

# Artikel Niam

*by* Syamsun Niam

---

**Submission date:** 04-May-2023 05:18PM (UTC+0700)

**Submission ID:** 2083950092

**File name:** J\_Vol\_17,\_2021\_Transformasional\_LeadershiP\_Tim\_Internasional.pdf (1.81M)

**Word count:** 4457

**Character count:** 25603



**TECHNIUM**  
SOCIAL SCIENCES JOURNAL

**Vol. 17, 2021**

**A new decade  
for social changes**

[www.techniumscience.com](http://www.techniumscience.com)

ISSN 2668-7798



9 772668 779000

**1**  
**Transformational Leadership in Human Resources  
Development to Improve Education Quality in Min 9 Blitar  
and Mi Wakhid Hasyim Blitar**

**Ibadul Mutho'i<sup>1</sup>, Akhyak<sup>2</sup>, Syamsun Ni'am<sup>3</sup>, Ngainun Naim<sup>4</sup>, Asrop Safi'i<sup>5</sup>,  
Maftukhin<sup>6</sup>**

<sup>1 2 3 4 5 6</sup>Islamic Education Management, IAIN Tulungagung, Indonesia

imam2009wahyudi@gmail.com

**1**  
**Abstract.** Transformational leadership is an effort to improve the quality of educational institutions. Transformational leadership is an effort to move educational organizations / institutions to achieve educational goals with all transformational attributes. These attributes are packaged in the form; efforts to establish a vision-mission or set the direction of the school, efforts to develop human resources (HR), and transformational leadership efforts in redesigning the organization. This phenomenon raises an idea in the form of transformational leadership in improving the quality of education with all its attributes. This research uses a qualitative approach, a type of case study with a multi-case design. The results showed that transformational leadership in developing human resources was carried out by increasing the level of higher education, workshop activities, training and competency improvement training, religious motivation, performance appraisal, fingerprinting, good examples, external tutors, adding authority and position.

**Keywords.** Transformational Leadership, Human Resource Development, Education Quality

### **A. Introduction**

The quality of education is the hopes, ideals and goals of every educational institution. This is due to the rapid development of science and technology that requires educational institutions to improve their quality. In the educational institution system, graduates are the focus of the goal, the quality of graduates are not possible without a quality education process. A quality education process cannot be achieved without the right school organization (Meilina Bustari, 2010: 176). This is in line with research in several countries, to determine the success of the quality of education. Supporters of OBE approach, Spady (1994) believed that all students can learn and succeed, but not all at the same time or in the same way, and success would breed more success. In other words, students can achieve high standards if they are given the appropriate learning opportunities (Sam Man Keong, et al, 2020, 1) School organizations are the ability of educational institutions to manage input, process, and output of graduates according to predetermined expectations.

The efforts made by the government to improve the quality of education. Government Regulation of the Republic of Indonesia Number 32 of 2013 concerning Amendments to Government Regulation Number 9 of 2005 concerning National Education Standards, namely

the Scope of National Education Standards covering Content Standards, Process Standards, Graduates Competency Standards, Teachers and Education Personnel Standards, Facilities and Infrastructure Standards, Standards Management, Financing Standards, and Education Assessment Standards. Improving the quality of education is one of the important themes in the implementation of education. One of the supporting elements for improving the quality of education is the role of the principal in leading the institution. Edmonds in Muhaimin and friends wrote in his research, namely schools that improve their work performance are led by good principals (Muhaimin et al, 2009: 10). This statement is supported by Sulastri's research, namely the principal's leadership has a positive and significant effect on school quality (Sulastri, Nurkolis, Rasiman, 2017: 359). Thus, the leadership of the principal is an alternative in improving the quality of education.

The characteristics of a superior and qualified principal will give the development transformative leadership. The U.S Department of Education Publication Guide states that it is related to the characteristics of superior school principals, namely that the principal has a broad, clear, active, ambitious and performance-oriented vision. Thus the characteristics of superior school principals are always trying to realize the vision and mission or goals of the institution that has been set. The role of the leader / principal in developing the vision is identified as a crucial aspect of organizational effectiveness (J.M. Kouzes & B.Z. Posner, 1987: 31). Transformation is the key word in achieving the school goals. Through transformation, organizational performance will run well so that programs that have been launched will be realized effectively. Headmaster leadership excellence as a leader of high-performing school Headmasters need to understand the significant role in influencing commitment and teacher job satisfaction towards creating an excellent school. High-performing schools are schools that achieve the best level, quality and excellence in all areas related to academics, character building, management, communications, infrastructure, and most importantly, leadership (Jamalullail Abdul Wahab et al, 2014, 1)

The Transformational leadership requires the leader to be a respected motivator, able to motivate his subordinates to achieve goals, influence to improve the group and culture. Finally, and perhaps one of the more important components in retaining a high quality workforce, is the intense commitment that this CEO continually demonstrates people. He frequently becomes involved in helping out employees personally (Bruce J. Avolio and Bernard M.Bass. 2002: 14).

It also influences the interpretation of knowing events to followers, organizing activities to achieve goals, and maintaining cooperative relationships. Competencies that need to be possessed by a leader of education in order to face the global era, such as: the ability to anticipate, the ability to recognize and address the problem, the ability to accommodate, the ability to reorient, generic competences, managing self skills, mobilizing innovation and change, then the school able to create learners who have personal integrity, discipline, creative, innovative, and competitive. (Agustinus Hermino, 2016: 1)

In relation to transformational leadership, Aan Komariah and Cepi Triatna explain that transformational leadership is a process in which leaders and followers mutually raise themselves to a higher level of morality and motivation (Aan Komariah and Cepi Triana, 2006: 77). Leaders are people who are aware of the principles of organizational development and the performance of their followers so that they try to improve the quality of their leadership as perfect as possible through motivating their followers. As the results of research in Temerloh Malaysia related to transformational leadership show that The result of the study showed that the practice of transformational leadership by headmasters in the district of Temerloh, Malaysia, was at a high level and teacher's job satisfaction was high too, and there exist a The significant

relation between the level of transformation leadership and teachers' job satisfaction while teachers' commitments were average (Jamalullail Abdul Wahab et al, 2014, 1).

### **B. Research method**

The method used by the researchers in writing this journal is field research. Researchers examined directly on data sources in the field, namely schools / madrasahs. This research is conducted naturally because the object under study is an object that runs as it is without any manipulation by the researcher and the position of the researcher does not affect the existence and dynamics of the object of research. In collecting the data, the writer used in-depth interview method, Documentation, and participant observation.

### **C. Results and discussion**

Based on the research findings that are processed into proportions, the transformational leadership of the head of madrasah in developing human resources (HR) to improve the quality of education is as follows:

#### **1. The latest information related to the development of education as a basis for human resource development (Future Issues / Future Change Orientation)**

The development of education is in line with the development of information and technology advances. This situation can be seen from the teaching and learning process carried out inside and outside the classroom colored by the use of information technology-based learning media. So, in line with the thinking above which states, the transformational leadership of the madrasah principal in developing the quality of human resources is oriented towards advances in science and technology. Rapid technological advances, especially in the field of digitization, have made educators and education personnel to take advantage of these media to improve the quality of education.

As stated by Joseph M. Juran quality is product features that meet customer needs (Joseph M. Juran, 1998: 21). In the era of fast paced, data base, there is no distance between the space and time of teaching staff and education personnel, it is necessary to transform service management into the teaching-learning activity process. This phenomenon certainly does not escape the influence of the disruption era 4.0, where everything can be connected and integrated through a database. So, the use of digital media in the form of the internet, smartphones, and other social media can support the transformational leadership of madrasah principals in improving the quality of education.

In line with what has been explained above, the development of education is in line with the development of information and technology advances. Every change in the form of advances in information and technology will certainly be a discourse in developing educational progress in Madrasah / Schools. This is certainly in line with the opinion of Noeng Muhadjir who stated that one of the efforts to develop curriculum is through a technological approach subject approach and a social reconstruction approach. The academic subject approach is part of the development of curriculum. This idea is certainly in line with the above research findings, namely to improve the quality of education oriented towards changes that will / are happening in the future. The most noticeable changes are related to advances in technology and information. Thus, if education in Indonesia is able to equip students with the knowledge and skills are adequate, then a graduate education in Indonesia will have the confidence and motivation to develop themselves optimally, so it can be believed that Indonesia is able to compete globally in the era of the ASEAN Economic Community (MEA) at this time.

The use of technology is commonplace and mandatory for educators and education personnel in today's digital era. Through this media, the performance of teaching staff and education personnel becomes more efficient. This efficiency is due to the sophistication of the media which is integrated with a universal database. For example, in digging up information related to learning devices and media, teachers just need to browse through the pages that have been provided by trusted sites on the information media and technology network. So, orientation towards changes in technology and information (the future) becomes one of the processes for developing human resources (HR) in educational institutions. This process (human resource development) will certainly have an impact on improving the quality of education. Because there is a lot of access to exploring various learning media, approaches in the learning process, and other innovations that can support the process of achieving educational goals in accordance with the predetermined vision and mission.

### **2. Increasing the higher education levels.**

An increase in higher education levels is carried out by the principal of madrasah to spur the development of human resources in his institution. Motivation to continue education at a higher level is certainly not an easy matter. It takes a humanistic approach and the right steps to trigger it. The humanistic step taken by the head of the madrasa is to provide counseling and guidance during official meetings regarding the importance of science. The concept of lifelong learning is the main motivation in placing the teacher as a person who is aware and knows the importance of science.

Educators and education staff are always invited to use their potential minds and thoughts by continuing to study at a higher level. Without the existence of facilities in the form of higher education institutions in the form of tertiary institutions, of course there will be difficulties in developing the potential, talents, and hidden interests of each of the educators and educational staff. So, the leadership of the head of madrasah in developing the quality of human resources to improve the quality of education can be done by continuing education at a higher level.

### **3. Workshop, training and competency improvement training**

Workshops, training and competency improvement training are among the means to develop the quality of human resources to improve the quality of education. Through education and training activities, leaders or principals of madrasah can invite all educators and education personnel to think, ask questions, make assumptions about problems in the institution to find solutions. This is of course in line with the concept of transformational leadership stated by Bernard M Bass. The transformational leadership style in developing human resources is to invite his subordinates to think, ask questions, make assumptions, ideas and reframe problems using new ways and new solutions (Bernard M Bass , 2006: 6).

From the opinion of Bernard M Bass above, there are several points that can be described related to transformational leadership in developing human resources to improve the quality of education. First, invite subordinates to think. The process of presenting an educator who always thinks about the progress of students' academic achievement is not an easy matter. This process requires a variety of stimuli, stimuli, and approaches. One of the efforts made by the transformational leadership style in developing human resources to improve the quality of education is through workshops, training and training activities. This process essentially provides space for all educators and education staff to always think about academic progress.

This progress is marked by the follow-up after these activities have an impact on the emergence of new products or new programs that can support the achievement of educational

goals. Therefore, the motivation to always think about the progress of the institution is one of the means of improving the quality of education. In the language of religion it is called *ijtihad*, that is, people who really think about producing a religious law product (an academic product that is useful for the quality of education).

Second, ask. The process of asking questions is an anxiety that every educator and educational staff must have. This means that an educator / teacher / *ustadz* must always analyze the teaching and learning process that has been carried out. These questions include; Is it in accordance with the SOP (standard operating procedure) for the teaching and learning process that is being carried out? Is it rich in the delivery method presented? whether the learning process has been achieved? These questions should always be an issue for every educator in his deep mind. If the anxiety has arisen, then action steps to find a solution to each problem will be realized. The process of creating educators / teachers / *ustadz* into individuals who continue to think, including through workshops, education and training, and trainings organized by institutions through transformative leadership initiatives.

Third, make assumptions. Assumptions are assumptions that are considered correct according to empirical data. This ability is needed by every educator in overcoming problems that exist inside and outside the classroom. Lots of assumptions are built when dealing with students. Educators must be astute and adept at making assumptions, especially those related to the development of students. From this assumption, ideas will emerge that lead to the quality of learning effectively. This means that departing from assumptions can be used as a foothold in solving any problems when dealing with students. Workshops, education and training are means of increasing competence in carrying out the teaching and learning process. Each teaching-learning process will certainly bring new experiences or it could be new problems. With regard to new problems and experiences, it is necessary to have the power of assumption by every educator to try to mix them up to find solutions or alternative solutions. So, the ability to make assumptions every time you meet new experiences / new problems inside and outside the classroom is one of the efforts to improve the quality of education.

Fourth, convey ideas. The ability to convey ideas is part of the information needs required by various parties. There are several obstacles faced by leaders in managing educational organizations / institutions. Among these obstacles are that some members do not dare to convey ideas, ideas, or empirical experiences related to performance in the field. This kind of culture does exist in some organizations. Therefore the ability to convey ideas is one part of improving the quality of education. Then how do you train them to convey ideas? of course, through workshops, seminars, and training as a vehicle for enhancing these abilities. Good ideas that are relevant to data in the field are not always present by those who are at the top of the leadership, but are sometimes delivered by those who are directly involved in the field, namely educators / teachers / *ustadz*. So, the process of conveying ideas that come from **actors** or at the forefront of the education process will help achieve educational goals, namely **transformational leadership in improving the quality of education**.

Fifth, reframing the problem. Reframing the problem is an educator's ability to map the situation of students in the field. This process will become a reference in the next teaching and learning process. If, problems that exist in class or outside the class are mapped, it will be easy to find a solution. This ability is not easy to obtain. Through workshops, education and training, it will certainly help in making a map of problems that exist in class and outside the classroom. So, the ability to reframe the problem to find alternative solutions will help institutions improve the quality of education.

Sixth, finding new solutions. Finding a solution is the last stage of the various stages above. Solutions are formulas for overcoming every problem. The problems that exist in the

classroom and outside the classroom must find the best solution. The steps to find a solution include thinking, asking questions, making assumptions, making a concept map, then finding a solution. This solution has a new one and can really be a solution to the problem that is being faced.

This statement is certainly in line with Suwardjono's statement, namely scholarly and intellectual personality when able to find solutions that other people have never thought of or imagined (Suwardjono, 2015). He always shows a dynamic personality, is able to read challenges, obstacles, and trials into opportunities through the process of thinking and reading situations and conditions. Suwardjono also emphasized that in his oration, high-level thinking was shown through reading, among others, one could understand various sciences. So, the process of producing a solution can be trained through workshops, training, and other academic trainings which have an impact on improving the quality of education. The effect of transformational leadership can be seen in five forms, namely, the impact on behavior, psychology and on students' achievements. According to him, the variables used to study the effect of transformational leadership on the psychology including job satisfaction. Obviously, this statement describes transformational leadership not only bring change to the organization; it is even able to change the teachers' perceptions with regards to their satisfaction towards a completed work (Jamalullail Abdul Wahab et al, 2014, 46).

Thus, the development of the quality of human resources for transformational leadership of madrasah principals to improve the quality of education can be carried out by means of training activities, workshops and trainings related to their potential development.

#### **4. Religious motivation**

Religious motivation is a strategic step for the leadership of madrasah principals in developing human resources in Islamic education institutions. Madrasas that have a strong history of religious nuances will have the opportunity to use the revelation of the Koran as motivation to work and work.

#### **5. Performance appraisal, fingerprint**

Performance appraisal is a strategic step to measure employee performance during a certain period of time. In educational institutions, performance assessment is usually carried out once a year. From the results of the performance appraisal, it can be obtained an assessment regarding the strengths and weaknesses of the quality of employee performance (teaching staff and education staff). The results of the performance appraisal can be used as a basis in designing activities for improvement, strengthening, and development of resources in educational institutions. So, transformational leadership in developing human resources (HR) to improve the quality of education can be done through employee performance appraisal, from the results of the assessment can be used as a guide in designing future activities.

Meanwhile, fingerprint is one of the digital media to improve the discipline of educators and education staff. Increased discipline will certainly have an impact on improving the quality of teaching and learning services in madrasas. The level of attendance on time or time discipline will certainly have an impact on the readiness of educators (teachers) to provide material to students. With better readiness (arriving on time), the goals of education in the form of quality improvement will be achieved or realized precisely and quickly. So, an alternative step for transformational leadership of Madrasah principals in developing human resources to improve the quality of education can be done through increasing discipline with fingerprint media.



### **6. A good role model**

The leadership steps of the Madrasah Principal in developing human resources (HR) to improve the quality of education include being carried out with good role models. A good example is one of the institutional programs to improve the moral character of Madrasah students or students. A good exemplary program can be realized through the participation of educators (teachers) and education personnel (employees).

Santri or students for the elementary school level will usually easily imitate, see, and imitate the behavior of the adults around them, in this position the teacher is the main role model. So, providing good examples through the participation of educators and educational staff can be an alternative in improving the quality of education in terms of character building. Organizational culture at the school level requires the ability to mobilize the developments and changes that do creative activities, identify strategies, methods, means, or new concepts in teaching so that meaningful learning and delivery of quality education. Transformative leadership is an attempt to produce a competitive education and getting capable learners who have personal integrity, discipline, creative, innovative, and competitive. Professionalism educational leadership as transformational leaders need to have competence, transparency, efficiency, and high quality (Agustinus Hermino, 2016: 1).

### **7. Institute external tutors**

External tutors are professionals in certain fields of expertise who are invited by the institution or have collaborated on a contract for a certain period of time. With the presence of professional staff in certain fields, it is hoped that it can fill the gaps in the institution. Professional tutors can be da'i who give lectures, lectures, and advice regarding the important motivations of science. As well as tutors who are professional in religious matters, tutors who are experts in the field of instructional media are also invited. Through new and updated learning media models, it is hoped that the process of teaching-learning activities can increase the variety of teachers in delivering material to students. Through variations in the process of teaching and learning activities, it is hoped that the maximum improvement in the quality of education can be achieved. So, professional tutors play a role in providing new experiences, new learning media, and new learning methods that have an impact on improving the quality of education in educational institutions.

### **8. Additional powers and positions**

The duties of educators (teachers) and education personnel (employees) need to be improved by adding authority or positions in accordance with their capacities, skills and competencies. Through the addition of additional authority and positions, it is hoped that it will increase responsibility and develop time management reasoning for the completion of the tasks it carries. This phenomenon provides an illustration, that humans will be able to work professionally if there is more pressure and workload than humans in general.

### **1. Conclusion**

Transformational leadership in developing human resources is carried out by increasing the level of higher education, workshop activities, training and training to increase competence, religious motivation, performance appraisal, fingerprint, good examples / role models, external tutors, adding authority and positions.

### References

- [1] A.L. Manasse, *Effective Principals: Effective at What?* Principal, Vol. 61 No. 4, 1982
- [2] Bernard M Bass, 2006. *Transformational Leadership, second edition* London: Lawrence Erlbaum Associates, Publishers
- [3] Bruce J. Avolio and Bernard M. Bass. *Developing potential across a full range of leaderships: Cases on transactional and transformational leadership*, (Lawrence Erlbaum Associates, Publishers 2002 Mahwah. New Jersey London)
- [4] Bustari, Meilina, 2010. *Kepemimpinan1 Transformasional Kepala Sekolah dalam Meningkatkan Kinerja Organisasi*, Makalah, Konferensi Internasional1 Manajemen Pendidikan, Yogyakarta: UNY<sup>2</sup>
- [5] Hermino, Agustinus, *International Journal of Education and Research Vol. 4 No. 6 June 2016 Asean Economic Community In The Perspective Of Transformational Leadership In School*
- [6] J.M. Kouzes & B.Z. Posner, *The Leadership Challenge: How to Get Extraordinary Things Done in Organizations*, San Fransisco: Jossey-Bass, 1987
- [7] Jamalullail Abdul Wahab, Che Fuzlina Mohd Fuad, Hazita Ismail & Samsidah Majid, *Headmasters' Transformational Leadership and Their Relationship with Teachers' Job Satisfaction and Teachers' Commitments*, *International Education Studies*; Vol. 7, No. 13; 2014 ISSN 1913-9020 E-ISSN 1913-9039 Published by Canadian Center of Science and Education
- [8] Joseph M. Juran, 1998. *Juran's Quality Handbook* New York: McGraw-Hill.
- [9] Komariah, Aan dan Cepi Triana, 2006. *Visionary Leadership: menuju sekolah efektif* Jakarta: Bumi Aksara.
- [10] L.T. Shieve & M.B. Shoenheit, *Vision and the Work Life of Educational Leaders*. In L.T. Hieve & M.B. Shoenheit (Eds.) *Leadership: Examining the Elusive*, (Washington D.C.: Association for Supervision and Curriculum Development, 1987), 93-104
- [11] Muhaimin dkk, 2009. *Manajemen Pendidikan, Aplikasinya dalam Penyusunan Rencana Pengembangan1 Sekolah/Madrasah*, Jakarta: Kencana, 2009
- [12] Peraturan Pemerintah Republik1 Indonesia Nomor 32 Tahun 2013 Tentang1 Perubahan Atas Peraturan Pemerintah Nomor 19 Tahun 20051 Tentang Standar Nasional Pendidikan.
- [13] S. LeSourd & M. Grady, *What is a Visionary Principal?* (NASSP Bulletin: Vol. 75, No. 107, 1988), p. 107-110.
- [14] Sam Man Keong, Soong Cai Juan, Kok Ching Wen, *A Malaysian Outcome-Based Engineering Education Model: The Implementation and Challenges in Future*, International Conference on Innovation and Technopreneurship 2020 INTI JOURNAL eISSN:2600-7320 Vol.2020:020
- [15] Sulastri, Nurkolis, Rasiman, *Pengaruh1 Kepemimpinan Kepala1 Sekolah dan Motivasi Kerja Terhadap Mutu Sekolah Dasar di Kabupaten Jepara*, *Jurnal Manajemen1 Pendidikan*, Vol. 5, Universitas PGRI Semarang, 2017
- [16] Suwardjono, *Kuliah Umum; Peningkatan Kualitas Proses Pembelajaran di Perguruan Tinggi*, disampaikan dalam acara Lokakarya Peningkatan Kualitas Proses Pembelajaran di PPAI FEB UGM tanggal 9 Juli 2015.
- [17] W. Bennis & B. Nanus, *Leaders: The Strategies for Taking Charge*, (New York: Harper & Row, 1985 ; P. Block, *The Empowered Manager: Positive Political Skills at Work*, (San Ransisco: Jossey-Bass, 1987
- [18] W.I. Rutherford, *School Principals as Effective Leaders*, *Phi Delta Kappan*, Vol. 67, No. 1, 1985

# Artikel Niam

---

## ORIGINALITY REPORT

---

15%

SIMILARITY INDEX

15%

INTERNET SOURCES

5%

PUBLICATIONS

8%

STUDENT PAPERS

---

## PRIMARY SOURCES

---

1

[doaj.org](http://doaj.org)

Internet Source

5%

2

[ijern.com](http://ijern.com)

Internet Source

5%

3

[www.ccsenet.org](http://www.ccsenet.org)

Internet Source

5%

---

Exclude quotes Off

Exclude matches < 3%

Exclude bibliography Off