

# The Relationship of the Headmaster's Transformational Leadership on Teacher's Commitment to the Instillation of al-Hikmah Values

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**To Link this Article:** <http://dx.doi.org/10.6007/IJARBSS/v15-i7/26099> DOI:10.6007/IJARBSS/v15-i7/26099

**Published Date:** 28 July 2025

## Abstract

Implementation of Al-Hikmah Education at SERI ABIM aims to develop Al-Hikmah competencies. However, the level of instillation of Al-Hikmah values has not yet reached an excellent standard. This study aims to identify the relationship between the variables under investigation. The research employs a quantitative descriptive and correlational design using a survey method. The instrument for measuring Transformational Leadership was adapted from Bass & Avolio (2000), Work Commitment from Meyer & Allen (1997), and the Instillation of Al-Hikmah Values from Fatimah Mohamed (2007), with a total of 101 items. The average Cronbach's Alpha value is 0.975. A sample of 234 respondents was selected from a population of 605 ABIM teachers using stratified sampling. Descriptive data analysis conducted using SPSS version 24 revealed that the relationship between headmasters' transformational leadership and teachers' work commitment is moderate ( $r = .674$ ). Similarly, the relationship between teachers' work commitment and the practice of instilling Al-Hikmah values is also moderate ( $r = .615$ ). This study demonstrates that the practice of instilling Al-Hikmah values has been effectively implemented in ABIM primary schools. Therefore, headmasters' transformational leadership should be optimally practised to drive schools towards greater excellence. Furthermore, the instillation of Al-Hikmah values should be strengthened to ensure high teacher commitment, which will lead to competent teachers and students with commendable character traits.

**Keywords:** Relationship of the Headmaster's, Transformational Leadership, Teacher's Commitment, al-Hikmah Values

**Introduction**

The implementation of the al-Hikmah Education (PAH) program began in ABIM primary schools in 2018 through courses, workshops, briefings, and guidance provided by the Yayasan Takmir Pendidikan (YTP), the educational agency of ABIM. However, its implementation was disrupted by school closures due to the Conditional Movement Control Order (CMCO)/Enhanced Movement Control Order (EMCO)/Recovery Movement Control Order (RMCO) during the COVID-19 pandemic from March 2020 to 2021.

Home-based teaching and learning (PdPr) were less effective due to limitations such as inadequate devices, lack of ICT facilities for internet access among students and some teachers, insufficient teaching materials, inconsistent student attendance, and other challenges. Supervision and guidance for schools could not be fully carried out due to movement restrictions and other limitations. Meanwhile, the al-Hikmah Handbook was only distributed at the beginning of 2019 to assist school leadership, management, academic, and non-academic staff.

Administrators with leadership qualities serve as a measure of teachers' commitment to the organization or school. A wise headmaster will shape teachers who exhibit high levels of commitment (Ambotang et al. 2021). Previous studies have shown that some headmasters still practice one-way communication, administrators give limited autonomy to teachers, and there is a lack of interaction between individuals (Arumugam Raman et al. 2015; Beatriz Pont 2014). Therefore, transformational leadership practices by administrators should be applied to foster committed teachers. A study by Aydin Balyer et al. (2016), found that transformational leadership by headmasters, through the constructs of inspirational motivation, intellectual stimulation, and individualized consideration, has a positive correlation with teachers' commitment in schools in Istanbul, Turkey.

The implementation of Al-Hikmah Education in instilling al-Hikmah values at the Angkatan Belia Islam Malaysia (ABIM) schools is a major agenda to build a generation of people with character and Islamic identity. Special emphasis is placed on the appreciation or internalization of divine values. Only through divine values can a divine personality be formed. According to Imam al-Ghazali (r.'a.), a divine person is someone who is close to God after successfully internalizing the attributes and names of Allah SWT (al-Asma' al-Husna). The values of al-Hikmah are divine values practiced by Luqmanul Hakim in educating his son, becoming a symbol of the Muslim community that must be appreciated and practiced as stated in Surah Luqman, verses 12-19. These verses have been 14 values: wisdom, gratitude, love, monotheism, justice, righteousness, repentance, sincerity, good deeds/worship, kindness, patience, morals, knowledge, and art/aesthetics, in shaping students' personalities to manifest the desired character competencies, which include being knowledgeable, leadership-oriented, cultured, Quran-centered, virtuous, steadfast (useful in life), proactive, sustainable, and with an ummah spirit (Siddiq Fadzil 2021).

**Problem Statement**

The lack of enthusiasm among teachers in making changes hinders the implementation of Al-Hikmah education. Some teachers still arrive late to school, shirk responsibilities and avoid accepting tasks. Such attitudes make it difficult to implement new changes due to the stigma of increased workload or a lack of appreciation for ABIM schools as institutions of struggle

(Mohd Musleh Yunos 2022). As a result, teachers show low commitment when carrying out tasks, lack motivation, are undisciplined, and frequently avoid responsibilities (Rahman 2023) due to attitudinal issues (Intan & Jamalulail, 2017). Teachers with low motivation and commitment create challenges for administrators and schools (Arumugam Raman et al. 2015).

Ming Chu and Meng Hsiu (2018), as cited in (Suhertian & Satriya 2022), stated that when organizational changes occur, employees may have varying perceptions of administrators, either positive or indifferent to the changes. These perceptions can impact teachers' work commitment. Teacher commitment tends to weaken when work pressure is high. It depends on teachers' readiness to change, acceptance of the changes, trust in administrators, and involvement in the change process to produce more committed teachers (Jenni Sullanmaa et al. 2021).

This finding aligns with the study by Magdalena Chuaidi & Jamalullail Abdul Wahab (2024), which found that stress leads to decreased performance, productivity, and teacher commitment. However, the study by Claudia Nanny Beruin & Nordin (2023) presents a contrasting perspective, suggesting that change can increase teacher commitment, motivating them to continue serving at the school due to trust in administrators, a sense of security, and job satisfaction.

One of the major challenges in implementing al-Hikmah values is building a team of educators and teachers with high integrity and credibility (Siddiq 2021). Preparing to nurture a divine generation (*rabbani*) requires the presence of educators who are rabbaniyyin-capable of instilling awareness (*al-wa'y*), encompassing Islamic awareness (*al-wa'y al-Islamiy*), national awareness (*al-wa'y al-wataniy*), and humanitarian awareness (*al-wa'y al-insaniy*)-not merely imparting knowledge, skills, and competencies.

Shaping the mission of *taw'iyah* (awareness) will produce Muslims who are conscious of their rights and responsibilities, committed citizens who fulfill their trust, and individuals aware of their humanity (*ukhuwwah insaniyyah*). This humanitarian awareness can be cultivated through education based on an Islamic worldview (*sarwa*), Islamic epistemology (philosophy of knowledge), and Islamic axiology (value system).

### **Literature Review**

Many studies have been conducted on the relationship between transformational leadership of headmasters and teachers' work commitment. However, research in private schools on the relationship between al-Hikmah education in teaching and learning is limited. This represents a research gap.

The study by Nur Jannah Keman et al. (2021) found a significant relationship between the leadership of headmasters in ABIM primary schools in the Central Zone and teachers, with a moderate correlation (positive correlation value  $r=0.446$ ,  $p=0.000$ ). This is because teachers have a deep affection for their schools and consider them as their second home. As a result, they feel happy to serve, interact warmly, and take the initiative to contribute to the school. Meanwhile, the study by Amutha Malar Teharaja & Aida Hanim A. Hamid (2021) at a Tamil National-Type School in Klang District, Selangor, found that the relationship between

transformational leadership of headmasters and teachers was moderate ( $r=0.40$ ,  $p<0.01$ ). This study also found that continuous commitment was more dominant, and the significant relationship with the headmaster was moderately correlated because the teachers had no other employment alternatives.

The study on teachers' work commitment by Saravanan Munian & Shahizan Hasan (2020) at a Tamil National-Type School in Kulim Bandar Baru found a moderately positive significant relationship between transformational leadership of headmasters and teachers' work commitment. However, Pearson correlation analysis showed a weak positive relationship between constructs such as charisma, inspirational motivation, intellectual stimulation, and individualized consideration with teachers' work commitment. The findings of Sheeila Krishnan & Mohamed Yusof Mohd Nor (2018) also indicated a significant but moderate positive relationship between headmasters' leadership and teachers' commitment in High-Performance Primary Schools in Selangor.

Al-Hikmah education places great emphasis on the role of teachers. In the Islamic educational tradition, the practice of *berguru* (learning from a teacher) explicitly highlights the authority and dignity of teachers. Past generations only sought knowledge from those widely recognized as exemplary scholars qualified to educate. Students would personally seek and select their teachers based on their expertise and outstanding character, as seen in the case of Abu Hanifah (r.a), who chose to study under Hammad ibn Abi Sulayman, a knowledgeable, pious, patient, and kind-hearted *sheikh*. Thus, the teacher-student relationship is closely tied to mutual respect and trust, with teachers granting their students permission (*ijazah*) to teach a particular field of knowledge once they have proven their competence (Siddiq Fadzil 2021). Therefore, all members of a school community must collaborate to create a conducive learning environment, guided by administrators and teachers, to build a successful school. Hashim and Shahrin (2018) stated that effective administrative leadership, as seen in Finland, influences teacher job satisfaction and enhances their performance.

Previous studies have also stated that quality administrative leadership is the cornerstone of school excellence and progress (Soh Teck Chau & Norfariza Mohd Radzi 2014). A strong relationship between administrators and teachers encourages teachers to commit to their work and collaborate to achieve the school's vision and mission (Jalet & Yunus 2021). Various efforts and strategies have been implemented to develop outstanding leaders, as a quality headmaster can cultivate committed teachers who are dedicated to their school (Philip et al. 2018).

In this context, transformational leadership is recognized as a relevant leadership style suited to current challenges in fostering dynamic leadership sustainability and school excellence. Research on the influence of headmasters' transformational leadership, teachers' work commitment, and the implementation of Al-Hikmah values in private religious primary schools is necessary, as it remains highly relevant today. Furthermore, integrating Al-Hikmah values is a fundamental requirement in value-based education, as emphasized in the Quran (Surah Luqman, verses 12-19).

The application of Al-Hikmah values represents a practical gap in education that needs to be explored in depth to enhance understanding and proper implementation, ensuring that

teachers can shape students' character in alignment with the vision and mission of the Malaysian Ministry of Education (KPM) and ABIM. Teachers must also strengthen their knowledge, skills, and teaching approaches so that the values of Al-Hikmah can be understood, internalized, and applied effectively. Teachers should play a leading role as exemplary figures for their students.

### *Purpose and Objectives*

This study aims to determine the relationship between headmasters' transformational leadership practices and teachers' work commitment, to determine the relationship between teachers' work commitment and the practice of integrating al-Hikmah values and to determine the relationship between headmasters' transformational leadership practices and the practice of integrating al-Hikmah values into teaching and learning in ABIM Islamic Primary Schools in Peninsular Malaysia.

### **Research Hypotheses**

The following are the null hypotheses for the research questions:

H<sub>0</sub>1: There is no significant relationship between headmasters' transformational leadership practices and teachers' work commitment in Islamic Primary Schools in Peninsular Malaysia.

H<sub>0</sub>2: There is no significant relationship between teachers' work commitment and the practice of integrating al-hikmah values in Islamic Primary Schools in Peninsular Malaysia.

H<sub>0</sub>3: There is no significant relationship between headmasters' transformational leadership practices and the practice of integrating al-Hikmah values.

### **Methodology**

#### *Research Design*

This study employs a survey design and a quantitative approach. It uses the survey method and Pearson correlation test to examine the relationship between the practice of transformational leadership by headmasters, work commitment and the integration of al-Hikmah values in teaching and learning at ABIM primary schools in Peninsular Malaysia. The survey method is deemed the best approach to collect original data from a large population through sampling techniques (Babbie 2015).

The dependent variables in this study are teachers' work commitment and the practice of integrating al-Hikmah values in teaching and learning, while the independent variable is the transformational leadership of headmasters. A questionnaire serves as the primary instrument for data collection through randomly selected samples representing the population. Data analysis was conducted using Statistical Package for Social Sciences (SPSS) software.

#### *Population and Sample Size*

The population size is 605 teachers, with a target sample of 234 respondents (according to Krejcie and Morgan (1970)). The researcher selected 15 ABIM Islamic Primary Schools in Peninsular Malaysia based on the number of respondents who have served for one year or more and have attended the al-Hikmah Education course to ensure that the teachers understand and master the application of al-Hikmah values. This study sample uses simple random sampling to ensure that each unit/population has an equal chance of being selected

as a respondent. This study selected ABIM schools since al-Hikmah Education is being implemented in ABIM schools and has not yet been implemented in other educational institutions.

### *Instrument*

A total of 101 instrument items were developed by adapting the Leadership Behavior instrument (Bass & Avolio, 2000), Organizational Commitment (Meyer & Allen, 1997), and the application of al-Hikmah values by adapting (Mohamed & Talib, 2007). The item construction was validated by seven experts. The response format is a 5-point Likert scale ranging from strongly agree to strongly disagree. The theories used are the Transformational Leadership Theory (Avolio & Bass, 1995; Burns, 1978), the Teacher Commitment Theory (Meyer & Allen 1997), and the underlying (Al-Ghazali 1988).

### *Validity and Reliability*

The practices of transformational leadership among school principals were measured using 36 items, 26 items on teacher work commitment, and 39 items measuring the application of al-Hikmah values in teaching and learning. A pilot study was conducted at ABIM Islamic Primary School in Selangor, involving 30 respondents who had served for one year or more. All three variables achieved a Cronbach's Alpha coefficient of 0.975, which exceeds 0.900, indicating a very high level of reliability. The highest Cronbach's Alpha ( $\alpha$ ) coefficient was for the transformational leadership instrument for school principals at ( $\alpha$ ) = 0.983, followed by the instrument measuring the application of al-Hikmah values in teaching and learning at ( $\alpha$ ) = 0.975, and the lowest was for the teacher work commitment instrument at ( $\alpha$ ) = 0.954. According to Bond and Fox (2015) as cited in (Sia et al. 2022), a Cronbach's Alpha score ranging from 0.70 to 1.00 indicates that the instrument is reliable and acceptable.

### *Data Collection and Measurement*

The Yayasan Takmir Pendidikan (YTP), which is an educational institution managing ABIM schools, granted approval before distributing the Google Form questionnaire to all schools under its management for the teachers involved in the study. In addition, the purpose of the study was explained in the questionnaire. The data collection process lasted one month to allow respondents sufficient time to answer the questions. The Statistical Package for Social Sciences (SPSS) version 26.0 was then used to analyze the data using inferential statistics. According to (Nordin & Hassan 2019), this software is used to expedite the data analysis process and ensure that accurate data is obtained in line with the study's objectives. Inferential statistical analysis was used to determine the influence of the variables.

The Pearson correlation test was conducted to assess the relationship between headmasters' transformational leadership practices, teachers' work commitment, and the practice of integrating al-Hikmah values. The relationship assessment scale is as shown in Table 1.

Table 1

*Strength of the Relationship Between Two Variables Based on Correlation Values*

Coefficient Value (r)	Strength of the relationship
±0.0-0.2	Very weak relationship
±0.21-0.4	Weak relationship
±0.41-0.7	Moderate relationship
±0.71-0.9	Strong relationship
±0.91-1.0	Very strong relationship

Source : Zawayah &amp; Norli (2010)

## Results and Discussion

### *Relationship between Headmasters' Transformational Leadership Practices and Teachers' Work Commitment*

Inferential analysis using the Pearson Correlation test was conducted to measure and determine the linear relationship between two variables: the headmaster's transformational leadership practices and teachers' work commitment, as shown in Table 3.1.

The findings show a positive correlation coefficient ( $r = 0.646$ ,  $p = 0.000$ ), indicating a significant relationship between the headmaster's transformational leadership style and teachers' work commitment in SERI ABIM schools in Peninsular Malaysia, which is at a moderate level. This result explains that teachers' work commitment, at a moderate level, has a significant positive correlation with the headmaster's transformational leadership. Therefore, the null hypothesis is rejected. Table 4.2 displays the relationship between the headmaster's transformational leadership and teachers' work commitment.

Table 2

*The Relationship Between Headmasters' Transformational Leadership and Teachers' Commitment*

	Affective Commitment	Continuance Commitment	Normative Commitment	Teachers' Commitment
<b>Ideal Influence</b>	.639**	.608**	.560**	<b>.651**</b>
<b>Intellectual Stimulation</b>	.632**	.582**	.496**	<b>.617**</b>
<b>Inspirational Motivation</b>	.616**	.581**	.506**	<b>.615**</b>
<b>Individual Consideration</b>	.630**	.578**	.517**	<b>.622**</b>
<b>Headmasters' Transformational Leadership</b>	<b>.649**</b> (moderate)	<b>.606**</b> (moderate)	<b>.535**</b> (moderate)	<b>.646**</b> (moderate)

Through the Pearson Correlation test, the variable of headmasters' transformational leadership demonstrated a significant relationship with teachers' work commitment. Each construct within the leadership practice style exhibited varying degrees of relationship strength with each construct of teachers' commitment.

The Pearson correlation coefficient ( $r$ ) values showed that the construct of ideal influence ( $r = 0.65$ ), intellectual stimulation ( $r = 0.62$ ), inspirational motivation ( $r = 0.62$ ), and individual consideration ( $r = 0.62$ ) had a moderate-level relationship with teachers' work commitment. This clearly indicates a positive relationship; the more headmasters adopt transformational leadership styles, the higher the level of teachers' commitment.

For the constructs of teachers' work commitment, affective commitment ( $r = 0.65$ ), continuance commitment ( $r = 0.61$ ), and normative commitment ( $r = 0.54$ ) is a moderate-level relationship with headmasters' transformational leadership practices was observed, with a confidence level of  $p < 0.05$ . It was also found that each variable construct had a moderate-level relationship. Overall, the study findings revealed that headmasters' transformational leadership practices and teachers' work commitment have a significant moderate correlation, with a Pearson Correlation value of  $r = 0.65$ ,  $p < 0.05$ . Based on these findings, the study's null hypothesis ( $H_01$ ) is rejected.

#### *The Relationship Between Teachers' Work Commitment and the instillation of Al-Hikmah values*

The findings of the study indicate a significant moderate-level relationship between teachers' work commitment and the instillation Al-Hikmah values among teachers in SERI schools within ABIM in Peninsular Malaysia, with a positive correlation value ( $r = 0.64$ ,  $p = 0.000$ ). This result shows that teachers' work commitment has a significant positive correlation with the instillation of Al-Hikmah values.

Table 3

#### *The Relationship Between Teachers' Work Commitment and the instillation of Al-Hikmah values*

Construct	Habituation	Advice	Role Model	Rewards	Discipline	Al-Hikmah values
<b>Affective Commitment</b>	.552**	.575**	.594**	.535**	.317**	<b>.577**</b>
<b>Continuance Commitment</b>	.528**	.520**	.532**	.503**	.408**	<b>.564**</b>
<b>Normative Commitment</b>	.615**	.592**	.601**	.591**	.413**	<b>.635**</b>
<b>Teachers' Commitment</b>	<b>.607**</b>	<b>.605**</b>	<b>.620**</b>	<b>.584**</b>	<b>.407**</b>	<b>.637**</b>
	(moderate)	(moderate)	(moderate)	(moderate)	(moderate)	(moderate)

Based on Table 3, the Pearson correlation coefficient ( $r$ ) shows that the teacher's work commitment construct has a moderate relationship with the practice of applying Al-Hikmah values. The correlation values are affective commitment ( $r=0.58$ ), normative commitment ( $r=0.56$ ), and continuous commitment ( $r=0.64$ ). This positive relationship indicates that the higher the teacher's work commitment, the higher the the instillation of Al-Hikmah values in teaching and learning.

In addition, each construct for the variable of applying Al-Hikmah values with the teacher's work commitment is at a moderate level. The correlation values for habituation ( $r=0.607$ ), advice ( $r=0.605$ ), role model ( $r=0.620$ ), rewards ( $r=0.584$ ), and discipline ( $r=0.407$ ) with the teacher's work commitment are at a moderate level, with a confidence level of  $k < 0.5$ . Overall,

the findings show a strong and significant positive relationship between each construct of teacher work commitment and the instillation Al-Hikmah values. This is evidenced by the Pearson correlation value ( $r=0.615$ ,  $p<0.05$ ). Based on these findings, the null hypothesis ( $H_02$ ) of the study is rejected.

*The Relationship between Headmasters' Transformational Leadership and the instillation of Al-Hikmah values*

The analysis findings show a significant relationship between the transformational leadership of the headmaster and the instillation of Al-Hikmah values. The relationship for the construct of the headmaster's intellectual stimulation is at a moderate level ( $r=0.438$ ,  $p=0.000$ ). This result indicates that the transformational leadership of the headmaster has a significant positive correlation with the instillation of Al-Hikmah values. Therefore, the null hypothesis ( $H_03$ ) of the study is rejected.

Each construct of the headmaster's transformational leadership shows a moderate relationship with the instillation of Al-Hikmah values, based on the correlation values for each construct, such as idealized influence of the headmaster ( $r=0.43$ ), intellectual stimulation ( $r=0.42$ ), inspirational motivation ( $r=0.42$ ), and individual consideration ( $r=0.42$ ). However, each construct for the instillation of Al-Hikmah values in relation to the headmaster's transformational leadership is only at a weak level, such as habituation ( $r=0.39$ ), advice ( $r=0.37$ ), role model ( $r=0.38$ ), rewards ( $r=0.39$ ), and discipline ( $r=0.37$ ). This is because the role of the headmaster is more focused on guiding the teachers, while the instillation of Al-Hikmah values occurs through direct interaction between the teachers and students. This explains that the influence of the headmaster's leadership style on the application of these values is indirect, mediated through the commitment and actions of the teachers. However, through the Pearson correlation test, the overall relationship between the transformational leadership of the headmaster and the instillation of Al-Hikmah values by the teachers is moderate ( $r=0.438$ ,  $p<0.05$ ). Based on these findings, the null hypothesis ( $H_03$ ) of the study is rejected. The statement is shown in Table 4.

Table 4

*The Relationship Between Headmasters' Transformational Leadership Practices and the instillation of Al-Hikmah values*

Construct	Habituation	Advice	Role Model	Rewards	Discipline	Al-Hikmah values
Ideal Influence	.399**	.376**	.386**	.377**	.363**	<b>.434**</b>
Intellectual Stimulation	.383**	.358**	.362**	.384**	.364**	<b>.423**</b>
Inspirational Motivation	.384**	.360**	.365**	.383**	.354**	<b>.422**</b>
Individual Consideration	.382**	.358**	.366**	.389**	.349**	<b>.421**</b>
Headmasters' Transformational Leadership	<b>.399**</b> (weak)	<b>.374**</b> (weak)	<b>.381**</b> (weak)	<b>.396**</b> (weak)	<b>.369**</b> (weak)	<b>.438**</b> (moderate)

In conclusion, the relationship between the principal's transformational leadership, teacher commitment, and the instillation of Al-Hikmah values is found to be at a moderate level according to Table 5. This indicates that these three variables are interrelated within the context of this study. Although the detected relationship is not very strong, it still suggests that the principal's leadership style has the potential to influence teacher commitment and the of instillation Al-Hikmah values appropriately. Therefore, the hypothesis stating that there is no relationship between these variables is completely rejected, thereby reinforcing the findings of this study.

Table 5

*The relationship between headmasters' transformational leadership, teachers' work commitment and the instillation Al-Hikmah values*

		<b>Transformational</b>	<b>Commitment</b>	<b>The instillation Al-Hikmah Values</b>
<b>Transformational</b>	Pearson	1	.646**	.438*
	Correlation	0.000	0.000	0.000
	Sig (2 tailed)	260	260	260
	N			
<b>Commitment</b>	Pearson	.646**	1	.637**
	Correlation	0.000	0.000	0.000
	Sig (2 tailed)	260	260	260
	N			
<b>The instillation Al-Hikmah Values</b>	Pearson	.438	.637**	1
	Correlation	0.000	0.000	0.000
	Sig (2 tailed)	260	260	260
	N			

\*\* . Correlation is significant at the 0.01 level (2 tailed)

#### *Relationship between Headmasters' Transformational Leadership Practices and Teachers' Work Commitment*

This study found a significant relationship between the transformational leadership style of school principals and the work commitment of teachers at SERI ABIM in Peninsular Malaysia, with the relationship being at a moderate level. This result indicates that moderate teacher work commitment has a significant positive correlation with the transformational leadership of school principals.

The transformational leadership practices of ABIM school principals, particularly the "individual consideration" construct, exhibit a stronger relationship compared to other constructs. This is due to the principals' attentiveness, willingness to assist teachers facing difficulties, understanding of teachers, guidance provided in performing tasks, and treating teachers individually during group activities, all of which garner respect for the principals.

This study aligns with the findings of Saravanan Munian & Shahizan Hasan (2020) which identified a positive and moderate significant relationship between the transformational leadership style of school principals and teacher commitment in Tamil National-Type Schools (SJKT) in the Kulim Bandar Baharu district. A sample of 200 teachers from 17 schools revealed that the principals moderately practiced charismatic constructs, inspirational motivation, intellectual stimulation, and individualized consideration. However, the relationship between these constructs and teacher commitment in SJKT schools in the Kulim Bandar Baharu district was positive but weak.

In comparison, the study by Claudia Nanny Beruin & Nordin (2023) found a strong and positive correlation between transformational leadership practices of principals and teacher commitment. The strong correlation indicates that transformational leadership practices of principals significantly boosted the commitment of 144 teachers in secondary schools (SMK) in the Lundu district of Sarawak toward their duties and responsibilities. The high level of transformational leadership practiced by the principals, particularly in the constructs of idealized influence, followed by inspirational motivation, intellectual stimulation, and individualized consideration, influenced the level of teacher commitment.

Similarly, Anuratha Mohanan (2021) found that the relationship between transformational leadership practices of school principals and teacher commitment was significantly positive and moderately strong in primary schools in the Nilai Zone. A total of 214 teachers expressed high trust in their principals, driven by the idealized influence of the principals, followed by inspirational motivation, intellectual stimulation, and individualized consideration.

In contrast, Zahari Hashim (2019) conducted a study on teachers in Chinese National-Type Primary Schools (SJKC) in the Hilir Perak district. The study revealed a strong and significant correlation between teacher commitment and the transformational leadership of school principals. This strong relationship was attributed to the close connection between principals and teachers and the mutual cooperation between both parties, which contributed to the success and excellence of the schools.

However, the relationship between transformational leadership and teacher commitment is weak due to the limited practice of transformational leadership in Ethiopia's capital, Addis Ababa, across its 11 sub-cities, including Akaky, Kaliti, Bole, and others. Teachers' commitment was rated low in terms of affective, normative, and continuance commitment. This factor led to teachers being less motivated to align with school goals, less interested in staying at the school, and less willing to collaborate with colleagues. Teachers were also less enthusiastic about teaching due to low salary returns.

Additionally, Magaña-Medina et al. (2021) found that the indirect relationship between teacher commitment and the impact of school climate is key to fostering a student-centered teaching environment. This is a result of the transformational leadership style of school principals in 26 secondary schools in Tabasco, Mexico, based on a study of 174 teachers. Furthermore, Köybaşı Şemin (2022) found that transformational leadership by school principals also has a strong impact on learning organizations and teacher commitment, with school type and sample size acting as mediators in the relationship between transformational leadership and learning organizations.

Therefore, it is essential for principals to establish consensus with teachers, show care, and build rapport with subordinates regardless of the situation. The idealized influence of principals motivates teachers to perform their duties with dedication, diligence, and perseverance, ready to make sacrifices without complaining and showing care for their students. Principals must possess knowledge, skills, a positive attitude, and a clear vision to lead schools effectively and inspire teachers to produce quality work.

#### *The Relationship between Teachers' Work Commitment and the instillation of Al-Hikmah values*

The findings indicate a significant relationship between teachers' work commitment and the practice of instilling Al-Hikmah values among SERI ABIM teachers in Peninsular Malaysia, which was observed at a moderate level. This suggests that teachers' work commitment has a moderately significant positive correlation with the implementation of Al-Hikmah values. The affective commitment of ABIM teachers is more dominant in its significant relationship with the practice of instilling Al-Hikmah values. This is because teachers' emotional attachment to the school becomes an integral part of their lives. The longer they work, the more experience they gain, enhancing their commitment as the school becomes deeply meaningful to them.

The unique qualities of ABIM schools foster greater teacher commitment. Administrators with Islamic and charismatic personalities motivate teachers to continue serving in the school, which operates autonomously. The school environment, or *biah Islamiah*, includes practices such as *usrah* (study circles), observing prayers, polite students, greetings, modest attire, discipline, and mutual respect. These aspects encourage teachers to be more committed, especially those who view their work as an act of worship. Implementing Al-Hikmah education is not easy, especially in embedding values into teaching and learning. Teachers need to be equipped with techniques, pedagogical methods, knowledge, understanding, and appreciation to develop the skills to instill values and cultivate the Al-Hikmah character competency. Without high commitment, patience, and dedication, it would merely be rhetorical, with teachers merely delivering content without impactful value application.

Effort and determination are required to ensure the Philosophy of Al-Hikmah Education is implemented effectively and contributes to true educational success. This aims to broaden character development to produce students and communities with quality and strong identities (Anuratha Mohanan 2021).

Muhammad Saiful (2018) studied character development in students at Ihya Ulumuddin Nur Sufi'yah Islamic Elementary School and Komitmen Elementary School. The findings highlighted that affective commitment was dominant. Teachers were responsible for character education, implementing the school's mission and goals, and working professionally. Normative commitment among teachers was reflected in their seriousness in carrying out tasks, focusing on student discipline, and showing care and attention. Continuance commitment involved teachers adapting and delivering the best services. The methods used for value application in character building included habituation, rewards, and discipline within school programs and activities. Teachers with high commitment in value application foster disciplined, neat, clean, prayerful, and independent students.

It is evident that there is a positive correlation between transformational leadership and teacher commitment. Furthermore, leadership style has been found to have a positive and significant impact on teacher commitment.

This aligns with the study by Mulatu Dea Lerra (2021), which found that transformational leadership of principals is positively and significantly related to teacher commitment in secondary schools in Wolaita Zone, Southern Ethiopia. Principals who practice transformational leadership take greater responsibility for their teachers. This is due to the school leaders' capability, forward-thinking approach, openness, and motivation, which elevate teacher commitment to a high level.

Ultimately, education is vital in instilling character-building values through teaching and learning rooted in the Philosophy of Al-Hikmah Education. This aims to nurture students' intellectual, emotional, and spiritual growth, enabling them to become role models for future generations. Therefore, educators within the educational system must be courageous in transforming education from mere information transfer to holistic and excellent character development.

#### *The Relationship between Headmasters' Transformational Leadership and the instillation of Al-Hikmah values*

The transformational leadership of school principals has a significant relationship with the practice of instilling Al-Hikmah values among teachers. Each construct in the leadership style exhibits varying levels of strength in its relationship with the application of Al-Hikmah values. The findings indicate that the more transformational leadership practices a principal adopts, the stronger the relationship with the teachers' application of Al-Hikmah values.

Among the constructs, intellectual stimulation by the principal shows a moderately strong relationship with the application of Al-Hikmah values, compared to other constructs such as inspirational motivation, individualized consideration, and idealized influence, which are at moderate levels.

The successful implementation of values such as patience, honesty, justice, courage, and others in teaching and learning is the responsibility of teachers, guided and monitored by the principal's leadership. This demonstrates that transformational leadership by administrators has a significant relationship with the application of noble values. Only through the reinforcement of transformational leadership by principals can the application of values be effectively implemented by teachers. The transformational leadership practices of principals significantly influence the effectiveness of teaching and the commitment of teachers in the organization, as shown in a study by Hu Huang (2023) involving 771 teachers from the Guangxi Region, China.

Similarly, a study by Muhammad Yusuf Ahmad & Syahraini Tambak, (2018) at MTs An-Nur Desa Hangtuah, Kampar, also found a positive and significant relationship between administrators and the application of noble values in teaching and learning by teachers. This demonstrates a high relationship between the transformational leadership constructs of administrators and the values inculcated by teachers through subjects such as Islamic Cultural History (SKI). Teachers instill self-confidence in students, honesty and fairness by emulating

the Prophet's life, patience and resilience by following the example of the Prophets of Ulul Azmi, courage and enthusiasm by reflecting on the struggles of the Prophet Muhammad (PBUH) and other Islamic leaders, and obedience to Allah's commands through practices like prayer, fasting, seeking knowledge, and valuing time.

At SMK Al Hikmah in Pulau Banyak, Indonesia, school administrators also contribute significantly to instilling noble values in teaching and learning. Teachers create a school culture and climate through regular, consistent personal development activities such as congregational prayers, forming orderly lines to enter class, cleanliness inspections, praying before lessons begin, and greeting teachers and peers. According to Risma Handayani et al. (2023), spontaneous activities like collecting donations for peers in distress and community support during disasters also occur. Teachers serve as role models for students, demonstrating good behavior. Disciplined teachers who arrive earlier than students, maintain cleanliness, show care, politeness, honesty, and attention toward students earn respect from the students.

Teachers also provide strong support in character-building efforts, from small to significant actions, such as maintaining personal hygiene, proper attire, toilet cleanliness, and waste management. The green school environment is preserved, and motivational quotes adorn the school and classrooms, indirectly encouraging students to develop character rooted in religious values such as discipline, cleanliness, teamwork, and environmental stewardship.

Islamic value practices train a generation of skilled and virtuous Muslims by cultivating routine activities and modeling the character of administrators and teachers. These efforts lay the foundation for fostering a holistic character among students and embedding Islamic values into their daily lives.

### **Implications the Theoretical and Model**

#### *Relationship between Headmasters' Transformational Leadership Practices and Teachers' Work Commitment*

Be positive and significant correlation between transformational leadership and teachers' work commitment reflects an influence consistent with the theories of Burns and Bass, as well as Allen & Meyer. Although the relationship is moderate, it is strong enough to demonstrate that both variables are closely linked within the educational context. This provides a foundation for recommending enhancements in transformational practices to strengthen work commitment.

This study reinforces the theoretical implications of Burns & Bass (1975, 1985), suggesting that transformational leaders can inspire followers to achieve higher levels of commitment through charismatic influence and inclusive approaches. In the educational context, the transformational practices of school principals contribute to improving school or organizational effectiveness. Meanwhile, Allen & Meyer's (1991) theory indicates that the constructs of affective, continuance, and normative commitment among teachers are strengthened through transformational leadership practices.

The moderately significant level of work commitment shows that transformational leadership can influence not only teachers' attitudes but also their behavior toward their responsibilities.

Therefore, school administrators should actively enhance transformational practices, particularly by expanding opportunities for teacher development and strengthening emotional support. Teacher training programs should align with the transformational leadership approach to support work commitment. Additionally, transformational leadership should be optimally practiced across all levels of school leadership, especially in current circumstances that demand changes and paradigm shifts in education to align with the Malaysia Education Blueprint (PPPM) 2013–2025.

Clearly, transformational leadership by school principals can shape a positive work culture, provide high motivation to subordinates, demonstrate far-reaching vision, and foster job satisfaction and work commitment toward organizational change (Windasari et al. 2022). It also plays a role in character development and enhancing student outcomes (Hazura Abd. Rahim 2023).

#### *Relationship between Teachers' Work Commitment and the instillation of Al-Hikmah values*

The findings reveal an overall strong and significant positive relationship between each construct of teacher work commitment and the practice of applying al-Hikmah values, as indicated by Pearson correlation values. The rejection of the null hypothesis ( $H_02$ ) reinforces Allen & Meyer's (1991) theory that work commitment is a critical element in ensuring the sustainability of employees' contributions to organizations and schools. This indicates that the study supports the hypothesis assumption that there is a relationship between Allen & Meyer's (1991) theory and al-Ghazali's (1988) model.

Teachers' high commitment to their schools demonstrates the effectiveness of affective, normative, and continuance commitment influences on the practice of applying al-Hikmah values. This is evident from the high findings in all three constructs.

The implications show that the school culture, which upholds al-Hikmah values, has been successfully integrated comprehensively. The relationships among teachers, students, and administrators reflect harmony and mutual respect, resulting from the internalization of these values. The school can serve as a model or reference for other institutions in developing an education approach rooted in values.

The high level of practice in applying al-Hikmah values, including all constructs, highlights the success of teachers in shaping students who are ethical, balanced, and responsible. These findings support the al-Hikmah theory and educational model, strengthening the belief that this approach is effective in modern education. They also demonstrate that holistic educational strategies can contribute to the development of high-quality human capital with strong values.

When work commitment is high, the application of al-Hikmah values such as tawhid (oneness of God), knowledge, wisdom, justice, and others can be enhanced. Committed teachers are more likely to integrate these values into their teaching and interactions with students, fostering a holistic and ethical educational culture.

Additionally, the effectiveness of leadership strategies, support systems, and organizational culture implemented by the school is evident. Teachers are not only emotionally motivated

but also morally and practically bound to continue contributing. This suggests that the existing management practices are functioning effectively. The high commitment levels across all constructs can serve as a model for other schools to assess the effectiveness of training programs and incentives in enhancing work commitment.

*Relationship between Headmasters' Transformational Leadership and the instillation of Al-Hikmah values*

The relationship between the transformational leadership of the school principal and the practice of applying al-Hikmah values indicates a moderate correlation. Similarly, the overall relationship between the principal's transformational leadership practices and the application of al-Hikmah values by teachers is also moderate.

The rejection of the null hypothesis ( $H_03$ ) indicates that the findings support the hypothesis assumption of a relationship between the transformational leadership of the school principal and the practice of applying al-Hikmah values, as outlined in the al-Ghazali Model (1988).

However, in aspects of transformational leadership involving coaching processes, providing training, inspirational motivation, and individual consideration, there is the potential to bring about leadership changes and enhance teacher commitment. This, in turn, enables teachers to effectively implement the application of al-Hikmah values in their teaching and learning. Indirectly, the school principal contributes to the practice of al-Hikmah values.

**Suggestions for Future Research**

The findings of this study can serve as a guideline for policymakers in leadership administration (Chief Executive Officers, principals, or headmasters) at Yayasan Takmir Pendidikan (YTP) and the State Islamic Religious Departments from the perspective of Islamic education. The researcher believes that various stakeholders should be involved in initiatives to enhance administrators' capabilities to excel further.

Yayasan Takmir Pendidikan is encouraged to extend its efforts to Teacher Education Institutes (IPG) to provide exposure to aspects of character development rooted in al-Hikmah values in teaching, learning, and teacher training.

Various parties, such as the Islamic Education Division, State Islamic Religious Departments, and Yayasan Takmir Pendidikan (YTP), should engage in ongoing discussions to identify gaps in terms of commitment and ethics, aiming to improve curricula, co-curricular activities, and human capital development programs.

**Conclusion**

The researcher focused on the transformational leadership style of administrators, emphasizing the construct of inspirational motivation, which has the greatest impact on teacher commitment through affective, normative, and continuous constructs. Transformational leadership by administrators has a significant relationship with teacher commitment, contributing to school excellence and student success in understanding Al-Hikmah education. The researcher also discussed the implications of the study and proposed recommendations that can be adopted by Yayasan Takmir Pendidikan, State Islamic Religious Departments, and the Islamic Education Division of the Malaysian Ministry of Education.

Additionally, the researcher suggested several future research directions and follow-up recommendations as a guide for future researchers.

### Acknowledgments

We would like to thank Yayasan Takmir Pendidikan for permitting this research among teachers at SERI ABIM, Centre Zone of Malaysia. We would also like to thank the teachers who gave their time and commitment to this rese

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