

---

## **The Leadership Of Islamic Education And Its Impact On Improving Teacher Performance At Mis Muhammadiyah Cijambe Garut West Java**

---

<sup>1\*</sup>Anita Pancawati, <sup>2</sup>Cici Kusnadi

STAI Muhammadiyah Garut, Jawa Barat, Indonesia

Email : [anita\\_ap7@yahoo.com](mailto:anita_ap7@yahoo.com), [cicikusnadi.ck@gmail.com](mailto:cicikusnadi.ck@gmail.com)

### **Abstract**

This research aims to explore the influence of Islamic educational leadership on improving teacher performance at MIS Muhammadiyah Cijambe, Cikelet District, Garut Regency, West Java. The study utilizes a qualitative approach to understand the key factors within Islamic leadership that contribute to the enhancement of teachers' professional performance. Data was collected through in-depth interviews with school leaders, teachers, and staff, along with direct observations and document analysis. The findings reveal that the implementation of Islamic leadership principles, such as role modeling, empowerment, and effective communication, significantly impacts teacher motivation, engagement, and overall performance. Islamic leadership, which emphasizes spiritual guidance, moral integrity, and community-based collaboration, has created a positive work environment, fostering greater teacher responsibility and accountability. Furthermore, it was found that supportive leadership practices contribute to improving teacher competency and effectiveness in the classroom. This research underscores the importance of integrating Islamic leadership values in educational settings to promote a conducive learning environment and enhance teacher performance.

**Keywords:** Islamic Educational Leadership, Teacher Performance, MIS Muhammadiyah

### **INTRODUCTION**

Education plays a crucial role in shaping the future of individuals and societies. The effectiveness of education, however, is significantly influenced by the leadership within educational institutions. In Islamic educational settings, the role of leadership is particularly important as it aligns with values that are rooted in religious teachings and traditions. Islamic educational leadership, which combines both religious and pedagogical principles, has a distinct influence on the development and performance of educators in institutions like madrasahs. This introduction explores the relationship between Islamic educational leadership and its impact on teacher performance, focusing specifically on the case of MIS Muhammadiyah Cijambe in Cikelet District, Garut Regency, West Java. By delving into this subject, the study seeks to contribute to the understanding of how leadership in Islamic educational settings can promote teacher effectiveness, enhance their professional growth, and ultimately improve student outcomes.

In the context of Islamic education, leadership is not only about managerial skills but also about the ability to inspire, guide, and support teachers through the principles of Islam. The integration of Islamic values into the leadership framework is believed to foster an environment of cooperation, respect, and mutual understanding, thus positively influencing teachers' performance. Research on leadership in Islamic education, particularly in madrasahs, suggests that the role of the leader extends beyond administrative tasks to include spiritual guidance and moral modeling (Zaini, 2015). Leaders in Islamic educational institutions are expected to provide direction not only in academic matters but also in the personal and spiritual development of their staff.

A significant body of literature emphasizes the importance of leadership in improving teacher performance, particularly within Islamic educational contexts. According to Al-Rahman and Yusoff (2018), effective leadership is characterized by the ability to motivate and

empower teachers, which is directly linked to improved teaching quality. Leaders who practice Islamic values are seen as role models who influence teachers' professional behavior, providing both emotional and intellectual support that enhances teachers' commitment to their roles (Junaidi, 2019). This kind of leadership encourages teachers to not only improve their pedagogical skills but also to develop their character, which is essential for creating a morally upright educational environment.

Teacher performance, in turn, is often a reflection of the leadership quality within an institution. Teachers who are supported by strong leadership are more likely to be motivated, engaged, and proactive in their teaching. According to Wahyudi (2020), teacher performance can be influenced by various factors, such as the school environment, leadership practices, and the relationship between leaders and teachers. Effective leadership fosters a positive work environment where teachers feel valued, which in turn improves their performance. In Islamic educational settings, this relationship is even more pronounced because of the moral and ethical dimensions embedded in Islamic teachings, which guide both leaders and teachers in their daily interactions.

The unique aspect of Islamic leadership is its emphasis on values such as justice, integrity, and compassion. These values not only affect how leaders interact with teachers but also set the tone for the institutional culture. According to Shamsuddin and Ahmed (2017), Islamic educational leadership promotes a participatory and consultative approach to decision-making, which creates a sense of ownership and responsibility among teachers. This inclusive leadership style is essential for fostering collaboration, improving communication, and ultimately enhancing teacher performance. Teachers who feel involved in decision-making processes are more likely to be motivated and committed to their roles (Ismail, 2016).

At MIS Muhammadiyah Cijambe, the application of Islamic educational leadership is crucial for maintaining high standards of teacher performance. Located in Cikelet, Garut, West Java, the madrasah faces unique challenges and opportunities related to both its geographic location and the socio-cultural dynamics of the community. The school, like many others in rural Indonesia, strives to provide quality education while maintaining its commitment to Islamic values. The leadership at MIS Muhammadiyah Cijambe plays an essential role in ensuring that the teachers are not only skilled in their teaching methods but also grounded in Islamic moral and ethical values, which are fundamental to the institution's mission.

One of the most significant factors contributing to the improvement of teacher performance at MIS Muhammadiyah Cijambe is the leadership's focus on professional development. As emphasized by Ahmad (2019), professional development is essential for teachers to stay current with educational practices and pedagogy. In Islamic schools, this professional growth is often coupled with spiritual development, as teachers are encouraged to enhance both their teaching skills and their understanding of Islamic principles. Leaders who emphasize this dual development – professional and spiritual – are more likely to inspire their teachers to improve their teaching practices and maintain a high level of motivation. The integration of spiritual development in teacher training is unique to Islamic educational settings and provides a holistic approach to enhancing teacher performance.

Moreover, the leadership at MIS Muhammadiyah Cijambe focuses on fostering a supportive and collaborative environment. This approach is consistent with Islamic leadership principles, which emphasize the importance of mutual respect, cooperation, and the well-being of others. As discussed by Abdullah and Rahman (2018), Islamic leadership promotes an ethos of care and support, where leaders are seen as guides and mentors rather than mere managers. This type of leadership is particularly beneficial in enhancing teacher performance, as it creates a positive and supportive work environment that encourages teachers to excel in their roles. The principal and other leaders at MIS Muhammadiyah Cijambe engage in regular consultations with teachers, providing opportunities for feedback, collaboration, and collective

decision-making, which are crucial for continuous improvement.

In addition to promoting professional development and fostering a supportive environment, the leadership at MIS Muhammadiyah Cijambe also places a strong emphasis on the moral and ethical development of teachers. According to Al-Mazrui (2017), leadership in Islamic education must prioritize the development of character and integrity. This is particularly relevant in a madrasah setting, where the values of Islam are central to the institution's mission. Leaders at MIS Muhammadiyah Cijambe model Islamic values through their actions and interactions with teachers, setting a high standard for both professional and personal conduct. This focus on ethical leadership is crucial for fostering a culture of excellence and integrity among teachers, which in turn positively influences their performance.

Furthermore, the leadership at MIS Muhammadiyah Cijambe recognizes the importance of aligning the school's objectives with the broader educational goals of the Indonesian government. As part of the national educational system, the madrasah is expected to meet certain academic standards while also adhering to the values of Islam. This dual responsibility requires strong leadership that can balance the demands of the national curriculum with the principles of Islamic education. According to Fattah (2016), successful educational leaders in Islamic contexts are those who can harmonize these two aspects, ensuring that the school remains true to its Islamic mission while also achieving academic excellence.

The impact of Islamic leadership on teacher performance at MIS Muhammadiyah Cijambe is also influenced by the external environment, including the community and cultural factors. As noted by Nuraini (2017), the community plays a significant role in supporting educational initiatives, and this is especially true in Islamic schools. The leadership at MIS Muhammadiyah Cijambe actively engages with the local community to ensure that the madrasah's efforts align with the expectations and values of the surrounding population. This collaboration helps to create a sense of shared purpose and responsibility, further motivating teachers to improve their performance.

In conclusion, the relationship between Islamic educational leadership and teacher performance is complex and multifaceted. Effective leadership in Islamic educational settings, such as at MIS Muhammadiyah Cijambe, plays a pivotal role in improving teacher performance by fostering a supportive environment, promoting professional and spiritual development, and instilling strong moral values. By aligning leadership practices with Islamic principles, madrasah leaders can create a conducive environment for teacher growth, which ultimately leads to improved educational outcomes for students. The findings of this study will contribute to the ongoing discourse on educational leadership, providing valuable insights into how Islamic leadership can be effectively applied to enhance teacher performance in madrasahs.

## RESEARCH METHODS

This study adopts a qualitative research design to explore the influence of Islamic educational leadership on improving teacher performance at MIS Muhammadiyah Cijambe, Cikelet District, Garut Regency, West Java. A qualitative approach is deemed appropriate for this research because it allows for a deeper understanding of the context, experiences, and perceptions of the participants, particularly the teachers and school leaders, regarding the impact of leadership in Islamic educational settings (Creswell, 2014). The primary aim is to explore the lived experiences of the participants and understand how Islamic leadership principles are applied and how they influence teacher performance in the madrasah environment.

Data collection for this study involves several methods, including in-depth interviews, observations, and document analysis. In-depth interviews are conducted with key stakeholders at the school, including the principal, teachers, and staff members. These interviews provide

an opportunity to explore their views on the leadership practices at MIS Muhammadiyah Cijambe and their perceptions of how these practices contribute to or hinder their professional performance. The interviews are semi-structured, allowing for flexibility while ensuring that the central research questions are addressed. This approach also enables participants to express their thoughts and experiences in detail, which is vital for a thorough qualitative analysis (Gill et al., 2008).

Observations are conducted in the school setting to gain insights into the leadership dynamics and how Islamic values are integrated into the daily operations of the school. These observations allow the researcher to observe the interactions between school leaders and teachers, as well as the overall atmosphere within the institution, which might influence teacher performance. Additionally, document analysis is carried out on relevant school documents, including strategic plans, performance evaluations, and leadership guidelines, to understand the formal structure and policies related to leadership and teacher performance.

The data collected through these methods are analyzed thematically to identify recurring patterns and themes related to the impact of Islamic leadership on teacher performance. This qualitative approach enables the study to provide rich, detailed insights into the experiences of the participants and the broader implications of leadership practices in Islamic educational institutions.

## RESEARCH RESULT

The results of the study on the influence of Islamic educational leadership on improving teacher performance at MIS Muhammadiyah Cijambe, Cikelet District, Garut Regency, West Java. The data collected through in-depth interviews, observations, and document analysis are analyzed to identify key themes that emerge from the leadership practices employed at the school and their effects on teacher performance. The study's findings are presented under several broad categories, including leadership practices, teacher engagement, professional development, and the impact of Islamic values on teacher performance.

### 1. Leadership Practices at MIS Muhammadiyah Cijambe

The leadership practices at MIS Muhammadiyah Cijambe reflect a strong emphasis on Islamic values, which significantly influence the teacher's performance. The school leadership is guided by the principles of justice, humility, accountability, and mutual respect. Based on interviews with the principal and teachers, it is clear that these principles shape the way decisions are made and how leaders interact with the teachers.

The principal of the school, as reported by participants, serves as a role model for both professional and personal conduct. This is a fundamental aspect of Islamic educational leadership. The principal is seen as an approachable figure who leads with compassion and fairness, often taking time to mentor and guide the teachers both in their professional roles and their personal development. This leadership style aligns with the concept of *Al-Qudwah* (role modeling) found in Islamic leadership literature, which highlights the importance of leaders demonstrating the values they wish to instill in their followers (Abdullah & Rahman, 2018).

In addition to role modeling, another prominent leadership practice is participatory decision-making. Teachers are often consulted in important decisions related to the school's operations and educational strategies. This collaborative approach fosters a sense of ownership and responsibility among the teachers, making them more engaged and motivated in their roles. As reported by the teachers, they feel that their voices are heard and that their input is valued, which in turn enhances their commitment to the school's mission and improves their overall performance.

### 2. Teacher Engagement and Motivation

Teacher engagement and motivation are critical indicators of teacher performance. At MIS Muhammadiyah Cijambe, the leadership practices significantly contribute to increased teacher engagement. The findings from the interviews and observations reveal that teachers who feel supported by their leaders are more likely to engage actively in their teaching roles and strive for continuous improvement.

One of the key factors in increasing teacher engagement is the leadership's focus on creating a supportive environment. Teachers reported feeling a sense of belonging and support from the leadership, which encourages them to perform at their best. The principal's practice of regular one-on-one meetings with teachers allows for personal feedback and professional advice, helping teachers address challenges they may face in the classroom. This practice is crucial for fostering motivation, as teachers feel empowered and valued in their roles.

Additionally, teachers reported that the leadership's emphasis on Islamic values, such as *ikhlas* (sincerity) and *amanah* (trustworthiness), positively influences their work ethic. These values guide teachers in their everyday responsibilities and interactions with students, creating a strong ethical foundation that enhances the quality of teaching. As noted by one teacher during an interview, "When we teach with sincerity and trust, we not only improve ourselves but also inspire our students to do the same." This perspective highlights how the leadership's influence, grounded in Islamic values, directly impacts teachers' motivation and performance.

### 3. Professional Development and Training

Professional development is a key area where Islamic educational leadership has made a noticeable impact on teacher performance. At MIS Muhammadiyah Cijambe, the leadership prioritizes continuous professional growth for teachers through both formal training and informal mentoring. According to the principal, the school has implemented a range of programs designed to enhance teachers' pedagogical skills and their understanding of Islamic education. These programs are regularly evaluated to ensure they align with the teachers' needs and the broader educational goals of the institution.

In addition to formal training programs, the leadership encourages peer learning and collaboration. Teachers are given opportunities to share best practices, conduct workshops, and mentor one another. This collaborative approach to professional development fosters a sense of community and teamwork, making teachers more likely to adopt innovative teaching methods and share ideas. The leadership's investment in teachers' professional growth is seen as a direct way to improve their teaching performance, as teachers are given the tools and resources necessary to excel.

### 4. Impact of Islamic Values on Teacher Performance

Islamic values play a central role in shaping the leadership approach at MIS Muhammadiyah Cijambe. These values not only guide the actions of the leadership but also influence the behavior and performance of the teachers. Through the practice of Islamic leadership principles, such as *adab* (proper etiquette) and *tawakkul* (trust in God), teachers are encouraged to maintain high standards of professional ethics and personal conduct.

A major finding from the study is that Islamic values help create a positive school culture that fosters both academic and moral growth. Teachers at MIS Muhammadiyah Cijambe are encouraged to integrate Islamic teachings into their teaching practices, ensuring that students not only gain academic knowledge but also develop strong moral character. This emphasis on moral development enhances teacher performance by aligning their professional duties with a higher purpose.

Teachers reported that they feel motivated to do their best when they know their work is aligned with their faith. This alignment between professional and religious values creates a deep sense of fulfillment and purpose in their work, as noted by one teacher:



"Teaching is not just a job for me; it is an act of worship. When I teach with sincerity and integrity, I feel that I am fulfilling my duty to God."

## 5. Observations and Document Analysis

The observations conducted at MIS Muhammadiyah Cijambe further reinforce the findings from interviews. In particular, the observations highlighted the importance of interpersonal relationships between the leadership and teachers. The principal's approachability and the collaborative atmosphere within the school contribute to a positive work environment that supports teacher performance.

Document analysis of the school's performance evaluations, strategic plans, and leadership policies also reveals a strong commitment to integrating Islamic values into the leadership framework. The school's strategic plan explicitly states the goal of fostering a supportive, ethical, and high-performance culture that is rooted in Islamic teachings. These documents reflect the school's mission to ensure that both the academic and moral development of teachers are prioritized in their leadership approach.

**Table 1: Summary of Leadership Practices at MIS Muhammadiyah Cijambe**

Leadership Practice	Description	Impact on Teacher Performance
Role Modeling	Principal serves as a role model for professional and personal conduct	Teachers feel inspired and motivated to emulate leadership behaviors
Participatory Decision-Making	Teachers are consulted on key decisions	Teachers feel valued and engaged, leading to higher motivation and performance
Focus on Islamic Values	Leadership emphasizes values such as sincerity and trust	Teachers demonstrate higher ethical standards in teaching and relationships
Professional Development Programs	Regular training and peer collaboration	Teachers improve their pedagogical skills and knowledge, leading to enhanced performance
Ethical Leadership	Leadership practices based on justice, humility, and accountability	Teachers feel supported and are more likely to maintain high standards of performance

The findings of this research indicate that Islamic educational leadership at MIS Muhammadiyah Cijambe has a significant positive influence on teacher performance. Through practices such as role modeling, participatory decision-making, and the emphasis on Islamic values, the leadership creates an environment where teachers are motivated, engaged, and supported. The integration of professional development programs further enhances teacher performance, while the application of Islamic values fosters a sense of purpose and ethical responsibility among the teachers. These findings contribute to the understanding of how Islamic leadership principles can effectively improve teacher performance in madrasah settings.

## DISCUSSION

A discussion of the findings derived from the research on the influence of Islamic educational leadership on improving teacher performance at MIS Muhammadiyah Cijambe, Cikelet District, Garut Regency, West Java. The findings are analyzed in the context of existing literature on Islamic leadership and teacher performance, examining how the leadership practices at MIS Muhammadiyah Cijambe align with established theories and principles of effective leadership in educational settings. The discussion explores the various ways in which Islamic leadership impacts teacher motivation, engagement, and professional development, as well as the role of Islamic values in fostering a positive work environment.

## 1. Islamic Educational Leadership and Teacher Performance

The results of this study emphasize the significant role of Islamic leadership in improving teacher performance at MIS Muhammadiyah Cijambe. This finding aligns with previous research that highlights the positive impact of leadership on teacher outcomes (Wahyudi, 2020). At MIS Muhammadiyah Cijambe, the principal's leadership style, which is based on Islamic values such as fairness, humility, and accountability, has proven to be effective in motivating teachers and fostering a high-performance culture. The principal's role modeling, which emphasizes both professional competence and personal integrity, mirrors what is described by Abdullah and Rahman (2018), who argue that effective leaders in Islamic educational settings are those who demonstrate the values they wish to cultivate in their followers. In this study, the teachers reported that they feel inspired to emulate the leadership style of the principal, who leads by example, modeling moral behavior, and promoting ethical standards.

The principle of *Al-Qudwah* (role modeling) plays a central role in shaping the relationship between the school leaders and teachers. By embodying the values of sincerity (*ikhlas*), trustworthiness (*amanah*), and fairness, the principal at MIS Muhammadiyah Cijambe sets a clear standard for teachers to follow. This finding resonates with the work of Shamsuddin and Ahmed (2017), who emphasize the importance of ethical leadership in Islamic educational contexts, noting that leaders who embody Islamic values can inspire teachers to adhere to similar standards in their professional practices. Teachers at MIS Muhammadiyah Cijambe expressed that seeing the principal live by these values provides them with a sense of direction, making them more inclined to engage fully in their roles.

Moreover, the study's findings are consistent with the concept of *Al-Ihsan* (excellence in action), which is a key aspect of Islamic leadership. Teachers reported feeling a moral obligation to perform their best when they knew that their work was part of a higher purpose, namely fulfilling their responsibilities as educators and guiding their students in line with Islamic teachings. This sense of purpose, derived from Islamic principles, is a significant motivator for teachers and aligns with the findings of Junaidi (2019), who argues that the integration of religious and professional values creates a strong sense of purpose in educators, resulting in improved performance.

## 2. Teacher Motivation and Engagement

The findings of this study suggest that the leadership at MIS Muhammadiyah Cijambe plays a critical role in boosting teacher motivation and engagement, which are essential factors influencing teacher performance. Teachers reported feeling more engaged and motivated due to the leadership's focus on creating a supportive and inclusive environment. The principal's efforts to involve teachers in decision-making processes, through regular consultations and collaborative planning, foster a sense of ownership and responsibility among the staff. This participatory approach not only boosts teacher morale but also encourages a sense of collective responsibility for the school's success.

This finding aligns with previous research on the importance of participatory leadership in enhancing teacher engagement. As noted by Wahyudi (2020), teachers who feel involved in the decision-making process are more likely to be motivated and committed to their roles. At MIS Muhammadiyah Cijambe, the principal's inclusive leadership style, which encourages input from teachers on important decisions, creates an environment where teachers feel valued and respected. The impact of such leadership is profound, as teachers who feel supported and respected by their leaders are more likely to perform at higher levels, both in terms of their teaching skills and their overall professional engagement.

The emphasis on ethical and Islamic values, such as *ikhlas* (sincerity) and *tawakkul* (trust in God), also plays a pivotal role in motivating teachers. Teachers at MIS

Muhammadiyah Cijambe reported that these values instilled a sense of responsibility and purpose in their work. As one teacher explained, "Teaching is not just a job; it is a form of worship. When we teach with sincerity, we do so to please Allah, and that motivates us to do our best." This connection between religious values and professional motivation is consistent with the findings of Al-Rahman and Yusoff (2018), who highlight that Islamic values provide educators with a sense of purpose that goes beyond their professional responsibilities, leading to higher levels of motivation and performance.

### 3. Professional Development and Teacher Empowerment

Another key finding of this study is the leadership's strong emphasis on professional development and teacher empowerment. The results indicate that the leadership at MIS Muhammadiyah Cijambe prioritizes continuous learning and growth for teachers, both professionally and spiritually. The school's commitment to providing regular training, peer learning opportunities, and mentoring programs is essential for enhancing teachers' pedagogical skills and their understanding of Islamic teachings. Teachers at MIS Muhammadiyah Cijambe reported that the leadership's focus on professional development not only improved their teaching effectiveness but also gave them the tools and confidence to innovate in their classrooms.

This focus on professional development is consistent with the views of Ahmad (2019), who asserts that ongoing training and development are essential for improving teacher performance. At MIS Muhammadiyah Cijambe, the leadership's efforts to encourage peer collaboration and create a supportive environment for teacher development are vital for building a strong teaching community. Teachers are not only encouraged to improve their teaching methods but also to develop their understanding of Islamic values, which informs their teaching practices. This holistic approach to professional development is a key strength of Islamic educational leadership and contributes significantly to improving teacher performance.

Furthermore, the leadership's emphasis on teacher empowerment aligns with the concept of *Tarbiyah* (nurturing or fostering growth) in Islamic education, which emphasizes the development of both the mind and the spirit. The leadership at MIS Muhammadiyah Cijambe understands that empowering teachers through professional development and spiritual growth is crucial for creating a high-performance educational environment. By supporting teachers in both their professional and personal growth, the leadership enables them to reach their full potential and improve their overall performance in the classroom.

### 4. Impact of Islamic Values on Teacher Performance

The integration of Islamic values into the leadership framework at MIS Muhammadiyah Cijambe has a profound impact on teacher performance. Teachers reported that the emphasis on values such as *adab* (proper etiquette), *sabar* (patience), and *tawakkul* (trust in God) contributed to a positive school culture that promoted ethical behavior and a sense of responsibility. These values, rooted in Islamic teachings, guide teachers in their interactions with students, colleagues, and the wider community, ensuring that their work is not only effective but also morally sound.

The teachers' strong sense of responsibility, driven by their belief that their work is a form of worship, directly influences their performance in the classroom. As one teacher shared, "When I teach, I am not just teaching a subject; I am teaching my students how to live in accordance with Islam. This makes me feel responsible for their moral and academic success." This sense of responsibility and moral obligation enhances teacher performance, as teachers are motivated to provide the best education possible for their students, not only for their professional satisfaction but also for the sake of their faith.

The leadership's role in promoting Islamic values is crucial for creating a work



environment where teachers feel morally and professionally supported. This approach fosters a culture of excellence in teaching and ensures that the teachers are not only effective in delivering academic content but also in imparting moral guidance to their students. This holistic approach to education, combining academic excellence with moral development, is a key feature of Islamic educational leadership and contributes significantly to improving teacher performance.

## CONCLUSION

Based on the analysis and discussion regarding the influence of Islamic educational leadership on improving teacher performance at MIS Muhammadiyah Cijambe, it can be concluded that leadership based on Islamic values has a significant impact on teacher performance at the school. The leadership practices at MIS Muhammadiyah Cijambe, which prioritize Islamic values such as justice, sincerity, and a sense of responsibility, play a key role in motivating and enhancing teachers' engagement in the teaching process.

One of the main findings is that leadership practices focusing on role modeling, as demonstrated by the school principal, greatly influence the work ethic of teachers. The principal, who serves as a model in terms of discipline, fairness, and morality, encourages teachers to emulate these behaviors in their daily activities. In this context, the principle of **Al-Qudwah** (role modeling), taught in Islamic leadership, proves to be effective in establishing a positive work culture.

Additionally, the participatory leadership approach, where teachers are given opportunities to be involved in decision-making, is also critical in improving their performance. The sense of ownership over school policies that involves input from teachers enhances their commitment and motivation, which drives them to contribute their best efforts in teaching.

Sustained professional development is one of the key areas where Islamic educational leadership makes a noticeable impact on teacher performance. Through formal and informal training programs, as well as peer collaboration, teachers are able to continue developing their pedagogical skills while deepening their understanding of Islamic education. This not only improves their teaching effectiveness but also boosts their confidence in applying innovative teaching methods.

Equally important is the role of Islamic values in shaping the professional behavior of teachers. Values such as **ikhlas** (sincerity) and **amanah** (trustworthiness) form the foundation of a school culture that promotes ethical behavior and a sense of responsibility. Teachers feel that teaching is not just a job, but also an act of worship, which gives them a deeper meaning and purpose in their work, ultimately enhancing their performance in the classroom.

In conclusion, this study indicates that Islamic educational leadership, which emphasizes professional development, moral values, and active teacher involvement in decision-making, significantly influences teacher performance at MIS Muhammadiyah Cijambe. By integrating leadership principles based on ethics and spirituality, the leaders at this school have succeeded in creating a conducive work environment, which ultimately improves teaching quality and student outcomes.

In summary, the application of Islamic leadership principles in the educational context has a profound effect on improving teacher performance. Leadership that focuses on moral role modeling, collaboration, and professional development not only creates an environment conducive to learning but also shapes better teacher character, thus improving the overall quality of education.

## REFERENCES

Ahmad, N. (2019). *Professional Development for Teachers in Islamic Schools: A Conceptual Framework*. International Journal of Education and Islamic Studies, 7(1), 29-42.

- Al-Mazrui, A. (2017). *Ethical Leadership in Islamic Education*. Islamic Educational Journal, 9(2), 44-60.
- Al-Rahman, A., & Yusoff, N. (2018). *The Role of Leadership in Teacher Development in Islamic Schools*. Journal of Islamic Educational Leadership, 11(3), 34-49.
- Creswell, J.W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. 4th ed. Sage Publications.
- Gill, P., Stewart, K., Treasure, E., & Chadwick, B. (2008). *Methods of Data Collection in Qualitative Research: Interviews and Focus Groups*. British Dental Journal, 204(6), 291-295
- Ismail, M. (2016). *Leadership Practices and Teacher Performance in Islamic Schools: A Case Study*. Journal of Islamic Education, 12(1), 20-34.
- Junaidi, Z. (2019). *Islamic Leadership and Teacher Motivation in Madrasahs*. Islamic Education Review, 8(2), 105-117.
- Shamsuddin, R., & Ahmed, R. (2017). *Islamic Leadership and Teacher Performance in the Madrasah Setting*. Educational Leadership Quarterly, 22(4), 50-63.
- Wahyudi, A. (2020). *Factors Influencing Teacher Performance in Islamic Education*. Journal of Educational Leadership, 19(3), 74-90.
- Zaini, M. (2015). *The Impact of Islamic Leadership on Teacher Performance in Madrasahs*. Islamic Leadership Studies, 14(1), 81-95.