



Transforming Education: The Impact of Transformational Leadership on Staff Performance

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Abstract:

This study aimed to examine and analyze the relationship between the variables of idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration on the performance of educational staff. This study used a quantitative and explanatory approach through a survey technique. The questionnaire was compiled based on the research variables, namely transformational leadership and educational staff performance. Because the exact population size is unknown, the sample size was calculated using the Cochran formula. Data were collected from 100 educational staff members who were the sample of this study. Data analysis was carried out using multiple regression analysis and the Sobel test. The results of the study showed that idealized influence had a positive and significant effect on the performance of educational staff; inspirational motivation had a positive and significant effect on the performance of educational staff; intellectual stimulation had a positive and significant effect on the performance of educational staff; and individualized consideration had a positive and significant effect on the performance of educational staff. Leaders and management can utilize this study's results to improve educational staff performance. The variables that affect the performance of educational staff can be used as targets for change to improve performance.

Keywords: Transformational Leadership, Performance, Idealized Influence, Inspirational Motivation

Abstrak:

Tujuan penelitian ini adalah untuk menguji dan menganalisis hubungan antara variabel idealized influence, inspirational motivation, intellectual stimulation, dan individualized consideration terhadap kinerja tenaga kependidikan. Penelitian ini menggunakan metode kuantitatif dengan pendekatan eksplanatif melalui teknik survei. Kuesioner disusun berdasarkan variabel penelitian, yaitu kepemimpinan transformasional dan kinerja tenaga kependidikan. Karena jumlah populasi yang pasti tidak diketahui, ukuran sampel dihitung menggunakan rumus Cochran. Data dikumpulkan dari 100 tenaga kependidikan yang menjadi sampel penelitian ini. Analisis data dilakukan menggunakan analisis regresi berganda dan uji Sobel. Hasil penelitian menunjukkan bahwa idealized influence berpengaruh positif dan signifikan terhadap kinerja tenaga kependidikan; inspirational motivation berpengaruh positif dan signifikan terhadap kinerja tenaga kependidikan; intellectual stimulation berpengaruh positif dan signifikan terhadap kinerja tenaga kependidikan; serta individualized consideration memiliki pengaruh positif dan signifikan terhadap kinerja tenaga kependidikan. Hasil penelitian ini dapat dimanfaatkan oleh pimpinan dan manajemen untuk meningkatkan kinerja tenaga kependidikan. Variabel-variabel yang memengaruhi kinerja tenaga kependidikan dapat dijadikan sasaran perubahan untuk peningkatan kinerja.

Kata Kunci: Kepemimpinan Transformasional, Kinerja, Idealized Influence, Inspirational Motivation

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INTRODUCTION

The essence of leadership is not just mastering managerial skills; it is a skill that can change an environment. Transformational leadership is a leadership approach to creating significant and positive organizational or group changes (Akdere & Egan, 2020; Bagga et al., 2023; Owusu-Agyeman, 2021). This leadership style has been widely recognized for its effectiveness in driving teams or organizational members toward a common goal (Bellantuono et al., 2021; Lam et al., 2021; Pianese et al., 2023). Leaders who adopt this approach tend to have a strong influence in inspiring and motivating their subordinates to achieve higher performance and foster innovation (Akbari et al., 2021; Alrowwad et al., 2020; Shafi et al., 2020).

Transformational leadership focuses on developing strong relationships between leaders and their team members. Transformational leaders view their members not merely as subordinates but as individuals with the potential to grow and achieve high performance (Bakker et al., 2023; Ehrnrooth et al., 2021; Mach et al., 2022). They often pay special attention to their team members' needs, aspirations, and goals to support their growth and performance. Innovation in transformational leadership is highly needed today (Mach et al., 2022; Odugbesan et al., 2023; Zainal & Mohd Matore, 2021). A leader who understands their subordinates is greatly desired, as this creates management that aligns with the organization's vision and mission. A leader who can turn vision into action and embodies an imaginative leadership style is also expected to emerge through transformational leadership. In this style, there is open communication between leaders and subordinates, encouraging constructive feedback and suggestions (Lee et al., 2021; Lee & Kim, 2021; Men et al., 2022).

Transformational leadership in madrasas has been found to have implemented the vision and mission well. This can be seen in the lack of violations committed by madrasah residents against the rules set by the principal. They can influence the organization's vision and values while motivating team members to commit to shared goals. Leaders with this style often use a participative approach, involving team members in the decision-making process and providing opportunities for them to contribute (Roberson & Perry, 2022; Silla et al., 2020; Wolfinbarger et al., 2021).

Leaders who adopt this style often become effective agents of change, guiding organizations through necessary transformations to achieve competitive advantage. Therefore, it can be said that transformational leadership is a leadership approach focused on creating positive change, motivating team members, and fostering strong relationships within the organization (Çop et al., 2021; Islam et al., 2021; Wolfinbarger et al., 2021).

The study by Lasrado and Kassem (2021) found that transformational leadership and organizational culture simultaneously positively and significantly impact employee performance. Additionally, Usman et al. (2020) stated that transactional, transformational, and situational leadership styles affect the performance of healthcare staff at Nahdhatul Ulama Educational Institutions in Tulungagung. This indicates a tendency for the performance of educational staff to be dependent on the leadership style of the institution's leaders or principals.

The role of transformational leadership is becoming increasingly important. Transformational leadership has been recognized as a factor significantly influencing educational staff performance. However, in-depth empirical research on the relationship between transformational leadership and educational staff performance at Nahdhatul Ulama Educational Institutions in Tulungagung still needs to be improved, especially in the Tulungagung Regency. The following research was found by Hilton et al. (2023) that transformational leadership has a positive and significant effect on employee performance.

The impact of transformational leadership on the performance of Madrasah employees can be observed in various aspects. First, leadership that can inspire and motivate employees to excel can enhance productivity and efficiency in delivering healthcare services to the community. Second, trust and strong relationships between leaders and subordinates can create a harmonious work environment that supports team collaboration. Additionally, transformational leadership can influence employee motivation and commitment to organizational goals. Employees who feel valued and supported by their leaders tend to be more dedicated and contribute maximally to their tasks at Nahdhatul Ulama Educational Institutions in Tulungagung. This can also improve job satisfaction and employee loyalty to the institution, which in turn can positively affect the quality of services provided to the community (Busalim et al., 2021; Wang et al., 2021; Zhong et al., 2021).

However, the effectiveness of transformational leadership can also be influenced by contextual factors, such as the work environment and employee competencies. For instance, if organizational barriers or insufficient resources exist, implementing transformational leadership may not be optimal. Therefore, leaders must consider organizational context and characteristics when applying a practical leadership approach. Transformational leadership significantly impacts educational staff performance at Nahdhatul Ulama Educational Institutions in Tulungagung. By motivating, inspiring, and building strong relationships with subordinates, leaders can enhance operational effectiveness and the quality of educational services provided to the community in Tulungagung Regency.

This study will empirically test employees at Nahdhatul Ulama Educational Institutions in Tulungagung in 2024. This is to serve as a likely reference for educational service management, particularly in its implementation within the educational services at Nahdhatul Ulama Educational Institutions in Tulungagung. By gaining a deeper understanding of the impact of transformational leadership and its implications for the performance of educational staff, this study aims to significantly contribute to developing educational management practices and provide valuable insights for decision-makers to enhance the effectiveness and efficiency of educational services.

RESEARCH METHOD

The current research employs a quantitative study with a descriptiveanalytic approach to find relationships between variables. According to Kiger and Varpio (2020), quantitative research is a research method that describes interrelated facts or events present in society. Variables are represented numerically as frequencies or levels. Quantitative methods in social research are conducted through four methods: surveys, experiments, quantitative content analysis, and secondary data analysis (Dash & Paul, 2021; Rose & Johnson, 2020; Strijker et al., 2020). This study utilizes a survey method. Based on its timing, this research is a cross-sectional study, where data are collected directly at a single point in a predetermined period. This research approach is descriptive-analytic, which means it employs explanations through analysis to describe the subjective aspects of the research based on various characteristics, events, and expected situations.

This research was conducted to test the independent variables in the form of idealized Influence, inspirational motivation, intellectual stimulation, and individualized consideration about the dependent variable, educational staff performance. Regarding timing, this study is classified as cross-sectional, meaning that the data produced from the variables are collected simultaneously within a specific period (Nguyen et al., 2021).

Population refers to a set of individuals, events, or objects that serve as the focus of research. The population encompasses the quantity of subjects or objects being studied and all characteristics or traits associated with those subjects or objects. The targeted population in this study consists of all educational staff at Nahdhatul Ulama Educational Institutions in Tulungagung. The research sample can depict and ensure that the sample represents the population for drawing research conclusions (Lakens, 2022). Sampling aims to obtain information about the population. The sample comprises Madrasah employees who meet the inclusion criteria for the study and receive the questionnaire via Google Forms. A non-probability sampling method is employed to determine the sample size used in this research. The choice of non-probability sampling is based on its availability (the willingness of the sample to become respondents) and its cost-effectiveness, making it more appropriate when the population is widely dispersed. The sample size is calculated using the Cochran formula since the exact number of population members is unknown (Naing et al., 2022).

$$n = \frac{z^2 pq}{e^2}$$
$$n = \frac{(1,96)^2 (0,5)(0,5)}{(0,10)^2}$$
$$n = 96.07$$

From the results above, 96.04 is a fraction, and according to Braithwaite and Siegler (2023), when calculations yield a fraction (resulting in a decimal), it is advisable to round up. Therefore, the sample size used in this study is 100 respondents.

The data analysis technique employed is inferential statistics. Inferential statistics is a valuable technique for interpreting research sample data with results that can be generalized to the entire population. This study uses data analysis methods with inferential statistics through a structural equation modeling (SEM) approach, utilizing the SmartPLS 4.0 software. In PLS analysis, two primary assessments are conducted: evaluating the outer model (or measurement model) and assessing the inner model (or structural model). There are three criteria for evaluating the outer model: Convergent Validity, Discriminant Validity, and Composite Reliability (Rönkkö & Cho, 2022). The data analysis technique employed is inferential statistics. Inferential statistics is a statistically valuable technique for interpreting research sample data, with results that can be generalized to the entire population. This study uses data analysis methods with inferential statistics through a structural equation modeling (SEM) approach, utilizing the SmartPLS 4.0 software. In PLS analysis, two primary assessments are conducted: evaluating the outer model (or measurement model) and assessing the inner model (or structural model). There are three criteria for evaluating the outer model: Convergent Validity, Discriminant Validity, and Composite Reliability.

RESULT AND DISCUSSION

Result

The research data are analyzed using the PLS-SEM 4.0 system. This analysis consists of two stages: the outer and inner models. The outer model assesses the specification between the variables and the indicators being studied. Additionally, validity and reliability tests are conducted at this stage. The reliability of the indicators is evaluated through outer loading, while construct reliability is assessed using Cronbach's alpha and composite reliability. Construct validity is determined using the average variance extracted (AVE), and discriminant validity is evaluated through the heterotrait-monotrait ratio (HTMT). Indicator reliability can be considered reliable if the outer loading value is above 0.7.

| Table. 1 Or | uter Loading Te | est Result | |
|---------------------------------|-------------------|----------------|----------------|
| Variable | Item | Outer Loading | Information |
| | Idi1 | 0.728 | Valid |
| | Idi2 | 0.710 | Valid |
| Idealized Influence — | Idi3 | 0.790 | Valid |
| | Idi4 | 0.755 | Valid |
| (X1) — | Idi5 | 0.824 | Valid |
| | Idi6 | 0.789 | Valid |
| | Idi7 | 0.738 | Valid |
| | Inm1 | 0.841 | Valid |
| | Inm10 | 0.792 | Valid |
| | Inm11 | 0.794 | Valid |
| | Inm2 | 0.835 | Valid |
| | Inm3 | 0.819 | Valid |
| Inspirational Motivation (X2) — | Inm4 | 0.835 | Valid |
| | Inm5 | 0.878 | Valid |
| | Inm7 | 0.876 | Valid |
| | Inm8 | 0.704 | Valid |
| | Inm9 | 0.759 | Valid |
| | Ins2 | 0.863 | Valid |
| | Ins3 | 0.903 | Valid |
| Intellectual Stimulation (X3) — | Ins4 | 0.883 | Valid |
| | Ins5 | 0.893 | Valid |
| | Inc1 | 0.851 | Valid |
| | Inc10 | 0.800 | Valid |
| | Inc11 | 0.890 | Valid |
| | Inc2 | 0.858 | Valid |
| Individualized Consideration | Inc3 | 0.734 | Valid |
| (X4) | Inc4 | 0.876 | Valid |
| | Inc5 | 0.835 | Valid |
| | Inc6 | 0.853 | Valid |
| | Inc8 | 0.819 | Valid |
| | Inc9 | 0.866 | Valid |
| | Wp1 | 0.908 | Valid |
| | Wp10 | 0.825 | Valid |
| | Wp12 | 0.767 | Valid |
| | Wp2 | 0.899 | Valid |
| Performance of Educational | | | |
| Staff (Y) | Wp3 | 0.885 | Valid |
| | • | 0.885 | Valid Valid |
| | Wp3 Wp4 | | Valid |
| | Wp3 | 0.900 | Valid Valid |
| | Wp3 Wp4 Wp6 | 0.900 0.881 | Valid |

Table. 1 Outer Loading Test Result

Source: Processed Research Data (2024)

Table 1 shows the results of the outer loading test for various variables related to transformational leadership and the performance of education personnel. All items of the variables Idealized Influence (X1), Inspirational Motivation (X2), Intellectual Stimulation (X3), Individualized Consideration (X4), and Performance of Educational Staff (Y) had an outer loading value above 0.7, indicating that all of these indicators were valid and reliable in measuring the construct in question. Overall, the highest outer loading value was found in the

WP1 indicator (0.908) for the performance of education personnel, while the lowest value was found in INM8 (0.704) for Inspirational Motivation. These results confirm that all the variables tested have a significant contribution to the measurement of the performance of education personnel so that they can be used for further analysis in this study.

| Variable | Cronbach's | Composite | Average Variance |
|--------------------------------------|------------|-------------|------------------|
| variable | Alpha | Reliability | Extracted (AVE) |
| Idealized Influence (X1) | 0.880 | 0.907 | 0.582 |
| Inspirational Motivation (X2) | 0.945 | 0.952 | 0.664 |
| Intellectual Stimulation (X3) | 0.908 | 0.936 | 0.784 |
| Individualized Consideration (X4) | 0.953 | 0.960 | 0.704 |
| Performance of Educational Staff (Y) | 0.963 | 0.968 | 0.751 |

Source: Processed Research Data (2024)

Discriminant validity assesses the extent to which a construct is distinct from other constructs. According to Lee & Kim, (2021), the Fornell-Larcker Criterion test needs to be sufficiently sensitive in measuring validity, and therefore, it is not recommended. Instead, the Heterotrait-Monotrait Ratio (HTMT) is advised, with a threshold value of less than 0.90.

| Table 3. Discriminant Validity Heterotrait-Monotrait Ratio (HTMT) Test Result | | | | | | | |
|-------------------------------------------------------------------------------|-------|-------|-------|------|-------|---|--|
| Variable | (X1) | (X4) | | (X2) | (X3) | | |
| Individualized Consideration (X4) | 0.394 | | | | | | |
| Inspirational Motivation (X2) | 0.461 | 0.098 | | | | | |
| Intellectual Stimulation (X3) | 0.267 | 0.572 | 0.105 | | | | |
| Performance of Educational Staff (Y) | 0.636 | 0.741 | 0.312 | | 0.735 | | |
| Comment DLC CENT Descond Deta (2024 |) | | | | | - | |

Source: PLS-SEM Processed Data (2024)

Based on the results in the table above, each construct is below the threshold of 0.90. Therefore, the variables are considered truly distinct and suitable for measuring the respective variables.

Inner Model (Structural Model)

This test employs several inner models testing methods, utilizing a onetailed hypothesis test with the re-sampling or bootstrapping method using the Smart PLS® 4.0.9.6 system. Bootstrapping is a numerical procedure that tests significance and coefficients through the re-sampling technique (Silva et al., 2014). The purpose of the structural model is to assess the relationships between latent variables within a research model. Several stages are used in the inner model, including R-square (R²) and f-square (f²).

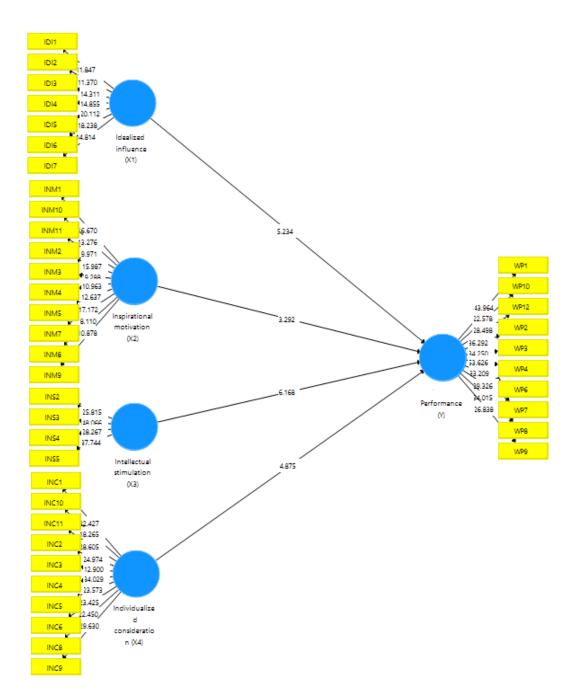


Figure 1. Measurement Model (*Inner Model***)** Source: Processed Research Data (2024)

The R² results shown in the table above indicate that educational staff performance has an R² value of 0.776 or 77.6%, which falls into the strong category. This means that the variables Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration can explain 77.6% of the performance of educational staff. In comparison, the remaining 22.4% is explained by other variables not included in this study. The effect size f² value indicates the extent of the Influence of independent variables on the dependent variable.

| Table.4 The f-square Result | | |
|---------------------------------------------------------------|-------------|----------|
| Variable | Effect Size | Result |
| Idealized Influence>Performance of educational staff | 0.249 | Moderate |
| Inspirational motivation>Performance of educational staff | 0.091 | Weak |
| Intellectual stimulation>Performance of educational staff | 0.540 | Strong |
| Individualized consideration>Performance of educational staff | 0.421 | Strong |
| Source: Processed Research Data (2024) | | |

The results in the table above indicate that intellectual stimulation and individualized consideration substantially affect educational staff performance. At the same time, inspirational motivation exhibits a weak effect on the performance of educational staff.

This hypothesis testing aims to analyze the significance of the relationships between the variables so that it can be applied at the population level. The testing is conducted using the bootstrapping method and processed with SmartPLS® 4.0.9.6. The results of this hypothesis test can be evaluated by examining the significance and coefficient values. This testing is a one-tailed hypothesis test where the direction of the coefficient must align with the proposed Hypothesis. If the p-value < 0.05 and the T-statistic is more significant than 1.645, then the Hypothesis can be considered significant; **H1**: Idealized Influence has a positive influence on the performance of educational staff; **H2**: Inspirational motivation has a positive influence on the performance of educational staff; **H3**: Intellectual stimulation has a positive influence on the performance of educational staff; **H4**: Individualized consideration has a positive influence on the performance of educational staff.

| Table 5. Hypothesis Test Result | | | | | | |
|------------------------------------------------------------------------------------|-------------------------|------------|-----------|-----------------|------------|------------------------------------|
| Hipotesis | Standard Coefficient | CI 5.0% | CI 95% | T statistics | P value | Note |
| Idealized influence (X1) -> Performance of educational staff (Y) | 0.283 | 0.183 | 0.392 | 5.234 | 0.000 | The Hypothesis is supported |
| Inspirational motivation (X2) -> Performance of educational staff (Y) | 0.159 | 0.073 | 0.263 | 3.292 | 0.001 | The Hypothesis is supported |
| Intellectual stimulation (X3) -> Performance of educational staff (Y) | 0.412 | 0.275 | 0.530 | 6.168 | 0.000 | The Hypothesis is supported |
| Individualized consideration (X4) -> Performance of educational staff (Y) | 0.381 | 0.219 | 0.523 | 4.875 | 0.000 | The Hypothesis is supported. |

| Table F Harrath and Tast Dassilt | | |
|----------------------------------|-------------------------------|--|
| | ble 5. Hypothesis Test Result | |

Source: Processed Research Data (2024)

The results of Hypothesis testing H1, as shown in the table above, indicate that this Hypothesis is supported by a p-value < 0.05 (0.000), a coefficient interval above 0 (0.183 – 0.392), and a T-statistic above 1.64 (5.234), thus confirming its significance. The standard coefficient obtained is 0.283, which demonstrates that

Idealized Influence has a positive direction on educational staff performance. Therefore, it can be concluded that Idealized Influence is significant and has a positive effect on educational staff performance. As Idealized Influence increases, the performance of educational staff improves.

The results of Hypothesis testing H1, as shown in the table above, indicate that this Hypothesis is supported by a p-value < 0.05 (0.001), a coefficient interval above 0 (0.073 – 0.263), and a T-statistic above 1.64 (3.292), thus confirming its significance. The standard coefficient obtained is 0.159, indicating that inspirational motivation positively affects the performance of educational staff. Therefore, it can be concluded that Inspirational Motivation is significant and has a positive effect on educational staff performance. As Inspirational Motivation increases, the performance of educational staff also improves.

The results of Hypothesis testing H1, as shown in the table above, indicate that this Hypothesis is supported by a p-value < 0.05 (0.000), a coefficient interval above 0 (0.275–0.530), and a T-statistic above 1.64 (6.168), thus confirming its significance. The standard coefficient obtained is 0.412, which shows that intellectual stimulation has a positive effect on the performance of educational staff. Therefore, it can be concluded that intellectual stimulation is significant and has a positive effect on the performance of educational staff. As Intellectual Stimulation increases, the performance of educational staff also improves.

The results of Hypothesis testing H1, as shown in the table above, indicate that this Hypothesis is supported by a p-value < 0.05 (0.000), a coefficient interval above 0 (0.219–0.523), and a T-statistic above 1.64 (4.875), thus confirming its significance. The standard coefficient obtained is 0.381, which indicates that Individualized Consideration has a positive direction on educational staff performance. Therefore, it can be concluded that Individualized Consideration is significant and has a positive effect on educational staff performance. As Individualized Consideration increases, the performance of educational staff also improves.

Discussion

Idealized Influence has a positive and significant impact on educational staff performance. The positive and significant Influence of Idealized Influence on the performance of educational staff implies that the stronger the Idealized Influence held by a leader, the better the work performance of the employees they lead. Leaders with Idealized Influence can motivate employees by example and providing an inspiring vision. Employees feel more motivated to work hard and achieve common goals. Those led by leaders with Idealized Influence tend to be more satisfied with their jobs, which in turn enhances their performance. Employees who feel inspired by their leaders are likelier to exhibit loyalty and more significant commitment to the organization, thereby improving their work performance.

This is supported by the research by Afshari (2022), which indicates that leaders who demonstrate Idealized Influence gain trust, respect, and admiration from their followers. This positively affects employee motivation and ability to complete tasks, ultimately enhancing employee performance. Park et al. (2022) state that Idealized Influence significantly impacts organizational commitment and work performance. Value- and ethics-oriented leadership, a component of Idealized Influence, strengthens employee commitment and motivates them to improve their performance.

Inspirational motivation has a positive and significant impact on educational staff performance, indicating that the higher the level of motivational inspiration provided by leaders, the better the employees' work performance. When employees feel inspired by the vision and mission conveyed by their leaders, they are more likely to possess a strong intrinsic motivation to achieve these goals. This intrinsic motivation is often more enduring and effective than extrinsic motivation.

This is supported by research conducted by Bakker et al. (2023), which investigated the relationship between transformational leadership, including Inspirational Motivation, and work performance. Additionally, the study by Shafi et al. (2020) asserts that motivation is crucial for enhancing employee morale and performance. Intellectual stimulation has a positive and significant impact on the performance of educational staff. This means that the higher the intellectual stimulation employees receive, the better their performance. Intellectual stimulation encourages employees to engage with their work and motivates them to achieve better outcomes. Intellectual stimulation provides challenges and learning opportunities, making employees more enthusiastic and driven to complete tasks.

This study makes a significant theoretical contribution to understanding the relationship between transformational leadership and educational personnel performance in Islamic education by emphasizing the importance of variables such as Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration in improving staff performance. These findings enrich the literature on Leadership in Islamic education and support the theory of transformational leadership that suggests that inspirational leaders can improve team performance. In practical terms, the results of this study guide Islamic education management in applying transformational leadership principles, such as giving individual attention to staff and encouraging innovation, thereby creating a productive work environment. By implementing this strategy, management can improve the performance and job satisfaction of education personnel and encourage the development of effective leadership training programs for madrasah leaders to achieve the desired educational goals.

CONCLUSION

This study was conducted to analyze the relationship between the variables of Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration on the performance of educational staff. The research was conducted quantitatively, using purposive sampling on educational staff at Nahdhatul Ulama Educational Institutions in Tulungagung. The research results show that Idealized Influence has a positive and significant effect on the performance of educational staff; Inspirational Motivation has a positive and significant effect on the performance of educational staff; Intellectual Stimulation has a positive and significant effect on the performance of educational staff; and Individualized Consideration has a positive and significant effect on the performance of educational staff.

Leaders and management can utilize the findings of this study to enhance the performance of educational staff. Variables that influence educational staff performance can be addressed through strategic changes to improve the performance of Madrasah staff in Tulungagung, which will be discussed further. The primary variable that should be the focus of these changes is the performance of educational staff, which is influenced by aspects of Transformational Leadership. This variable is the most important compared to others, though its performance is still lower than the other variables. Based on the lowest scores, Madrasah employees should be given career development opportunities through relevant training, workshops, and courses to improve their skills and knowledge. Support in the form of counseling or guidance should also be provided to employees facing difficulties or stress at work. By implementing all recommendations based on the research results, Madrasah services in Tulungagung are expected to improve and align with the institution's vision and mission, thereby enhancing the performance of educational staff and ultimately increasing the revenue and benefits for Madrasah.

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