

The Contribution of Managerial Competence and Leadership of Madrasah Heads to Teacher Performance and Quality of Education (Study on Madrasah Aliyah in Tangerang Regency)

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Abstract

Problems that occur in the field show that the performance of teachers in several Aliyah Madrasah in Tangerang Regency is still not optimal, which is reflected in the low discipline in the implementation of tasks, lack of innovation in learning methods, and the achievement of student learning outcomes that are not in accordance with the set educational quality standards. This condition indicates the existence of managerial and leadership factors of madrasah heads that need attention, considering the strategic role of madrasah heads as educational leaders in mobilizing all school resources to achieve educational goals, this study aims to analyze the contribution of leadership management to the governance of Islamic educational institutions by focusing on its influence on teacher performance and education quality. In the research conducted in this madrasah, a quantitative method was used with a survey research design on 85 teachers from three Aliyah Madrasah in Tangerang Regency. Data collection was carried out using a structured questionnaire, then analyzed through multiple linear regression with the help of SPSS software version 26. The results of the study revealed that the leadership style that is oriented towards change and development of madrasah heads has a positive influence on teacher performance ($\beta=0.458$; $p<0.01$) and quality of education ($\beta=0.512$; $p<0.01$). The managerial competence of madrasah heads also contributes significantly to the effectiveness of madrasah management ($\beta=0.392$; $p<0.01$). These findings affirm the importance of increasing the leadership capacity of madrasah heads through continuous training and strengthening of performance-based managerial systems to encourage the creation of quality education.

Keywords: *Managerial Competence, Leadership, Teacher Performance, Quality of Education*

INTRODUCTION

The dynamics of contemporary global education show a significant transformation in the leadership paradigm of educational institutions, where the role of leaders is no longer just administrative but becomes an agent of strategic change that determines the quality and competitiveness of institutions. International education organizations such as UNESCO consistently emphasize that effective leadership is the second crucial factor after teacher competence in influencing student learning outcomes, with strong leadership contributing up to 27% to the variation in student learning outcomes (Hudson & Hudson, 2025). This

phenomenon is increasingly relevant in the context of Islamic educational institutions that face a dual challenge: maintaining Islamic identity while meeting the quality standards of modern education.

The head of the madrasah not only carries out administrative duties, but also plays an important role as a learning leader, agent of change, and motivator who encourages continuous improvement of the quality of education (Gusli, 2025). The challenges faced by madrasahs include low educator qualification standards, educator performance that has not been maximized, limited infrastructure and facilities, availability and quality of learning resources that are not optimal, limited financial resources, and lack of competence in structural management (Gusli, 2025). Research shows that madrasah heads with high leadership competence are able to create a conducive learning atmosphere (Shobri & Jaosantia, 2025). On the contrary, weak leadership leads to low teacher motivation, stagnation of institutional development, and a decline in the quality of graduates.

Data sourced from the Ministry of Religious Affairs shows that Tangerang Regency has 42 Aliyah Madrasah with diverse characteristics in terms of accreditation, resources, and academic achievement. This condition indicates a disparity in management quality, one of which is caused by differences in the leadership competencies of madrasah heads. This phenomenon is interesting to study more deeply considering the strategic position of Tangerang Regency is one of the areas that acts as a buffer for the capital city.

Transformational leadership theory put forward by (Iswandi & Suryana, 2025) emphasizing that change-oriented leaders are able to inspire, motivate, and stimulate innovation among in transformational leadership, influence on subordinates is manifested through four dimensions, namely idealized influence, inspirational motivation, intellectual stimulation, serta individualized consideration. In the context of Islamic education, the four dimensions play a role in fostering enthusiasm, morality, and innovation in the madrasah environment, transformational leadership must be enriched with prophetic values derived from the leadership of the Prophet PBUH, namely siddiq (honesty), amanah (trustworthy), tabligh (communicative), and fathonah (intelligent) (Bachtiar & Muslihah, 2025).

Researching the involvement of madrasah heads in efforts to improve the quality of education through case studies in the MTsN 2 environment of Pariaman City and found that effective leadership and skilled management have a direct impact on the development of teachers' professional abilities and the optimization of institutional performance (Siskawati et al., 2025) Examine leadership strategies in improving the quality of education and identify the inhibiting factors faced by madrasah heads. However, research that comprehensively measures the influence of leadership management on teacher performance and education quality using a quantitative approach, especially in Tangerang Regency, is still limited. In fact, a quantitative approach is important to identify the magnitude of influence and statistical significance that can be the basis for evidence-based policymaking. This research gap is even more significant considering that madrasahs have unique characteristics that combine Islamic values with the demands of national education, as well as facing specific challenges in the era of digital disruption that require adaptive leadership transformation (Syafei et al., 2025).

This research presents novelty by integrating transformational leadership and managerial competence in the specific context of madrassas in Indonesia, while developing a leadership management model that integrates five dimensions: spiritual-prophetic, visionary-strategic, managerial-operational, empowerment-participatory, and sustainable development. In contrast to previous studies that tended to partially examine leadership variables or adopt Western leadership models without contextualizing Islamic values, this study offers a holistic leadership model that is not only organizationally effective but also spiritually meaningful in accordance with the mission of Islamic education. The urgency of this research lies in its contribution to the development of Islamic educational leadership theory that integrates modern management perspectives with Islamic values. Applicatively, the results of this study are expected to serve as a reference for the Ministry of Religion, the Office of the Ministry of Religion of Tangerang Regency, and madrasah management foundations in designing a more effective and measurable capacity development program for madrasah heads

LITERATURE REVIEW

Transformational leadership has been shown to have limited significant impact on various organizational outcomes. Meta-analysis research by (Relations et al., 2025) confirms that principal leadership contributes up to 27% to the variation in student learning outcomes, with transformational leadership showing a stronger effect than other leadership styles. (On & Multinational, 2025) found that transformational leadership has a significant positive effect on teachers' commitment and their efforts in school reform. Transformational leadership creates a school culture that supports continuous learning, collaboration, and pedagogical innovation. In Islamic educational institutions in particular, transformational leadership needs to be integrated with prophetic values derived from the leadership of the Prophet Muhammad (PBUH), creating a transformational-prophetic leadership model that combines organizational effectiveness with spiritual meaning (Darmawan et al., 2025). Madrasah heads who implement transformational leadership are able to inspire teachers to exceed minimum performance standards, encourage learning innovation, facilitate sustainable professional development, and create an organizational climate conducive to improving the quality of education. Thus, the hypothesis of this study is:

H1: Transformational leadership style has a positive and significant effect on teacher performance. Managerial Competence of Madrasah Heads

Managerial competence is a set of knowledge, skills, and attitudes that must be possessed by school principals to manage educational institutions effectively and efficiently. Principal's managerial leadership includes three essential skills: conceptual skills, humanitarian skills, and technical skills.

School principals who master managerial competence are able to carry out careful strategic planning, organize school resources optimally, provide clear and directed leadership, and conduct constructive supervision and evaluation (Bahri, 2024).

(Shalahuddin et al., 2025) emphasized that madrasah heads face special challenges related to the limitations of managerial competence in managing educational inputs-processes-outputs. Thus, the hypothesis of this study is:

H2: The managerial competence of madrasah heads has a positive and significant effect on the quality of education

Teacher Performance

Teacher performance is the result of work achieved by teachers in carrying out their professional duties and responsibilities as educators. Teacher performance includes three main aspects: learning planning, learning implementation, and learning evaluation. Learning planning includes the teacher's ability to analyse students' learning needs, formulate specific and measurable learning objectives, design learning strategies and methods that are in accordance with the characteristics of students and materials, prepare relevant learning media and resources, and design valid and reliable assessment instruments. The implementation of learning includes the ability of teachers to create a conducive learning environment, communicate material clearly and attractively, use a variety of learning methods and media, facilitate student interaction and collaboration, manage classes effectively, and accommodate the diversity of student characteristics including students with special needs. Learning evaluation includes the teacher's ability to carry out formative and summative assessments, analyse student learning outcomes, provide constructive feedback to students, reflect on learning effectiveness, and use evaluation results to improve continuous learning.

Empirical research shows that the transformational leadership of school principals has a positive effect on teacher performance through increased intrinsic motivation (Iswandi & Suryana, 2025). Principals who implement transformational leadership create a school culture that values teacher professionalism, provides ongoing professional development opportunities, provides emotional and instrumental support to teachers, engages teachers in decision-making, and recognizes and appreciates teachers' contributions to school achievement. In the context of madrasas, teacher performance is not only measured from pedagogical and professional aspects, but also from the teacher's ability to integrate Islamic values in learning and shape the religious character of students. Thus, the hypothesis of this study is:

H3: Teacher performance has a positive and significant effect on the quality of education.

Quality of Education

The quality of education is a multidimensional construct that includes conformity to standards (conformance to specification) and conformity to purpose or use (fitness for purpose or use). (Shalahuddin et al., 2025) through Total Quality Management (TQM) in education emphasizes that the quality of education must be comprehensively understood including the quality of inputs, processes, outputs, and outcomes. The quality of input refers to the quality of resources that are input from the education system, including the quality of students accepted, the qualifications and competencies of teachers and education

personnel, the feasibility of learning facilities and infrastructure, the availability of adequate learning resources, and adequate financing support. The quality of the process includes the quality of learning implementation, curriculum implementation, the use of effective learning strategies and methods, conducive classroom management, educational interaction between teachers and students, an objective and comprehensive assessment system, and a school culture that is positive and supportive of learning. Output quality refers to the direct results of the educational process, especially students' academic and non-academic achievements, which can be measured through exam scores, graduation rates, competition achievements, and achievement of competencies that have been determined. Quality outcomes refer to the long-term impact of education on the lives of graduates, including the acceptance rate at the higher education level, the level of absorption in the world of work, contribution to society, and the formation of the character and life values of graduates (Kurniawan et al., 2025).

The quality of education has a specific additional dimension, namely the ability of madrasas to integrate Islamic religious education with general education, form students' Islamic personalities, and equip students with strong moral-spiritual values in addition to academic competence and life skills. Effective school principals are able to create a clear vision of quality, build the commitment of all school residents to quality, develop a robust internal quality assurance system, facilitate continuous improvement, and build a culture of quality in school organizations. Thus, the hypothesis of this study is:

H4: Transformational leadership and managerial competence simultaneously have a significant effect on teacher performance

Teacher performance is a reflection of the quality of the implementation of professional duties which includes learning planning, learning implementation, evaluation of learning outcomes, and professional responsibility to students and educational institutions. (Aulya, 2025) Teachers' performance is greatly influenced by the work environment and the leader's ability to mobilize human resources. Madrasah heads as transformational leaders have an important role in providing inspiration, motivation, and positive influence to teachers to be able to work optimally and achieve organizational goals.

Thus, when transformational leadership and managerial competence are applied simultaneously, they both make a significant contribution to improving teacher performance, as teachers feel directed, motivated, and facilitated in professional development.

H5: Transformational leadership and managerial competence simultaneously have a significant effect on the quality of education

The quality of education is an indicator of the success of educational institutions which is reflected in academic achievement, student involvement, an effective learning process, and the satisfaction of education stakeholders. According to (Tambunan, 2024) The quality of education is influenced by the quality of leadership, organizational culture,

and the ability of institutions to manage resources effectively. Transformational leadership is needed in an effort to create positive change and educational innovation.

Meanwhile, the managerial competence of madrasah heads plays a role in ensuring the implementation of an effective learning process through curriculum management, educators, infrastructure, and school governance. According to (Farhan et al., 2025) School principals with good managerial skills can implement quality improvement programs in a planned and measurable manner. Research (Hafiz et al., 2025) It also emphasized that professional school management has a positive effect on the achievement of educational quality standards.

METHODS

This research method uses a quantitative approach with a survey design to analyze the causal relationship between the variables studied, as the quantitative approach is considered appropriate to test hypotheses, measure the magnitude of the influence, and produce findings that can be generalized more broadly (Pandiangan & Albina, 2025). The research population includes all teachers of Madrasah Aliyah in Tangerang Regency, totaling around 850 people spread across 42 madrasahs. Taking into account time and resource efficiency, the purposive sampling technique is used with the criteria of madrasahs with at least B accreditation, having at least 25 teachers, and having been operating for at least 5 years. Based on these criteria, three madrasahs were selected, namely MA Al-Ikhlas Serpong (30 teachers), MA Nurul Iman Cikupa (28 teachers), and MA Darul Falah Balaraja (27 teachers), bringing the total research population to 85 teachers. Given the relatively small population and fully reachable, this study applied saturated sampling (census), so that all members of the population were made respondents. Of the 85 questionnaires distributed, all returned completely so that the response rate reached 100%.

This research focuses on four main variables:

1. Transformational Leadership Style (X1)

It was measured using an adaptation of the Multifactor Leadership Questionnaire (MLQ) Bass and Avolio instruments that have been modified according to the context of Islamic education. The instrument consists of 20 items. The research instrument consists of statements that measure four dimensions of transformational leadership, namely idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration, with a Likert measurement scale of 5 points (1 = strongly disagree to 5 = strongly agree).

2. Managerial Competence of Madrasah Heads (X2)

It is measured based on the regulation of the Minister of National Education No. 13 of 2007 concerning the managerial competence of school principals/madrasahs which includes: planning, organizing, leadership, and supervision. The instrument consists of 18 statement items with a 5-point Likert scale.

3. Teacher Performance (Y1)

It is measured using teacher performance indicators which include planning, implementation, learning evaluation, and teacher professional development. The

instrument consists of 16 statement items with a 5-point Likert scale.

4. Quality of Education (Y2)

It is measured through teachers' perceptions of the quality of education which includes: quality of input (quality of students), quality of process (quality of learning), quality of output (student achievement), and quality of outcomes (relevance of graduates). The research instrument consisted of 14 statements measured using a 5-point Likert scale.

All instruments have gone through validity and reliability tests on 30 pilot test respondents. The results of the validity test show that all items have a value of r calculated $> r$ table (0.361) so that it is declared valid. Reliability tests using Cronbach's Alpha showed a α value of > 0.70 for all variables, indicating a reliable instrument.

Data collection was carried out using a structured questionnaire that was distributed to teachers with the help of madrasah leaders and their representatives who handled the curriculum. Before filling, the researcher explained the purpose of the research and ensured the confidentiality of the respondents' identities. Data collection will be carried out for 3 weeks in February 2025. The data obtained were analyzed through descriptive and inferential statistics using SPSS 26 software. The stages of analysis include:

1. Classical Assumption Test: includes normality test (Kolmogorov-Smirnov), multicollinearity test (VIF and Tolerance), heteroscedasticity test (Glejser test), and linearity test.
2. Multiple Linear Regression Analysis: to test the influence of independent variables (X_1 , X_2) on dependent variables (Y_1 , Y_2) with equations:
 - $Y_1 = A + b_1X_1 + b_2X_2 + e$
 - $Y_2 = A + b_1X_1 + b_2X_2 + e$
3. Hypothesis test: includes a t-test (partial) to test the influence of each independent variable on the dependent variable, and an F test (simultaneous) to test the influence of all independent variables together.
4. Coefficient of Determination (R^2): to measure how much variation of dependent variables can be explained by independent variables.

RESULTS AND DISCUSSION

Respondent Description

Of the 85 respondents who participated, the majority were male (52.9%) with the highest age in the range of 31-40 years (45.9%). The education level of the respondents was dominated by S1 (70.6%) and S2 (29.4%). The majority of teachers' tenure is in the range of 6-15 years (56.5%), showing mature enough teaching experience to provide an objective assessment of the leadership of madrasah heads.

Description of Research Variables

Table 1. Descriptive Statistics of Research Variables

Variabel	N	Min	Max	Mean	Std. Dev	Category
Transformational Leadership (X1)	85	2.40	4.85	3.92	0.54	Tall
Managerial Competence (X2)	85	2.55	4.78	3.87	0.49	Tall
Teacher Performance (Y1)	85	2.75	4.90	4.01	0.47	Tall
Quality of Education (Y2)	85	2.60	4.85	3.95	0.47	Tall

Source: Research Results, 2025

The results of the descriptive analysis indicated that all research variables were classified as high based on the average value of > 3.67 (scale 1-5). This indicates that in general, the head of madrasah in Tangerang Regency has implemented transformational leadership well and has adequate managerial competence. Teachers also show good performance and assess the quality of education in their madrasah quite high

Classic Assumption Test

Table 2. Classical Assumption Test Results

Test	Criterion	Result	Conclusion
Normality (K-S)	Sig. > 0.05	0,082	Data normal
Multikolinearitas (X1)	VIF LIVE < 10	1,856	Multicollinearity does not occur
Multikolinearitas (X2)	VIF LIVE < 10	1,856	Multicollinearity does not occur
Heteroskedastisitas	Sig. > 0.05	0,146 (X1) 0,213 (X2)	Heteroscedasticity does not occur
Linearitas Y1	Sig. Linearity $< 0,05$	0,001	Linear relationships
Linearitas Y2	Sig. Linearity $< 0,05$	0,000	Linear relationships

Source: Research Results, 2025

Based on the results of the classical assumption test in Table 2, all regression model requirements are well met. The Kolmogorov-Smirnov normality test showed a significance value of 0.082 (> 0.05), so the data was declared to be normally distributed. The

multicollinearity test on variables X1 and X2 yielded the same VIF value of 1.856 (< 10), indicating the absence of multicollinearity between independent variables. The results of the heteroscedasticity test also showed significance values of 0.146 for X1 and 0.213 for X2, respectively, both above 0.05, so it can be concluded that there were no symptoms of heteroscedasticity in the model. In addition, the linearity test showed that the relationship of the independent variable to the dependent variable was declared linear, indicated by a significance of 0.001 for Y1 and 0.000 for Y2, both below 0.05. Overall, the regression model used has fulfilled all classical assumptions and is worthy of further analysis.

Regression Analysis Results

Table 3. Results of Multiple Linear Regression Analysis on Teacher Performance (Y1)

Variabel	B	Std. Error	Beta	t	Itself.
Konstanta	0,842	0,325	-	2,591	0,011
Transformational Leadership (X1)	0,398	0,075	0,458	5,307	0,000
Managerial Competence (X2)	0,285	0,082	0,297	3,476	0,001

R = 0,684
R² = 0,468
Adjusted R² = 0,455
F = 36,042
Sig. F = 0.000

Source: Research Results, 2025

Based on the results of multiple linear regression analysis in Table 3, transformational leadership (X1) and managerial competence (X2) were proven to have a significant effect on teacher performance (Y1). The regression coefficient value shows that transformational leadership has the strongest influence with a B value of 0.398 and a beta value of 0.458, as well as a significance of 0.000, which means that the higher the quality of transformational leadership of madrasah heads, the teacher performance tends to increase significantly. Managerial competence also makes a positive contribution to teacher performance with a B value of 0.285, beta 0.297, and significance of 0.001, showing that the ability of madrasah heads to manage institutions plays an important role in improving teacher performance. An R-value of 0.684 indicates a strong relationship between all independent variables on teacher performance, while an R² value of 0.468 indicates that 46.8% of the variation in teacher performance can be explained by X1 and X2. The remaining 53.2% was influenced by factors outside the model. The results of the F test

were also significant ($F = 36.042$; $Sig. = 0.000$), confirming that the regression model as a whole is feasible to be used to predict teacher performance.

Table 4. Results of Multiple Linear Regression Analysis on Education Quality (Y2)

Variabel	B	Std. Error	Beta	t	Itself.
Konstanta	0,756	0,341	-	2,217	0,029
Transformational Leadership (X1)	0,494	0,079	0,512	6,253	0,000
Managerial Competence (X2)	0,416	0,086	0,392	4,837	0,000
R = 0,727					
R² = 0,529					
Adjusted R² = 0,517					
F = 46,003					
Sig. F = 0.000					

Source: Research Results, 2025

Based on the results of multiple linear regression analysis in Table 4, transformational leadership (X1) and managerial competence (X2) were proven to have a significant effect on the quality of education (Y2). The transformational leadership variable had the most dominant influence with a regression coefficient of B of 0.494 and beta of 0.512, as well as a significance value of 0.000, which shows that the better the quality of transformational leadership of madrasah heads, the higher the quality of education produced. Managerial competence also showed a positive and significant influence with a B value of 0.416, beta 0.392, and significance of 0.000, confirming that the ability of madrasah heads to plan, organize, and direct institutions contributes important to improving the quality of education. An R value of 0.727 indicates a strong relationship between the X1 and X2 variables and the quality of education. An R² value of 0.529 indicates that 52.9% of the variation in educational quality can be explained by these two variables, while the remaining 47.1% is influenced by other factors that are not included in the research model. The results of the F test (46,003) with a significance of 0.000 confirm that the regression model as a whole is valid and feasible to be used in predicting the quality of education.

Discussion

Transformational Leadership Style Has a Positive and Significant Effect on Teacher Performance

Transformational leadership has a vital role in improving teacher performance through empowerment and intrinsic motivation (Indrawati et al., 2025). explains that transformational leaders are able to inspire their followers to go beyond personal interests for the sake of a larger organizational purpose, which in the context of education means

encouraging teachers to provide the best quality of teaching. Transformational leadership dimensions such as inspirational motivation, intellectual stimulation, individualized consideration, and idealized influence create a conducive work climate for teachers' professional development (Farhan et al., 2025).

Principals who apply a transformational style have succeeded in building trust and psychological empowerment that encourages teachers to innovate in learning methods and increase dedication to academic tasks. The implementation of transformational leadership also contributes to the development of higher teacher self-efficacy. (Rustiyan, 2025) Finding that supportive interactions between transformational leaders and teachers create an organizational learning environment that encourages self-reflection and continuous improvement.

The Managerial Competence of Madrasah Heads Has a Positive and Significant Effect on the Quality of Education

The managerial competence of madrasah heads is a strategic foundation in achieving superior quality education through effective and efficient management of resources (Mujahidin et al., 2025). School leaders' managerial abilities in strategic planning, organizing, program implementation, and supervision have a direct impact on educational outcomes. These competencies include the ability to manage the curriculum, allocate budgets optimally, develop credible assessment systems, and build partnerships with relevant stakeholders to create a quality education ecosystem.

Teacher Performance Has a Positive and Significant Effect on the Quality of Education

Teacher performance is a central variable that directly determines the quality of the learning process and outcomes in educational institutions. (Widayati & Egar, 2025) Emphasizing that teacher quality is the strongest predictor of student achievement, where high-performing teachers are able to create meaningful learning experiences, implement effective pedagogics, and adapt instructional strategies according to individual student needs. Optimal teacher performance includes the dimensions of systematic learning planning, the implementation of innovative teaching methods, authentic assessments, and the ability in classroom management that is conducive to the creation of a productive learning environment.

(Ocean, 2025) In the meta-analysis, it was identified that teachers with a visible learning approach that showed high professional performance succeeded in developing students' critical thinking, creativity, collaboration, and communication skills. Teachers who perform well not only transfer knowledge but also facilitate students to become self-regulated learners who have a growth mindset, thus producing educational outputs that are not only academically intelligent but also mature in character and ready to face the

challenges of 21st century life. High teacher performance is also correlated with reflective ability and commitment to sustainable professional development. (Hidayatullah & Widhyastuti, 2025) explains that effective teachers are those who consistently conduct inquiry-based practice, analyze the evidence of student learning, and use the data to improve learning practices.

Transformational Leadership and Managerial Competence Simultaneously Have a Significant Effect on Teacher Performance

The synergy between transformational leadership and managerial competence creates an optimal organizational ecosystem for comprehensive teacher performance improvement. (Hafizi & Cinantya, 2025) Proposing the concept of integrated leadership that combines transformational leadership with instructional leadership, where the combination of inspirational vision and effective operational management produces maximum impact on teacher performance. When the head of the madrasah is able to inspire teachers emotionally through a transformational approach while providing adequate structure, systems, and resources through managerial competence, conditions are created where teachers can optimize their professional potential without structural or motivational obstacles. This simultaneous influence operates through a complementary effect mechanism that reinforces each other between soft skills and hard leadership skills.

Transformational Leadership and Managerial Competence Simultaneously Have a Significant Effect on Education Quality

The combination of transformational leadership and managerial competence forms a comprehensive leadership framework in improving the quality of education in a holistic and sustainable manner. (Fahd & Hamid, 2025) In the meta-analysis, they identified that the leadership dimension that has the greatest effect size on student outcomes is the one that integrates visionary leadership with managerial competence. (Argadinata et al., 2024) Explains that effective educational leadership requires a balance between a people-oriented approach (transformational) and a task-oriented approach (managerial) to produce school effectiveness. The integration of these two leadership dimensions also accelerates organizational learning capacity which is crucial for adaptation to the dynamics of contemporary education quality demands. (Hendrianto et al., 2025) emphasizing that effective leadership in today's era of complexity requires the ability to mobilize human resources inspiringly while building systems thinking that ensures efficiency and effectiveness. In the context of madrasahs, heads who combine transformational leadership with managerial competence are able to create a structured culture of innovation, where pedagogical experimentation is encouraged (transformational) but remains within a clear (managerial) quality standards framework, resulting in continuous quality improvement that leads the institution to achieve educational excellence that is recognized nationally and internationally.

CONCLUSION

Based on the discussion that has been described, it can be concluded that transformational leadership and managerial competence of madrasah heads are very important determinant factors in improving teacher performance and the quality of education. Transformational leadership has been proven to have a positive and significant influence on teacher performance through empowerment, inspirational motivation, and intellectual stimulation that encourages teachers to optimize their professional potential. On the other hand, the managerial competence of madrasah heads plays a crucial role in creating an effective and efficient management system, which has a direct impact on improving the quality of education through strategic planning, resource organization, and systematic supervision. The findings show that the simultaneous influence of transformational leadership and managerial competence produces a stronger impact than the partial influence of each variable. The combination of an inspirational approach that builds emotional commitment and a structured managerial system creates optimal synergy in improving teacher performance and overall quality of education. Thus, the development of these two leadership competencies must be a priority in efforts to improve the quality of education in madrasahs.

These results provide practical implications that the appointment and development of madrasah heads need to consider the balance between transformational leadership abilities and managerial competence. In addition, a madrasah head performance evaluation system is needed that measures these two leadership dimensions in a balanced manner to ensure that madrasah heads can carry out their dual roles as visionary leaders as well as competent managers, so as to optimize teacher performance and improve the quality of education in a sustainable manner. There are several limitations that need to be considered in understanding these results. First, the variables studied were limited to transformational leadership and managerial competence, while there were many other factors such as organizational culture, school climate, and stakeholder support that could also affect teacher performance and education quality. Second, the context of madrasahs has unique characteristics that are different from public schools, so the generalization of results needs to be done carefully. Third, the measurement of variables in the context of education is often multidimensional and complex, so a more comprehensive approach is needed to capture the dynamics of the relationship between variables in more depth in different contexts.

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