



Transformational Leadership in Developing Teachers' Innovative Culture in Islamic Education: A Case Study at MAS Diponegoro Bandung Tulungagung

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ABSTRACT

Educational transformation has increased the need for school leadership that promotes continuous innovation through organizational culture. Although previous studies have confirmed the positive influence of transformational leadership on teachers' innovative behavior, limited attention has been given to the organizational processes through which transformational leadership develops an innovative teacher culture, particularly in Islamic educational institutions. This study explores how transformational leadership shapes an innovative teacher culture in an Islamic senior high school. A qualitative case study was conducted at MAS Diponegoro Bandung Tulungagung, Indonesia. Data were collected through semi-structured interviews with ten purposively selected participants, non-participant observations, and document analysis. The data were analyzed using Braun and Clarke's thematic analysis, while trustworthiness was ensured through triangulation, member checking, and an audit trail. The findings reveal that transformational leadership fosters an innovative teacher culture through four sequential organizational processes: leadership meaning-making, which develops shared vision and commitment toward innovation; teacher empowerment, which strengthens professional autonomy and reflective practice; collaborative innovation, which promotes knowledge sharing and collective learning; and innovation institutionalization, through which innovative practices become embedded as organizational routines and professional norms. These interconnected processes culminate in a sustainable innovative teacher culture. This study extends transformational leadership theory by proposing a Conceptual Process Model of Innovative Teacher Culture Development, offering a process-oriented framework for understanding how leadership fosters sustainable teacher innovation in Islamic educational settings.

Keywords: Transformational Leadership, Teachers' Innovative Culture, Islamic Education, MAS Diponegoro Bandung Tulungagung

INTRODUCTION

The transformation of education in the twenty-first century has fundamentally reshaped the role of educational institutions from merely delivering instructional services to functioning as learning organizations capable of continuously adapting to technological advancements, evolving student characteristics, and increasing demands for educational quality. Within this context, innovation has become a critical indicator of a school's ability to maintain its quality and institutional relevance. Teachers are no longer viewed solely as curriculum implementers but also as change agents who are expected to develop creative, collaborative, and adaptive instructional practices. Consequently, the success of educational innovation depends not only on teachers' individual competencies but also on an organizational culture that encourages creativity, collaboration, reflective practice, and continuous learning throughout the school community.



Transformational leadership has been widely recognized as an effective leadership approach for promoting organizational change in educational settings. Previous studies have consistently demonstrated that transformational leadership contributes to strengthening school culture, enhancing teacher professionalism, fostering creativity, and improving instructional innovation. Alzoraiki et al. (2024) reported that transformational leadership reinforces school culture, which subsequently enhances teachers' instructional performance. Similarly, Bao (2024) found that principals' transformational leadership positively influences teachers' innovative behavior by strengthening their sense of meaning at work. Furthermore, Darmayanti et al. (2024) argued that transformational leadership enhances teachers' creativity, innovation, and self-efficacy, all of which are essential for improving instructional effectiveness. Collectively, these findings suggest that transformational leadership plays a pivotal role in creating a school environment that continuously nurtures teachers' innovative practices.

Despite these advances, research on transformational leadership in education still presents several important limitations. First, most existing studies have adopted quantitative approaches that primarily examine relationships among variables, such as the effects of leadership on teacher performance, work motivation, organizational culture, and innovative behavior. Second, previous research has focused predominantly on the outcomes of transformational leadership rather than on the organizational processes through which leadership practices cultivate an innovative teacher culture through social interaction, collective learning, and organizational dynamics. Third, within the context of Islamic schools (madrasahs), studies on transformational leadership have largely emphasized teacher professionalism, Islamic school culture, and the implementation of Islamic leadership values, while the process through which transformational leadership fosters an innovative teacher culture has received relatively limited scholarly attention.

These limitations reveal a significant research gap regarding the mechanisms through which transformational leadership fosters an innovative teacher culture in Islamic educational institutions. Existing studies generally conceptualize organizational culture as either a mediating or an outcome variable rather than as an evolving organizational process shaped through everyday leadership practices. Moreover, relatively few qualitative studies have explored teachers' lived experiences, organizational dynamics, and leadership interactions in developing an innovative culture within madrasahs. Addressing this gap is essential to achieving a more comprehensive understanding of how an innovative teacher culture emerges and develops within the organizational context of Islamic education.

Building upon this research gap, the present study offers a novel perspective by examining the mechanisms through which transformational leadership cultivates an innovative teacher culture in the context of an Islamic senior secondary school (Madrasah Aliyah). Unlike previous studies that primarily investigate causal relationships among variables, this research focuses on the organizational processes that explain how transformational leadership practices foster an innovative teacher culture as a sustainable collective organizational phenomenon. Using a qualitative case study conducted at MAS Diponegoro Bandung Tulungagung, this study seeks not only to enrich the literature on transformational leadership in Islamic education but also to contribute conceptually to educational leadership theory by proposing a process-based explanation of how an innovative teacher culture is developed within Islamic educational institutions.

METHODS

This study employed a qualitative case study design. This approach was selected because the study sought to develop an in-depth understanding of how transformational leadership practices foster an innovative teacher culture within the organizational context of Islamic education. A qualitative case study enables researchers to examine a phenomenon comprehensively within its real-life setting by drawing upon multiple sources of evidence, thereby providing a holistic understanding of leadership dynamics, organizational interactions, and participants' lived experiences (Yin, 2018). MAS Diponegoro Bandung Tulungagung was selected as the research site because the school actively implements various teacher professional development initiatives and instructional innovation programs, making it an appropriate setting for investigating the process through which transformational leadership cultivates an innovative teacher culture.

The study was conducted at MAS Diponegoro Bandung Tulungagung, East Java, Indonesia. The research site was purposively selected based on the school's distinctive characteristics, particularly its commitment to improving instructional quality and strengthening organizational culture. Participants were recruited using purposive sampling, which involves selecting individuals who possess extensive knowledge, relevant experience, and direct involvement in the phenomenon under investigation (Patton, 2014). The participants consisted of one principal, two vice principals responsible for curriculum and student affairs, four senior teachers, and three junior teachers, resulting in a total of ten participants. This composition was intended to capture diverse perspectives on transformational leadership practices and the processes through which an innovative teacher culture is developed within the madrasah.

Data were collected through semi-structured interviews, non-participant observations, and document analysis. In-depth interviews were conducted with all participants, with each interview lasting approximately 45 to 90 minutes, to explore their experiences, perceptions, and leadership practices related to the development of an innovative teacher culture. Throughout the fieldwork, the researcher also conducted non-participant observations of school activities, including classroom instruction, teacher meetings, professional development programs, and collaborative teaching practices, to gain a deeper understanding of organizational interactions. In addition, relevant institutional documents—including the school's vision and mission statements, annual work programs, academic supervision records, teacher professional development reports, and other supporting documents—were examined to facilitate data triangulation.

The data analysis process is presented through a thematic analysis flow based on Braun and Clarke (2021). The process consists of several stages, starting from data familiarization, coding, theme development, theme refinement, and interpretation to explain how transformational leadership fosters an innovative teacher culture.



Figure 1. Data Analysis Flow

Figure 1 shows the stages of data analysis conducted in this study. The process began with data familiarization through reviewing interview transcripts, observation notes, and documents. The

researchers then identified important information through coding and grouped related codes into themes. These themes were reviewed and refined based on the research objectives before being interpreted to explain the process through which transformational leadership develops an innovative teacher culture.

To enhance the trustworthiness of the findings, the study adopted the criteria proposed by Lincoln and Guba (1982), including source triangulation, methodological triangulation, member checking, and an audit trail. Source triangulation was achieved by comparing information obtained from the principal, vice principals, senior teachers, and junior teachers. Methodological triangulation involved cross-validating evidence derived from interviews, observations, and document analysis. Member checking was conducted by inviting several participants to review the researcher's interpretations to ensure that they accurately reflected their experiences and perspectives. Furthermore, all stages of data collection, management, and analysis were systematically documented as part of an audit trail to enhance the transparency, dependability, and confirmability of the research process.

RESULTS AND DISCUSSION

Result

1. Leadership Meaning-Making: Establishing the Foundation for Innovation

The findings indicate that transformational leadership at MAS Diponegoro Bandung Tulungagung begins with the process of developing a shared understanding of the meaning of innovation as an integral component of school development. Rather than framing innovation as an administrative obligation, the principal positioned it as an organizational value that should be understood and internalized by all teachers in carrying out their professional responsibilities. This process was facilitated through the establishment of a shared vision, open communication, and teachers' active involvement in discussions and decision-making processes, thereby fostering a common understanding of the school's direction for organizational change. This shared meaning served as the foundation for building trust between school leaders and teachers while reinforcing teachers' belief that each individual plays a strategic role in improving instructional quality through innovation.

This finding is illustrated by the following statement from the principal:

"Everyone in this madrasah must pursue the same goal. One of our greatest challenges is aligning the teachers' vision with the school's vision. When these two visions are aligned, teachers can clearly understand our shared goals."

This finding was further supported by observational data, which showed that the principal consistently involved teachers in coordination meetings, instructional evaluation forums, and discussions concerning the development of school programs. Throughout these activities, communication remained open, and teachers were encouraged to express their ideas and propose improvements to instructional practices. These interaction patterns suggest that the development of an innovative teacher culture begins with a process of shared meaning-making, in which innovation is collectively understood as a fundamental value underpinning organizational development.

2. Teacher Empowerment through Transformational Leadership

Once a shared understanding of the importance of innovation had been established, transformational leadership evolved into a process of teacher empowerment. The principal created a supportive work environment that enabled teachers to strengthen their professional capacity through

instructional experimentation, reflective teaching practices, and continuous professional development. Teachers were not only granted the autonomy to select instructional strategies that addressed students' learning needs but were also encouraged to evaluate and refine their teaching practices continuously. This supportive environment enhanced teachers' confidence in developing innovative ideas while strengthening their professional commitment to improving instructional quality.

As one teacher explained:

"The principal does not restrict us by insisting that we use a particular teaching method. Instead, we are given the freedom to apply different instructional approaches, which encourages us to develop our own strategies to make learning more engaging for our students."

Observational findings further demonstrated that teachers actively implemented diverse instructional strategies and adapted various learning media to accommodate students' characteristics and learning needs. Rather than exercising restrictive supervision, the principal provided teachers with opportunities to innovate through continuous guidance, professional support, and constructive feedback. These findings indicate that transformational leadership promotes teacher empowerment by cultivating professional autonomy while simultaneously creating a supportive environment for continuous instructional innovation.

3. Collaborative Innovation as an Organizational Practice

The findings reveal that innovations initially developed through individual initiatives gradually evolved into collaborative practices within the madrasah organization. Teachers regularly engaged in discussions about their instructional experiences, exchanged best practices, and collectively addressed various teaching and learning challenges. Through these interactions, innovation was no longer perceived as an individual accomplishment but rather as shared organizational knowledge that was continuously refined to enhance instructional quality.

This finding is reflected in the following statement from one of the participants:

"Teachers here regularly share their teaching experiences with one another. We exchange instructional methods to identify the most effective approaches for our classrooms."

Observational data further revealed a well-established culture of professional dialogue that occurred regularly during formal teacher meetings as well as informal discussions following classroom activities. Teachers provided constructive feedback on lesson plans, shared instructional resources, and collaboratively discussed challenges encountered in the classroom. These practices demonstrate that collaboration has become an organizational mechanism through which instructional innovations are generated, refined, and disseminated throughout the madrasah.

4. Innovation Institutionalization toward an Innovative Teacher Culture

The findings indicate that innovative practices, reinforced through continuous collaboration among teachers, gradually evolved into an integral component of the madrasah's organizational culture. Innovation was no longer dependent upon individual initiatives; instead, it became embedded as a shared professional norm, reflected in routine knowledge sharing, continuous professional learning, collaborative evaluation, and the ongoing refinement of instructional practices. Consequently, innovation

became institutionalized and emerged as a defining characteristic of the organization's educational practices.

As one participant explained:

“As teachers, we have become accustomed to trying new approaches, particularly different teaching methods that make learning more engaging and meaningful for students. Whenever we gather in the teachers' room, we frequently exchange new instructional strategies and discuss how they can be implemented in our classrooms.”

This finding was further supported by observational evidence demonstrating that various instructional improvement activities had become embedded in the school's routine organizational practices. Teachers consistently evaluated their instructional practices, shared teaching experiences, and continuously refined their lesson plans based on collective reflection. These recurring patterns indicate that innovation has become institutionalized as an organizational culture that continuously supports the improvement of instructional quality within the madrasah.

Discussion

1. Leadership Meaning-Making: Establishing the Foundation for Innovation

The findings suggest that the development of an innovative teacher culture does not begin with the implementation of innovation programs but rather with the principal's ability to construct shared meaning regarding the importance of innovation within the organizational context. In other words, changes in teachers' behavior emerge as a consequence of changes in how they perceive innovation—not merely as an administrative requirement but as an integral component of their professional identity. These findings indicate that transformational leadership operates through a meaning-making process before generating observable changes in organizational behavior.

Conceptually, these findings extend Bass and Avolio's theory of transformational leadership, particularly the dimension of inspirational motivation. Bass and Avolio (1994) argued that transformational leaders articulate a shared vision, communicate organizational goals, and inspire organizational members to transcend their individual interests in pursuit of collective objectives. However, the present study demonstrates that this process extends beyond vision articulation. The principal actively facilitated the construction of a collective understanding of why innovation is essential, enabling teachers not only to comprehend the direction of organizational change but also to internalize innovation as a core professional value that guides their instructional practices.

This perspective is consistent with Weick's (1995) sensemaking theory, which conceptualizes organizational change as the outcome of processes through which individuals construct meaning from organizational experiences. In the present study, open communication, the development of a shared vision, and teachers' active participation in decision-making served as key mechanisms through which the principal facilitated sensemaking. Through these processes, teachers gradually developed a common interpretation of the school's change agenda, allowing their readiness to innovate to emerge organically rather than being driven solely by structural or administrative pressures.

The present findings are consistent with Bao (2024), who reported that principals' transformational leadership enhances teachers' sense of meaning at work, thereby encouraging innovative behavior through a stronger understanding of organizational purpose. Likewise, Suryadi et al. (2024)

confirmed the positive influence of transformational leadership on teachers' innovative behavior across diverse educational contexts, although their study did not explain the organizational processes underlying this relationship. This limitation was further highlighted by the systematic review conducted by Liu et al. (2024), which concluded that research on teacher innovation remains predominantly quantitative and focuses primarily on relationships among variables, providing only limited insights into the mechanisms through which innovation is cultivated.

In contrast to these previous studies, the present research identifies leadership meaning-making as the initial organizational process through which transformational leadership fosters an innovative teacher culture. This process is achieved through the development of a shared vision, open communication, and teachers' participation in decision-making before progressing to teacher empowerment, collaborative innovation, and the institutionalization of innovation as an organizational culture. Accordingly, this study contributes to educational leadership theory by proposing a process-oriented model that advances understanding of how an innovative teacher culture is cultivated, particularly within the context of Islamic educational institutions.

2. Teacher Empowerment through Transformational Leadership

Teacher empowerment at MAS Diponegoro Bandung Tulungagung was manifested through the provision of professional autonomy, opportunities to experiment with instructional practices, and continuous support for professional development. Teachers were encouraged to select instructional strategies that aligned with students' learning needs while engaging in critical reflection on their teaching practices. These findings suggest that transformational leadership extends beyond communicating a vision for change; it also serves as a mechanism for strengthening teachers' professional capacity, enabling them to develop the confidence required to generate instructional innovations.

These findings reflect the individualized consideration dimension of Bass and Avolio's (1994) transformational leadership theory, which conceptualizes leaders as mentors and facilitators of individual development. Rather than merely providing direction, transformational leaders recognize the unique needs of each teacher, offer continuous professional support, and create opportunities for professional growth. In the present study, the individualized support provided by the principal encouraged teachers to exercise greater independence in making pedagogical decisions. Consequently, teacher empowerment emerged as a process of professional capacity building rather than a simple delegation of responsibilities.

The present findings are consistent with those of Zainal and Matore (2021), who demonstrated that principals' transformational leadership significantly enhances teachers' innovative behavior by strengthening their professional self-efficacy. Teachers who receive strong leadership support are more willing to explore new ideas and implement innovative instructional practices. Similarly, Wang et al. (2024) argued that transformational leadership promotes teacher autonomy by fostering a positive organizational climate, with teacher empowerment serving as a mediating mechanism. While the present findings corroborate these studies, they also reveal a more nuanced organizational process. Specifically, teacher empowerment emerged only after leadership meaning-making had been established, indicating that professional autonomy is shaped not only by organizational support but also by teachers' shared understanding of the purpose and direction of organizational change.

Conceptually, these findings extend the application of the individualized consideration dimension within Bass and Avolio's transformational leadership framework by positioning teacher empowerment as the second stage in the development of an innovative teacher culture. Empowerment not only strengthens teachers' individual competencies but also prepares them to participate in collective innovation through reflective practice, professional knowledge sharing, and the continuous refinement of instructional practices. Accordingly, transformational leadership operates as a sequential organizational process that begins with leadership meaning-making, progresses through teacher empowerment, and subsequently evolves into collaborative innovation and the institutionalization of an innovative organizational culture within the madrasah.

3. Collaborative Innovation as an Organizational Practice

Collaborative innovation at MAS Diponegoro Bandung Tulungagung emerged when innovation was no longer pursued as an individual endeavor but instead became embedded in the collective practices of the school organization. Teachers actively exchanged teaching experiences, discussed instructional strategies, and jointly evaluated innovative practices to identify more effective solutions for improving teaching and learning. These findings suggest that innovation develops through a process of social learning in which teachers continuously enrich one another's professional knowledge and experience, ultimately fostering instructional practices that are more responsive to students' learning needs.

These findings reflect the intellectual stimulation dimension of Bass and Avolio's (1994) transformational leadership theory, which emphasizes leaders' capacity to encourage organizational members to think critically, explore alternative solutions, and generate new ideas through dialogue and collaborative reflection. In the present study, the principal not only encouraged teachers to innovate but also cultivated an organizational environment characterized by openness, professional dialogue, and collective learning. Consequently, intellectual stimulation evolved into a collaborative organizational practice that strengthened the school's collective capacity for sustaining instructional innovation.

The present findings are consistent with those reported by Admiraal et al. (2021), who found that schools functioning as professional learning communities enhance teachers' professional learning through a shared vision, collaborative practices, and leadership that supports continuous learning. Likewise, De Jong et al. (2022) demonstrated that sustained teacher collaboration strengthens professional learning through reflective dialogue, the exchange of best practices, and collective problem-solving. While the present study confirms these findings, it also uncovers a more specific organizational mechanism. Collaborative innovation emerged only after teachers had experienced empowerment through transformational leadership. Consequently, collaboration functions not merely as a platform for knowledge exchange but as an organizational process through which individual professional capacities are transformed into collective capabilities for generating instructional innovation.

Drawing upon these findings, the present study identifies collaborative innovation as the third stage in the development of an innovative teacher culture. Collaboration serves as a bridge between the individual capacities cultivated through teacher empowerment and the organizational capacity required to sustain innovation over time. Accordingly, the intellectual stimulation dimension of transformational leadership extends beyond fostering individual creativity to developing a professional community characterized by shared learning, mutual support, and the collective creation of innovation as an

organizational practice. This stage subsequently provides the foundation for innovation institutionalization, in which innovative practices become embedded within the norms, routines, and culture of the madrasah rather than remaining dependent on individual initiatives.

4. Innovation Institutionalization toward an Innovative Teacher Culture

Innovation institutionalization at MAS Diponegoro Bandung Tulungagung occurred when innovative practices, initially fostered through teacher empowerment and professional collaboration, were no longer regarded as individual initiatives but became embedded within the school's organizational routines. Teachers consistently engaged in reflective teaching, shared professional experiences, evaluated instructional practices, and continuously developed innovative teaching strategies as part of their collective professional practice. These findings indicate that innovation no longer depended on particular individuals or leadership figures; instead, it evolved into an organizational norm that continuously shaped teachers' professional culture. Consequently, transformational leadership not only promoted innovative behavior but also established an organizational system capable of sustaining innovation as an enduring organizational value.

These findings suggest that the implementation of transformational leadership extends beyond the intellectual stimulation dimension proposed by Bass and Avolio (1994). Whereas intellectual stimulation emphasizes leaders' ability to encourage organizational members to think creatively and generate new ideas, the present study demonstrates that the effectiveness of transformational leadership also depends on leaders' capacity to embed innovative practices within the organization's culture. In the present context, the principal not only encouraged teachers to innovate but also established organizational mechanisms that enabled innovation to be continuously practiced, shared, evaluated, and collectively refined. Consequently, innovation underwent a process of institutionalization, evolving into a shared organizational value that guided teachers' professional practices and decision-making.

The present findings are consistent with those of Hidayat and Patras (2024), who reported that transformational leadership and a supportive school climate enhance teacher innovativeness by fostering an organizational environment conducive to creativity and professional learning. Likewise, Fahmalatif et al. (2024) argued that teacher empowerment, transformational leadership, organizational culture, and innovation collectively contribute to sustainable teacher performance by strengthening organizational capacity. Nevertheless, both studies relied primarily on quantitative approaches that emphasized statistical relationships among variables without explaining how innovation evolves into an organizational culture. In contrast, the present study demonstrates that innovation institutionalization unfolds progressively after teachers experience empowerment and engage in sustained professional collaboration. Through this process, innovation moves beyond individual behavior to become embedded within organizational routines, shared norms, and collective values that shape an innovative teacher culture within the madrasah.

Drawing upon these findings, this study identifies innovation institutionalization as the fourth stage in the development of an innovative teacher culture. At this stage, innovative practices that previously emerged through leadership meaning-making, teacher empowerment, and collaborative innovation are transformed into organizational culture through established work routines, collective learning, and a shared commitment to continuous instructional improvement. Accordingly, an innovative

teacher culture does not emerge instantaneously through leadership policies alone but develops through an institutionalization process that embeds innovation as a sustainable organizational norm. This stage provides the conceptual foundation for the Conceptual Process Model of Innovative Teacher Culture Development, which comprehensively explains the organizational mechanisms through which transformational leadership cultivates an innovative teacher culture.

5. A Conceptual Process Model of Innovative Teacher Culture Development

The findings indicate that an innovative teacher culture does not emerge as an immediate consequence of transformational leadership. Rather, it develops through a series of interconnected organizational processes that unfold progressively over time. Liu et al. (2024) argued that most studies on teacher innovation remain primarily focused on examining relationships among variables, providing limited insight into the organizational mechanisms through which innovative teacher cultures are developed. Addressing this limitation, the present study integrates its empirical findings into a Conceptual Process Model of Innovative Teacher Culture Development, which explains the sequential stages through which an innovative teacher culture is cultivated within the context of an Islamic senior secondary school (madrasah).

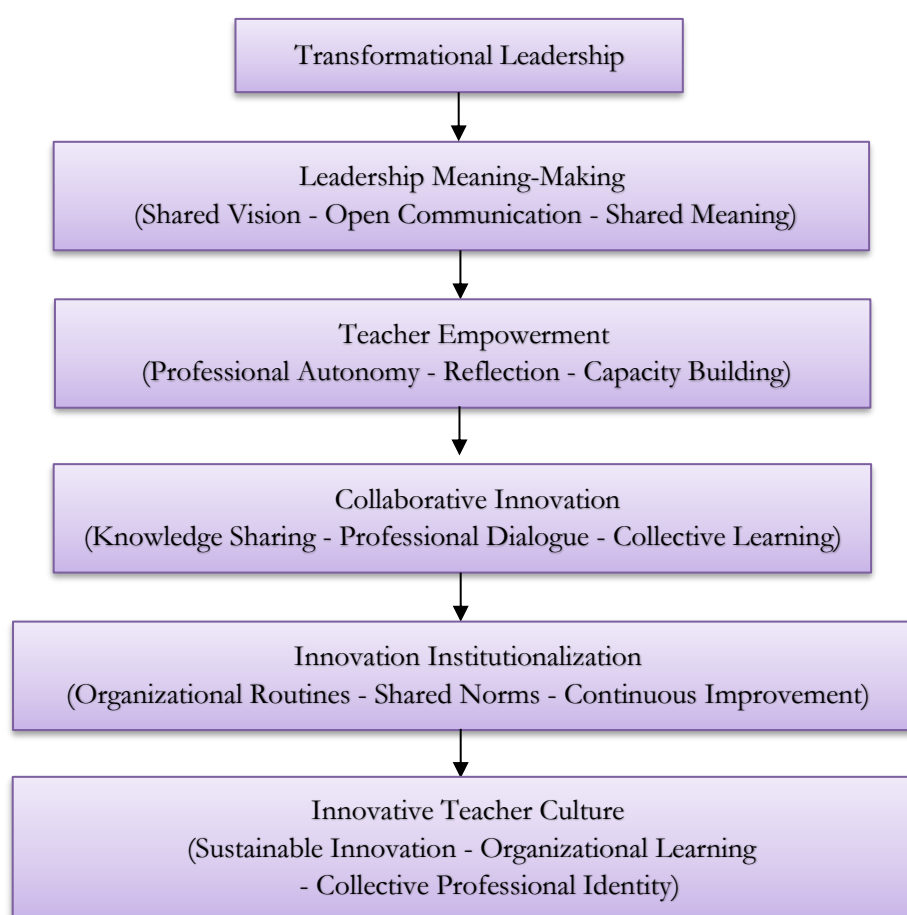


Figure 1. Conceptual Process Model of Innovative Teacher Culture Development.

As illustrated in Figure 1, the development of an innovative teacher culture follows a progressive organizational process beginning with leadership meaning-making, which establishes the foundation for organizational change through the development of shared meaning and collective commitment. This

stage is followed by teacher empowerment, which strengthens teachers' professional capacity and instructional autonomy. Subsequently, collaborative innovation transforms individual professional capabilities into collective organizational learning through knowledge sharing and collaborative practice. Finally, innovation institutionalization embeds innovative practices within organizational routines and shared professional norms, culminating in the establishment of an innovative teacher culture capable of sustaining continuous innovation beyond the influence of individual leaders.

These findings are broadly consistent with Gao et al. (2024), who argued that transformational leadership strengthens professional learning communities by promoting collaboration, collective learning, and teachers' professional development. However, their study conceptualized professional learning communities primarily as an outcome of transformational leadership rather than as a component of the broader organizational change process. Similarly, Paletta and Alimehmeti (2026) found that the relationship between principals' leadership and instructional innovation is mediated by professional learning communities. Nevertheless, their quantitative approach explained mediation effects without clarifying how these organizational processes evolve into a sustainable culture of innovation.

Unlike these previous studies, the present research demonstrates that professional learning communities—or teacher collaboration—should not be viewed as the ultimate outcome of transformational leadership but rather as one stage within a broader organizational process leading to the development of an innovative teacher culture. Specifically, the proposed model identifies a sequential mechanism that begins with leadership meaning-making, progresses through teacher empowerment, advances to collaborative innovation, continues with innovation institutionalization, and ultimately culminates in the establishment of an innovative teacher culture. Consequently, this study extends existing knowledge by explaining not only whether transformational leadership influences teacher innovation but also how this influence unfolds through interconnected organizational processes.

Conceptually, the proposed model contributes to educational leadership theory by offering an organizational mechanism that bridges transformational leadership and the development of an innovative teacher culture. Unlike previous models that primarily depict direct relationships among variables, the present framework conceptualizes an innovative teacher culture as the outcome of a dynamic and sequential organizational process. Therefore, the Conceptual Process Model of Innovative Teacher Culture Development provides a robust conceptual framework for future research seeking to examine the mechanisms underlying the development of innovative teacher cultures across diverse school settings and Islamic educational institutions with varying organizational characteristics.

CONCLUSION

This study demonstrates that transformational leadership develops an innovative teacher culture through a sequential organizational process rather than through direct influence on teachers' innovative behavior. The findings reveal four interconnected stages of innovative culture development, beginning with leadership meaning-making, where school leaders establish a shared vision and collective understanding of innovation, followed by teacher empowerment through professional autonomy, reflective practice, and continuous capacity building. These processes encourage collaborative innovation, enabling teachers to share knowledge, engage in professional dialogue, and collectively improve instructional practices. Over time, these innovative practices become institutionalized as

organizational routines, shared norms, and continuous improvement, ultimately forming a sustainable innovative teacher culture.

Conceptually, this study extends transformational leadership theory by proposing the Conceptual Process Model of Innovative Teacher Culture Development, which explains the organizational mechanisms linking transformational leadership to sustainable teacher innovation. Unlike previous studies that primarily emphasize causal relationships between leadership and innovation, this research provides a process-oriented explanation of how innovative teacher culture emerges and becomes embedded within the organizational life of an Islamic educational institution. The findings offer practical implications for school leaders seeking to foster sustainable innovation through shared vision, teacher empowerment, collaborative learning, and organizational institutionalization, while also providing a conceptual framework for future research across diverse educational settings.

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