

Transformational Leadership And State Islamic High School Teachers' Educational Service Experience: A Bibliometric-Systematic Literature Review (B-SLR)

Ahmad Hadis Zenal Mutaqin¹, Uus Ruswandi², Hasan Basri³, Andewi Suhartini⁴

¹Islamic Education, Postgraduate, UIN Sunan Gunung Djati Bandung, Indonesia

Email ID : ahmadhadiszenalmutaqin@gmail.com .

²Islamic Education, Postgraduate, UIN Sunan Gunung Djati Bandung, Indonesia

Email ID : uusruswandi@uinsgd.ac.id .

³Islamic Education, Postgraduate, UIN Sunan Gunung Djati Bandung, Indonesia

Email ID : hasanbasri@uinsgd.ac.id .

⁴Islamic Education, Postgraduate, UIN Sunan Gunung Djati Bandung, Indonesia

Email ID : andewi.suhartini@uinsgd.ac.id .

ABSTRACT

This study applies a combined bibliometric and systematic literature review (B-SLR) to map and synthesize ten years (2015–2025) of research on transformational leadership and state Islamic high school teachers' educational service experience. Educational service experience is defined as students' and parents' perceptions of teaching quality, school climate, and overall satisfaction with Islamic secondary education services. Using Scopus and Web of Science, 78 records were identified and, through PRISMA screening, 25 peer-reviewed articles met inclusion criteria. Bibliometric analysis quantified publication trends, author and source influence, co-authorship networks, keyword co-occurrences, and geographic distribution. Systematic review distilled conceptual structures and methodological approaches. Results show that transformational leadership is the central theoretical lens (20 keyword occurrences) driving research, with self-efficacy and teacher outcomes emerging as core mediators. Publication output grew at an 11.6% annual rate, peaking in 2024. Collaboration remains predominantly national, with only one multiple-country publication. Methodologically, structural equation modelling predominates, while hierarchical linear modelling appears as a niche approach. Conceptual mapping identified three thematic clusters: core leadership constructs, teacher engagement/self-efficacy, and specialized methodological topics. Implications for future research include designing interventions to enhance teacher self-efficacy, expanding methodological diversity through multilevel and qualitative designs, fostering international collaborations, and centralizing Islamic education scholarship in leading journals. This B-SLR framework provides a rigorous blueprint for advancing both theoretical depth and practical application of transformational leadership in Islamic secondary education..

Keywords: *Educational Service Experience, Transformational Leadership, Islamic Education, Teacher Performance..*

1. INTRODUCTION:

Transformational leadership is a paradigm that enhances organizational effectiveness and human resource development. It encompasses four critical dimensions: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Busari, Khan, Abdullah, & Mughal, 2020). In Indonesia, state Islamic high schools are a unique institution that integrates religious values with contemporary educational practices (Kosim, Muqoddam, Mubarak, & Laila, 2023; Salim, Suyuti, Gafarurrozi, Badriah, & Abdullah, 2024; Suparjo, Hanif, & Senja, 2021; Yolanda, Gunarhadi, & Efendi, 2025). These institutions serve 95% of Indonesia's Muslim population and play a crucial role in character formation, academic excellence, and spiritual development.

However, Islamic educational institutions face persistent challenges in achieving optimal educational quality, particularly regarding teacher performance and instructional effectiveness. Research in educational leadership reveals that transformational leaders significantly impact teacher performance through various mechanisms, including enhanced motivation, professional development, and organizational commitment (Mansor, Abdullah, & Jamaludin, 2021; Morales, 2022; Sarinah et al., 2024). Other studies demonstrate that transformational leaders who exhibit inspirational motivation and individualized consideration create supportive environments that foster teacher innovation, collaboration, and instructional excellence (Adarkwah & Zeyuan, 2020; Kılınç, Polatcan, Savaş, & Er, 2024; Ko, 2023; Zadok, Benoliel, & Schechter, 2024).

However, existing literature predominantly focuses on general educational settings, with limited empirical

investigation specifically targeting Islamic educational institutions and their unique organizational characteristics. Therefore, the research focuses on transformational leadership on state Islamic high school teacher performance. In addition, Radnasari and Andrianto (2025) reveal that transformational leadership has a significant positive impact on teacher performance when principals implement a supportive leadership style. Meanwhile, Hulpia et al. (2009) found that school climate functions as a mediator between transformational leadership and teacher performance, emphasizing the importance of school principals in creating a supportive work environment. This research has its own uniqueness and has never been explored by other researchers before. The main focus of this study is to analyze the implementations of transformational leadership on state Islamic high school teacher performance.

In this research, the studied effective leadership in Islamic schools must require a conceptual framework that combines Western leadership theories with indigenous Islamic values such as *uswatun hasanah* (exemplary conduct) (Al Hadi, Muh. Nur Rochim Maksum, Intan Dian Saputri, Syahrul Adam Salleh Ibrahim, & Ammar Wangyee, 2025), *syura* (consultation) (Salloum & Chehwan, 2024; Shange, Mupambwa, & Wani, 2025; Yolanda et al., 2025), and spiritual motivation (Ratnawati, Nursalim, & Khamidi, 2025). This integration is particularly critical in mastering learning technologies and innovative pedagogical approaches. This research aims to find effective models or strategies to improve the performance conditions of teachers in madrasas, thereby fulfilling the implementation of quality education. The dimension of initiation is considered to be lacking, with the head of the madrasah not providing new ideas for the development of madrasas. This preliminary study employs a Bibliometric-Systematic Literature Review (B-SLR) methodology by Marzi, Balzano, Caputo, and Pellegrini (2025) to address these gaps and provide evidence-based insights (Giacomo Marzi, Balzano, Caputo, & Pellegrini, 2025) into effective leadership practices in Islamic schools. The findings are expected to contribute to the development of culturally responsive leadership models that integrate Islamic values with contemporary educational management principles.

Transformational leadership is a fundamental construct that has a synergistic influence on teacher performance. Transformational leadership, which involves inspiring, stimulating intellect, providing individual consideration, and displaying ideal behavior, is seen as a significant antecedent in the formation of a teacher's positive perception of their work environment (Hermanto, Srimulyani, & Pitoyo, 2024). Effective transformational leadership practices contribute crucially to realizing a conducive madrasah climate (Day, 2012), which is characterized by high levels of interpersonal trust, substantive collegial support, open and transparent communication, and appreciation for teachers' professional contributions (Charoensukmongkol & Pandey, 2023; Wang, Liu, & Fan, 2024).

The dynamic interaction between transformational leadership and a positive madrasah climate creates an optimal work ecosystem for professional development

and continuous improvement of teacher performance (Bahrami Parsa, Tafvizi, Chaleshi, & Ebadi, 2023; Wang et al., 2024). Theoretical benefits include providing proof for existing theories about teacher performance and supporting the quality of madrasas (Kaur Bagga, Gera, & Haque, 2023). Practical benefits include providing reading material and input for adding knowledge for readers about factors affecting teacher performance, and being useful for researchers in increasing knowledge and understanding of improving teacher performance (Gao, Hamid, & Mansor, 2024). Transformational leadership is a leadership style that encourages leaders and followers to achieve common goals through positive change (Alzoraiki et al., 2023). Key characteristics of transformational leadership include inspiring, empowerment, role modeling, attention to followers, and innovation. This leadership style has implications for creating a positive atmosphere in madrasahs, which are educational institutions where learning activities take place. The madrasah climate is influenced by interpersonal relationships, norms, values, physical environment, emotional support, and community involvement.

Teacher performance is influenced by various factors such as professional competence, motivation, work environment, relationships with students, and professional development. Well-trained teachers tend to have better performance. Motivation and commitment are essential for innovation and improving the quality of teaching (Stronge, 2002). A positive work environment with strong support from colleagues and management can improve the efficiency and effectiveness of educational services (Dahlan R et al., 2025). Teachers' skills in building positive and supportive relationships with students contribute to their performance. Continuous professional training and development are also important for teachers to stay updated on the latest information and improve their performance (Vermeulen, Kreijns, & Evers, 2022). In conclusion, transformational leadership and the madrasah climate play a crucial role in shaping the educational environment and student performance. By fostering a positive atmosphere, teachers can better serve their students and contribute to the overall success of the institution.

This study aims to investigate the influence of transformational leadership on teacher performance, the impact of madrasah climate on teacher performance, and the influence of transformational leadership and the madrasah climate on teacher performance. Previous research has shown that a positive madrasah climate is not only influenced by transformational leadership but also contributes to the motivation of teachers, which in turn improves their performance (Ehrhart, Schneider, & Macey, 2025). Baharun, Bukhori, and Zahro (2025) also found that emotional and intellectual support from madrasah heads can improve the work climate and collaboration among teachers. A structural model approach was developed to relate transformational leadership, madrasah climate, and teacher performance implementation (Hermanto et al., 2024; Kaur Bagga et al., 2023). The study found that transformational leadership serves as a key predictor that influences madrasah climate and teacher performance. Positive changes in leadership

can directly impact teacher morale and team collaboration (Adriantoni, Komariah, Nurdin, & Herawan, 2023).

This research focuses on the administrative information technology implementations in Islamic boarding schools as a pre-liminary study by bibliometric analysis and systematic literature review (SLR) during 1997-2025. It examines publication trends, geographic distribution, conceptual themes, and collaboration networks. Those aspects were examined in 2 sections which have the results in the frameworks of annual scientific production, citation and H-index, factorial multiple correspondence, co-authorship and country citation networks, key findings which highlight persistent policy–practice gaps, and comprehensive mapping which provides a conceptual framework for positioning future studies, recommends action research to bridge implementation divides, and calls for interdisciplinary and multilingual scholarship to advance the contexts of administrative information technology implementations in Islamic boarding schools.

A Bibliometric-Systematic Literature Review (B-SLR) Methodology Framework data (G. Marzi et al., 2025) serves as a preliminary study to determine how

transformational leadership on state Islamic high school teacher performance. The study requires evidence-based strategies because it needs to identify successful methods and obstacles in transformational leadership on state Islamic high school teacher performance through Bibliometric-Systematic Literature Review (B-SLR) Methodology Framework (Giacomo Marzi et al., 2025). The study investigates these obstacles to support better transformational leadership system which is expected to adapt to modern educational requirements. The research presents a preliminary framework to create and assess efficient transformational leadership on state Islamic high school teacher performance. The research results present actionable recommendations for transformational leadership on state Islamic high school teacher performance, which serve as a starting point for related leaders and students and lecturers. The research results contribute to the complete development of transformational leadership on state Islamic high school teacher performance. In order to address the following research questions (RQs), aims, urgencies, and analysis approaches, which is presented in Table 1.

Table 1. Research Questions (RQs)

No	Research Question	Aim	Urgency	Approach
1.	Which authors and journals lead the literature on transformational leadership on state Islamic high school teacher performance which articles are cited the most?	To identify the most prolific authors, journals, and the cited articles.	To figure out which scientific research related to the authors, journals, cited articles is considering.	Bibliometric Analysis
2.	What are the primary topics of research, which countries make the most significant contributions to scientific production, and which terms are employed most frequently in the literature regarding the transformational leadership on state Islamic high school teacher performance?	To address the primary topics, the countries of significant contributions to the scientific production, and the most frequent terms.	To find out which words scientific research is discussing.	Bibliometric Analysis
3.	What are the bibliographic maps, diagrams, and tables in transformational leadership on state Islamic high school teacher performance?	To perform an in-depth analysis of the bibliographic maps, diagrams, and tables in transformational leadership on state Islamic high school teacher performance.	To provide an enhanced understanding of where the research of transformational leadership on state Islamic high school teacher performance is right now.	Bibliometric Analysis
4.	What are the scopes of conceptual structure and conceptual framework as the knowledge foundation for the transformational leadership on state Islamic	To emphasize the importance the scopes of conceptual structure and conceptual framework as the knowledge	To highlight the necessity of a strong knowledge foundation for effective educational design and implementation of transformational	Systematic Literature Review

	high school teacher performance?	foundation for the transformational leadership on state Islamic high school teacher performance.	leadership on state Islamic high school teacher performance.	
5.	What is the major research works related to transformational leadership on state Islamic high school teacher performance from an inductive analysis point of view?	To acknowledge the major works, employed methods, utilized applications and acquired results	To assist the scientific community to enhance its productivity	Systematic Literature Review

The study uses a Bibliometric-Systematic Literature Review (B-SLR) methodology to investigate the impacts of transformational leadership on state Islamic high school teacher performance. The framework consists of five research questions, each with specific aims, urgencies, and analytical approaches. The first question identifies key authors and journals in the transformational leadership literature, using bibliometric analysis to map the intellectual landscape. The second question explores primary research topics and countries that have made significant contributions to scientific production, using bibliometric analysis to reveal thematic patterns and international research dynamics. The third question examines bibliographic maps, diagrams, and tables related to transformational leadership research on state Islamic high school teacher performance. The fourth question explores conceptual structures and comprehensive frameworks that serve as the knowledge foundation for transformational leadership on state Islamic high school teacher performance, using systematic literature review methodology to analyze theoretical underpinnings and conceptual models. The fifth question identifies major research works related to transformational leadership employed on state Islamic high school teacher performance, evaluating and synthesizing existing research contributions.

The B-SLR framework strategically integrates two complementary approaches: bibliometric analysis, which provides quantitative insights through citation analysis, co-authorship networks, keyword mapping, and publication trends, and systematic literature review, which offers qualitative depth through comprehensive analysis of conceptual frameworks, theoretical foundations, and methodological approaches. This rigorous methodological approach provides a comprehensive understanding of transformational leadership research in the specific context of state Islamic high school teacher performance.

METHOD

This study used a Bibliometric-Systematic Literature Review (B-SLR) methodology framework to analyze the influence of transformational leadership research on state Islamic high school teacher performance. The B-SLR approach combined quantitative bibliometric analysis and

qualitative systematic literature review, providing a comprehensive understanding of the field. The research was structured around five research questions:

- 1) Identification of Core Authors, Journals, and Articles
- 2) Exploration of Research Topics, Country Contributions, and Key Terms
- 3) Visualization through Bibliographic Maps, Diagrams, and Tables
- 4) Systematic Literature Review of Conceptual Structures and Frameworks
- 5) Synthesis of Major Works and Analytical Approaches

The first step involved bibliometric analysis to identify influential authors, journals, and articles in transformational leadership research on state Islamic high school teacher performance. The second step used bibliometric tools to analyze primary research themes, highlight countries with significant scholarly outputs, and identify the most frequent terms in the literature. The third step involved producing and examining bibliographic maps, diagrams, and tables to deepen the quantitative analysis. The fourth step was a systematic literature review focused on the conceptual structures and frameworks underpinning transformational leadership research. The fifth step involved a systematic literature review of major works, methodologies, and analytical approaches in transformational leadership studies related to teacher performance. The B-SLR methodology ensured methodological rigor for both quantitative mapping and qualitative interpretation, contributing new insights and a holistic understanding of the field.

The investigation was finalized in accordance with the recommendations provided by. The research methodology appeared in Figure 1. Numerous phases were depicted in the graphic. The data cleansing process occurred after we applied the inclusion criteria in Table 2 and the search string and indicator elaboration for article classification.

Table 2. Search string during 2015-2025

Database	Search Strings	Results
Scopus	TITLE-ABS-KEY (("transformational leadership")	99

	AND ("teacher" OR "teacher performance" OR "teacher effectiveness" OR "teaching performance" OR "job performance") AND ("high school*" OR "Islamic high school*" OR "madrasah aliyah" OR "secondary school*" OR "Islamic education institution*"))	
Web of Science	TITLE-ABS-KEY (("transformational leadership") AND ("teacher" OR "teacher performance" OR "teacher effectiveness" OR "teaching performance" OR "job performance") AND ("high school*" OR "Islamic high school*" OR "madrasah aliyah" OR "secondary school*" OR "Islamic education institution*"))	78

The database features all the necessary attributes for our needs. The researchers used Scopus and Web of Science databases to search for scientific journal articles which were categorized into a systematic framework of subfields and areas. The Scopus database was chosen because it provides quality metrics through its SJR index. Conversely, the Web of Science was implemented as a result of its capacity to facilitate the simultaneous downloading of an extensive quantity of references. We collaborated with the academic meta-search engine of Web of Science for this investigation, as it is compatible with the data analysis program biblioshiny. The only articles that were taken into account were those with the titles "Transformational Leadership on State Islamic High School Teachers," "Transformational Leadership on State Islamic School Teacher Performance", or "Transformational Leadership on State Islamic High School Teacher Performance." We locate all the articles that contain that precise combination of terms in their titles by enclosing it in quotation marks. Additionally, it encompasses all feasible combinations. At the of the data inclusion from the chosen database, namely Scopus, Web of Science, and Lens, we extracted the data in the format of .csv. We derived 99 papers from Scopus, and 71 from Web of Science.

Dataset Selection

The research examined how Islamic boarding schools used administrative information technology systems. The data was gathered from field-based research articles published between 2025-2025, with exclusion criteria for non-administrative information technology fields, non-transformational leadership fields, and non-teacher performance fields. The study focused on a specialized area of state Islamic high schools to provide an overview of its applications in education. The data was valuable for researchers as it provided information on current and future research lines investigating the usefulness of

Islamic boarding school administrative management in various aspects such as learning, teaching, training, studying.

Preferred Reporting Items for Systematic Reviews and Meta-Analysis (PRISMA) (2020) for Dataset Load

The study utilized the Preferred Reporting Items for Systematic Reviews and Meta-Analysis (PRISMA) (2020) framework for a bibliometric analysis and systematic literature review (SLR). Document identification involved both direct searches in databases like Scopus (n=512) and Web of Science (n=134), alongside a manual search via the Lens database (n=97). After excluding 134 irrelevant documents, 443 were consolidated in an .xlsx file, with 501 eliminated for being non-field-focused. Subsequent screenings led to the elimination of documents based on specific criteria, resulting in 170 full-text articles eligible for analysis, 138 from Scopus/Web of Science and 32 from manual identification. Figure 1 illustrates the PRISMA flowchart for this process.

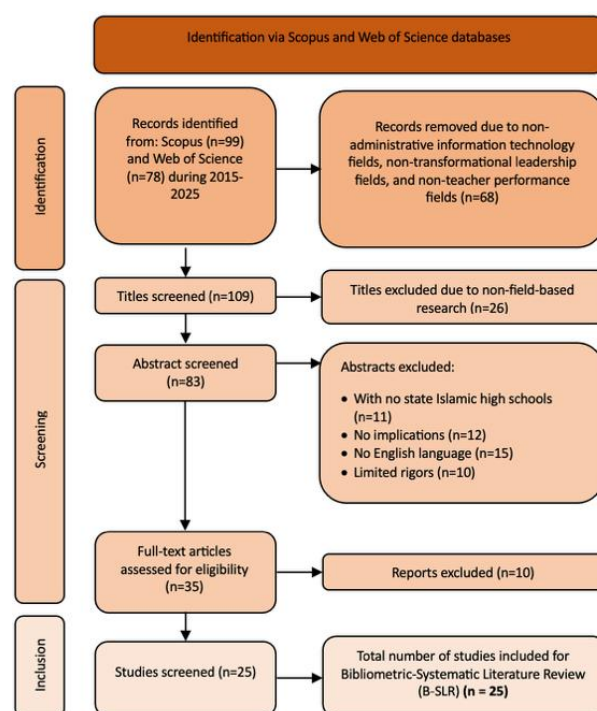


Figure 1. Preferred Reporting Items for Systematic Reviews and Meta-Analysis (PRISMA) (2020) chart flow

Figure 1 outlines the systematic article selection process for a study on transformational leadership and state Islamic high school teacher performance. The process begins with an initial database search, which yields 78 records. The first filter removes records due to non-administrative, information system technology, non-transformational leadership focus, and non-teacher performance fields. This ensures that only studies directly relevant to the intersection of transformational leadership and teacher performance in educational administrative contexts remain. The second stage is title screening, which examines 109 articles and removes 26 articles based on non-field-based research criteria. Following title

screening, 83 abstracts are reviewed, with comprehensive and specific exclusion criteria including "With no state Islamic high schools," "No implications," "No English language," and "Unrelated rigors." These rigorous screenings remove studies that do not meet specific contextual, practical, linguistic, and methodological requirements. The third stage involves full-text assessment, where 83 full-text articles are assessed for eligibility. Reports are excluded (10) due to insufficient detail, inaccessible full texts, or upon closer inspection not meeting inclusion criteria. The final screening involves screening 25 studies for final inclusion consideration. This PRISMA flow diagram demonstrates several key aspects of methodological rigor, such as transparency, systematic reduction, multiple screening layers, and contextualized criteria. This systematic approach aligns with the B-SLR methodology framework, ensuring that both the breadth of bibliometric analysis and the depth of systematic review are built upon a carefully curated, high-quality literature foundation.

2. RESULTS AND DISCUSSION

Findings

This study employs a Bibliometric-Systematic Literature Review (B-SLR) methodology to examine the impact of transformational leadership research on state Islamic high school teacher performance. The B-SLR approach combines quantitative bibliometric analysis with qualitative systematic literature review, providing a comprehensive understanding of the field. The research is structured around five questions: 1) Identification of Core Authors, Journals, and Articles; 2) Exploration of Research Topics, Country Contributions, and Key Terms; 3) Visualization through Bibliographic Maps, Diagrams, and Tables; 4) Systematic Literature Review of Conceptual Structures and Frameworks; and 5) Synthesis of Major Works and Analytical Approaches. The process involves bibliometric analysis to identify influential authors, journals, and articles in transformational leadership research on state Islamic high school teacher performance. It then uses bibliometric tools to analyze primary research themes, identify significant scholarly outputs, and identify common terms. Bibliographic maps, diagrams, and tables are used to deepen the quantitative analysis. A systematic literature review is conducted to understand the conceptual structures and frameworks of transformational leadership research, and to review major works, methodologies, and analytical approaches. Table 1 presents the main information about the data.

Table 3. Main information about the data

Description	Results
Timespan	2015:2025
Sources (Journals, Books, etc)	23
Documents	25
Annual Growth Rate %	11.61
Document Average Age	3.84

Average citations per doc	14.84
References	703
Keywords Plus (ID)	79
Author's Keywords (DE)	122
Authors	73
Authors of single-authored docs	4
Single-authored docs	4
Co-Authors per Doc	2.96
International co-authorships %	4
article	25

In Table 3, this bibliometric and systematic literature review examines transformational leadership in state Islamic high schools and its impact on teacher performance, analyzing 25 peer-reviewed publications from 2015 to 2025, with an average year-on-year publication increase of 11.61% and 14.84 average citations per document indicating moderate impact and engagement. The corpus comprises 73 unique authors producing 70 publications with 122 distinct keywords, demonstrating a collaborative and growing research community focused on full-length empirical and theoretical studies rather than reviews or editorials. These findings establish that transformational leadership in state Islamic high schools represents an emerging and increasingly vital field of academic inquiry with both theoretical depth and practical relevance to educational improvement and teacher performance enhancement.

Identification of Core Authors, Journals, and Articles

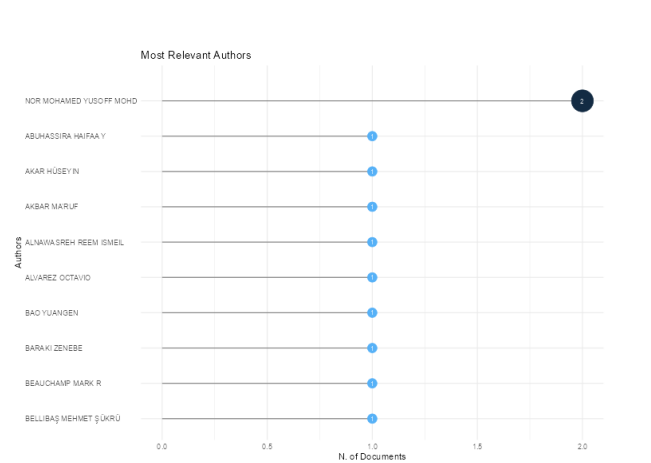


Figure 2. Most Relevant Authors

Figure 2 presents the most relevant authors in the research area of transformational leadership on State Islamic High School teacher performance, as identified in the Bibliometric-Systematic Literature Review (B-SLR) methodology framework. The figure shows the number of documents published by each author in the specific field, the names of authors who have published works within the subject area analysed, and the total document contribution of each author. Nor Mohammed Yusoff Mohd is the most prolific author, having contributed two documents to the

body of literature. Other authors, such as Abuhassira Haifaay, Akar Huseyin, and Akbar Maru, have each published one document in the field. Figure 2 highlights that most authors are single contributors, suggesting that the research field is characterized by contributions from a wide range of scholars rather than being dominated by just a few highly prolific individuals.

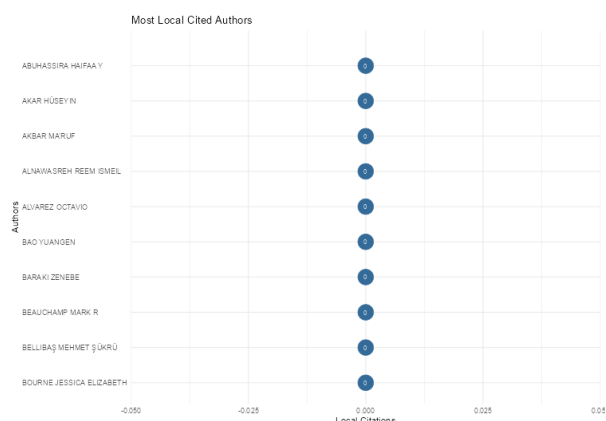


Figure 3. Most Local Cited Authors

Figure 3 displays the most locally cited authors within a corpus of transformational leadership studies on state Islamic high school teacher performance. Local citations refer to how often an author's work is cited within the 25-article dataset, reflecting their influence on the immediate research network. All listed authors, including Abuhassira Nafasy, Akar Huseyin, Akbar Maruf, Alnawabreh Reem Ismel, Alvarez Octavio, Bao Yuangen, Baraki Zenebe, Beauchamp Mark R, Bellibaş Mehmet Şükrü, And Bourne Jessica Elizabeth, have zero local citations within the 25-article network. This suggests that none of these authors' works were repeatedly referenced by peers in this specific field subset, indicating a relatively flat citation network without a central, repeatedly cited source. The lack of cross-referencing implies that research contributions are broad-based rather than building directly on each other within this corpus. This analysis highlights the need for greater intertextual integration among researchers to establish clearer intellectual lineages and influence pathways within the transformational leadership literature.



Figure 4. Authors' Production over Time

Figure 4 shows the contributions and citation performance of individual authors in transformational leadership research on State Islamic high school teacher performance from 2015 to 2025. It shows that early contributors, such as Beauchamp Mark R. and Alnawabreh Reem Ismel, had low citation impact. Mid-period activity, such as Nor Mohamed Yusoff Mohd, published two articles between 2018 and 2019, with modest citation impact. Akar Huseyin and Akbar Maruf released one article in 2019, while Abuhassira Nafasy published one in 2023 with moderate citations. Bao Yuangen published in 2022 with a higher citation rate, indicating growing influence. Bellibaş Mehmet Şükrü and Bao Yuangen have recently published with stronger citation traction. The dispersion of contributions suggests opportunities for cross-temporal synthesis, integrating insights from early, mid, and late-period studies to form a cohesive narrative of transformational leadership's evolution in Islamic secondary education

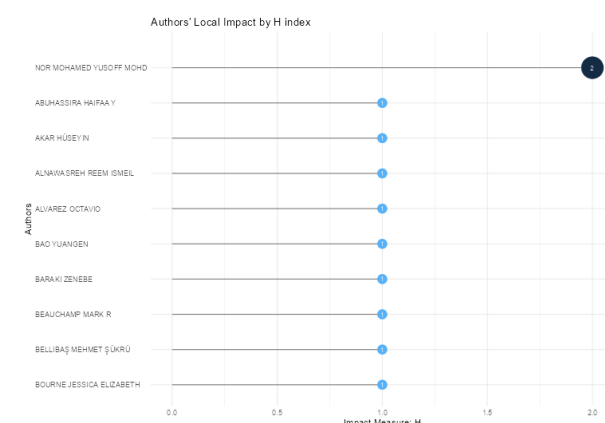


Figure 5. Authors' Local Impact by H-Index

Figure 5 presents the local H-index of the most active authors within 25 studies on transformational leadership and State Islamic high school teacher performance. The H-index measures an author's combined productivity and citation impact within the dataset. Nor Mohamed Yusoff Mohd achieves the highest local H-index of 2 (two papers cited at least twice by other studies), making him the most influential author in terms of sustained impact within the selected literature. The other listed authors have a local H-index of 1 (at least one publication cited by at least one other paper in the dataset). This H-index analysis highlights two critical insights: the core influence of Mohd, who generates multiple works that repeatedly inform peer studies, and the distributed engagement of the majority of authors, suggesting a broad but shallow citation network.



Figure 6. Most Relevant Sources

Figure 6 reveals the most frequently published journals and outlets on transformational leadership and State Islamic high school teacher performance. Educational Administration Quarterly and Educational Management Administration & Leadership are the leading outlets for research on this topic, publishing two articles each. The remaining eight journals contributed one article, indicating that while the field spans diverse outlets, two journals dominate the publication landscape. Prioritizing searches in these journals will ensure key studies are captured, and researchers seeking high visibility for work on transformational leadership in Islamic high school contexts may consider submitting to these leading journals. The distribution suggests a concentrated nucleus of scholarship supported by a broader but less frequent set of outlets, reflecting both core and peripheral publication channels in this research domain.

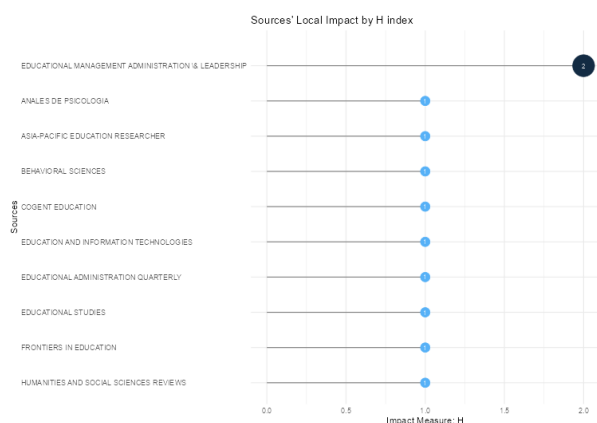


Figure 7. Sources' Local Impact by H-Index

Figure 7 examines the impact of publication sources on transformational leadership and State Islamic high school teacher performance. The local H-index is a measure of each source's productivity and citation impact within a specific dataset. The study identifies the most relevant journals, with the highest local H-index of 2 for Educational Management Administration & Leadership, indicating it has published at least two articles cited at least twice by other studies. The other journals, such as Anales de Psicología, Asia-Pacific Education Researcher, and Behavioral Sciences, each have a local H-index of 1, indicating they have published at least one article cited at least once within the corpus. The remaining sources, including Cogent Education, Education and Information Technologies, Educational Administration Quarterly, *Advances in Consumer Research*

Educational Studies, Frontiers in Education, and Humanities and Social Sciences Reviews, also display an H-index of 1, reflecting baseline impact through individual cited contributions. The analysis highlights the pivotal role of Educational Management Administration & Leadership in shaping scholarly dialogue and guiding future research directions within transformational leadership studies. The study suggests opportunities for deeper engagement and cross-citation among these sources to strengthen the field's intellectual cohesion.

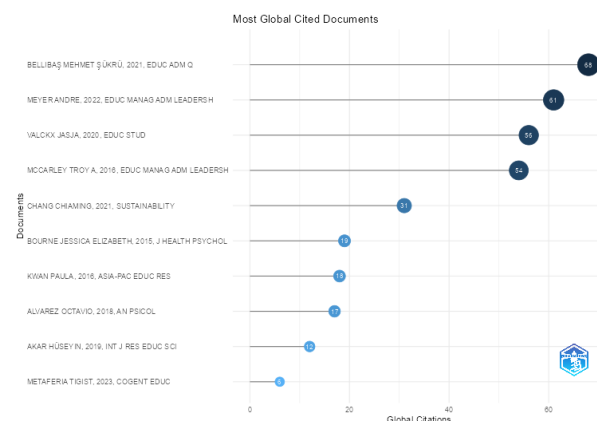


Figure 8. Most Global Cited Documents

Figure 8 presents the top ten documents listed by their global citation counts, reflecting their broader scholarly impact. The horizontal axis indicates the total number of citations each document has received across all databases, while the vertical axis lists the ten most cited papers by author, year, and abbreviated source title. Larger circles correspond to higher citation counts, visually emphasizing the most influential works. The most influential study in the field is Educ Adm Q, with 68 citations. The study follows closely with 61 citations, demonstrating rapid uptake of its findings on leadership effectiveness. The study also holds 59 citations, indicating strong engagement with its theoretical or empirical contributions. The study registers 54 citations, showcasing its long-standing influence. The study also has 31 citations, reflecting its interdisciplinary reach into sustainability and education. The highly cited documents serve as cornerstones for understanding transformational leadership's theoretical foundations, empirical validations, and practical applications in diverse educational settings.

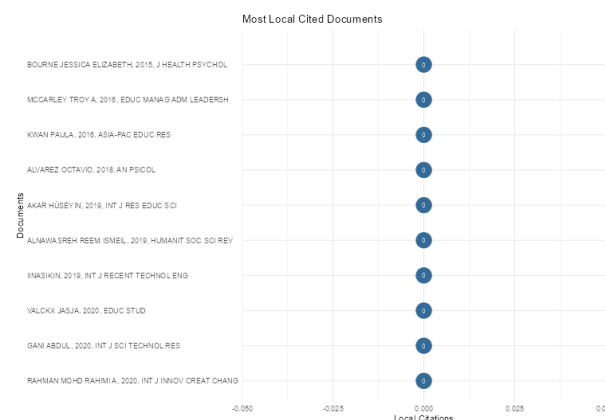


Figure 9. Most Cited Documents

Figure 9 presents the most locally cited documents within a 25-article corpus on transformational leadership and State Islamic high school teacher performance. The figure shows the number of times each document was referenced by other articles in the 25-document pool, and the top ten documents by author, year, and source abbreviation. Each circle marks a document's local citation count. The interpretation suggests that these key documents have a flat internal citation network, as they have not been referenced by peers within the 25-article selection. The absence of cross-citation suggests a need for authors to engage with existing studies in subsequent research to build stronger intertextual connections. Encouraging explicit referencing of foundational works within the local corpus will enhance the coherence and cumulative knowledge development of transformational leadership scholarship in State Islamic high school contexts.

Exploration of Relevant Words, Trend Topics, Country Contributions, and Key Terms

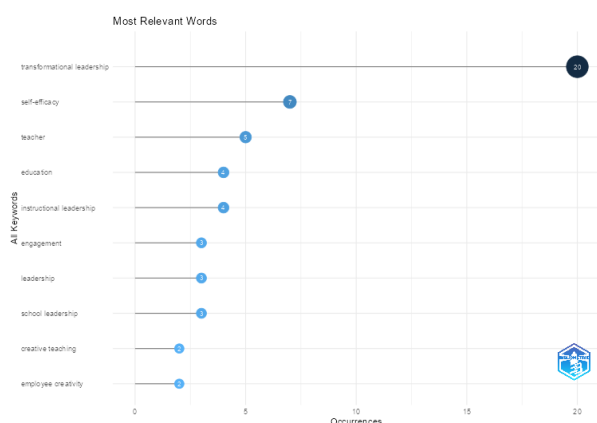


Figure 10. Most Relevant Words

Figure 10 displays the top ten keywords from a 25-document corpus on transformational leadership and State Islamic high school teacher performance. Transformational leadership leads with 20 occurrences, confirming its central focus in the reviewed studies. Self-efficacy appears eight times, reflecting interest in how leadership influences teachers' beliefs in their capabilities. Other terms include teacher, education, instructional leadership, engagement, and school leadership. Niche concepts like creative teaching and employee creativity occur once, indicating nascent attention to innovation and creativity outcomes under transformational leadership. The dominance of transformational leadership as a keyword validates its position as the theoretical cornerstone of this field. Emerging themes like self-efficacy and engagement suggest critical mediators and outcomes that warrant deeper empirical investigation. Less frequent terms like creative teaching highlight potential gaps and opportunities to explore how transformational leadership fosters innovative pedagogical practices in Islamic high school settings.

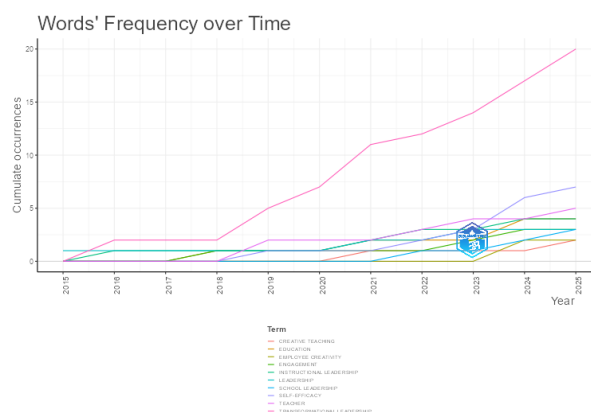


Figure 11. Words' Frequency over Time

Figure 11 presents the cumulative occurrences of key terms from 2015 to 2025 within the transformational leadership literature on State Islamic high school teacher performance. Transformational leadership, which emerged in 2017, has seen the most pronounced growth, rising from its first appearance in 2017 to 20 mentions by 2025. Self-efficacy, first appearing around 2018, has steadily grown to 8 mentions by 2025, indicating growing attention to teachers' belief in their capabilities as a leadership outcome. Teacher, which began usage in 2016, reaches 6 cumulative mentions by 2025, underscoring the consistent emphasis on the teacher role in leadership studies. Education and instructional leadership emerge early (2015-2016) and accumulate to 4 mentions each by 2025, highlighting complementary constructs explored alongside transformational leadership. Engagement, which appears from 2019 onward, climbs to 3 mentions by 2025, suggesting increasing concern with teacher engagement as a mediating factor. Leadership and school leadership show gradual growth to 2 mentions each, reflecting broader leadership discussions and specific administrative contexts. Creative teaching and employee creativity are rare, each with a single mention, indicating nascent exploration of innovation-related outcomes.

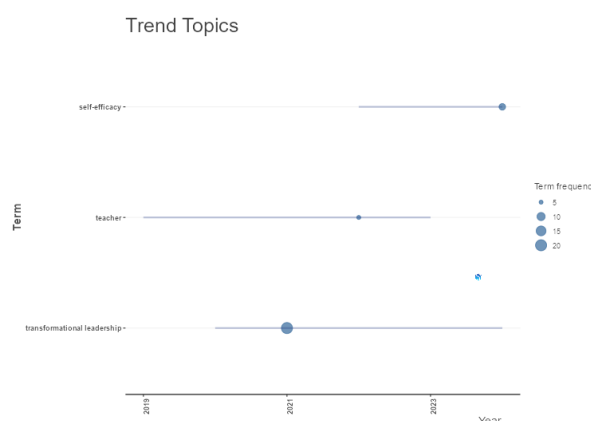


Figure 12. Trend Topics

Figure 12 presents a surge in interest over time. Transformational leadership emerged in 2020 with a moderate bubble size, and has since grown in prominence, with larger bubbles in 2023-2024. Teacher emerged in 2021, with smaller bubbles in 2021-2022, and has maintained a stable presence in subsequent years. Self-

efficacy, first appearing in 2021, has grown significantly larger than other terms by 2024-2025, indicating a surge in interest in teachers' self-beliefs as a critical outcome or mediator of transformational leadership interventions. This trend indicates that recent research is increasingly investigating how transformational leadership practices influence teachers' confidence and performance beliefs. Transformational leadership's steady bubble growth reaffirms its enduring centrality as the guiding theoretical framework. The consistent presence of "teacher" highlights the field's sustained focus on practitioners and suggests ongoing work to link leadership behaviors with teacher-level outcomes. These trends illustrate a maturing research agenda that delves into teacher-centric outcomes, especially self-efficacy, as key drivers of performance in State Islamic high schools.



Figure 13. Keyword Co-Occurrence Network

Figure 13 reveals the co-occurrence of key concepts in transformational leadership research on State Islamic high school teacher performance. The most frequent keywords are "transformational leadership," followed by "self-efficacy" and "teacher." Keywords are grouped into thematic clusters based on co-occurrence patterns, with "transformational leadership" being the most frequent. The clusters are based on leadership constructs and educational contexts, such as "transformational leadership," "instructional leadership," "principal leadership," "hierarchical linear modeling," and "creative teaching." The blue cluster highlights teacher outcomes and engagement, while the green cluster focuses on stakeholders, such as "students" and "principals." The purple cluster pertains to theoretical underpinnings and motivation. Keywords positioned closer together co-occur more frequently in the same articles, indicating tighter conceptual relationships. The network helps researchers identify core themes, methodological approaches, and potential areas for deeper investigation, guiding future studies to bridge clusters and advance transformational leadership scholarship in Islamic secondary education.

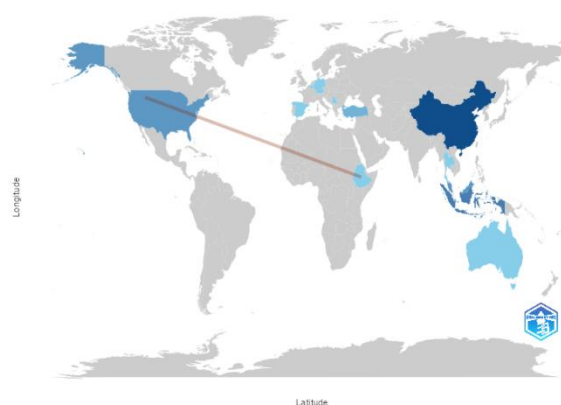


Figure 14. Geographic Distribution of Research Contributions

Figure 14 shows the geographical distribution of 25 studies. Dark blue indicates the highest number of publications, while medium blue represents moderate contributions, and light blue shows smaller but noteworthy outputs. Connecting lines indicate co-authorship ties between research teams, with a prominent line connecting the United States and Jordan, reflecting one documented collaboration. China is the leading contributor, signaling strong national research activity on transformational leadership in Islamic high school contexts. Regional hubs include the United States, Indonesia, Malaysia, Turkey, and Australia, each producing multiple studies. However, only one international co-authorship occurred between the U.S. and Jordan, suggesting predominantly local research efforts and an opportunity to foster more international partnerships. The involvement of Spain and Ethiopia indicates that transformational leadership in Islamic education has begun to attract attention beyond Asia, pointing to emerging global relevance. This geographic analysis highlights potential avenues for building richer international research networks in the field.

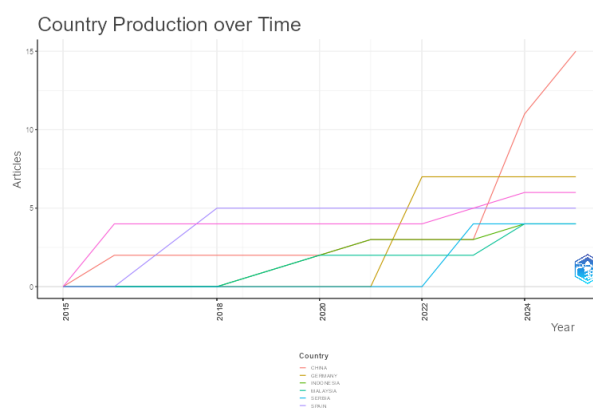


Figure 15. Country Production over Time

Figure 15 shows the annual publication output of key countries in transformational leadership research on State Islamic high school teacher performance from 2015 to 2025. The countries include Australia (blue), Spain (yellow), the USA (magenta), Indonesia (green), Malaysia (cyan), and Turkey (olive). The data shows that Australia and Spain published their first articles by 2016, while the USA contributed one article in 2017 and another in 2018. Indonesia began contributing in 2019 and grew to two



Figure 16 analyzes 25 studies on transformational leadership in State Islamic high schools, focusing on single-country publications (SCP) and multiple-country publications (MCP). It shows the countries of corresponding authors, with teal bars representing SCP studies and coral bars representing MCP studies. China leads with four SCP articles and no MCP, indicating strong domestic research capacity and limited international collaboration among its corresponding authors. Cyprus, Germany, Malaysia, Serbia, Spain, USA, and Australia each have one SCP study, while Ethiopia stands out with one MCP study, indicating at least one international collaboration. No other country shows MCP involvement, highlighting that only one study in the dataset involved cross-national corresponding author partnerships. The predominance of single-country publications suggests a research landscape that is largely nationally siloed with limited cross-border integration. Ethiopia's multiple-country collaboration is a valuable model for fostering international knowledge exchange in transformational leadership research. Encouraging more MCP studies could strengthen methodological diversity, broaden perspectives, and enhance the global relevance of research on transformational leadership in State Islamic high schools.



Figure 17 depicts the prominence of terms across 25 documents on transformational leadership and State Islamic high school teacher performance. Transformational leadership is the most prominent term underscoring its central theoretical role. Self-efficacy and leadership are also significant, reflecting teacher confidence and broader leadership constructs. School leadership, instructional leadership, and engagement are related leadership dimensions and outcomes. Supporting concepts include motivation, employee creativity, adolescents, students, and health behavior, highlighting secondary themes such as motivational processes, creativity outcomes, and the educational context. Smaller words, such as trust, implementation, measurement invariance, and organizational citizenship behavior, represent emergent or less frequently addressed topics. The word cloud provides a comprehensive understanding of the thematic landscape, highlighting the foundational status of transformational leadership, its role as a mediator or outcome variable, and the multifaceted nature of research in this domain.

Visualization through Bibliographic Maps, Diagrams, and Tables

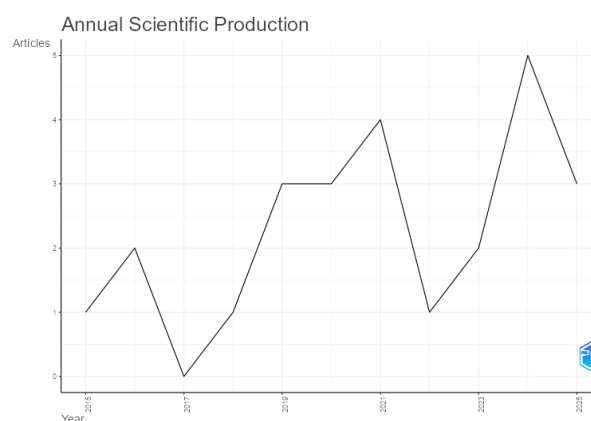


Figure 18 shows the annual number of publications on transformational leadership and State Islamic high school teacher performance from 2015 to 2025. It has experienced fluctuations, with a dip to zero publications in 2017 and a moderate recovery in 2018-2019. The peak in 2020 was 4 publications, reflecting growing scholarly interest amid global education shifts. In 2021, there was a drop to 1 article, possibly due to pandemic-related research disruptions. However, production rebounded in 2022 with 2 articles, signaling renewed activity. The surge in 2023-2024, with 5 publications, demonstrates

accelerated research momentum. The peak in 2024 was 6 articles, underscoring peak engagement. A slight decline to 3 articles in the first half of 2025 suggests stabilization after the 2024 surge. The overall upward trajectory reveals an increasing research commitment to exploring transformational leadership's role in enhancing teacher performance at State Islamic high schools. The stabilization in 2025 may reflect consolidation of earlier findings and the groundwork for new research directions.

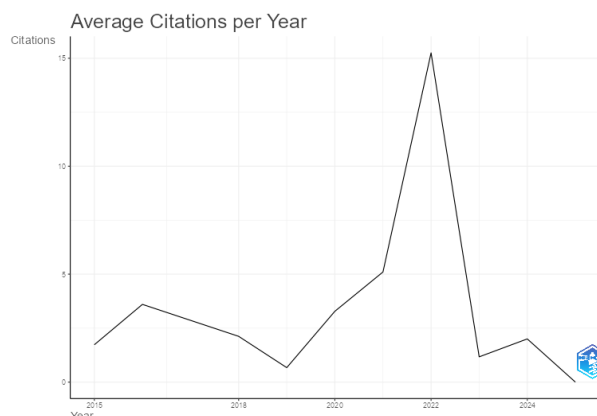


Figure 19. Average Citation per Year

Figure 19 shows the average citations received per published article on transformational leadership and State Islamic high school teacher performance from 2015 to 2025. The average citations rose from 2 in 2015 to 4 in 2016, then declined to about 1 by 2018. A resurgence began in 2019 with 5 citations per article by 2021, indicating increased recognition and engagement with mid-period studies. The most pronounced increase occurred in 2022, with an average citation per article jump of 15 to indicate exceptional impact within the broader scholarly community. After 2023, citations dropped sharply to 2 in 2023, then stabilized at 3 citations per article in 2024-2025. The 2022 spike likely corresponds to the release of high-impact articles. The subsequent normalization to 2-3 citations per article indicates a return to typical citation patterns, with most recent studies receiving steady engagement but not matching the exceptional influence of the 2022 works. The trend demonstrates that transformational leadership research in this educational context can achieve significant citation impact, but such peaks are episodic and tied to particularly influential publications.

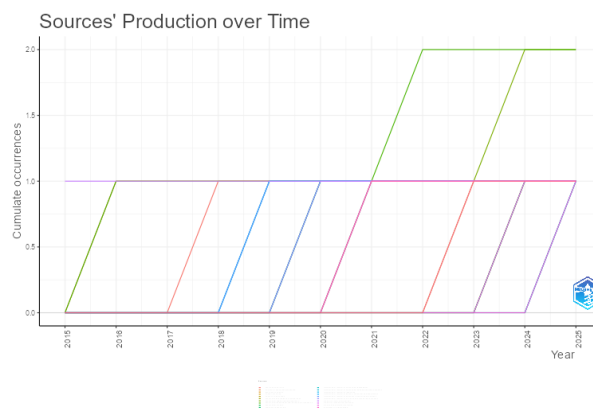


Figure 20. Sources' Production over Time

Figure 20 shows the cumulative number of publications contributed by each source (journal) in the B-SLR dataset from 2015 to 2025. Each colored line represents one publication outlet, tracking its total article count over the years. The horizontal axis marks each publication year in the study period, while the vertical axis shows the running total of documents published by each source up to that year. Each colored line corresponds to a different journal, with the legend assigning a unique color to each. The two leading journals, Educational Administration Quarterly and Educational Management Administration & Leadership, begin accumulating publications in the mid-2010s, reflecting their early and ongoing role in this research area. By 2021, both have reached a cumulative count of 2 documents, plateauing thereafter as no further articles from these outlets entered the corpus. The other journals, including Anales de Psicología, Asia-Pacific Education Researcher, and Behavioral Sciences, display cumulative growth starting around 2018-2019, reaching one publication by 2020 and remaining steady, indicating single but sustained contributions. This cumulative view underscores the concentration of publications in two core journals and the broad but limited participation of a wider range of outlets, illustrating both central and peripheral channels for transformational leadership research in State Islamic high school contexts.

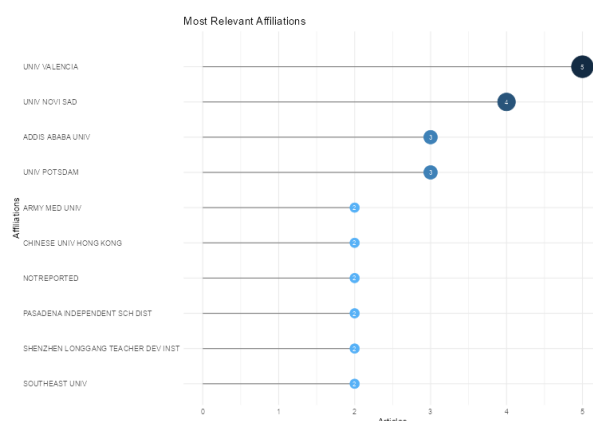


Figure 21. Most Relevant Affiliations

Figure 21 reveals that the University of Valencia is the most prolific institution in this research area, with five articles. The University of Novi Sad follows with four articles, demonstrating a strong research focus on transformational leadership within its faculty. Addis Ababa University and the University of Potsdam each

contributed three articles, indicating significant engagement from Africa and Europe. Army Medical University and the Chinese University of Hong Kong each produced two articles, highlighting contributions from East Asian institutions. The presence of "Not Reported" indicates cases where author affiliation data were incomplete or missing in the source records. Pasadena Independent School District, Shenzhen Longgang Teacher Development Institute, and Southeast University each contributed one article, showing a diverse mix of educational and research entities involved in this field. The concentration of publications at the University of Valencia and University of Novi Sad underscores their leadership in transformational leadership research. The presence of "Not Reported" highlights the need for consistent affiliation reporting to fully map institutional landscapes. Engagement from varied entities, including a school district and teacher development institute, reflects the applied nature of this research, extending beyond traditional university settings.

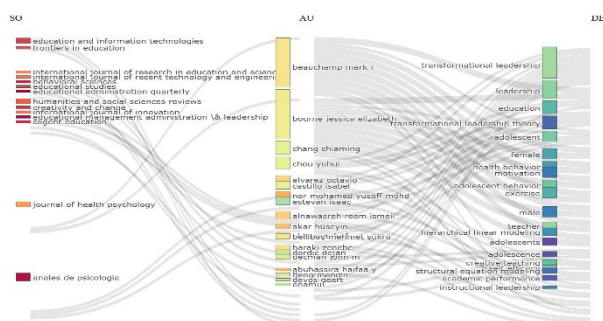


Figure 22. Sankey Diagram

Figure 22 illustrates the interconnection between publication sources, authors, and keywords within a 25-document corpus on transformational leadership and State Islamic high school teacher performance. The diagram shows the main journals and outlets, such as Educational Administration Quarterly and Journal of Health Psychology, which feed multiple flows to authors like Beauchamp Mark R. and Bourne Jessica Elizabeth. Single-article sources, such as Anales de Psicología, connect to individual authors, reflecting one-to-one relationships. Authors like Nor Mohamed Yusoff Mohd exhibit broad keyword connections, with flows to "transformational leadership," "school leadership," and "instructional leadership," indicating their research covers multiple leadership dimensions. Specialists like Bourne Jessica Elizabeth link primarily to "self-efficacy" and "motivation," indicating focused thematic interests. Central hubs include Educational Administration Quarterly and Educational Management Administration & Leadership, which serve as major publication venues, funneling multiple authors' work into the field. Transformational leadership emerges as the dominant keyword, receiving flows from a broad range of authors. Subtopics like self-efficacy, school leadership, and instructional leadership receive substantial flows, highlighting their status as key research angles. The diagram underscores how leading sources propagate influential authors, who anchor the literature around core themes, illuminating which journals, scholars, and concepts form its backbone.

Systematic Literature Review of Conceptual Structures and Frameworks

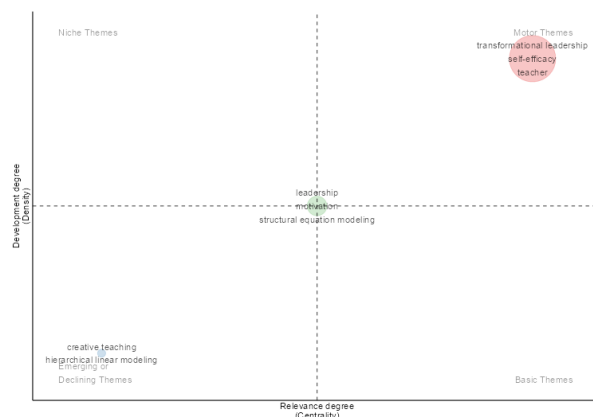


Figure 23. Thematic Quadrant Analysis

Figure 23 classifies research themes on transformational leadership and State Islamic high school teacher performance based on development degree (density) and relevance degree (centrality). The themes are divided into four quadrants: Motor Themes (Upper-Right Quadrant), Basic Themes (Lower-Right Quadrant), and Niche Themes (Upper-Left Quadrant). Motor Themes are highly central and well-developed, representing the driving forces of the field. Basic Themes are highly central but have lower density, indicating they are foundational concepts frequently referenced across studies but still in need of deeper development. Niche Themes are specialized topics with high internal cohesion but low centrality, representing well-developed subfields that may offer advanced methodological or pedagogical insights. Emerging or declining Themes are areas near the origin and require close monitoring for potential growth or waning interest. Core focus should be on motor themes, as they encapsulate the most influential and rapidly evolving research areas. Basic themes warrant efforts to strengthen theoretical and methodological rigor, potentially by integrating advanced modeling techniques to deepen understanding of leadership and motivational processes. Specialized Exploration opportunities exist for niche themes like creative teaching and hierarchical linear modeling, enriching the overall research landscape. Trend monitoring is advised to detect nascent topics or identify areas losing traction. It covers:

- Transformational Leadership in Teacher Outcomes
- Transformational Leadership Impact on Teacher Self-Efficacy
- Islamic Education
- China (7 articles by 2025) Leads Contribution in Studies
- Nascent Methodological Diversity in State Islamic High Schools

Synthesis of Major Works and Analytical Approaches

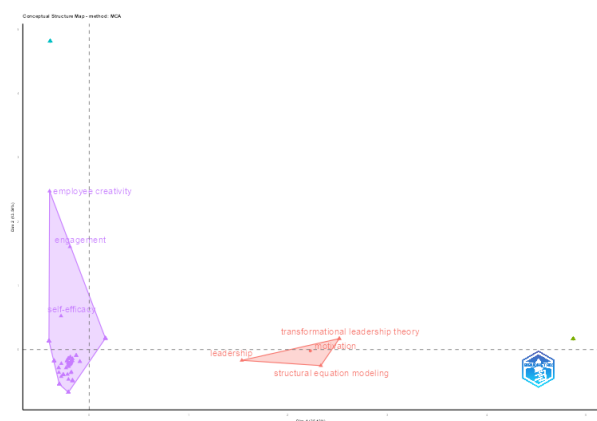


Figure 24. Conceptual Structure Map (Multiple Correspondence Analysis)

Figure 24 is a visual representation of key themes clustered based on their co-occurrence patterns. The map is generated through Multiple Correspondence Analysis (MCA), positioning themes along two principal dimensions: Horizontal Axis (Horizontal Axis) and Vertical Axis (Vertical Axis). Thematic clusters are identified as Purple Cluster (Teacher Outcomes & Engagement), Red Cluster (Core Leadership Constructs), and Green Marker (Methodological Niche). The purple cluster represents teacher outcomes and engagement, while the red cluster comprises transformational leadership theory, leadership, and structural equation modeling. The green marker represents a specialized methodological approach that is conceptually distinct from both the core leadership themes and teacher outcome studies. The distance between clusters reflects the different thematic areas' relationships, with teacher outcomes forming one cohesive domain and core leadership constructs span multiple studies with diverse methodological frameworks. Hierarchical linear modeling's separation underscores its role as a niche technique used selectively across transformational leadership research. The map provides a strategic overview of how major topics interconnect, guiding researchers toward underexplored intersections and methodological synergies within the transformational leadership literature in Islamic secondary education contexts.

3. DISCUSSION

Transformational leadership is the central theoretical lens, with 20 occurrences in author keywords and the highest prominence in co-occurrence networks. Its sustained growth in cumulative mentions from 2017 through 2025 underscores its enduring relevance and the field's reliance on its core dimensions, idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration, to explain teacher outcomes. Secondly, self-efficacy and teacher emerged as the most prominent outcome constructs after transformational leadership. Self-efficacy's rise to eight occurrences highlights growing scholarly interest in teachers' beliefs in their capabilities as a critical mediator of leadership effects

(Bass & Riggio, 2006). Future studies should further examine interventions that transformational leaders can employ to bolster teacher self-efficacy and performance (Hermanto et al., 2024; Kaur Bagga et al., 2023). Thirdly, the bibliographic patterns reveal a moderately dispersed yet increasingly concentrated publication landscape, with two journals accounting for the highest output. This concentration signals focal venues for seminal work but the long tail of one-off publications indicates a need for more centralized dialogue and sustained editorial focus on Islamic education contexts (Kosim et al., 2023).

China has rapidly emerged as the leading contributor (7 articles by 2025), alongside steady outputs from Indonesia, Spain, Turkey, the USA, and Malaysia. However, international collaboration remains limited, with only one multiple-country publication (Ethiopia–United States) out of 25 studies. Fifthly, methodological diversity is nascent, with structural equation modelling as a basic theme and hierarchical linear modelling as a niche theme. Addressing these gaps will deepen understanding of how transformational leaders in state Islamic high schools can most effectively support teacher development and student outcomes (Yolanda et al., 2025). In sum, the B-SLR framework highlights transformational leadership's central role and its linkage to teacher self-efficacy and performance, while revealing opportunities to strengthen thematic integration, enhance methodological rigor, and foster international collaboration. Addressing these gaps will deepen understanding of how transformational leaders in state Islamic high schools can most effectively support teacher development and student outcomes.

4. CONCLUSION

The bibliometric-systematic literature review of transformational leadership's impact on State Islamic high school teacher performance reveals that transformational leadership remains the foundational theoretical framework driving this field. Core themes, transformational leadership, self-efficacy, and teacher performance, constitute the motor themes, indicating mature, highly interconnected research streams. Self-efficacy emerges as a critical mediator linking leadership behaviours to teacher outcomes, while instructional and school leadership, motivation, and structural equation modelling form foundational areas requiring deeper cohesion. Methodological innovation is nascent, with structural equation modelling widely adopted but hierarchical linear modelling appearing as an isolated niche. Geographic analysis highlights China's rapid ascendancy and a broader international interest tempered by minimal cross-national collaboration. Institutional mapping identifies leading hubs (e.g., University of Valencia, University of Novi Sad) alongside gaps in metadata reporting. Overall, the field demonstrates robust growth, thematic concentration, and clear directions for advancing both theoretical depth and methodological breadth.

The study suggests several actionable implications for researchers, practitioners, and policymakers. It recommends developing and testing transformational leadership interventions to enhance teachers' self-

efficacy, examining how confidence improves classroom practice and student outcomes. Scholars should explore leadership motivation and advanced modelling techniques to expand theoretical foundations. Integrating qualitative approaches and experimental designs alongside quantitative methods can capture contextual nuances and causality. Building cross-national research partnerships, particularly between emerging hubs like China, Ethiopia, and Spain, can facilitate knowledge exchange and increase global relevance. Centralizing scholar dialogue in journals like *Educational Administration Quarterly* and *Educational Management Administration & Leadership* can consolidate dispersed research and guide cohesive agenda-setting. Standardizing metadata reporting can improve institutional analyses and support accurate mapping of research networks. By addressing these implications, the field can advance towards a more integrated, methodologically diverse, and globally connected understanding of how transformational leadership maximizes teacher performance in State Islamic high schools.

.. REFERENCES

- Adarkwah, M. A., & Zeyuan, Y. (2020). The paradoxical relationship between principals' transformational leadership styles and teachers' motivation. *International Journal of Educational Excellence*, 6(2), 15–46. <https://doi.org/10.18562/IJEE.056>
- Adriantoni, A., Komariah, A., Nurdin, D., & Herawan, E. (2023). The effect of transformational leadership and madrasah climate on elementary school teacher performance. *Journal of Innovation in Educational and Cultural Research*, 4(2), 238–247. <https://doi.org/10.46843/jiecr.v4i2.647>
- Al Hadi, A. F. M. Q., Muh. Nur Rochim Maksum, Intan Dian Saputri, Syahrul Adam Salleh Ibrahim, & Ammar Wangyee. (2025). The transformation of Islamic educational leadership in a multicultural society: A theoretical review based on critical literature. *Multicultural Islamic Education Review*, 149–160. <https://doi.org/10.23917/mier.v3i2.12098>
- Alzoraiki, M., Ahmad, A. R., Ateeq, A. A., Naji, G. M. A., Almaamari, Q., & Beshir, B. A. H. (2023). Impact of teachers' commitment to the relationship between transformational leadership and sustainable teaching performance. *Sustainability*, 15(5), 4620. <https://doi.org/10.3390/su15054620>
- Baharun, H., Bukhori, I., & Zahro, F. (2025). Enhancing madrasa teacher mindfulness through organizational culture. *Journal of Innovation in Educational and Cultural Research*, 6(2), 253–261. <https://doi.org/10.46843/jiecr.v6i2.1825>
- Bahrami Parsa, M., Tafvizi, F., Chaleshi, V., & Ebadi, M. (2023). Preparation, characterization, and Co-delivery of cisplatin and doxorubicin-loaded liposomes to enhance anticancer Activities. *Heliyon*, 9(10), e20657. <https://doi.org/10.1016/j.heliyon.2023.e20657>
- Bass, B. M., & Riggio, R. E. (2006). *Transformational Leadership* (2nd ed.). New York: Psychology Press. <https://doi.org/10.4324/9781410617095>
- Busari, A. H., Khan, S. N., Abdullah, S. M., & Mughal, Y. H. (2020). Transformational leadership style, followership, and factors of employees' reactions towards organizational change. *Journal of Asia Business Studies*, 14(2), 181–209. <https://doi.org/10.1108/JABS-03-2018-0083>
- Charoensukmongkol, P., & Pandey, A. (2023). The flexibility of salespeople and management teams: How they interact and influence performance during the COVID-19 pandemic. *Asia Pacific Management Review*, 28(2), 99–109. <https://doi.org/10.1016/j.apmr.2022.07.001>
- Dahlan R, M., Samsuri, Malihatun, E., Morisson, B., Abdurrohman, A., Basyit, A., & Madali. (2025). Teachers' motivation in developing quality learning in rural schools in Indonesia. *Frontiers in Education*, 10, 1597989. <https://doi.org/10.3389/educ.2025.1597989>
- Day, C. (2012). *The Routledge International Handbook of Teacher and School Development*. New York, NY: Routledge, Taylor & Francis Group. Retrieved from <https://www.routledge.com/The-Routledge-International-Handbook-of-Teacher-and-School-Development/Day/p/book/9781138577145>
- Ehrhart, M. G., Schneider, B., & Macey, W. H. (2025). *Organizational Climate and Culture: An Introduction to Theory, Research, and Practice*. Routledge. Retrieved from <https://www.routledge.com/Organizational-Climate-and-Culture-An-Introduction-to-Theory-Research-and-Practice/Ehrhart-Schneider-Macey/p/book/9781032331782>
- Gao, L., Hamid, A. H. A., & Mansor, A. N. (2024). The role of transformational leadership in professional learning communities: Empirical evidence from China. *Journal of Pedagogical Research*, 8(3), 263–278. <https://doi.org/10.33902/JPR.202427425>
- Hermanto, Y. B., Srimulyani, V. A., & Pitoyo, D. J. (2024). The mediating role of quality of work life and organizational commitment in the link between transformational leadership and organizational citizenship behavior. *Heliyon*, 10(6), e27664. <https://doi.org/10.1016/j.heliyon.2024.e27664>
- Hulpia, H., Devos, G., & Rosseel, Y. (2009). The relationship between the perception of distributed leadership in secondary schools and teachers' and teacher leaders' job satisfaction and organizational commitment. *School Effectiveness and School Improvement*, 20(3), 291–317. <https://doi.org/10.1080/09243450902909840>
- Kaur Bagga, S., Gera, S., & Haque, S. N. (2023). The mediating role of organizational culture: Transformational leadership and change management in virtual teams. *Asia Pacific Management Review*, 28(2), 120–131. <https://doi.org/10.1016/j.apmr.2022.07.003>
- Kılınç, A. Ç., Polatcan, M., Savaş, G., & Er, E.

- (2024). How transformational leadership influences teachers' commitment and innovative practices: Understanding the moderating role of trust in principal. *Educational Management Administration & Leadership*, 52(2), 455–474. <https://doi.org/10.1177/17411432221082803>
18. Ko, J. (2023). Effective and Inspiring Teaching in STEM Classrooms: Evidence from Classroom Observations with Instrument Comparisons. In R. Maulana, M. Helms-Lorenz, & R. M. Klassen (Eds.), *Effective Teaching Around the World* (pp. 595–617). Cham: Springer International Publishing. https://doi.org/10.1007/978-3-031-31678-4_26
19. Kosim, M., Muqoddam, F., Mubarak, F., & Laila, N. Q. (2023). The dynamics of Islamic education policies in Indonesia. *Cogent Education*, 10(1), 2172930. <https://doi.org/10.1080/2331186X.2023.2172930>
20. Mansor, A. N., Abdullah, R., & Jamaludin, K. A. (2021). The influence of transformational leadership and teachers' trust in principals on teachers' working commitment. *Humanities and Social Sciences Communications*, 8(1), 302. <https://doi.org/10.1057/s41599-021-00985-6>
21. Marzi, G., Balzano, M., Caputo, A., & Pellegrini, M. M. (2025). Bibliometric-Systematic Literature Review (B-SLR)—Companion Website. Retrieved December 9, 2025, from Bibliometric-Systematic Literature Review (B-SLR) Framework website: <https://www.b-slr.org/>
22. Marzi, Giacomo, Balzano, M., Caputo, A., & Pellegrini, M. M. (2025). Guidelines for Bibliometric-Systematic Literature Reviews: 10 steps to combine analysis, synthesis and theory development. *International Journal of Management Reviews*, 27(1), 81–103. <https://doi.org/10.1111/ijmr.12381>
23. Morales, J. C. (2022). Transformational leadership and teacher work motivation in private educational institutions. *International Journal of Research Publications*, 105(1). <https://doi.org/10.47119/IJRP1001051720223687>
24. Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA). (2020). PRISMA 2020. Retrieved June 14, 2025, from PRISMA website: <https://www.prisma-statement.org/prisma-2020>
25. Radnasari, D., & Andrianto, W. (2025). Empowering educators: A study on the impact of principals' transformational leadership on teacher performance. *Journal of Educational Management Research*, 4(1), 55–67. <https://doi.org/10.61987/jemr.v4i1.787>
26. Ratnawati, R., Nursalim, M., & Khamidi, A. (2025). Transformational leadership of madrasah principals based on Islamic values: An integrative model for teacher competency development in the digital era. *Reflektika*, 20, 31. <https://doi.org/10.28944/reflektika.v20i1.2077>
27. Salim, A., Suyuti, I., Gafarurrozi, M., Badriah, L., & Abdullah, N. Md. S. A. B. N. (2024). Transformation of state religious school competence: An analysis of the 1975 Joint Ministerial Decree and its implications in Indonesia. *Jurnal Pendidikan Agama Islam*, 21(2), 442–460. <https://doi.org/10.14421/jpai.v21i2.9481>
28. Salloum, C., & Chehwan, M. A. (2024). Lebanon's Leadership Crossroads: Tradition and Modernity in Managerial Effectiveness. In M. Valeri (Ed.), *Managerial Perceptions* (pp. 241–254). Cham: Springer Nature Switzerland. https://doi.org/10.1007/978-3-031-67849-3_10
29. Sarinah, S., Taufan, A., Mardalena, M., Saukani, S., Aryanti, P. T., & Sasmita, R. (2024). Transformational leadership on teacher performance through the mediating role of motivation. *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, 9(1), 133–149. <https://doi.org/10.31538/ndh.v9i1.4568>
30. Shange, T. M., Mupambwa, P., & Wani, T. (2025). Navigating cultural boundaries: A comparative analysis of Islamic and Anglo-American nursing administration in Saudi Arabia. *International Journal of Management Perspectives*, 1(1), i–32. <https://doi.org/10.64287/ijmp.2025.1.1.6>
31. Stronge, J. H. (2002). *Qualities of Effective Teachers*. Association for Supervision and Curriculum Development, 1703 North Beauregard Street, Alexandria, VA 22311-1714 (members: \$18).
32. Suparjo, S., Hanif, M., & Senja, D. I. (2021). Developing Islamic science based integrated teaching materials for Islamic religious education in Islamic high schools. *Pegem Journal of Education and Instruction*, 11(4). <https://doi.org/10.47750/pegegog.11.04.27>
33. Vermeulen, M., Kreijns, K., & Evers, A. T. (2022). Transformational leadership, leader-member exchange and school learning climate: Impact on teachers' innovative behaviour in the Netherlands. *Educational Management Administration & Leadership*, 50(3), 491–510. <https://doi.org/10.1177/1741143220932582>
34. Wang, F., Liu, H., & Fan, M. (2024). The relationship between transformational leadership and teacher autonomy: A latent moderation analysis. *Acta Psychologica*, 249, 104444. <https://doi.org/10.1016/j.actpsy.2024.104444>
35. Yolanda, M., Gunarhadi, G., & Efendi, A. (2025). Curriculum transformation at Islamic boarding high school: Moving ahead modernism. *AL-ISHLAH: Jurnal Pendidikan*, 17(1). <https://doi.org/10.35445/alishlah.v17i1.6267>
36. Zadok, A., Benoliel, P., & Schechter, C. (2024). Teacher-leaders' personality traits of extraversion, conscientiousness, and openness to experience and transformational leadership: The implications for collective teachers efficacy. *Teaching and Teacher Education*, 140, 104482. <https://doi.org/10.1016/j.tate.2024.104482>