

## TRANSFORMATIONAL LEADERSHIP TO BUILD PRODUCTIVE TEACHER WORK CULTURE

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### Abstract

A productive teacher work culture is a key factor in improving the quality of learning and overall school performance. However, many schools still face challenges such as low discipline, limited collaboration, and a lack of innovation among teachers. This study aims to analyze the principal's transformational leadership in building a productive teacher work culture at SD Muhammadiyah Sukorejo, Kendal Regency. This research employs a qualitative approach with a case study design conducted from October 2025 to March 2026. The research subjects consisted of one principal, one vice principal, three teachers, and six students selected through purposive sampling. Data were collected through in-depth interviews, participant observation, and documentation, and analyzed using data reduction, data display, and verification techniques. The findings reveal that the principal's transformational leadership is effectively implemented through four dimensions: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. The principal demonstrates strong role modeling through discipline, integrity, and Islamic values, provides inspirational motivation through consistent communication of vision and collective goals, encourages innovation and professional development among teachers, and offers individualized support through mentoring and emotional guidance. These leadership practices successfully foster a productive teacher work culture characterized by discipline, responsibility, collaboration, creativity, and continuous improvement. This study concludes that transformational leadership plays a significant role in shaping a sustainable and value-based teacher work culture, particularly in faith-based primary schools. The integration of professional and Islamic values strengthens teacher commitment and enhances overall school performance.

### Keywords

Principal Leadership, Productive Work Culture, Teacher Performance, Transformational Leadership.



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## INTRODUCTION

Preliminary observations conducted at SD Muhammadiyah Sukorejo in Kendal Regency reveal that the school demonstrates indications of a relatively strong productive work culture among teachers. Based on classroom observations and school activity monitoring, teachers show consistent discipline in attendance, timely completion of instructional administration, and active participation in both academic and non-academic programs. In addition, documentation data, such as attendance records, lesson plans, and school program reports, indicate a structured workflow and a high level of teacher involvement. Interviews with several teachers also confirm that collaboration among colleagues has been well established, particularly in lesson preparation, school events, and professional discussions. However, despite these positive conditions, teachers also report experiencing considerable workload pressures due to multiple responsibilities, including teaching, administrative duties, and involvement in institutional programs.

These findings raise an important academic concern regarding how such a productive work culture can be developed and sustained under demanding conditions. Interviews with teachers suggest that their consistency in maintaining discipline and commitment is not solely driven by formal regulations, but is strongly influenced by the principal's leadership approach, which emphasizes inspiration, participatory decision-making, and interpersonal support. Nevertheless, this situation presents a critical question: whether the observed productive work culture is structurally embedded within the school system or remains dependent on the leadership style of the current principal. Furthermore, there is a need to examine how transformational leadership practices are enacted in daily school life and how they contribute to shaping teachers' professional behavior in a sustainable manner. This gap between observed practices and the need for a deeper conceptual understanding becomes the basis of academic inquiry in this study.

The development of a productive work culture among teachers is essential for improving the quality of learning and overall school performance (Mastuti et al., 2022; Huda et al., 2022). A productive work culture reflects the values, norms, and work practices that guide teachers in carrying out their professional responsibilities effectively and consistently to achieve optimal educational outcomes (Fatimah & Rosyidah, 2021; Siahaan et al., 2023; Sarjana, 2023). In the educational context, such a culture is manifested through discipline, responsibility, commitment to quality, collaboration, and innovation in the teaching and learning process (Fania Rahma Yunanda et al., 2025; Islam et al., 2025; Harjaya & Idawati, 2022). When these values are internalized by

teachers, schools tend to experience better organizational performance and improved student learning outcomes (Mulyono et al., 2024; Sunarya, 2022; Wahyono, 2019). However, empirical data indicate that many schools in Indonesia, including at the primary education level, still face significant challenges in realizing this ideal condition. Studies show persistent issues such as low teacher discipline, weak professional collaboration, limited instructional innovation, and insufficient accountability responsibility (Silvia Agustina & Uman Suherman, 2024; Nisfa et al., 2024; Jurnal et al., 2023). This gap between normative expectations and empirical realities highlights a crucial academic problem, namely the lack of effective leadership models that are capable of systematically embedding productive work culture as a professional identity among teachers (Najib Komarudin et al., 2023; Ardila & Rigianti, 2023).

In this context, transformational leadership emerges as a strategic approach to address these challenges, particularly in shaping teacher work culture through value-based and inspirational leadership practices. Educational policies in Indonesia emphasize that principals function not only as administrators but also as instructional leaders and change agents responsible for improving educational quality (Supit et al., 2025 ; Fania Rahma Yunanda et al., 2025 ; Khairunnisa Khairunnisa et al., 2024). Conceptually, transformational leadership is characterized by four core dimensions: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration, which together form a comprehensive framework for influencing teacher behavior and organizational culture (Roni Harsoyo, 2022 ; Yakob et al., 2025). Empirical findings confirm that transformational leadership significantly enhances teacher motivation, commitment, and performance (Kwan, 2020 ; Kareem et al., 2023). However, most previous studies tend to position transformational leadership within managerial or motivational domains, without deeply exploring how its values are operationalized into concrete cultural practices in schools, particularly in primary education settings and faith-based institutions. This indicates a theoretical and empirical gap regarding how transformational leadership is conceptualized within the framework of ideal educational leadership values and how it translates into sustainable cultural transformation at the school level.

This study specifically focuses on SD Muhammadiyah Sukorejo, located in Sukorejo District, Kendal Regency, Central Java, as a contextual case to examine this gap. Preliminary data from field observations indicate that the school demonstrates relatively strong indicators of productive work culture, including high teacher attendance rates, active participation in institutional programs,

collaborative teaching practices, and consistent completion of instructional administration despite high workloads. These empirical conditions suggest the presence of a leadership model that effectively integrates organizational values, Islamic principles, and professional standards into daily practices. Therefore, this study seeks to explore how the principal's transformational leadership is formulated within the framework of ideal educational leadership values, to what extent it shapes productive teacher work culture aligned with professional and ethical standards, and how a normative model of transformational leadership can be developed to strengthen sustainable work culture in primary schools. By addressing these questions, this research not only fills the existing academic gap but also contributes to the development of a contextual and applicable leadership model for improving teacher professionalism and school performance.

Previous studies have emphasized the relationship between transformational leadership, work culture, and other supporting variables in influencing teacher performance and organizational effectiveness. Research conducted by Nasution & Sri (2025) found that transformational leadership and a positive school climate significantly improve teacher performance through strengthening psychological conditions and communication patterns in schools. Similarly, Kareem et al. (2023) revealed that transformational leadership contributes directly to teacher commitment and organizational effectiveness, particularly when supported by strong institutional management systems. Furthermore, Yakob et al. (2025) demonstrated that transformational leadership combined with organizational culture plays a significant role in enhancing teacher productivity and professional engagement. In line with this, Raharja et al. (2022) found that transformational leadership and organizational culture simultaneously influence teacher performance, indicating that leadership practices are closely linked to the formation of work behavior. In addition, Asih et al., (2023) showed that leadership, when integrated with professional competence, strengthens teacher productivity and instructional effectiveness. These studies consistently confirm that transformational leadership has a strong relationship with work culture and is often associated with other variables such as organizational climate, competence, motivation, and performance.

However, despite these contributions, several research gaps remain evident. First, most previous studies position work culture as a mediating or supporting variable rather than as a primary outcome shaped directly by leadership practices. Second, the majority of studies focus on quantitative relationships between variables, with limited exploration of how transformational leadership is enacted in real school contexts to build a productive work culture. Third, existing

research tends to emphasize general school settings without considering the unique characteristics of faith-based institutions such as Muhammadiyah schools, which integrate organizational values, religious principles, and professional demands. Fourth, prior studies often highlight outcomes such as teacher performance or motivation, but do not deeply examine the processes through which leadership values are internalized into daily work culture. Finally, there is still limited research that formulates a contextual and applicable model of transformational leadership specifically aimed at strengthening sustainable teacher work culture at the primary school level.

Based on these gaps, this study offers a clear novelty by focusing on the direct role of the principal's transformational leadership in shaping a productive teacher work culture as the main outcome, rather than as an intervening variable. This research also adopts a qualitative case study approach to provide an in-depth understanding of how leadership practices are implemented and experienced by teachers in real contexts. In addition, this study develops a contextual leadership model rooted in the values and characteristics of Muhammadiyah schools, integrating professional, organizational, and Islamic values into the formation of work culture. Thus, the novelty of this research lies in (1) positioning productive work culture as a central construct influenced directly by transformational leadership, (2) providing an in-depth qualitative analysis of leadership practices, and (3) offering a contextual and value-based model of transformational leadership that supports sustainable teacher professionalism, particularly in primary education settings.

Based on the problems and research gaps identified, this study aims to analyze how the principal's transformational leadership contributes to the development of a productive teacher work culture at SD Muhammadiyah Sukorejo, Kendal Regency. Specifically, this study seeks to: (1) describe the transformational leadership strategies implemented by the principal, (2) identify the characteristics of productive teacher work culture within the school, (3) analyse how transformational leadership practices shape and influence the formation of productive work culture, and (4) identify the supporting and inhibiting factors affecting the sustainability of productive teacher work culture.

The significance of this study is presented in two main aspects. Theoretically, this research contributes to the development of educational leadership literature by offering a deeper and more contextual understanding of how transformational leadership operates in shaping organizational culture, particularly at the primary school level. This study also enriches existing theories by positioning productive teacher work culture as a central outcome of leadership practices and by

integrating value-based perspectives within the framework of transformational leadership. Practically, this research provides important implications for school principals, educators, and policymakers in designing and implementing effective leadership strategies that foster a productive, collaborative, and sustainable work culture. The findings are expected to serve as a reference for strengthening teacher professionalism, improving school performance, and supporting the development of quality education, especially in faith-based educational institutions such as Muhammadiyah schools.

## **METHOD**

This study employs a qualitative approach with a case study design to gain an in-depth understanding of the principal's transformational leadership strategies in building a productive teacher work culture at SD Muhammadiyah Sukorejo (Hardani et al., 2020). The research site is SD Muhammadiyah Sukorejo, Sukorejo District, Kendal Regency. Fieldwork was conducted from October 1, 2025, to March 31, 2026. The study population includes 1 principal, 1 vice principal (assistant principal), 12 teachers, and 186 students. Purposive sampling was used to select key informants consisting of the principal (1), assistant principal (1), teachers (3), and students (6) based on their direct involvement in the phenomenon under study.

The data in this study consist of primary and secondary data. Primary data include participants' perceptions, experiences, and responses related to the principal's transformational leadership and the formation of a productive teacher work culture, obtained through interviews and observations. Secondary data includes supporting documents such as lesson plans (RPP), attendance records, school program reports, meeting minutes, achievement records, and photographic documentation that provide additional context and verification of the primary data.

Data collection follows a triangulation strategy: (1) semi-structured in-depth interviews with key informants to elicit perceptions and lived experiences; (2) participant observation conducted from October 15, 2025, to February 28, 2026, to document leadership practices and manifestations of teacher work culture in situ; and (3) documentation review (minutes, lesson plans/RPP, attendance lists, achievement reports, photos) to corroborate and enrich interview and observation data. The researcher acts as the primary instrument supported by interview guides, observation checklists, and document review templates; interviews are audio-recorded and transcribed for analysis (Ilhami et al., 2024).

Data analysis in this study was conducted qualitatively and carried out continuously throughout the research process at SD Muhammadiyah Sukorejo. The analysis began simultaneously with data collection by organizing field notes from observations conducted between October 15, 2025, and February 28, 2026, interview transcripts from the principal, vice principal, teachers, and students, as well as collected documents such as lesson plans (RPP), attendance records, and school activity reports. All interview recordings were transcribed verbatim, then carefully read and reviewed to identify meaningful statements related to transformational leadership practices and teacher work culture.

The next stage involved data reduction through an open coding process, where important statements were marked and grouped into initial codes such as discipline, role modeling, motivation, innovation, collaboration, and teacher support. These codes were then categorized into broader themes that reflect the dimensions of transformational leadership, namely idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration, as well as indicators of productive teacher work culture. Data that were not relevant to the research focus were set aside, while significant data were organized systematically using matrices and thematic tables to facilitate interpretation.

Furthermore, the data were displayed in the form of descriptive narratives supported by matrices that compare findings from interviews, observations, and documentation. For example, findings related to teacher discipline were cross-checked between attendance records, observation results of teacher punctuality, and interview statements from informants. This step allowed the researcher to identify patterns, relationships, and consistency across different data sources.

The final stage involved drawing conclusions and verification by continuously re-checking the findings through triangulation of sources and techniques. The researcher conducted member checking by confirming several key findings with the principal and teachers to ensure the accuracy of interpretations. In addition, document analysis was used to validate interview results, ensuring that all conclusions were grounded in empirical evidence obtained from the field. Through these systematic and iterative steps, the analysis produced findings that accurately reflect the implementation of transformational leadership and its impact on the development of a productive teacher work culture at SD Muhammadiyah Sukorejo.

## FINDINGS AND DISCUSSION

### Findings

The findings of this study reveal that the principal's transformational leadership plays a significant role in shaping a productive teacher work culture at SD Muhammadiyah Sukorejo, Kendal Regency. The leadership practices are not only reflected in managerial actions but also deeply rooted in Islamic values that influence teachers' attitudes, behaviors, and professional commitments. These findings are organized into several key themes that represent the dimensions of transformational leadership and their impact on the development of a productive work culture.

**Table 1.** Transformational Leadership in Building a Productive Teacher Work Culture at SD Muhammadiyah Sukorejo, Kendal

No.	Findings Data	Findings Data	Findings Data
1.	Transformational Leadership as a Model of Islamic Morality and Professional Integrity	Principal's moral role modeling	The principal demonstrates discipline, honesty, consistency, and humility, serving as a real example for teachers in carrying out their professional responsibilities.
		Influence on teachers	Teachers are encouraged to adopt these values, particularly in terms of discipline, responsibility, and timely task completion.
		Impact on work culture	A work culture is formed in which professional duties are not only administrative but are also perceived as acts of worship (amanah and moral responsibility).
		Strengthening work spirituality	Teachers perceive their work as a form of service (khidmah) and develop a strong spiritual orientation in their professional roles.
		Inspirational Communication and Strengthening of Collective Islamic Work Ethic	Vision delivery and motivation
2.	Encouragement of Innovation and Intellectual Development	Strengthening work motivation	Teachers feel more motivated, optimistic, and emotionally resilient in facing work challenges.
		Impact on collaboration	A harmonious working environment is established, characterized by mutual support and minimal interpersonal conflict among teachers.
		Freedom to innovate	Teachers are given opportunities to experiment with new teaching methods and utilize technology in the learning process.
		Support for	Workshops, professional discussions, and

	professional development		feedback mechanisms are provided to enhance teachers' competencies.
	Integration of Islamic values	of	Innovation is linked to Islamic values such as excellence (itqan) and the pursuit of knowledge (thalabul 'ilmi).
	Impact on instructional quality	on	Teachers become more creative, reflective, and capable of improving the quality of instruction.
3. Individualized Support and Islamic Caring Practices	Personal mentoring		The principal provides individualized attention through personal guidance and one-on-one discussions.
	Emotional support		Teachers feel valued, supported, and comfortable in expressing their concerns.
	Recognition of performance	of	Appreciation of teachers' achievements increases motivation and a sense of belonging to the school.
	Impact on commitment	on	Teachers demonstrate higher loyalty, enthusiasm, and active participation in school programs.
4. Formation of a Productive Teacher Work Culture	Discipline and responsibility	and	Teachers consistently demonstrate punctual attendance, completion of administrative tasks, and active involvement in school activities.
	Teamwork		Strong collaboration is established in both academic and non-academic activities.
	Internalization of values	of	Values such as amanah (trust), muhasabah (self-reflection), and ta'awun (cooperation) shape teachers' work behavior.
	Organizational impact		School performance becomes more structured, effective, and productive.
5. Enhancement of Teacher Performance and Instructional Quality	Lesson planning		Teachers show increased discipline in preparing lesson plans and instructional materials.
	Instructional implementation		Teachers apply more varied and adaptive teaching methods.
	Assessment practices		Teachers conduct more systematic and structured evaluations.
	Impact on students		Learning becomes more effective, interactive, and positively influences student outcomes.
6. Strengthening School Achievement through an Islamic Educational Climate	Increased teacher productivity		Teachers become more active and initiative-driven in supporting school programs.
	Harmonious school climate		A strong sense of Islamic brotherhood (ukhuwah islamiyah) is developed among school members.
	Religious activities		Religious practices strengthen discipline, unity, and shared values.
	Impact on school achievement		The school demonstrates continuous improvement in both academic and non-

7. Transformational Leadership as a Model of Islamic Morality and Professional Integrity	Principal's moral role modeling	academic achievements. The principal demonstrates discipline, honesty, consistency, and humility, serving as a real example for teachers in carrying out their professional responsibilities.
	Influence on teachers	Teachers are encouraged to adopt these values, particularly in terms of discipline, responsibility, and timely task completion.
	Impact on work culture	A work culture is formed in which professional duties are not only administrative but are also perceived as acts of worship (amanah and moral responsibility).
	Strengthening work spirituality	Teachers perceive their work as a form of service (khidmah) and develop a strong spiritual orientation in their professional roles.
8. Inspirational Communication and Strengthening of Collective Islamic Work Ethic	Vision delivery and motivation	The principal consistently communicates the vision and reinforces values such as sincerity (ikhlas), perseverance (istiqamah), and cooperation (ta'awun).
	Strengthening work motivation	Teachers feel more motivated, optimistic, and emotionally resilient in facing work challenges.
	Impact on collaboration	A harmonious working environment is established, characterized by mutual support and minimal interpersonal conflict among teachers.
9. Encouragement of Innovation and Intellectual Development	Freedom to innovate	Teachers are given opportunities to experiment with new teaching methods and utilize technology in the learning process.
	Support for professional development	Workshops, professional discussions, and feedback mechanisms are provided to enhance teachers' competencies.
	Integration of Islamic values	Innovation is linked to Islamic values such as excellence (itqan) and the pursuit of knowledge (thalabul 'ilmi).
	Impact on instructional quality	Teachers become more creative, reflective, and capable of improving the quality of instruction.
10. Individualized Support and Islamic Caring Practices	Personal mentoring	The principal provides individualized attention through personal guidance and one-on-one discussions.
	Emotional support	Teachers feel valued, supported, and comfortable in expressing their concerns.
	Recognition of performance	Appreciation of teachers' achievements increases motivation and a sense of belonging to the school.

		Impact on Teachers demonstrate higher loyalty, commitment enthusiasm, and active participation in school programs.
11.	Formation of a Discipline and Productive Teacher responsibility Work Culture	Teachers consistently demonstrate punctual attendance, completion of administrative tasks, and active involvement in school activities.
	Teamwork	Strong collaboration is established in both academic and non-academic activities.

*Source: Processed from Field Data*

## Discussion

The discussion of this study on transformational leadership in building a productive teacher work culture at SD Muhammadiyah Sukorejo, Kendal Regency, demonstrates that the principal's leadership practices are strongly aligned with the theoretical framework of transformational leadership, particularly as conceptualized by Bernard M. Bass. Transformational leadership emphasizes four core dimensions: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration, which function as key drivers in shaping organizational culture and individual behavior (Yakob et al., 2025; Sholeh, 2021; Abdul Rojak et al., 2024). The findings of this study confirm that these dimensions are not only conceptually relevant but are also empirically manifested in the daily leadership practices of the principal, particularly in integrating Islamic values into professional conduct.

In terms of idealized influence, the findings show that the principal acts as a moral role model by demonstrating discipline, integrity, and responsibility. This aligns with transformational leadership theory, which posits that leaders influence followers through exemplary behavior that builds trust and respect. This is consistent with the arguments of (Sliwka et al., 2024; Raharja et al., 2022; Widyastuti et al., 2024), who emphasize that transformational leaders serve as ethical role models capable of inspiring commitment. However, this study extends the theoretical discourse by highlighting that, in the context of Muhammadiyah schools, idealized influence is not limited to professional ethics but is deeply intertwined with Islamic moral values such as amanah and akhlaq al-karimah. This suggests that transformational leadership in faith-based schools operates within a dual framework: professional standards and spiritual accountability. From the author's perspective, this integration represents a contextual enrichment of transformational leadership theory, which is often discussed in secular organizational settings without considering religious value systems.

In the dimension of inspirational motivation, the findings reveal that the principal consistently communicates the school's vision and reinforces collective values such as sincerity

(ikhlas), perseverance (istiqamah), and cooperation (ta'awun). This supports Setyaningsih & Sunaryo, (2021), Suryati et al., (2023) and Ayep et al., (2024), who argue that transformational leaders motivate followers to transcend personal interests for collective goals. Additionally, (Bao (2024) highlights that effective leadership communication plays a crucial role in shaping organizational commitment. However, the findings of this study indicate that motivational communication is not merely strategic but also spiritual in nature, creating a deeper emotional and moral connection among teachers. An important critical insight is that while previous studies tend to frame motivation in psychological and organizational terms, this study demonstrates that spiritual motivation can be a powerful reinforcing factor in sustaining teacher commitment. This suggests a need to expand existing leadership models to incorporate value-based and spiritual dimensions, particularly in culturally and religiously grounded educational institutions.

Regarding intellectual stimulation, the findings indicate that the principal actively encourages teachers to innovate, think critically, and engage in continuous professional development. This aligns with Putu Prema Swandewi et al. (2024), who assert that leadership in the modern educational context must foster adaptability and innovation. Similarly, Rosmini et al. (2024) emphasize that transformational leadership plays a vital role in developing professional learning environments. Nevertheless, this study provides an important extension by showing that innovation is framed not only as a professional requirement but also as a moral and religious obligation, reflected in values such as *itqan* (excellence) and *thalabul 'ilmi* (the pursuit of knowledge). From a critical standpoint, this indicates that innovation driven by intrinsic and spiritual motivation may be more sustainable compared to innovation driven solely by external demands. Therefore, the author argues that integrating ethical and spiritual dimensions into intellectual stimulation can strengthen long-term professional development among teachers.

In terms of individualized consideration, the findings demonstrate that the principal provides personal attention, emotional support, and recognition of teacher achievements. This is consistent with (Mulyono et al., 2024), who state that individualized consideration enhances professional growth and interpersonal relationships. Lapir, (2024) further emphasizes that such leadership practices contribute to job satisfaction and organizational performance. However, this study highlights that individualized support is enriched by Islamic values such as *rahmah* (compassion), *sabr* (patience), and *'adl* (fairness), which strengthen emotional bonds between leaders and teachers. From the author's perspective, this suggests that leadership effectiveness is not

solely determined by managerial competence but also by the leader's ability to build meaningful and value-based relationships. This finding challenges the conventional view that leadership effectiveness is primarily technical, proposing instead that emotional and spiritual intelligence are equally critical.

Furthermore, the findings indicate that a productive teacher work culture is characterized by discipline, responsibility, collaboration, innovation, and continuous improvement. This is in line with Kadarsih et al. (2020), who define productive work culture as a system of shared values and professional commitments. These findings are also supported by national policy frameworks such as the Ministry of Administrative Reform Regulation No. 39 of 2012 and Law No. 5 of 2014, which emphasize integrity, professionalism, and accountability. However, this study reveals that the internalization of work culture is significantly strengthened when these values are connected to spiritual meanings, such as *amanah* and *muhasabah*. This suggests that cultural transformation in schools is more effective when it is value-driven rather than compliance-driven. The author argues that this approach can create a deeper sense of ownership and responsibility among teachers, which is often lacking in purely bureaucratic systems.

Moreover, the discussion shows that the formation of a productive work culture is influenced by multiple interconnected factors, including leadership, teacher motivation, competence, and organizational climate (A'yun, 2022). This finding is consistent with Angga & Iskandar, (2022), who emphasize the importance of synergy between leadership, teamwork, and innovation in educational organizations. However, this study highlights that transformational leadership acts as the central integrative force that aligns these factors into a coherent system. From a critical perspective, this suggests that without strong leadership, other factors such as competence and motivation may not effectively translate into a productive work culture. Therefore, leadership should be viewed not only as one of many variables but as a key driver that orchestrates organizational dynamics.

Overall, this study concludes that transformational leadership, when implemented through consistent role modeling, inspirational communication, intellectual stimulation, and individualized support, significantly contributes to the development of a productive teacher work culture. While these findings confirm existing transformational leadership theories and empirical studies, this research offers a distinctive contribution by demonstrating how leadership practices can be contextualized within Islamic values and applied in primary school settings. The author argues that this value-based approach represents an important advancement in educational leadership

discourse, particularly in developing sustainable and meaningful work cultures in schools.

## CONCLUSION

This study concludes that the principal's transformational leadership at SD Muhammadiyah Sukorejo, Kendal Regency, plays a central role in shaping a productive teacher work culture through the implementation of role modeling, inspirational communication, intellectual stimulation, and individualized support. These leadership practices are reflected in the development of teacher discipline, responsibility, collaboration, innovation, and continuous professional improvement, which collectively strengthen the quality of teaching and overall school performance. The findings show that transformational leadership not only influences teachers' motivation and professional behavior but also facilitates the internalization of organizational and Islamic values, resulting in a sustainable and value-based work culture. Furthermore, the study identifies that the success of building a productive work culture is supported by a combination of strong leadership, teacher commitment, and a conducive organizational environment, while challenges arise from workload demands and varying levels of teacher adaptability. Overall, this research emphasizes that transformational leadership, when implemented consistently and contextually, is effective in fostering a productive, collaborative, and sustainable teacher work culture in primary education settings.

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