ishlah Cibinong, aligns with previous research that shows that an environment that supports innovation and creativity can help overcome teacher burnout. According to Halabi (2024), transformational leaders who encourage critical thinking and collaboration among team members tend to create a more positive and productive work atmosphere, which can reduce stress and emotional exhaustion. The practice of principals who often hold discussion forums and trainings provides opportunities for teachers to share new ideas and teaching methods, thus helping them feel more engaged and motivated.

Research by Mansor et al. (2021) also emphasizes the importance of professional support for teachers, where continuous training and skill development can improve their readiness to face challenges in the classroom. By allowing teachers to experiment with new methods, principals improve their competence and quality of education in schools. This creates a sense of mutual trust and solidarity among the teaching staff, which is crucial in overcoming burnout. These findings show that approaches that support intellectual development among teachers are crucial to creating a healthy work environment and achieving higher educational goals.

The Individualized Consideration approach applied by the principal of SMPS IT Al Ishlah Cibinong, shows that personal attention to teachers can play an essential role in overcoming burnout and improving their well-being. Previous research has indicated that leaders who pay attention to individuals create a productive work environment where team members feel valued and heard (Mansor et al., 2021; Sirait, 2021). By understanding each teacher's needs, principals increase their confidence and encourage engagement in learning. The emotional support and guidance leaders provide have been shown to reduce stress and burnout, allowing teachers to function more effectively (Cece et al., 2022; Hogan & White, 2021). In addition, open dialogue that allows teachers to express aspirations strengthens the collaborative relationship between leaders and staff, which aligns with the transformative leadership model (Chen et al., 2022; Maisyura et al., 2022). Thus, the principal's commitment to developing teachers' potential and providing personal attention contributes to improving the quality of education and creating a positive school culture while reducing the risk of burnout among teachers.

This research is expected to contribute theoretically to strengthening the understanding of the role of transformational leadership in overcoming teacher burnout in schools. Exploring the four main components of transformational leadership identified in the research findings can provide a conceptual framework to understand the interaction dynamics between leaders and teachers. These findings also add to the existing literature on educational leadership by providing

empirical evidence of the positive impact of transformational leadership on teacher motivation, well-being, and performance. In practical terms, this study is expected to offer valuable insights for school principals and other education stakeholders in implementing effective leadership strategies to create a supportive and harmonious work environment, thereby reducing the risk of burnout among teachers.

CONCLUSION

Research conducted at SMPS IT Al Ishlah Cibinong shows that transformational leadership significantly contributes to overcoming teacher burnout by creating a supportive and harmonious work environment. The Idealized Influence fosters trust and respect, allowing teachers to feel valued and recognized for their contributions. At the same time, the role of the principal as a role model positively impacts the work atmosphere. Inspiring motivation connects teachers' daily work to a larger goal, motivates them to achieve common goals, and increases teachers' commitment through regular recognition and collective spirit. Intellectual Stimulation encourages critical thinking and creativity among teachers, fostering a culture of innovation through open communication and collaborative workshops that lead to better teaching practices. Individual Consideration ensures personalized attention and support for teachers, fostering their professional growth and emotional well-being. By recognizing individual needs, principals create a supportive environment, increasing teacher engagement and reducing the risk of burnout.

This research could be better, but it has limitations. The limitations of this study include the limited focus on SMPS IT Al Ishlah Cibinong so that the results may not be generalized to schools with different characteristics, as well as the cross-sectional nature that hinders the understanding of the dynamics of the relationship between transformational leadership and teacher motivation over time. Therefore, it is recommended that further research be carried out in different types of schools to expand the generalization of the findings and use a longitudinal approach to observe changes in these relationships over time. This is expected to provide additional insight into teacher experience and the impact of transformational leadership in overcoming burnout in the educational environment.

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