

# The Influence Of Islamic Leadership On Teacher Performance In Islamic Educational Institutions: A Systematic Literature Review

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## ABSTRACT

This study aims to explore the influence of Islamic leadership on teacher performance in Islamic educational institutions through the Systematic Literature Review (SLR) approach. A total of 45 articles from journals published between 2012 and 2022 have been identified, and after going through a screening process, 20 relevant articles were reviewed in depth. The review results show that Islamic leadership, which is based on the values of honesty, justice, and example, positively affects teacher performance. Factors such as leader example, moral support, and participatory communication are essential in improving teacher motivation and performance. However, it was found that the influence of Islamic leadership on teacher performance can be limited if organizational policies and a conducive work environment do not support it. The study also identified research gaps related to the specific relationship between Islamic leadership and teacher performance and a lack of exploration of moderation and mediation factors that affect these relationships. This research provides practical implications for managers of Islamic educational institutions to be more consistent in applying Islamic values in leadership and the importance of providing a work environment that supports teachers' professional development. Thus, this research contributes to a deeper understanding of the dynamics of Islamic leadership and teacher performance and opens up opportunities for more targeted follow-up research.

**Keywords:** Islamic Leadership; Teacher Performance; Islamic Educational Institutions

## A. INTRODUCTION

Leadership is one of the essential elements in the world of education, especially in Islamic educational institutions (Mujib & Ali, 2022; Na'imah & Muhibbin, 2020; Rifa'i, 2019). Leadership in Islamic educational institutions plays a vital role in determining the effectiveness of institutions as well as the holistic development of students (W. N. and M. I. Dacholfany, 2017; Mujahid, 2021; Noordin, 2020). The transformational leadership style has proven to be very beneficial in this context, as it can foster a positive work culture and improve the quality of education (Andriani et al., 2018; Boamah et al., 2018). Transformational leadership promotes trust and collaboration among staff, essential for knowledge sharing and institutional growth (Al-Husseini et al., 2021; Kim & Park, 2020; Lin, 2014). In addition, this leadership style focuses on academic achievement and character development that aligns with Islamic values (Dacholfany, 2015; Ismail, 2016; Sahin, 2018).

Leadership principles derived from the Qur'an are also essential for ethical governance in the educational environment, promoting integrity and accountability among leaders (Brooks & Mutohar, 2018; Taufiq, 2015; Zain & Zakaria, 2022). The characteristics of the Prophet Muhammad PBUH become an effective leadership model, creating a harmonious and productive learning environment (Ahmed & Amiri, 2019; Fauzi, 2016). Nonetheless, there is a view that traditional leadership styles are still relevant in specific contexts, so a balanced approach that combines modern and classical leadership principles is needed to achieve the best results.

Leaders in educational institutions are not only required to manage administratively but also to set a good example and inspire teachers and students to achieve academic goals (Alfiyanto et al., 2021). In Islamic education, Islamic leadership is a moral and spiritual foundation expected to create a more conducive work environment and improve teacher performance (Agustina et al., 2023). Islamic leadership refers to the values and principles of Islamic teachings, including trust, justice, compassion, and commitment to advancing the ummah (Alabed, 2017).

As a critical component in educational success, teacher performance is influenced by various factors, one of which is leadership in the workplace (Marliya et al., 2020; Priyono et al., 2018). Previous research has shown that effective leadership styles can positively impact teacher performance, including increased motivation, job satisfaction, and the quality of learning they provide. For example, research by Maris et al. (2017) shows that transformational leadership significantly influences teacher performance at various levels of education. However, studies on how Islamic leadership affects teacher performance are still limited.

In the last ten years, research on Islamic leadership has grown. However, most of it still focuses on its influence on organizations in general or student performance rather than teacher performance. For example, research by Jaya (2021) and Kuswibowo (2021) shows that Islamic leadership positively impacts organizational culture and productivity in educational institutions. However, research on how Islamic leadership affects specific aspects of teacher performance in Islamic educational institutions is still not widely explored.

This research will fill the gap by systematically reviewing the literature on Islamic leadership and teacher performance in Islamic educational institutions. This study differs from previous studies in that it will focus on the relationship between Islamic leadership and teacher performance, which has rarely been discussed in previous studies. In addition, this study will also identify the Islamic leadership factors that most affect teacher performance and provide recommendations for developing more effective leadership strategies in Islamic educational institutions.

The importance of this research lies in the fact that teacher performance is a critical factor in determining the quality of education in Islamic educational institutions. By understanding how Islamic leadership affects teacher performance, schools or educational

institutions can take strategic steps to improve leadership and, ultimately, the quality of education provided. This research also provides insight for policymakers in the field of Islamic education to formulate a leadership approach that is more based on Islamic values, which has an impact on academic outcomes and the character development of teachers and students. This study aims to conduct a systematic review of the literature that discusses the influence of Islamic leadership on teacher performance in Islamic educational institutions, identify existing research gaps, and provide recommendations for future research and practice.

## **B. METHOD**

This study uses the Systematic Literature Review (SLR) approach to comprehensively review relevant literature related to the influence of Islamic leadership on teacher performance in Islamic educational institutions. SLR was chosen to ensure that the entire process of searching, selecting, analyzing, and synthesizing literature is systematically and structured.

### **Research Questions**

This SLR begins by formulating research questions to guide the literature search and selection process. The main questions of this study are: 1) How does Islamic leadership affect teacher performance in Islamic educational institutions?; 2) What are the factors in Islamic leadership most affect teacher performance?; 3) What are the research gaps in the literature on this topic over the past ten years?

### **Inclusion and Exclusion Criteria**

Inclusion and exclusion criteria are applied to maintain the relevance and quality of the literature to be analyzed. The criteria are 1) inclusion criteria, namely journal articles published in the last ten years (2012-2022); 2) studies that discuss Islamic leadership and teacher performance in educational institutions, especially in Islamic educational institutions; 3) Articles written in the United Kingdom; 4) Full-text articles. Meanwhile, the criteria for inclusion are 1) articles that are not relevant to the topic, such as general leadership that does not refer to Islamic principles; 2) articles that discuss the influence of Islamic leadership on aspects beyond teacher performance, such as student performance or organizational efficiency in general; 3) Articles that do not provide empirical data or do not present detailed research results.

### **Data Source**

Literature searches are conducted on some of the leading scientific databases recognized for education and leadership, namely Google Scholar. In addition to the database, additional references from selected articles are also used if they are considered relevant and meet the inclusion criteria.

### **Literature Search Process**

The search strategy uses a combination of keywords relevant to the research topic, such as: "Islamic leadership" AND "teacher performance", "Islamic educational leadership" AND "teacher effectiveness". The search process is carried out by filtering the publication time between 2014 and 2024 and adjusting the inclusion and exclusion criteria that have been set.

### **Literature Selection and Screening Process**

After the literature search, the selection stage is carried out in two steps, namely 1) Initial screening based on title and abstract. Articles that do not fit the topic are eliminated at this stage; and 2) Full-text review, i.e. articles that pass the initial screening, will be analyzed in more depth to ensure their relevance to the research question and inclusion criteria. Articles that meet all the requirements will be selected for the next stage.

### **Data Coding and Extraction**

Each selected article will go through a coding process to identify themes, variables, and outcomes related to the influence of Islamic leadership on teacher performance. Coding is carried out using software such as Excel, where the extracted data will include things, namely

1) Author and year of publication to ensure the research period meets the criteria; 2) The type of Islamic leadership discussed, namely whether it is transformational, participatory, or other; 3) The main results of the research, namely the influence of Islamic leadership on teacher performance; 4) Contextual variables, for example, educational, environmental factors, organizational culture, or leadership methods; 5) Research method, namely the type of method used (qualitative, quantitative, or mixed); 6) Research limitations, namely to identify research gaps that this study can fill.

### **Data Analysis and Synthesis**

After data collection, the next step is to conduct analysis and synthesis. A thematic approach will identify common patterns, differences, and inconsistencies among existing studies. The results of this analysis will help answer research questions and highlight Islamic leadership factors that significantly influence teacher performance.

### **Identifying Research Gaps**

Research gaps will be identified based on differences in outcomes among the studies analyzed and areas that receive less attention, for example, the lack of empirical studies in the context of specific Islamic educational institutions or the lack of research linking Islamic leadership to particular aspects of teacher performance.

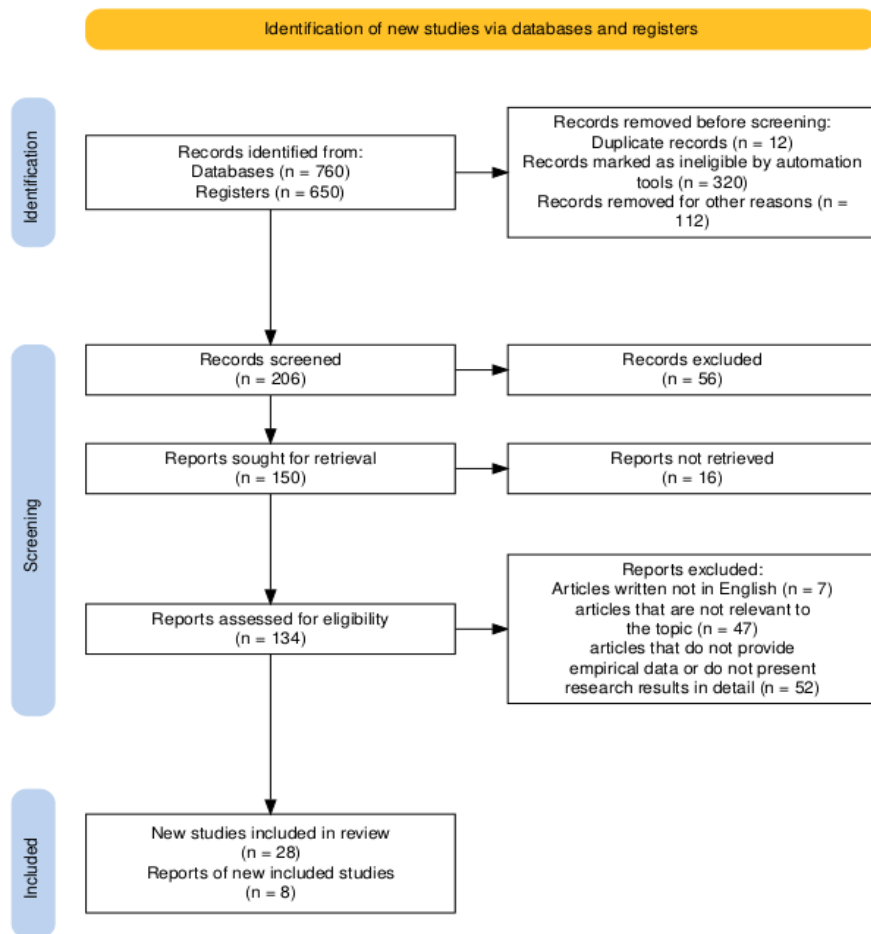
### **Results Reporting**

The results of this systematic review will be presented in the form of narratives and tables to facilitate understanding. In addition, this research will provide relevant recommendations for future research and practical implications for the development of Islamic leadership strategies in Islamic educational institutions. With this SLR method, the research is expected to provide a comprehensive overview of the influence of Islamic leadership on teacher performance and fill the existing research gap.

## **C. RESULTS OF THE DISCUSSION**

### **Results of the Literature Review**

From the literature search, as many as 760 relevant articles have been identified based on inclusion criteria. After further screening, eight articles that met the criteria were reviewed in depth (See Figure 1). These articles were published between 2012 and 2022, and the majority focused on Islamic leadership in educational institutions but with varying focuses, such as their impact on general organizational performance, student performance, and work culture. Few articles specifically discuss the influence of Islamic leadership on teacher performance in Islamic educational institutions, indicating a clear research gap in this topic.



**Figure 1.** PRISMA Flow Diagram

**Table 1.** Eligible Articles

Author	Title	Year	Source
SD Astuti, A Shodikin, M Ud-Din	Islamic leadership, Islamic work culture, and employee performance: The mediating role of work motivation and job satisfaction	2020	The Journal of Asian Finance
E Egel, LW Fry	Spiritual leadership as a model for Islamic leadership	2017	Public Integrity
A Hakim	The Implementation of Islamic Leadership and Islamic Organizational Culture and Its Influence on Islamic Working Motivation and Islamic Performance PT Bank	2012	Asia Pacific Management Review
WNW Daud, MA Rahim, AM Nasurdin	Quality of Islamic leadership and organizational performance within the takaful industry in Malaysia: a conceptual study	2014	Asian Social Science
MR Mahaputra, F Saputra	Literature review the effect of headmaster leadership on teacher performance, loyalty and motivation	2021	Journal of Accounting and Finance

AA Sabki, G Hardaker	The madrasah concept of Islamic pedagogy	2013	Educational review
S Sutarman, HK Tjahjono, T Hamami	The implementation of holistic education in Muhammadiyah's Madrasah Indonesia	2017	Dinamika ilmu
S Tambak, D Sukenti	Strengthening Islamic behavior and Islamic psychosocial in developing professional madrasah teachers	2020	Cakrawala

### **The Influence of Islamic Leadership on Teacher Performance**

Most studies show that Islamic leadership has a positive effect on teacher performance. Islamic leadership, which is based on the values of honesty, fairness, and example, is considered capable of creating a harmonious work environment and supporting the professional development of teachers. For instance, Aflah et al. (2021), Astuti et al. (2020), and Tanjung et al. (2020) found that Islamic values applied by leaders can increase teachers' work motivation, which in turn affects their performance.

Aflah et al. (2021) and Al-Mahdy et al. (2016) also emphasized that Islamic leadership positively impacts teachers' job satisfaction, especially in educational institutions that emphasize the development of students' and teachers' spiritual character. They found that teachers who worked under leaders who applied Islamic principles felt more valued and more motivated to give their best in their teaching. Islamic leadership that emphasizes moral values, such as honesty, responsibility, and concern for teachers' welfare, significantly increases their loyalty and performance.

However, some studies also show that the influence of Islamic leadership on teacher performance is not always significant without adequate structural support. A survey by Muhammadi et al. (2015) and Shulhan (2018) found that although Islamic leadership is implemented, without supportive policies and a conducive work environment, its positive influence on teacher performance can be limited. Clear management policies and continuous professional development must accompany Islamic leadership.

### **Islamic Leadership Factors that Affect Teacher Performance**

From the thematic analysis of the reviewed articles, several main factors in Islamic leadership that most affect teacher performance are identified, namely: 1) Leader example (*uswatun hasanah*), that is, leaders who behave by Islamic values, such as honesty and justice, tend to have a more substantial influence on teacher performance (Kessi et al., 2022; Taja et al., 2021); 2) Empowerment and moral support, i.e. teachers who feel morally supported by their leaders, especially in facing professional challenges, report better levels of performance (Kasa et al., 2020; Kasim, 2021; Setiawan et al., 2020); 3) Open and participatory communication, i.e. Islamic leadership that promotes open communication and involves teachers in decision-making contributes to improving their motivation and performance (Sulaiman & Ahmadi, 2020). These factors show that Islamic leadership directly influences teacher performance through example and moral support and creates an inclusive and supportive work environment.

### **Research Gaps and Limitations**

This review found some significant research gaps. Although many studies have addressed Islamic leadership in education, research exploring its influence on teacher performance in Islamic educational institutions is limited. Most studies focus more on the impact of Islamic leadership on organizational performance in general or students rather than

on teachers as individuals who play a direct role in the educational process. In addition, most existing studies tend to be descriptive and do not consider moderation or mediation variables, such as work environment, school policies, or individual characteristics of teachers. This is an essential area for further research, especially in exploring how these contextual factors affect the relationship between Islamic leadership and teacher performance.

### **Practical Implications**

The results of this study have several important implications for the development of policies and practices in Islamic educational institutions. First, leaders of Islamic educational institutions must consistently integrate Islamic values into their leadership styles to improve teacher performance. Second, leaders must provide a supportive work environment, both structurally and emotionally, so that teachers' performance can develop optimally. In addition, training and professional development based on Islamic leadership principles can also be a strategic step to strengthen the role of teachers in achieving educational goals.

This study confirms that Islamic leadership positively influences teacher performance, primarily through leadership example, moral support, and participatory communication. Nonetheless, more research is needed to understand better the factors that mediate and moderate this relationship and address the gaps in the current literature. Implementing Islamic leadership in Islamic educational institutions must be accompanied by supportive policies and a conducive work environment to maximize its positive impact on teacher performance.

### **D. CONCLUSIONS**

This study confirms that Islamic leadership positively affects teacher performance in Islamic educational institutions through leadership examples, moral support, and participatory communication. Islamic values such as honesty, fairness, and responsibility applied by leaders have created a more conducive work environment, ultimately increasing teachers' motivation and performance. However, this influence is inseparable from adequate structural support, such as clear management policies and a supportive work environment.

Although Islamic leadership significantly affects teacher performance, there is a gap in research that specifically addresses the relationship between the two in Islamic educational institutions. Further research is needed to explore the factors of moderation and mediation that can strengthen these relationships and examine the cultural context and diverse organizational environment more deeply. Thus, the implementation of Islamic leadership can be more optimal and sustainable.

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