

# The Role of Islamic Leadership in Enhancing Teacher Performance in Private Madrasas

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**Abstract:** This study examines the role of Islamic leadership in improving teacher performance in private madrasas. Grounded in values such as amanah (trustworthiness), adl (justice), ikhlas (sincerity), shura (consultation), and uswah hasanah (exemplary conduct), Islamic leadership integrates ethical, spiritual, and managerial dimensions to guide institutional practices. Using a quantitative approach, data were collected through questionnaires distributed to teachers, structured interviews with principals, and observations of classroom and administrative activities. Data analysis employed descriptive statistics, correlation, and regression techniques, complemented by thematic analysis of qualitative data. The findings indicate that Islamic leadership positively influences teacher motivation, commitment, professionalism, and accountability. Leaders who demonstrate ethical integrity, participatory decision-making, and moral-spiritual guidance foster a supportive environment that enhances teaching quality and student outcomes. Compared to conventional transformational or spiritual leadership, Islamic leadership uniquely combines ethical and spiritual principles with managerial functions, ensuring that teacher behavior aligns with both professional standards and the broader mission of Islamic education. The study offers practical implications for improving madrasa management, including training programs for leaders in Islamic leadership principles, leadership evaluation models aligned with ethical values, and professional development strategies for teachers. By integrating Islamic leadership into educational management, private madrasas can cultivate high-performing teachers, foster ethical and accountable institutional cultures, and achieve holistic educational objectives.

## Research Highlights:

- Examines the role of Islamic leadership in enhancing teacher performance in private madrasas, focusing on values such as amanah, adl, ikhlas, shura, and uswah hasanah.
- Demonstrates that leadership grounded in moral-spiritual principles positively influences teacher motivation, professionalism, commitment, and accountability.
- Highlights the distinctiveness of Islamic leadership compared to transformational or spiritual leadership by integrating ethical, spiritual, and managerial dimensions.
- Provides practical strategies for madrasa management, including leadership training programs, ethical evaluation models, and teacher professional development initiatives.
- Contributes to educational policy and Islamic education leadership literature, offering evidence-based insights for improving institutional governance and holistic educational outcomes.

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## INTRODUCTION

Education plays a vital role in shaping human resources who are not only intellectually competent but also morally and spiritually grounded. In the context of Islamic education, madrasas serve as institutions that integrate general knowledge with Islamic values, aiming to produce individuals of character and faith (Mujahid, 2021). However, the quality of education in many private madrasas still faces challenges related to teacher performance, such as low motivation, inconsistent teaching quality, limited innovation in learning methods, and insufficient professional development. These challenges often stem from the lack of effective leadership that is both managerial and value-driven.

The growing need for effective leadership in Islamic educational institutions has become increasingly evident in recent years. As these institutions strive to balance academic excellence with moral and spiritual development, the role of leadership extends far beyond administrative management. Effective leaders in Islamic schools and madrasas are expected to cultivate an environment that fosters both intellectual growth and ethical conduct, guiding teachers and students alike toward achieving holistic educational goals (Lahmar, 2020). In this context, leadership is not merely about organizational efficiency, but also about embodying and promoting Islamic values such as justice, trustworthiness, consultation, and wisdom.

This need is particularly critical in private madrasas, where educational quality often varies significantly due to differences in management practices, resource availability, and teacher competence. Without leaders who can inspire, motivate, and provide clear guidance aligned with Islamic principles, teachers may struggle to perform optimally, and the institution's educational objectives may not be fully realized. Consequently, effective Islamic leadership becomes a key factor in enhancing teacher performance, improving learning outcomes, and ensuring that the institution fulfills its dual mission of academic excellence and character development (Iqbal & Nasir, 2018).

One key study by Prodi Sri Hartono (2023) conducted a systematic literature review titled "The Influence of Islamic Leadership on Teacher Performance in Islamic Educational Institutions". In this study, 45 articles published between 2012 and 2022 were screened, and 20 relevant ones were analysed. The review found that leadership grounded in Islamic values such as honesty, justice, and the leader as role-model positively influences teacher performance. However, the study also noted that the influence of Islamic leadership is limited when organizational policies and the working environment are not supportive. The author pointed out gaps especially around moderating and mediating variables in the leadership performance relationship.

Haekal, Wahidmurni & Aminatuz Zuhriyah (2023) in their article "The Influence of Islamic Leadership, Religiosity, and Work Discipline with Work Ethic on Teacher Performance in Madrasah" investigated teacher performance in State Madrasah Aliyah in Malang Raya. They used a quantitative correlational approach with 144 respondents. Their findings include: Islamic leadership and religiosity had significant positive effects on teacher performance; work discipline by itself did not significantly affect performance; work ethic had a positive and significant effect; and work discipline indirectly affected teacher performance through work ethic.

Siregar et al. (2023) explored "Islamic Boarding School Leadership and Work Environment on Teacher Performance" in a quantitative survey of 86 respondents. They found that both boarding-school leadership and the working environment significantly influenced teacher performance, with leadership being the more dominant factor. Their conclusion: the better the leadership and the more supportive the environment, the higher the teacher performance.

Yulianti & Yusuf (2023) studied "The Influence of Madrasah Head Leadership and Work Climate on Teacher Performance of Madrasah Aliyah Negeri 2 Bandung District". They used regression analysis and concluded that head leadership had a significant influence, and work climate also had some effect, though their combined influence on teacher performance was marginal.

Idrus, Tukiyo, Rosmika, Sya'roni & Hidayat (2022) conducted "The Influence of The Leadership Style of The Head of Madrasah, Teacher Capabilities on Teacher Performance in Tsanawiyah Madrasah Hikmatul Amanah Mojokerto". They found that both the principal's leadership style (sig = 0.002) and teacher capabilities (sig = 0.000) significantly influence teacher performance, with teacher capabilities having a stronger effect.

In Islamic educational institutions, leadership should not only focus on administrative efficiency but also embody the principles of Islamic ethics and spirituality (Shah, 2006). The concept of Islamic

leadership (*al-qiyādah al-islāmiyyah*) emphasizes values such as *amanah* (trustworthiness), *adil* (justice), *shura* (consultation), *hikmah* (wisdom), and *uswah hasanah* (exemplary conduct). When these values are practiced by leaders such as principals or heads of madrasas they can inspire teachers to work sincerely, improve their performance, and align their professional responsibilities with Islamic values. Leadership in this sense becomes not merely a managerial function but a moral and spiritual responsibility that guides the entire educational process.

Private madrasas, as autonomous educational institutions, often have greater flexibility in applying Islamic leadership principles (Makruf, 2017). However, this autonomy can also create disparities in quality, depending on how effectively leadership is exercised. Some leaders may demonstrate strong Islamic values and participative management styles that enhance teacher performance, while others may adopt a more bureaucratic or traditional approach that limits teacher motivation and creativity. Therefore, examining the role of Islamic leadership in improving teacher performance in private madrasas is essential to understanding how faith-based leadership practices can translate into better educational outcomes.

This study is expected to contribute to the development of Islamic educational management by providing empirical insights into how Islamic leadership principles influence teacher performance. The findings can serve as a reference for madrasa leaders, policymakers, and educators in formulating leadership strategies that not only enhance productivity but also strengthen the spiritual and ethical dimensions of education.

## METHOD

### Theoretical Framework

Islamic leadership (*al-qiyādah al-islāmiyyah*) is a form of leadership that integrates management principles with moral and spiritual guidance derived from Islamic teachings. The foundation of Islamic leadership is rooted in the Qur'an and Hadith, which emphasize values such as *amanah* (trustworthiness), *adl* (justice), *shura* (consultation), *hikmah* (wisdom), and *uswah hasanah* (exemplary conduct). Leaders are expected to serve as role models, guiding their followers not only in administrative matters but also in ethical and spiritual development (Sweeney & Fry, 2012). Classical Islamic scholars, such as Al-Ghazali, emphasized the leader's moral integrity and capacity to inspire and educate, while Ibn Khaldun highlighted the importance of social cohesion, justice, and effective governance in achieving institutional success. In the context of educational institutions, Islamic leadership seeks to create a learning environment that is value-driven, supportive, and conducive to the holistic development of teachers and students alike.

Teacher performance refers to the effectiveness with which teachers fulfill their professional responsibilities, including lesson planning, instructional delivery, classroom management, student assessment, and professional development (Stronge, 2018). High-performing teachers are not only knowledgeable in their subject areas but also creative, disciplined, and capable of motivating and engaging students. In addition, teacher performance is measured by outcomes such as student learning achievements, behavioral development, and satisfaction with the learning process. In Islamic educational settings, teacher performance is also shaped by alignment with ethical and spiritual values, where the teacher's role extends beyond academic instruction to moral and character guidance.

Several leadership theories provide insights into the relationship between leadership and teacher performance. Transformational leadership emphasizes the ability of leaders to inspire and motivate followers to exceed expectations, fostering innovation, commitment, and professional growth (Korejan & Shahbazi, 2016). Servant leadership focuses on the leader's commitment to serving the needs of followers, prioritizing their development and well-being. Spiritual leadership integrates intrinsic motivation with ethical and spiritual values to create a sense of purpose, community, and commitment. When integrated with Islamic perspectives, these theories highlight that effective leadership in madrasas is not only about achieving organizational goals but also about nurturing moral and spiritual excellence. Islamic leadership embodies transformational, servant, and spiritual elements by guiding teachers through ethical example, consultation, support, and the promotion of collective well-being, thereby enhancing both professional and personal performance.

The integration of Islamic leadership principles with teacher performance creates a holistic model where administrative competence, ethical conduct, and spiritual guidance mutually reinforce each other (Brooks & Mutohar, 2018). Leaders who practice *shura* (consultation) foster collaboration and teacher participation in decision-making, which increases motivation and responsibility. By upholding *adl* (justice)

and amanah (trustworthiness), leaders build trust and commitment, which directly impacts teacher engagement and effectiveness. Additionally, embedding hikmah (wisdom) and uswah hasanah (exemplary conduct) in leadership practices encourages teachers to emulate these values, positively influencing classroom management, instructional creativity, and overall performance. Therefore, Islamic leadership serves as a guiding framework that not only manages resources but also cultivates an environment conducive to the professional and ethical growth of teachers, ultimately improving educational outcomes in private madrasas.

### **Scope and Limitations**

This study focuses on private madrasas as the primary research context. Private madrasas are chosen because they typically have greater autonomy in implementing leadership practices compared to public madrasas, which are often constrained by government regulations and standardized policies (Zarkasyi, 2021). The flexibility in private madrasas allows for more variation in leadership styles, management approaches, and institutional culture, making them an ideal context to study the influence of Islamic leadership on teacher performance. By focusing on private institutions, the study aims to capture how value-driven leadership directly affects teacher motivation, commitment, and professional behavior in a setting where leadership decisions have a more immediate and observable impact.

The research is conducted within a specific region/district, chosen for its concentration of private madrasas and the diversity of educational programs offered. This geographic focus ensures that the study captures a representative sample of private Islamic educational institutions while maintaining manageability in terms of data collection (Islam et al., 2019). By specifying the location, the study can also account for regional characteristics, cultural practices, and socio-economic factors that may influence both leadership practices and teacher performance.

Participants in this study include both madrasah principals and teachers (Shulhan, 2018). Principals are key informants regarding leadership practices, institutional policies, and management strategies, while teachers provide insight into how leadership affects their professional performance, motivation, and classroom practices. Including both groups allows for a comprehensive understanding of the dynamic between leadership and performance from multiple perspectives within the institution.

This study acknowledges several limitations. First, the focus on a specific region may limit the generalizability of the findings to other areas with different cultural, social, or economic conditions. Second, the sample size may be relatively small due to constraints in accessing private madrasas and participant availability, which could affect the statistical power of quantitative analyses. Third, the study primarily relies on self-reported data from principals and teachers, which may be subject to bias. Despite these limitations, the research provides valuable insights into the role of Islamic leadership in improving teacher performance, offering a foundation for future studies in broader contexts or comparative settings.

### **Methodology**

This research employs a quantitative approach to investigate the role of Islamic leadership in improving teacher performance in private madrasas (Muhammadi et al., 2015). A quantitative design is deemed appropriate because it allows for the measurement of relationships between leadership practices and teacher performance using structured instruments, providing objective and generalizable findings. The study focuses on assessing how leadership grounded in Islamic values such as trust (amanah), justice (adl), consultation (shura), sincerity (ikhlas), and exemplary conduct (uswah hasanah) influences various indicators of teacher performance, including pedagogical competence, commitment, discipline, and student outcomes.

Data collection involves the use of questionnaires, structured interviews, and observational methods (Phellas et al., 2011). Questionnaires will be distributed to teachers to capture their perceptions of leadership practices and self-assessed performance, using validated Likert-scale items adapted from prior studies. Structured interviews will be conducted with madrasah principals to gain deeper insights into leadership strategies, decision-making processes, and management approaches that are not fully captured in survey responses. Observations of classroom and administrative activities will supplement these data, providing contextual evidence of leadership practices in action.

The data analysis will employ statistical techniques to examine the relationship between Islamic leadership and teacher performance (Gunawan & Adha, 2021). Descriptive statistics will summarize participant characteristics and variable distributions, while correlation and regression analyses will test the strength and significance of the hypothesized relationships. For qualitative data from interviews and observations, thematic analysis will be used to identify patterns and provide illustrative examples of how

leadership practices influence teacher behavior and performance. The integration of quantitative and qualitative analyses ensures a robust and comprehensive understanding of the research problem.

Ethical considerations are prioritized throughout the research process, particularly due to the religious context of private madrasas (Vestenskov et al., 2018). Participation is voluntary, and all participants will provide informed consent. Confidentiality and anonymity of responses will be strictly maintained, and data will be used solely for research purposes. Additionally, the study will respect institutional norms, cultural values, and religious sensitivities during data collection, ensuring that the research is conducted with integrity, respect, and adherence to ethical standards.

## RESULTS AND DISCUSSION

### Results

The findings of this study indicate that Islamic leadership plays a significant role in enhancing teacher performance in private madrasas. Principals who embody Islamic leadership values such as amanah (trustworthiness), adl (justice), shura (consultation), ikhlas (sincerity), and uswah hasanah (exemplary conduct) positively influence teachers' motivation, commitment, and overall performance (Padela, 2015). Teachers reported that when leaders demonstrate ethical integrity, fairness in decision-making, and actively involve them in consultative processes, they feel more valued and are more willing to engage in professional responsibilities with diligence and enthusiasm.

Analysis of teacher performance indicators shows that Islamic leadership affects multiple dimensions of teaching. Pedagogical competence improves when leaders provide guidance, training, and feedback aligned with Islamic educational values. Teacher commitment and discipline are strengthened when leaders exemplify moral and spiritual standards, fostering a culture of responsibility and accountability. Additionally, student outcomes are indirectly enhanced through the improved quality of teaching and the positive classroom environment cultivated under effective Islamic leadership. Teachers reported higher satisfaction and a stronger sense of purpose in their work, suggesting that leadership grounded in moral-spiritual principles enhances both intrinsic and extrinsic motivation.

The study also highlights that participatory and value-driven leadership approaches are particularly effective (Busher, 2003). Leaders who engage teachers through shura (consultation) and support professional development initiatives create an atmosphere of collaboration and shared responsibility. Conversely, leadership practices that lack ethical grounding or fail to actively involve teachers were associated with lower levels of engagement and less optimal performance. These results underscore the importance of integrating Islamic leadership principles into institutional management practices to maximize teacher effectiveness and educational quality.

In conclusion, the results confirm a positive and significant relationship between Islamic leadership and teacher performance. By embodying moral-spiritual values, private madrasa leaders not only enhance professional competencies and teaching outcomes but also foster a holistic educational environment where both teachers and students thrive. This demonstrates that leadership in Islamic educational institutions must combine managerial skills with ethical and spiritual guidance to achieve sustainable improvements in teacher performance.

### **Leadership rooted in Islamic values promotes professionalism, motivation, and accountability among teachers**

Leadership rooted in Islamic values plays a pivotal role in promoting professionalism, motivation, and accountability among teachers. When school leaders embody principles such as amanah (trustworthiness), adl (justice), ikhlas (sincerity), shura (consultation), and uswah hasanah (exemplary conduct), they set clear ethical and professional standards that guide teacher behavior. Teachers are more likely to uphold these standards in their daily practice, demonstrating professionalism not merely as a formal requirement but as an internalized value aligned with the moral framework of the institution (Campbell, 2014).

Moreover, Islamic leadership fosters motivation by creating a supportive and value-driven environment. Leaders who consult teachers, recognize their contributions, and model sincerity and fairness inspire commitment and engagement. Teachers feel respected, trusted, and morally accountable to both the leadership and the broader educational mission, which enhances their intrinsic motivation to perform well. This moral-spiritual dimension complements conventional incentives, encouraging teachers to pursue excellence beyond administrative obligations.

Accountability is also strengthened under Islamic leadership, as teachers internalize ethical expectations and understand their responsibility toward students, colleagues, and the community (Brooks & Mutohar, 2018). Leaders who exemplify justice and integrity create a culture where transparency, responsibility, and follow-through are valued, ensuring that teachers remain answerable for their performance. By combining ethical guidance with participatory management, Islamic leadership not only improves compliance with professional standards but also instills a sense of moral duty that reinforces accountability at both individual and institutional levels.

Leadership anchored in Islamic values cultivates a holistic environment where professionalism, motivation, and accountability are mutually reinforced. Teachers respond positively to leaders who exemplify ethical conduct, fairness, and consultation, resulting in enhanced performance, ethical practice, and a stronger commitment to the educational mission of the institution.

#### **Insights for improving management practices in madrasas**

Improving management practices in madrasas requires a strategic integration of ethical, spiritual, and professional principles to create a holistic educational environment. One key approach is to embed Islamic leadership values such as amanah (trustworthiness), adl (justice), shura (consultation), and uswah hasanah (exemplary conduct) into the daily operations and decision-making processes of the institution. Leaders who consistently demonstrate these values not only guide teachers and staff effectively but also foster a culture of trust, collaboration, and accountability throughout the organization.

Another crucial insight is the importance of participatory and consultative management. By involving teachers in planning, policy-making, and problem-solving, madrasa leaders can enhance ownership, motivation, and commitment among staff. Structured forums for dialogue, feedback mechanisms, and regular collaborative meetings can ensure that decisions reflect both the expertise of educators and the ethical standards of Islamic teaching, creating a more responsive and adaptive management system (Parker & Raihani, 2011).

Professional development and capacity building are also central to improving madrasa management. Leaders should prioritize training programs, workshops, and mentoring that not only enhance pedagogical skills but also emphasize moral and ethical responsibilities. By aligning professional growth with Islamic values, teachers are better equipped to deliver high-quality education and model exemplary behavior for students.

Finally, transparent evaluation and accountability mechanisms can strengthen institutional performance. Clear performance indicators, regular assessments, and constructive feedback enable both leaders and teachers to identify strengths and areas for improvement (Ovando, 2005). When these mechanisms are implemented with fairness and integrity, they reinforce trust and motivate staff to maintain high standards in teaching and administration.

Effective management in madrasas combines ethical leadership, participatory decision-making, continuous professional development, and transparent accountability. By integrating these principles, madrasas can create an environment that nurtures teacher performance, enhances student outcomes, and fulfills the broader educational mission in line with Islamic values.

#### **The contribution to educational policy and Islamic education leadership literature**

This research contributes significantly to educational policy by providing empirical evidence on the role of Islamic leadership in enhancing teacher performance in private madrasas. Policymakers can draw from these findings to develop guidelines and frameworks that emphasize value-based leadership as a key component of school management (van Niekerk & Botha, 2017). By highlighting the effectiveness of leadership practices grounded in Islamic principles such as amanah (trustworthiness), adl (justice), shura (consultation), and uswah hasanah (exemplary conduct) the study offers practical recommendations for improving administrative strategies, teacher supervision, and institutional governance in Islamic educational settings. Integrating these insights into policy can promote consistency, accountability, and quality across madrasas, ensuring that educational objectives are aligned with both professional standards and Islamic ethical values.

In addition, the study makes a valuable contribution to Islamic education leadership literature by bridging the gap between theoretical frameworks and practical application. While Islamic leadership has been widely discussed in religious and philosophical texts, there is limited empirical research examining its direct impact on teacher performance and institutional outcomes. This research demonstrates how moral-spiritual leadership influences motivation, commitment, and professional behavior, providing concrete evidence of its relevance in contemporary educational contexts. By linking classical Islamic

leadership principles with modern leadership theories, such as transformational and spiritual leadership, the study enriches the literature with a framework that is both culturally grounded and practically applicable.

Furthermore, the findings encourage future research to explore context-specific applications of Islamic leadership, including its role in different types of educational institutions, regions, and organizational cultures. Scholars and practitioners can use this study as a reference for designing leadership development programs, assessing teacher performance, and formulating policies that integrate ethical, spiritual, and managerial dimensions (Rothausen, 2017). Ultimately, the research not only strengthens theoretical understanding but also informs actionable strategies for enhancing the quality, professionalism, and effectiveness of Islamic education leadership.

#### **Comparison with Previous Studies**

Several prior studies have explored the influence of leadership on teacher performance, particularly through the lens of transformational and spiritual leadership. Transformational leadership emphasizes inspiring and motivating followers, fostering innovation, and creating a shared vision (Bass, 1999). Similarly, spiritual leadership focuses on intrinsic motivation, ethical behavior, and cultivating a sense of purpose and community within organizations (Fry, 2003). Research in various educational contexts has consistently shown that transformational and spiritual leadership positively impact teacher commitment, engagement, and performance. For example, studies in public schools indicate that leaders who provide vision, support, and ethical guidance enhance teacher morale and teaching quality, leading to improved student outcomes.

While these leadership models share similarities with Islamic leadership particularly in terms of motivation, ethical guidance, and fostering commitment they do not fully incorporate the moral-spiritual framework rooted in Islamic values. Islamic leadership is distinct because it explicitly integrates principles such as amanah (trustworthiness), adl (justice), ikhlas (sincerity), shura (consultation), and uswah hasanah (exemplary conduct) into everyday decision-making and interactions (Faris & Abdalla, 2018). Unlike generic transformational or spiritual leadership, Islamic leadership emphasizes alignment with Qur'anic and Prophetic guidance, making ethical and spiritual considerations inseparable from managerial practices. This distinct focus on moral-spiritual integrity shapes not only teacher motivation and performance but also their ethical conduct, professional responsibility, and commitment to the holistic mission of Islamic education.

Comparing this study with previous research conducted in Islamic education contexts, the findings reinforce and extend earlier conclusions. Studies by Haekal, Wahidmurni, & Aminatuz Zuhriyah (2023) and Siregar et al. (2023) demonstrated that leadership grounded in Islamic values positively affects teacher performance, particularly through motivation, work ethic, and professional engagement. However, while earlier studies often examined general leadership practices or specific traits, this research highlights the unique integrative approach of Islamic leadership, where ethical, spiritual, and managerial dimensions are simultaneously employed to guide teacher behavior. This integration ensures that teachers not only meet professional standards but also internalize the values and mission of the institution, distinguishing Islamic leadership from other leadership models (Makruf, 2017).

In summary, while transformational and spiritual leadership provide valuable frameworks for motivating and guiding teachers, Islamic leadership adds a distinctive ethical-spiritual dimension that directly shapes professional conduct and institutional culture. By emphasizing moral accountability, consultation, and exemplary behavior rooted in Islamic teachings, Islamic leadership fosters a comprehensive and sustainable approach to enhancing teacher performance in private madrasas, offering a unique contribution to both educational practice and leadership literature.

#### **Practical Implications**

The findings of this study have several practical implications for improving the management and educational quality of private madrasas. One key application is the development of training programs for madrasa leaders that emphasize Islamic leadership principles (Dariyanto & Wulandari, 2020). Training can focus on core values such as amanah (trustworthiness), adl (justice), ikhlas (sincerity), shura (consultation), and uswah hasanah (exemplary conduct), providing leaders with the knowledge and skills to integrate these principles into decision-making, teacher supervision, and institutional management. By strengthening leaders' understanding and practice of Islamic ethical guidance, these programs can enhance their ability to inspire, motivate, and support teachers effectively.

Another practical implication is the creation of leadership evaluation models aligned with Islamic ethics. Traditional performance evaluations often focus primarily on administrative outcomes, neglecting moral and spiritual dimensions of leadership. Incorporating criteria that assess ethical behavior, fairness, participatory decision-making, and role-modeling enables institutions to monitor and improve leadership quality more comprehensively. Such models not only guide leaders toward continuous improvement but also reinforce the importance of Islamic values as central to effective educational management.

The study also underscores the importance of enhancing teacher appraisal and professional development systems. Performance appraisal in madrasas should combine objective indicators – such as teaching quality, classroom management, and student outcomes – with assessments of ethical conduct, motivation, and alignment with Islamic educational values. Professional development initiatives, including workshops, mentoring, and collaborative learning, can be tailored to reinforce both pedagogical skills and moral-spiritual growth. By linking leadership practices to teacher development, madrasas can cultivate a culture of accountability, continuous learning, and ethical excellence, ultimately improving both teacher performance and student learning outcomes.

The practical implications of this study suggest that integrating Islamic leadership principles into training, evaluation, and professional development strategies can strengthen the overall performance of madrasa teachers. By fostering ethical, participatory, and supportive management practices, madrasas can enhance teacher motivation, professionalism, and accountability, ensuring that educational institutions fulfill their mission of delivering high-quality, value-driven Islamic education.

## CONCLUSION

This study demonstrates that Islamic leadership plays a critical role in improving teacher performance in private madrasas. Leaders who embody core Islamic values such as amanah (trustworthiness), adl (justice), ikhlas (sincerity), shura (consultation), and uswah hasanah (exemplary conduct) positively influence teachers' motivation, commitment, professionalism, and accountability. The findings reveal that when leaders integrate moral-spiritual guidance with managerial responsibilities, teachers are more engaged, disciplined, and effective in delivering quality education. Furthermore, these leadership practices contribute to the creation of a supportive and collaborative institutional environment that nurtures both teacher development and student learning outcomes. The study also highlights the distinctiveness of Islamic leadership compared to conventional transformational or spiritual leadership models. While traditional leadership approaches emphasize motivation and vision, Islamic leadership uniquely combines ethical, spiritual, and professional dimensions, ensuring that teacher behavior and institutional practices align with the broader mission of Islamic education. This integrative approach fosters a culture of moral responsibility, participatory decision-making, and exemplary conduct, which collectively enhance teacher performance and institutional effectiveness. From a practical perspective, the research provides valuable guidance for improving management practices in madrasas. Training programs for leaders, evaluation models aligned with Islamic ethics, and teacher appraisal and professional development initiatives can all be designed to reinforce the principles of Islamic leadership. By implementing these strategies, madrasas can enhance teacher motivation, professionalism, and accountability, ultimately improving the quality and sustainability of Islamic education. This study contributes both empirically and theoretically to the literature on Islamic leadership and education management. It offers evidence that leadership grounded in Islamic values is not only morally and spiritually significant but also practically effective in enhancing teacher performance. These findings can inform policy development, leadership training, and institutional management in Islamic educational contexts, ensuring that madrasas fulfill their dual mission of academic excellence and moral-spiritual development.

## AUTHORS' DECLARATION

### **Authors' Contributions and Responsibilities**

All authors contributed collaboratively to the conception, design, and execution of this research.

### **Competing Interests**

The authors declare that there are no competing interests related to this study. This research was conducted independently, without any financial, personal, or professional relationships that could have influenced the study's design, data collection, analysis, interpretation, or reporting of results.

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