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ORIGINAL RESEARCH ARTICLE

Transformational Leadership and Madrasah Effectiveness: The Mediating Role of Teacher Organizational Commitment

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ABSTRACT

Leadership is a critical factor in determining the effectiveness of educational institutions, particularly in madrasahs that face increasing demands to improve organizational and educational performance. This study aims to examine the effect of Transformational Leadership on Madrasah Effectiveness and to investigate the mediating role of Teacher Organizational Commitment. The study employed a quantitative explanatory design involving 78 teachers from madrasahs. Data were collected through a five-point Likert-scale questionnaire and analyzed using Partial Least Squares–Structural Equation Modeling (PLS-SEM). The findings indicate that Transformational Leadership has a positive and significant effect on Teacher Organizational Commitment ($\beta = 0.311$; $t = 2.850$; $p = 0.006$). Transformational Leadership also has a very strong and significant direct effect on Madrasah Effectiveness ($\beta = 0.941$; $t = 22.706$; $p < 0.001$), with the structural model explaining approximately 88.4% of the variance in Madrasah Effectiveness. However, Teacher Organizational Commitment does not have a significant effect on Madrasah Effectiveness ($\beta = -0.003$; $t = -0.064$; $p = 0.949$), and its mediating effect is not supported. These findings indicate that the contribution of transformational leadership to madrasah effectiveness occurs predominantly through a direct pathway rather than through teacher organizational commitment. The study contributes to Islamic educational management by emphasizing transformational leadership as a strategic factor in strengthening institutional effectiveness while demonstrating that teacher commitment alone may not be sufficient to translate leadership practices into organizational outcomes.

Keywords: Transformational Leadership; Teacher Organizational Commitment; Madrasah Effectiveness; Islamic Educational Management; Educational Leadership.



ABSTRAK

Kepemimpinan merupakan salah satu faktor penting dalam menentukan efektivitas lembaga pendidikan, khususnya madrasah yang menghadapi tuntutan untuk meningkatkan kinerja organisasi dan mutu pendidikan. Penelitian ini bertujuan untuk menganalisis pengaruh Transformational Leadership terhadap Madrasah Effectiveness serta menguji peran mediasi Teacher Organizational Commitment. Penelitian menggunakan pendekatan kuantitatif dengan desain eksplanatori yang melibatkan 78 guru madrasah. Data dikumpulkan melalui kuesioner skala Likert lima tingkat dan dianalisis menggunakan Partial Least Squares–Structural Equation Modeling (PLS-SEM). Hasil penelitian menunjukkan bahwa Transformational Leadership berpengaruh positif dan signifikan terhadap Teacher Organizational Commitment ($\beta = 0,311$; $t = 2,850$; $p = 0,006$). Transformational Leadership juga memiliki pengaruh langsung yang sangat kuat dan signifikan terhadap Madrasah Effectiveness ($\beta = 0,941$; $t = 22,706$; $p < 0,001$), dengan model struktural mampu menjelaskan sekitar 88,4% variasi Madrasah Effectiveness. Namun, Teacher Organizational Commitment tidak berpengaruh signifikan terhadap Madrasah Effectiveness ($\beta = -0,003$; $t = -0,064$; $p = 0,949$), dan efek mediasinya juga tidak terbukti. Temuan ini menunjukkan bahwa kontribusi transformational leadership terhadap efektivitas madrasah terutama berlangsung melalui jalur langsung, bukan melalui Teacher Organizational Commitment. Penelitian ini memberikan kontribusi bagi kajian manajemen pendidikan Islam dengan menegaskan pentingnya transformational leadership sebagai faktor strategis dalam memperkuat efektivitas kelembagaan, sekaligus menunjukkan bahwa komitmen guru secara mandiri belum cukup untuk menerjemahkan praktik kepemimpinan menjadi efektivitas organisasi.

Kata Kunci: Kepemimpinan Transformasional; Komitmen Organisasional Guru; Efektivitas Madrasah; Manajemen Pendidikan Islam; Kepemimpinan Pendidikan.

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1. INTRODUCTION

Madrasahs face increasing demands to improve educational quality, organizational performance, and responsiveness to changes in the educational environment (Abrori & Hadi, 2020; Dinata Feri Riski et al., 2025). In this context, leadership is an important factor in determining how educational institutions manage their human resources and achieve institutional goals (Raina et al., 2026; Yuliana et al., 2026). Among various leadership approaches, transformational leadership emphasizes the ability of leaders to develop a shared vision, motivate members, encourage innovation, provide individualized support, and inspire employees to exceed routine expectations (Dinata Feri Riski et al., 2025; Dwi Novianti, 2026). These characteristics are particularly relevant in madrasahs, where organizational effectiveness depends not only on administrative management but also on the commitment and collective efforts of teachers and educational staff.

Madrasah effectiveness reflects the institution's capacity to achieve educational objectives, provide quality learning services, manage resources efficiently, and continuously adapt to organizational and societal demands (M. S. H. Suparman, 2024; S. Suparman et al., 2025). Transformational leaders can potentially strengthen such effectiveness by motivating teachers, establishing a clear institutional vision, encouraging collaboration, and creating a supportive organizational climate (Haningsih et al., 2026; Xin et al., 2025). However, the influence of leadership on institutional

effectiveness may not occur solely through direct mechanisms. Teachers' psychological attachment to their institution, particularly teacher organizational commitment, may represent an important mechanism through which transformational leadership contributes to madrasah effectiveness.

Previous studies have consistently identified transformational leadership as an important predictor of employee commitment and organizational performance (Fahmi Husein, Moh Solikul Hadi, 2024; Hadi et al., 2024). Transformational leaders who provide inspiration, recognition, intellectual stimulation, and individualized consideration tend to foster stronger organizational identification and willingness among employees to contribute beyond formal responsibilities (AlDhaheiri et al., 2026; Luthfi Assagaf, 2026; Muslim et al., 2026). Research in educational settings has similarly demonstrated that transformational leadership is associated with teacher commitment, job satisfaction, organizational performance, and school effectiveness (Amin et al., 2025; Chaidir et al., 2025). At the same time, organizational commitment has been widely recognized as an important factor influencing employee performance and organizational outcomes because committed teachers are more likely to demonstrate loyalty, persistence, responsibility, and willingness to support institutional goals.

Nevertheless, an important research gap remains. Existing studies frequently examine transformational leadership as a direct predictor of teacher commitment or organizational effectiveness, while other studies investigate organizational commitment as an antecedent of teacher performance. Relatively fewer studies integrate these variables into a mediation model that explains whether teacher organizational commitment serves as the mechanism through which transformational leadership contributes to madrasah effectiveness. Furthermore, empirical evidence within the specific context of madrasahs remains comparatively limited, particularly in studies that simultaneously consider leadership, teacher commitment, and institutional effectiveness.

Based on this gap, this study aims to examine the effect of Transformational Leadership on Madrasah Effectiveness and investigate the mediating role of Teacher Organizational Commitment. The study seeks to determine whether transformational leadership directly contributes to madrasah effectiveness and whether this influence is transmitted through teachers' organizational commitment. The novelty of this study lies in developing an integrated mediation model that positions Teacher Organizational Commitment as a mechanism linking Transformational Leadership with Madrasah Effectiveness. Rather than treating leadership, teacher commitment, and institutional effectiveness as separate variables, this study explains how transformational leadership may generate organizational outcomes by strengthening teachers' psychological attachment and commitment to the institution.

2. RESEARCH METHODS

This research employs a qualitative approach with a case study method. The case study design was chosen because it allows for an in-depth, holistic investigation of a contemporary phenomenon within its real-life context. This approach is particularly suitable for examining the complex, multifaceted nature of teacher competency development, which involves interactions between individual teachers, institutional structures, and broader educational policies. The qualitative case

study enables the researcher to capture rich, detailed data about the processes, challenges, and outcomes of performance-based competency development at MI Mathlaul Anwar Srirahayu. According to recent methodological literature in Islamic education research, case study approaches are particularly effective for exploring complex educational phenomena where context is critical (Creswell & Poth, 2018; Merriam & Tisdell, 2016).

This study employed a quantitative approach with an explanatory research design to examine the relationship between Transformational Leadership, Teacher Organizational Commitment, and Madrasah Effectiveness (Ghanad, 2023; Stadtländer, 2009). The study focused on testing the direct effect of Transformational Leadership on Madrasah Effectiveness and the indirect effect through Teacher Organizational Commitment as a mediating variable (Creswell, 2023).

The research population consisted of teachers working in madrasahs at the Madrasah Tsanawiyah (MTs) and Madrasah Aliyah (MA) levels. Respondents were selected using purposive sampling based on the criteria that they were active teachers, had experience working in their respective madrasahs, and were directly involved in teaching and organizational activities. A total of 78 teachers participated in the study. Data were collected using a structured questionnaire with a five-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree).

Three main constructs were examined in this study. Transformational Leadership (TL) was measured through four dimensions: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Teacher Organizational Commitment (TOC) was measured using three dimensions: affective commitment, continuance commitment, and normative commitment. Meanwhile, Madrasah Effectiveness (ME) was measured through indicators reflecting the achievement of institutional objectives, quality of educational services, effective organizational management, efficient resource utilization, and the achievement of expected educational outcomes.

The collected data were analyzed using Partial Least Squares–Structural Equation Modeling (PLS-SEM) (Hair et al., 2014; Joseph F. Hair, n.d.). PLS-SEM was selected because it enables simultaneous examination of relationships among latent variables and is appropriate for predictive and explanatory models involving mediation. The analysis was performed in two stages. First, the measurement model (outer model) was evaluated to assess the reliability and validity of the constructs. Indicator reliability was examined through outer loading values, while internal consistency was assessed using Cronbach's Alpha and Composite Reliability. Convergent validity was evaluated using the Average Variance Extracted (AVE), while discriminant validity was examined using the Heterotrait–Monotrait (HTMT) ratio.

Second, the structural model (inner model) was assessed to determine the strength and significance of the hypothesized relationships. The analysis included path coefficients (β), coefficient of determination (R^2), effect size (f^2), and predictive relevance (Q^2). Multicollinearity was assessed using the Variance Inflation Factor (VIF). The significance of the hypothesized relationships was determined using bootstrapping with 5,000 resamples, based on t-statistics and p-values. A relationship was considered statistically significant when the p-value was below 0.05 (Gurbuz, n.d.).

The mediation analysis examined whether Teacher Organizational Commitment mediates the relationship between Transformational Leadership and Madrasah Effectiveness. The indirect effect was assessed using the bootstrapping procedure by examining the coefficient, t-statistic, p-value, and confidence interval of the indirect path. The mediation type was determined by comparing the significance of the direct and indirect effects. The proposed structural model consisted of a direct path from Transformational Leadership → Madrasah Effectiveness, an indirect path from Transformational Leadership → Teacher Organizational Commitment → Madrasah Effectiveness, and the relationship Transformational Leadership → Teacher Organizational Commitment.

The research model was therefore designed to explain not only whether transformational leadership contributes to madrasah effectiveness, but also whether teachers' organizational commitment represents an important psychological and organizational mechanism through which transformational leadership can strengthen institutional effectiveness.

3. RESULTS AND DISCUSSION

The findings of this research reveal a comprehensive picture of PAI teacher competency at MI Mathlaul Anwar Srirahayu, encompassing pedagogical, professional, social, and personality competencies. The results indicate that while teachers possess foundational competencies, significant development is needed across all domains to meet the demands of 21st-century Islamic education. The competency profile of teachers at this madrasah reflects both the strengths and limitations common in similar educational settings across Indonesia. Recent research by Zaqiah et al. (2024) on competency improvement among Islamic religious education teachers using self-assessment confirms that systematic evaluation is essential for identifying development needs.

The study involved 78 teachers as respondents. The analysis examined three constructs: Transformational Leadership (TL), Teacher Organizational Commitment (TOC), and Madrasah Effectiveness (ME). Each construct was measured using 30 questionnaire indicators on a five-point Likert scale. The descriptive results show that respondents generally perceived all three constructs positively. Transformational Leadership obtained the highest mean score of 3.300, followed by Madrasah Effectiveness with a mean of 3.276, while Teacher Organizational Commitment obtained a mean of 3.256. These findings indicate that transformational leadership practices, teacher commitment, and institutional effectiveness were generally perceived at a moderate-to-high level.

The reliability analysis produced Cronbach's Alpha values of 0.734 for Transformational Leadership, 0.707 for Teacher Organizational Commitment, and 0.665 for Madrasah Effectiveness. Transformational Leadership and Teacher Organizational Commitment demonstrate acceptable internal consistency, while the reliability coefficient for Madrasah Effectiveness is slightly below the conventional 0.70 threshold but can still be considered marginally acceptable in an exploratory study.

These results indicate that the instruments provide a reasonable basis for further structural analysis, although the indicators of Madrasah Effectiveness should receive particular attention during measurement-model evaluation.

The correlation analysis reveals a particularly interesting pattern. Transformational Leadership has a very strong positive correlation with Madrasah Effectiveness ($r = 0.940$). In contrast, the relationship between Transformational Leadership and Teacher Organizational Commitment is moderate ($r = 0.311$), while Teacher Organizational Commitment has a relatively weak correlation with Madrasah Effectiveness ($r = 0.290$). This pattern suggests that Transformational Leadership is substantially more closely associated with Madrasah Effectiveness than Teacher Organizational Commitment.

Effect of Transformational Leadership on Teacher Organizational Commitment. The first structural relationship examined whether Transformational Leadership influences Teacher Organizational Commitment. The standardized path coefficient was approximately $\beta = 0.311$, with $t = 2.850$ and $p = 0.006$. The relationship is therefore positive and statistically significant. The R^2 value for Teacher Organizational Commitment is approximately 0.097, indicating that Transformational Leadership explains around 9.7% of the variance in Teacher Organizational Commitment. This finding indicates that transformational leadership contributes to strengthening teachers' commitment to their institution. Leaders who provide inspiration, intellectual stimulation, individualized consideration, and a clear organizational vision may encourage teachers to develop stronger psychological attachment and willingness to contribute to institutional objectives.

Effect of Teacher Organizational Commitment on Madrasah Effectiveness. The second structural relationship examined whether Teacher Organizational Commitment contributes to Madrasah Effectiveness. Although the bivariate correlation between the two constructs is positive ($r = 0.290$), the structural analysis indicates that its unique contribution becomes extremely small after Transformational Leadership is included in the model.

The standardized coefficient is approximately $\beta = -0.003$, with $t = -0.064$ and $p = 0.949$. Thus, Teacher Organizational Commitment does not have a statistically significant direct effect on Madrasah Effectiveness within the complete structural model. This finding indicates that teacher commitment alone may not be sufficient to produce measurable institutional effectiveness. The effectiveness of a madrasah may depend more strongly on leadership practices, organizational systems, resource management, institutional policies, and the way educational programs are strategically implemented.

Direct Effect of Transformational Leadership on Madrasah Effectiveness. The strongest finding in the model is the direct relationship between Transformational Leadership and Madrasah Effectiveness. The standardized path coefficient is approximately $\beta = 0.941$, with $t = 22.706$ and $p < 0.001$. The relationship is therefore very strong and statistically significant. The structural model produces an R^2 value of approximately 0.884 for Madrasah Effectiveness, indicating that around 88.4% of the variance in Madrasah Effectiveness is explained by Transformational Leadership and Teacher Organizational Commitment. However, because Teacher Organizational Commitment does not provide a significant unique contribution to Madrasah Effectiveness, the majority of the explanatory power is attributable to Transformational Leadership.

The proposed mediation model assumes that Transformational Leadership improves Madrasah Effectiveness indirectly by strengthening Teacher Organizational Commitment. However, the results do not support this mechanism.

The indirect effect is approximately: $\beta_{\text{indirect}} = 0.311 \times (-0.003) \approx -0.001$. The indirect effect is therefore extremely small and statistically unsupported. Since the path from Teacher Organizational Commitment to Madrasah Effectiveness is not significant, Teacher Organizational Commitment does not function as a significant mediator between Transformational Leadership and Madrasah Effectiveness. This result is important because the study does not simply confirm the assumption that teacher commitment automatically translates leadership into institutional effectiveness. Instead, the findings indicate that Transformational Leadership operates predominantly through a direct pathway.

The findings demonstrate that Transformational Leadership is the dominant variable in explaining Madrasah Effectiveness. Its direct relationship with Madrasah Effectiveness is exceptionally strong, while its relationship with Teacher Organizational Commitment is positive and significant but considerably weaker. The findings also reveal that Teacher Organizational Commitment does not significantly contribute to Madrasah Effectiveness once Transformational Leadership is taken into account. Consequently, the proposed mediation model is not empirically supported. The relationship between Transformational Leadership and Madrasah Effectiveness is primarily direct rather than mediated by Teacher Organizational Commitment.

An important implication of these findings is that improving madrasah effectiveness may require greater emphasis on the quality of leadership itself. Transformational leaders who establish a compelling vision, motivate teachers, encourage innovation, provide individual support, and create a collaborative organizational climate may directly influence the institution's ability to achieve its educational objectives. Teacher commitment remains important as an organizational condition, but in this dataset it does not emerge as the mechanism that translates transformational leadership into institutional effectiveness.

Overall, the research model supports the direct effect of Transformational Leadership on Madrasah Effectiveness and its positive effect on Teacher Organizational Commitment, but does not support the direct effect of Teacher Organizational Commitment on Madrasah Effectiveness or its proposed mediating role. This unexpected finding provides an important basis for further discussion regarding the conditions under which teacher commitment can contribute to institutional effectiveness in Islamic educational institutions.

The PLS-SEM model shows that Transformational Leadership (TL) has a positive and significant effect on Teacher Organizational Commitment (TOC) ($\beta = 0.311$; $t = 2.850$; $p = 0.006$). However, TOC does not significantly affect Madrasah Effectiveness (ME) ($\beta = -0.003$; $p = 0.949$). The strongest relationship is the direct effect of Transformational Leadership on Madrasah Effectiveness ($\beta = 0.941$; $t = 22.706$; $p < 0.001$), with $R^2 = 0.884$. The indirect effect (TL $\rightarrow$ TOC $\rightarrow$ ME) is very small ($\beta \approx -0.001$) and not significant. Thus, Teacher Organizational Commitment does not mediate the relationship between Transformational Leadership and Madrasah Effectiveness.

Discussion

The findings demonstrate that Transformational Leadership has a positive and significant effect on Teacher Organizational Commitment ($\beta = 0.311$; $t = 2.850$; $p = 0.006$). This result indicates that transformational leadership practices, including providing a clear vision, motivating teachers, encouraging new ideas, and giving individual attention, can strengthen teachers' psychological attachment to their madrasah. This finding is consistent with Transformational Leadership Theory, which emphasizes that leaders can influence followers by developing a shared vision, providing inspiration, and stimulating commitment beyond routine responsibilities. The result also supports previous studies that identify transformational leadership as an important factor in strengthening teachers' organizational commitment. Thus, the present study supports previous research by confirming that transformational leadership remains relevant in the context of Islamic educational institutions.

The strong relationship between Transformational Leadership and Madrasah Effectiveness is another important finding. The path coefficient of $\beta = 0.941$ ($t = 22.706$; $p < 0.001$) indicates that transformational leadership has a very strong and significant direct effect on madrasah effectiveness. This finding supports the central assumption of transformational leadership theory that leaders can improve organizational outcomes by creating a shared vision, motivating members, encouraging innovation, and building a supportive organizational climate. It is also consistent with previous educational leadership research showing that transformational leadership contributes to school performance and institutional effectiveness. Therefore, this study strengthens previous findings by demonstrating that transformational leadership is particularly important for improving effectiveness in the madrasah context, where achieving institutional goals requires strong coordination between leadership, teachers, and other educational stakeholders.

However, the finding concerning Teacher Organizational Commitment and Madrasah Effectiveness presents a different pattern. The relationship is not statistically significant ($\beta = -0.003$; $t = -0.064$; $p = 0.949$). This result does not support studies that position organizational commitment as a direct predictor of organizational effectiveness. Although committed teachers may demonstrate loyalty and responsibility toward their institution, commitment alone does not necessarily guarantee higher institutional effectiveness. In the context of madrasahs, organizational effectiveness may depend more strongly on leadership practices, strategic management, institutional policies, resource management, and the implementation of educational programs than on teachers' commitment alone. This finding suggests that organizational commitment may require other organizational mechanisms to translate individual attitudes into measurable institutional outcomes.

The mediation analysis further shows that Teacher Organizational Commitment does not significantly mediate the relationship between Transformational Leadership and Madrasah Effectiveness, with an indirect effect of approximately -0.001 . This finding differs from the assumption that transformational leadership improves organizational effectiveness primarily by increasing employees' commitment. The result suggests that transformational leadership in the observed madrasahs operates predominantly through a direct pathway. Leaders may influence effectiveness directly through strategic direction, decision-making, coordination, innovation,

supervision, and the management of institutional resources, without requiring teacher commitment to function as an intermediary mechanism.

The absence of mediation does not necessarily indicate that Teacher Organizational Commitment is unimportant. Rather, it suggests that its role may be context-dependent and potentially influenced by other variables, such as job satisfaction, organizational culture, teacher competence, professional development, work engagement, or organizational support. This finding therefore provides a more nuanced contribution to transformational leadership theory: transformational leadership can strengthen teacher commitment, but increased commitment does not automatically translate into greater organizational effectiveness.

Overall, this study supports the positive role of Transformational Leadership in strengthening both Teacher Organizational Commitment and Madrasah Effectiveness, while it does not support the proposed direct effect of Teacher Organizational Commitment on Madrasah Effectiveness or its mediating role. The main contribution of the study lies in showing that, in the observed madrasah context, transformational leadership is more influential as a direct organizational driver than as a factor whose effect must first pass through teachers' organizational commitment. This finding provides a useful perspective for Islamic educational management by emphasizing the importance of strengthening transformational leadership practices as a strategic approach to improving madrasah effectiveness.

4. CONCLUSION

This study concludes that Transformational Leadership plays an important role in strengthening madrasah effectiveness. The findings demonstrate that Transformational Leadership has a positive and significant effect on Teacher Organizational Commitment ($\beta = 0.311$; $p = 0.006$). This indicates that transformational leadership practices, particularly the provision of vision, motivation, intellectual stimulation, and individualized consideration, can strengthen teachers' commitment to their institution.

More importantly, Transformational Leadership has a very strong and significant direct effect on Madrasah Effectiveness ($\beta = 0.941$; $p < 0.001$), indicating that leadership is a major determinant of institutional effectiveness in the observed madrasahs. However, Teacher Organizational Commitment does not significantly affect Madrasah Effectiveness ($\beta = -0.003$; $p = 0.949$). Consequently, Teacher Organizational Commitment also fails to mediate the relationship between Transformational Leadership and Madrasah Effectiveness. These findings indicate that the influence of transformational leadership on madrasah effectiveness occurs predominantly through a direct pathway rather than through teacher organizational commitment.

The study contributes to Islamic educational management by demonstrating that effective transformational leadership is more decisive for institutional effectiveness than teacher commitment alone. The findings also indicate that teacher commitment should be understood as an important organizational condition, but not necessarily as the mechanism through which leadership automatically produces institutional effectiveness.

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