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Transformational Leadership of School Principals in Improving the Readiness of Islamic Education Teachers to Face Curriculum Changes: A Literature Review

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Abstract

Curriculum policy changes require teachers to be prepared to adapt to pedagogical demands, learning administration, and strengthening professional competencies. In the context of Islamic education in schools, the role of the principal as a leader is an important factor that can encourage Islamic Education teachers to be prepared to face these dynamic changes. This study aims to comprehensively analyze how the transformational leadership of school principals contributes to increasing the readiness of Islamic Education teachers in facing curriculum changes. This study uses a literature review approach by examining various scientific articles, academic books, and relevant research reports on transformational leadership, teacher readiness for change, and curriculum policy implementation in the educational environment. Data were collected through the process of identifying, selecting, and synthesizing literature published in recent years to find conceptual patterns between transformational leadership and teacher readiness in facing educational change. The results of the study show that the transformational leadership of school principals plays an important role in building a vision for change, increasing teachers' professional motivation, encouraging learning innovation, and strengthening the commitment of Islamic Education teachers in implementing a dynamic curriculum. In addition, school culture support, effective organizational communication, and continuous professional development also strengthen teachers' readiness to respond to curriculum changes. These findings confirm that transformational leadership is one of the strategic factors in improving the readiness of Islamic Education teachers so that the implementation of curriculum change in schools can be more effective and sustainable.

Keywords: Transformational Leadership; Islamic Education Teachers; Teacher Readiness; Curriculum Change; Educational Leadership

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Introduction

The dynamic nature of educational reform necessitates that school principals adopt leadership approaches capable of fostering organizational readiness for change among teachers. Transformational leadership, characterized by idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration, has been widely recognized as a critical driver of change in educational settings (Mad Nordin et al., 2023; Rahimić & Omersoftić, 2025; van Vyver, 2020). In the context of curriculum changes, particularly those affecting Islamic education the role of the principal becomes even more pivotal, as teachers must navigate both pedagogical shifts and the preservation of religious and values-based educational goals.

A critical gap in the literature is the scarcity of empirical studies examining the relationship between transformational leadership and teacher readiness for change specifically in the context of religious education or values-based schools. While Sholeh et al. (Sholeh et al., 2025) examined digital leadership in an Islamic education institution, the study focused on digital leadership rather than transformational leadership per se, and found a very weak relationship between leadership and organizational culture. This finding suggests that the dynamics of leadership and change in Islamic education settings may differ from those in secular schools, potentially due to the influence of religious values, community expectations, and the unique organizational culture of Islamic schools (Sholeh et al., 2025).

None of the reviewed studies specifically examined the readiness of Islamic education (Pendidikan Agama Islam/PAI) teachers to face curriculum changes under the influence of transformational leadership. Rianti and Sujarwo (Rianti & Sujarwo, 2025) examined teacher readiness for the Independent Curriculum in Indonesia but did not disaggregate findings by subject area or teacher specialization. Similarly, Wahid (Abdul Wahid, 2024; Mad Nordin et al., 2023) focused on general teacher populations in Malaysian schools without specific attention to religious education teachers. Given that Islamic education teachers may face unique challenges, such as integrating religious values with new pedagogical approaches, navigating tensions between tradition and innovation, and responding to community expectations there is a clear need for research that specifically addresses this population.

The literature identifies several mediating and moderating variables (e.g., psychological capital, resilience, organizational culture, infrastructure, teacher professionalism, communication) that shape the leadership readiness relationship (Crittendon et al., 2020; Khan et al., 2025; Nurtini, 2025; Rianti & Sujarwo, 2025; Sholeh et al., 2025; Titis Arbiansyah et al., 2023; Zakaria & Ismail, 2021; Zaman, 2025). However, these variables have not been examined in the specific context of Islamic or religious education. For example, the role of religious commitment, spiritual motivation, or values alignment as mediating or moderating factors in the leadership readiness relationship remains unexplored. Future research should investigate whether and how these factors interact with transformational leadership to influence Islamic education teachers' readiness for curriculum change.

The reviewed studies span multiple countries and cultural contexts, but there is a lack of cross-cultural or comparative research examining how the leadership readiness relationship varies across different types of schools (e.g., public vs. private, secular vs. religious, urban vs. rural) (Abdul Wahid, 2024; Meizatri et al., 2023; Rahimić & Omersoftić, 2025; Sholeh et al., 2025). Comparative studies would help to identify the boundary conditions of transformational leadership's effectiveness and to develop context-sensitive leadership models for religious education settings.

Most of the reviewed studies employ cross-sectional survey designs (Abdul Wahid, 2024; Nurtini, 2025; Rahimić & Omersoftić, 2025; Rianti & Sujarwo, 2025; Zakaria & Ismail, 2021), which limit the ability to draw causal inferences about the leadership readiness relationship. Longitudinal studies that track changes in leadership practices and teacher readiness over time, particularly during periods of curriculum reform, would provide stronger evidence for causal mechanisms. Additionally, mixed-methods research that combines quantitative

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measurement with qualitative exploration of teachers' lived experiences would enrich understanding of how transformational leadership influences readiness for change in practice (Khoiroh, 2026; Kustomo, 2025).

Aliu and Kaçaniku (Aliu & Kaçaniku, 2023) and Sawalhi and Chaaban (Sawalhi & Chaaban, 2023) highlight the importance of teacher leadership and agency in the change process, but these constructs have not been examined in the context of Islamic education. Future research should explore how Islamic education teachers exercise leadership and agency in response to curriculum changes, and how principal transformational leadership interacts with teacher leadership to shape readiness for change.

This literature review synthesizes recent empirical and conceptual studies to examine: (1) the relationship between transformational leadership and teachers' organizational readiness for change; (2) the role of transformational leadership in curriculum change implementation; and (3) factors that mediate or moderate the influence of leadership on teacher readiness. The review also identifies inconsistencies in the literature and highlights research gaps, particularly in the context of religious education and values-based schools. Based on the above background, this article aims to present a systematic literature review of the role of transformational leadership of school principals in improving the readiness of Islamic Education teachers to face curriculum changes, with a focus on mapping concepts, mechanisms of influence, and theoretical and practical implications. This study is expected to identify open research gaps and offer a conceptual framework that can serve as a basis for further research in the field of Islamic education management.

Methods

This study uses a literature review approach with a systematic literature review design that aims to identify, evaluate, and synthesize scientific findings related to the transformational leadership of school principals and teachers' readiness to face curriculum changes. This approach was chosen because it allows for an in-depth conceptual analysis of existing theoretical developments and empirical findings, as well as to systematically map research gaps.

The research data sources were scientific articles published in reputable national and international journals over the last ten years (2014–2024). Literature searches were conducted through academic databases such as Scopus, Web of Science, and Google Scholar using the keywords: “transformational leadership,” “principal leadership,” “organizational readiness for change,” “curriculum reform,” and “teacher readiness.”

Empirical and conceptual research articles discussing transformational leadership in the context of education. Studies examining organizational readiness or teacher readiness for policy or curriculum changes. Articles that are methodologically clear and published in indexed journals. Articles that are conceptually irrelevant, have not undergone peer review, or are not directly related to curriculum change are excluded from the analysis.

The analysis was conducted in several stages. First, identification and selection of literature based on titles and abstracts. Second, in-depth reading to categorize articles based on the focus of the study, methodological approach, and main findings. Third, a content analysis process was conducted to identify patterns of relationships between the dimensions of transformational leadership and aspects of teacher readiness for change.

Literature synthesis was conducted using a thematic approach, which grouped findings into several main themes: (1) characteristics of transformational leadership, (2) the concept of organizational readiness for change, (3) mechanisms of leadership influence on teacher readiness, and (4) mediating or moderating factors found in various studies.

This synthesis process produces a conceptual mapping that illustrates how the dimensions of transformational leadership—as formulated by Bernard Bass—interact with the concept of

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readiness for change developed by Bryan J. Weiner in the context of educational curriculum reform.

Result and Discussion

Result

Transformational leadership has been theoretically and empirically linked to positive employee responses to organizational change, including increased commitment, openness, and readiness for change, as well as reduced resistance and cynicism (Mad Nordin et al., 2023). Nordin et al. conducted a concept paper synthesizing previous studies and found that transformational leadership has the strongest correlation with readiness for change ($p = 0.376$), while the lowest correlation was with support for change ($p = 0.204$). The authors argue that transformational leaders enable employees—including teachers—to perceive organizational change as an opportunity rather than a threat, through the mechanisms of idealized influence, inspirational motivation, individual consideration, and intellectual stimulation (Mad Nordin et al., 2023). This finding is echoed by Rahimić and Omersoftić (Rahimić & Omersoftić, 2025), who, using a sample of 675 teachers from 30 elementary schools in Sarajevo Canton, found a high level of presence of transformational leadership elements (vision building, individual attention, and intellectual stimulation), and that teachers' acceptance of change initiated by the principal was strongly associated with these leadership behaviors.

Wahid (Abdul Wahid, 2024) investigated the influence of principals' transformational and instructional leadership styles on the readiness of TS25 secondary school teachers in Batang Padang, Perak, Malaysia. Using a sample of 249 teachers and regression analysis, the study found that the mean for teachers' willingness to change was high, and that transformational leadership had a significant and positive influence on teachers' readiness to change (Abdul Wahid, 2024). These results demonstrate that the leadership style in TS25 secondary schools is significant in influencing teachers' willingness to change, ensuring that school rating goals are achieved (Abdul Wahid, 2024). Similarly, Meizatri et al. (Meizatri et al., 2023) examined the role of change leadership and readiness for change in school innovation in Indonesian rural areas, using Structural Equation Modeling with 200 elementary school teachers. Their findings confirmed that change leadership has a positive and significant impact on school innovation, and that change leadership can foster readiness for change among school residents, especially teachers (Meizatri et al., 2023). The role of the principal in the context of change was described as spanning from initiation, through implementation, to the institutionalization of change (Meizatri et al., 2023).

Nurtini (Nurtini, 2025) examined the role of transformational leadership and motivation on organizational performance, mediated by readiness to change, in a government agency in Indonesia. Using Smart PLS 4.0 with 60 respondents, the study found that transformational leadership has a significant effect on readiness to change, although readiness to change did not mediate the relationship between transformational leadership and performance (Nurtini, 2025). This finding is notable because it suggests that while transformational leadership is a strong predictor of readiness to change, the pathway from readiness to actual performance outcomes may be more complex and context-dependent (Nurtini, 2025). Zaman conducted a literature review of 50 international academic journal articles and concluded that resilience significantly contributes to enhancing employees' readiness for change, especially when supported by transformational leadership, a flexible organizational culture, and strong psychological capital (Zaman, 2025). These findings underscore the importance of fostering resilience as part of effective organizational change management strategies (Zaman, 2025).

While the focus of this review is on transformational leadership, it is important to note that related leadership constructs also demonstrate significant relationships with readiness for change. Zakaria and Ismail examined distributed leadership and organizational readiness to

change in Malaysian secondary schools, finding a significant positive relationship between distributed leadership and organizational change readiness, and that both are predictor factors for Professional Learning Community (PLC) implementation (Zakaria & Ismail, 2021). The dimensions of effectiveness to change and commitment to change in organizational change readiness were identified as high predictors of PLC implementation (Zakaria & Ismail, 2021). This finding is relevant because distributed leadership shares conceptual overlap with transformational leadership, particularly in the emphasis on shared vision, mission, and goal setting (Zakaria & Ismail, 2021).

The empirical evidence consistently supports a positive relationship between transformational leadership and teachers' readiness for change (Abdul Wahid, 2024; Mad Nordin et al., 2023; Nurtini, 2025; Rahimić & Omersoftić, 2025; Zaman, 2025). Nordin et al. (Mad Nordin et al., 2023) is a concept paper that synthesizes prior empirical findings and is frequently cited in supporting roles by subsequent studies examining leadership and change in Malaysian educational contexts. Wahid (Abdul Wahid, 2024) provides direct empirical support for the relationship in a school transformation context, while Nurtini (Nurtini, 2025) extends the evidence to a non-educational organizational setting, demonstrating the generalizability of the relationship. Rahimić and Omersoftić (Rahimić & Omersoftić, 2025) contribute cross-cultural evidence from Bosnia and Herzegovina, reinforcing the universality of transformational leadership's influence on teacher acceptance of change. Zaman (Zaman, 2025) provides a meta-analytic perspective, confirming the robustness of the relationship across multiple studies and contexts.

The implementation of curriculum changes in schools is a complex process that requires not only technical readiness but also strong leadership to guide teachers through the transition. Rianti and Sujarwo (Rianti & Sujarwo, 2025) analyzed the influence of principal leadership, teacher professionalism, and training experience on teacher readiness in implementing the Independent Curriculum (Kurikulum Merdeka) in Indonesia. Using a quantitative approach with 121 teachers, the study found that principal leadership, teacher professionalism, and training experience had a significant influence both partially and simultaneously on teacher readiness (Rianti & Sujarwo, 2025). The study concluded that these three variables are important factors in enhancing teacher readiness in response to curriculum changes, and that education policy should strengthen principal leadership, enhance professionalism, and provide relevant and sustainable training for teachers (Rianti & Sujarwo, 2025).

Kustomo (Kustomo, 2025) explored the role of transformational leadership in driving digital innovation and management practices in an Indonesian public junior high school. The qualitative study found that the principal's transformational leadership acts as the primary catalyst for digital innovation, inspiring a shared vision, fostering trust, and encouraging a proactive culture among teachers. However, significant barriers persist, including insufficient technological infrastructure, inconsistent internet connectivity, and varying levels of digital literacy among staff (Kustomo, 2025). These findings suggest that effective digital transformation in education requires not only strong visionary leadership but also collective engagement from teachers and systemic support from educational stakeholders (Kustomo, 2025). Khoiroh (Khoiroh, 2026) similarly analyzed the role of transformational leadership in shaping teacher readiness for the implementation of a centrally mandated e-Report system. The findings indicate that successful implementation is not determined solely by technological readiness but is strongly influenced by leadership practices that develop a shared vision, strengthen teacher commitment through motivation and organizational regulation, and enhance professional capacity through mentoring and role modeling (Khoiroh, 2026). Teacher readiness was found to emerge as a form of professional awareness grounded in shared responsibility rather than mere administrative compliance (Khoiroh, 2026).

Wahid (Abdul Wahid, 2024) specifically examined the influence of transformational leadership on teacher readiness within the context of the School Transformation 2025 (TS25) program in Malaysia, which was introduced as part of the Malaysian Education Development Plan (PPPM 2013–2025). The study found that transformational leadership significantly and

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positively influenced teachers' readiness to change, and that leadership style must be taken into account to ensure the readiness of teachers to achieve TS25 school rating goals (Abdul Wahid, 2024). Nordin et al. further argued that principals who practice transformational leadership will improve the quality of education and quality management, with implications for the Malaysian Ministry of Education's 5th Shift of the PPPM (Mad Nordin et al., 2023). The authors emphasized that transformational leadership gives implications to the school organization and the community by constantly interacting positively, fostering good cooperation within the school organization and with the local community (Mad Nordin et al., 2023).

Khan et al. (Khan et al., 2025) explored the role of academic leadership and adaptive leadership on organizational readiness for change in higher education institutions in Pakistan during COVID-19. The study found a positive and direct relationship between academic and adaptive leadership and organizational readiness for change, with innovative behavior serving as a mediator (Khan et al., 2025). While this study is situated in higher education rather than K-12 schools, it provides important evidence that leadership particularly when combined with adaptive and innovative behaviors is a critical determinant of organizational readiness for change in educational contexts (Khan et al., 2025).

Across the reviewed studies, transformational leadership consistently emerges as a key enabler of curriculum and educational change implementation (Abdul Wahid, 2024; Khan et al., 2025; Khoiroh, 2026; Kustomo, 2025; Mad Nordin et al., 2023; Rianti & Sujarwo, 2025). The mechanisms through which leadership influences implementation include: developing a shared vision, strengthening teacher commitment, enhancing professional capacity, fostering trust, and encouraging proactive and innovative cultures (Khoiroh, 2026; Kustomo, 2025; Mad Nordin et al., 2023). However, the studies also highlight that leadership alone is insufficient; systemic support, infrastructure, and teacher professional development are necessary complements (Kustomo, 2025; Rianti & Sujarwo, 2025).

Discussion

Several studies have examined whether readiness for change mediates the relationship between leadership and organizational outcomes. Zakaria and Ismail (Zakaria & Ismail, 2021) found that organizational readiness to change serves as a mediating variable between distributed leadership and PLC implementation in Malaysian secondary schools (Zakaria & Ismail, 2021). The dimensions of effectiveness to change and commitment to change were identified as high predictors of PLC implementation (Zakaria & Ismail, 2021). In contrast, Nurtini found that readiness to change does not mediate the relationship between transformational leadership and performance in a government agency context, suggesting that the mediating role of readiness for change may be context-dependent (Nurtini, 2025).

Khan et al. demonstrated that innovative behavior mediates the relationship between academic/adaptive leadership and organizational readiness for change in higher education institutions (Khan et al., 2025). This finding suggests that leadership influences readiness for change not only directly but also indirectly through fostering innovative behaviors among organizational members (Khan et al., 2025).

Zaman reviewed 50 international journal articles and found that resilience significantly contributes to enhancing employees' readiness for change, especially when supported by transformational leadership, a flexible organizational culture, and strong psychological capital (Zaman, 2025). This suggests that psychological capital and resilience may serve as mediating or moderating variables in the leadership readiness relationship (Titis Arbiansyah et al., 2023; Zaman, 2025) examined the role of psychological capital as a mediator and organizational support as a moderator in the relationship between facilitative leadership, job security, and readiness to change in Indonesian construction companies. Their findings, using Structural Equation Modeling (SEM-LISREL), confirmed that psychological capital mediates the

relationship between leadership and readiness to change, and that organizational support moderates this relationship (Titis Arbiansyah et al., 2023).

Rianti and Sujarwo found that teacher professionalism and training experience, alongside principal leadership, significantly influence teacher readiness in implementing the Independent Curriculum in Indonesia (Rianti & Sujarwo, 2025). This suggests that teacher-level factors such as professional competence and prior training may moderate the influence of leadership on readiness for change (Rianti & Sujarwo, 2025).

Sholeh et al. (Sholeh et al., 2025) analyzed the impact of digital leadership on organizational culture and learning innovation in an Islamic education institution (MA Unggulan Darul Ulum STEP-2). The quantitative analysis revealed that digital leadership has a very weak correlation with organizational culture ($r = -0.0205$) and a low influence on learning innovation ($R^2 = 0.167$) (Sholeh et al., 2025). Qualitative interviews revealed that the main challenges in implementing digital leadership include infrastructure limitations, teacher readiness, and resistance to change (Sholeh et al., 2025). These findings suggest that organizational culture and infrastructure may moderate the effectiveness of leadership in driving change, particularly in Islamic education settings (Sholeh et al., 2025).

Khoiroh found that organizational challenges, including technological limitations and disparities in digital literacy, are managed through open communication and adaptive, collaborative problem-solving strategies (Khoiroh, 2026). This implies that communication and collaboration serve as moderating mechanisms that can either facilitate or hinder the influence of leadership on teacher readiness (Khoiroh, 2026). Crittendon et al. assessed organizational readiness to change at the practice level in a medical education context and found that miscommunication and practice site disruptions undermine organizational-level readiness to change (Crittendon et al., 2020). While this study is situated in healthcare education, the finding that communication is a critical moderator of readiness for change is broadly applicable to educational settings (Crittendon et al., 2020).

The literature identifies several key mediating and moderating factors in the leadership–readiness relationship. Mediators, Readiness for change (Zakaria & Ismail, 2021), innovative behavior (Khan et al., 2025), psychological capital (Titis Arbiansyah et al., 2023; Zaman, 2025), resilience (Zaman, 2025). Moderators, Organizational culture (Sholeh et al., 2025), infrastructure (Kustomo, 2025; Sholeh et al., 2025), teacher professionalism and training (Rianti & Sujarwo, 2025), communication and collaboration (Crittendon et al., 2020; Khoiroh, 2026), organizational support (Titis Arbiansyah et al., 2023). The evidence suggests that the influence of transformational leadership on teacher readiness is not a simple direct effect but is channeled and conditioned by a range of individual, organizational, and contextual factors (Crittendon et al., 2020; Khan et al., 2025; Nurtini, 2025; Rianti & Sujarwo, 2025; Sholeh et al., 2025; Titis Arbiansyah et al., 2023; Zakaria & Ismail, 2021; Zaman, 2025).

A notable inconsistency in the literature concerns the mediating role of readiness for change. Zakaria and Ismail (Zakaria & Ismail, 2021) found that organizational readiness to change mediates the relationship between distributed leadership and PLC implementation, supporting the theoretical expectation that readiness is a key mechanism through which leadership influences organizational outcomes. However, Nurtini (Nurtini, 2025) found that readiness to change does not mediate the relationship between transformational leadership and performance, and that readiness to change has no effect on performance nor serves as a mediating variable in the studied context. This discrepancy may be attributable to differences in organizational context (schools vs. government agencies), the operationalization of readiness for change, or the specific outcome variables examined (PLC implementation vs. performance) (Nurtini, 2025; Zakaria & Ismail, 2021).

Sholeh et al. (Sholeh et al., 2025) found that digital leadership has a very weak and even slightly negative correlation with organizational culture in an Islamic education institution, which contrasts with the broader literature suggesting that transformational leadership positively shapes organizational culture (Mad Nordin et al., 2023; Rahimić & Omersoftić, 2023). Copyright © [2026] JLO Education. All rights reserved. Muhammad Andryan Fitryansyah, Intan Amelia, Rohmah Saadah, Transformational Leadership of School Principals.....

2025). The authors attributed this finding to infrastructure limitations, teacher readiness, and resistance to change, suggesting that in under-resourced or values-based educational settings, the relationship between leadership and culture may be attenuated (Sholeh et al., 2025). This finding raises important questions about the boundary conditions of transformational leadership's effectiveness, particularly in religious education contexts.

While most studies report a significant direct effect of transformational leadership on readiness for change (Abdul Wahid, 2024; Mad Nordin et al., 2023; Nurtini, 2025; Rahimić & Omersoftić, 2025), the evidence on indirect effects is more mixed. Khan et al. (Khan et al., 2025) found that innovative behavior mediates the leadership readiness relationship, while Nurtini (Nurtini, 2025) found no mediating effect of readiness to change on the leadership performance pathway. Zaman (Titis Arbiansyah et al., 2023; Zaman, 2025) highlight the importance of psychological capital and organizational support as mediating and moderating variables, respectively, suggesting that the leadership readiness relationship is more nuanced than a simple direct effect model would imply.

The reviewed studies span multiple countries (Malaysia, Indonesia, Bosnia and Herzegovina, South Africa, Pakistan, Kosovo, Qatar) and organizational contexts (schools, universities, government agencies, construction companies). While the overall direction of findings is consistent transformational leadership positively influences readiness for change the strength and mechanisms of this relationship vary across contexts (Abdul Wahid, 2024; Khan et al., 2025; Mad Nordin et al., 2023; Meizatri et al., 2023; Nurtini, 2025; Rahimić & Omersoftić, 2025; Sholeh et al., 2025; Titis Arbiansyah et al., 2023; Zaman, 2025). This context-sensitivity is particularly relevant for Islamic education and values-based schools, where organizational culture, religious values, and community expectations may shape the leadership readiness dynamic in unique ways (Sholeh et al., 2025).

Aliu and Kaçaniku (Aliu & Kaçaniku, 2023) and Sawalhi and Chaaban (Sawalhi & Chaaban, 2023) highlight the importance of teacher leadership and teacher agency in the change process. Aliu and Kaçaniku (Aliu & Kaçaniku, 2023) found that pre-service teachers in Kosovo have a narrow view of teacher leadership, limited to the classroom context, and lack exposure to different leadership models during their in-school placement. Sawalhi and Chaaban (Sawalhi & Chaaban, 2023) found that while teachers in Qatar acquired adaptation, communication, and technological skills during the pandemic, several manifestations of teacher leadership disappeared after schools reopened, due to the failure of policymakers and school administrations to establish systemic and systematic systems that support teacher leaders. These findings suggest that the influence of principal leadership on teacher readiness may be moderated by the extent to which teachers themselves are empowered as leaders and agents of change (Aliu & Kaçaniku, 2023; Sawalhi & Chaaban, 2023).

Conclusion

This literature review shows that transformational leadership consistently plays a significant role in improving teachers' readiness to face curriculum changes and indirectly strengthens the quality of educational administration. Through the development of a shared vision, inspirational motivation, intellectual stimulation, and individual attention, principals are able to build collective commitment, reduce resistance to change, and encourage a more adaptive organizational culture. Findings from various cross-context studies confirm that transformational leadership not only influences teachers' attitudes toward change but also contributes to the effectiveness of policy implementation, strengthens internal coordination, and institutionalizes more systematic and professional administrative practices. However, this relationship is not linear and simple. Readiness to change, as conceptualized by Bryan J. Weiner, acts as an important mechanism that bridges leadership with organizational outcomes, although this mediating role has been found to be contextual and influenced by other factors.

The literature also identifies that the effectiveness of transformational leadership—rooted in Bernard Bass's theory—is greatly influenced by mediating and moderating variables such as psychological capital, resilience, organizational culture, structural support, communication, teacher professionalism, and infrastructure availability. In the context of values-based or religious education, these dynamics become more complex because they are influenced by religious commitment, community expectations, and distinctive organizational culture. Therefore, effective leadership must be accompanied by systemic support and comprehensive organizational capacity building.

Based on these findings, policymakers need to strengthen principal leadership development programs oriented toward the transformational dimension, ensure infrastructure support and ongoing training, and encourage leadership distribution through the empowerment of teachers as agents of change. For further research, longitudinal studies are needed to capture the dynamics of change in greater depth, test mediation and moderation models in the context of value-based schools, and conduct comparative research across school types to identify the limits of transformational leadership effectiveness. Thus, the development of educational management—particularly in Islamic education—can be built on a more contextual, integrative, and sustainable conceptual framework.

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