

Transformational Leadership in Increasing the Quality of Educational Human Resources

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ABSTRACT

Islamic educational institutions must devise effective strategies in the current era of information openness and transformation, keep up with changes in people's lives, offer the best level of community service, and produce breakthroughs, innovation, and limitless creativity in order to be recognized and gain the public's trust as institutions capable of managing education. The data gathering methods used in this study are interviews and documentation, utilizing a descriptive qualitative model approach. Techniques for data analysis used a qualitative descriptive model approach. This study discovered that, although SDIT is typically found in metropolitan regions, Ash Sholihat may persuade the community to support the development of schools in rural areas by using the transformational leadership model at SDIT.

Keywords : Transformational; Islamic Education Institution; Visionary.

INTRODUCTION

The nation of Indonesia has been inspired by the era of globalization and transformation in all spheres of life to raise the standard of its human resources, particularly in education. In many facets of life, qualified human resources play a critical role in nation-building. It is anticipated that Indonesia would be able to compete with other nations in the world as its human resources improve. In both public and commercial institutions/organizations, education plays the primary role in enhancing human resources. The ability to take the initiative to realize the objectives of the organization, institution, or agency in question is essential to an Islamic educational institution's success.

In the current era of information disclosure and transformation, Islamic educational institutions must develop the right strategy, follow the development of community life, provide services needed by the community, and create breakthroughs, innovation, and creativity endlessly to gain public recognition and trust as a competent educational institution in conducting education. Made Pidarta, said that " there is a give and take relationship between educational institutions and

the surrounding community. Educational institutions realize what citizens aspire to about the development of their sons” (Pidarta 2004, 180). This needs to be done by the managers of Islamic educational institutions so that the expectations of parents who entrust their sons and daughters, who want their sons and daughters to have the reliable quality of man resources, and acquire various skills and expertise through the development and demands of the global era based on faith and Islam are strong and rooted and able to adapt to the noble culture of Indonesian culture.

Hasbullah, stated that " the institution of Islamic education is a sub-system of the system of society or nation. In operationalization always refers to and responsive to the needs of Community Development” (Hasbullah 1999, 38–39). This is also in line with the statement from Azyumardi Azra, that "judging from the internal demands and global external challenges, then among the” advantages" that are owned by the nation and the state of Indonesia is the mastery of Science-Technology, and the excellence of the quality of Human Resources (HR)” (Azra 2002, 46). Mastery of science-technology for future generations is a must, without the ability to master in masterelt will be left behind in the competition of competitiveness in the global world.

One of the main factors that can support the realization of the quality of human resources education in Islamic education institutions is an effort to cultivate a culture of literacy among education policymakers, educators (teachers), education personnel (non-teachers), and students (learners). Literacy culture introduced and implemented by Islamic Educational Institutions in a sufficient period of time will obtain the expected results. Applying the habit of literacy practices among education policymakers, teachers, education personnel and students will automatically train them to improve understanding, strengthen perpsesi, and sharpen the power of analysis of reading materials learned so that it will also expand the horizons of thinking for those who always practice literacy culture.

The important thing that can encourage and preserve the culture of literacy in Islamic education institutions will not be separated from the role of the leadership of the Islamic educational institution. In this regard, it requires a type of leadership that is in line and in line with efforts to cultivate a culture of literacy among managers, educators, education personnel and students is a transformational leadership model.

The problem that the author wants to describe in this paper is how transformational leadership is implemented in SDIT Assholihat in its efforts to organize organizational management, what steps are taken by transformational leaders in improving the personal quality of human resources, and how the relationship between transformational leadership and improving the quality of Human Resource literacy. The purpose of this paper is to obtain information related to the role of transformational leaders in the process of planning, implementation, supervision, and evaluation of organizational management, personal, and human

resources education in SDIT Assholihat Sukarapih Village Tambelang District Kab. Bekasi, get an explanation about the various efforts that can be done by transformational leaders in improving the quality of Education Human Resources literacy and find the relationship between transformational leadership models with improving the quality of Education Human Resources literacy at SDIT Assholihat Sukarapih Village, Tambelang, Bekasi.

METHOD

The data gathering methods used in this study are interviews and documentation, utilizing a descriptive qualitative model approach. Techniques for data analysis using a qualitative descriptive model approach. Leadership according to Stephen P. Robbin is the "*Leadership as the ability to influence a group toward the achievement of goals*" (Robbin 1993, 367) (Leadership is defined as the ability to influence others to achieve desired goals). Ab Shani also said that "*Leadership is a process whereby an individual influences a group of individuals to achieve a common goal*" (Shani 2009, 204). Leadership is a process of influencing a person or group to achieve the desired goal. Hadari Nawawi stated that " leadership is the ability to convince others to achieve goals enthusiastically through effective cooperation" (Nawawi 2003, 33). Based on some of the definitions above, it can be concluded that leadership is a process and action to influence others, efforts to involve a person or group to be willing to do something, and efforts to achieve goals to be realized.

Meanwhile, if the word leadership is combined with the word transformational, according to Letti Rahma, who quotes O'leary's opinion that "transformational leadership seeks to bring each individual and team to work beyond status. A transformational leader is one who has the power to bring about change within team members and within the organization as a whole." (Rahma 2017, 69)

Letti Rahma also cites the opinion of Stephen Robbin who defines transformational leadership as leaders who inspire their followers to put aside their personal interests for the good of the organization and they are able to have a tremendous influence on their followers. They pay attention to the self-improvement needs of their followers; changing followers' awareness of existing issues by helping others look at Old problems in a new way; as well as being able to please and inspire his followers to work hard to achieve common goals (Rahma 2017, 71).

Transformational Leadership can also be defined as leadership in which leaders use charisma, but they can also use intellectual stimulation to transformational and animate the organization (Sinaga, Aprilia, and Budiman 2021, 842).

Based on some of the definitions mentioned above, it can be concluded that what is meant by transformational leadership in this paper is a leader who is able to

move all members of the organization to make a change movement, develop self-competence, inspire, and encourage the organization's implementation team to work hard by putting aside personal interests in realizing organizational goals.

One of the theories about leadership is the Trait Theory of Leadership: *Theories that sought personality, social, physical, or intellectual traits that differentiate leaders from non-leaders* (Robbin 1993, 367), Personality, social, psychological, or intellectual traits are what distinguish leaders from non-leaders. This confirms that the success of a leader is determined by the traits or temperament of the leader, such as physical and psychological traits. Based on this theory, the success of a leader in carrying out his leadership duties is largely determined by the leader's personal abilities that manifest in the qualities of traits and temperament that characterize the leader.

The word quality in the contemporary Indonesian dictionary is the level of good or bad of something, content, level of intelligence, proficiency, and so on. (Salim and Salim 2002, 781). According to Fandy Tjiptono and Anastasia Diana that "quality is a dynamic condition associated with products, services, people, processes, and the environment that meets or exceeds expectations" (Tjiptono and Diana 2001, 4). Veithzal Rivai says that " quality is any feature that distinguishes or identifies someone or something. Qualities are those traits that distinguish someone or something. So quality is the quality of a person on a job" (Rivai 2007, 211). The word that is commensurate with quality is quality, as said by Rudi Suardi that "quality or quality is a degree/level of inherent characteristics of the product that meets the requirements/desires" (Suardi 2001, 3).

Quality or quality when associated with the world of education then "what determines the quality of education includes the following aspects; nurtured/Sustainable Development, outstanding teachers, moral values, excellent exam results, specialization, parental support, the business community, and local communities, abundant resources, application of cutting-edge technology, tough and purposeful leadership, care and attention to students, balanced curriculum, or a combination of these factors" (Rochaety, Rahayuningsih, and Yanti 2002, 124). According to Sudarwan Danim that " quality means the degree of excellence of a product or work, both in the form of goods and services. Educational goods and services that mean can be seen and can not be seen, but can be felt" (Danim 2008, 53).

While the word literacy is the ability of a person's language (listening, speaking, reading, and writing) to communicate in different ways according to their goals (Sari and Pujiono 2017). Literacy can be defined as the ability to read and the ability to write or it can be called literacy or literacy (Hermawan, Rumaf, and Solehun 2020). Then said human resources according to Taliziduhu Draha that "human resources are people who are ready, willing and able to contribute to the achievement of organizational goals" (Ndraha 1999, 7). Ferdy Leuhery stated that

“the quality of human resources is the value of a person's behavior in taking responsibility for all his actions both in personal life and in the life of society and nation” (Leuhery 2018, 5).

So if combined a few words mentioned above, then the quality of human resources literacy education can be interpreted as the degree of excellence of a person in understanding the text (manual or digital) which is used as a basis in communicating and interacting with each other. The process of cultural literacy habituation in Islamic Educational Institutions will be very useful for managers (school management), educators (teachers), education personnel (non-teachers), and students. Literacy culture implemented and implemented by Islamic education institutions in the teaching and learning process as well as other activities in schools will broaden horizons, improve understanding of a variety of readings, sharpen the power of analysis of the perpetrators of the growing problems, and it is possibly to obtain a variety of alternative solutions to the problem solving it faces.

RESULTS AND DISCUSSION

ORGANIZATIONAL MANAGEMENT

The author creates interview guidelines by making a list of questions as many as 5 (five) questions related to organizational management conducted at SDIT Assholihat to respondents consisting of principals, teachers, and education personnel while the students are given a structured interview as many as 5 (five) questions by providing answers in accordance with the questions so that students just give the answer choices that have been provided.

Based on the results of interviews conducted by the authors of respondents consisting of principals, educators (teachers), and education personnel (non-teachers), as well as students in Grade 6 (Six) can be described as follows:

- a. The question of how the organization organizes the school's work program. Of the 13 respondents consisting of principals, teachers, and education personnel, all answered that the school work program was jointly prepared through work meetings. While the question for students is whether the school conveys the work program to the students. There were 21 students who gave answers, as many as 81% (17 students) stated that the schoolwork program was delivered to the students, while 19% (4 students) stated that they did not receive information about the schoolwork program.
- b. The question of how the organization conveys the school work program to its implementers. Respondents consisting of principals, teachers, and education personnel, as many as 13 people gave the answer that the school work program has been prepared together and submitted to the school implementers in order to be implemented in accordance with the results of the discussion that has been discussed. Questions for students whether the teachers provide an explanation of the class activity plan to the students.

There were 21 student respondents gave a 100% answer that the teachers delivered the school work program to their students.

- c. The question of how the organization directs all educational resources to realize the goals of the organization. Respondents consisting of principals, teachers, and education personnel, as many as 13 people gave the answer that the school management equate the perception of teachers and education personnel about the goals to be realized by the school. The question asked was whether the school conveyed the learning objectives that the students should achieve. A total of 21 student respondents gave a 100% answer that the learning objectives were conveyed to their students.
- d. The question of how the organization manages educational resources of different abilities, skills and expertise. Respondents consisting of principals, teachers, and education personnel, as many as 13 people gave the answer that the difference in ability between the existing educational resources are given tasks and responsibilities in accordance with their abilities. The question asked to students is whether all subjects are taught by the same teacher. A total of 23.8% answered that all subjects were taught by the same teacher, and 76.2% said that all subjects were taught by different teachers.
- e. The question of what the organization is doing to improve the quality of Human Resources Education. Respondents consisting of principals, teachers, and education personnel, as many as 13 people answered that to improve the quality of educational resources, skills guidance, training, seminars, and the like are given to teachers and education personnel. The question asked to students was whether any teachers were absent from class because they were taking skills guidance or training. A total of 33.3% that there are teachers who do not go to class because they follow the guidance of skills or training, and 66.75 gave the answer no.

The role of leaders in the implementation of organizational management, personal management and human resource (HR) management education implemented by Islamic Educational Institutions SDIT Assholihat meets several indicators of transformational leadership. This can be seen from the openness of the school in preparing work programs involving teachers and education personnel, the results of the discussion were also submitted to the teachers to be carried out as planned, mobilizing all employees to realize organizational goals above other interests, the difference in the ability and skills of teachers is also not an obstacle to the school, even teachers who still need to improve the quality of their skills are encouraged and given the opportunity to participate in technical guidance and training or other similar activities.

Personal Management

- a. The question of how the organization recruits educators (teachers) and education personnel (non-teachers). Of the 13 respondents consisting of principals, teachers and education personnel, all answered that the school organized the recruitment of educators and education personnel and conducted interviews in accordance with their fields of work. While the question for students is whether the school provides substitute teachers if there are teachers who quit. There were 21 students (100%) who gave the answer, that the school prepares a substitute teacher if there is a teacher who is unable.
- b. The question of how the availability of the number of educators and education personnel compared to the number of existing students. a total of 13 people gave the answer that the number of educators and educational personnel corresponds to the number of students. The question for students is whether the teachers teach according to the subject. 95.2% of student respondents answered that teachers teach according to their subjects, while 4.8% said no.
- c. The question of how the social welfare of educators and educational personnel. a total of 13 people gave the answer that the school management provides sufficient welfare. The question asked was whether the teachers looked happy while teaching in class. 95.2% of students responded that teachers were happy, while 4.8% said they were not.
- d. Questions about explain how the division of tasks between leaders, educators and education personnel. A total of 13 people gave the answer that the school provides direction in accordance with the basic duties of each employee. The question asked to the students was whether the caretaker liked to teach in the classroom. A total of 14.3% answered yes, and 85.7% answered no.
- e. The question of what the organization does to give awards to employees who excel and to those who have not. Respondents consisting of principals, teachers, and education personnel, as many as 13 people gave answers that those who excel are given rewards and those who have not been given motivation to try to achieve achievements. The question asked of the students was whether the school had ever awarded teachers. A total of 85.7% answered yes, and 14.3% answered no.

The attitude of attention to employees is also shown by the transformational leader in personal management implemented by the Islamic education institution SDIT Assholihat, several indicators include employee recruitment openness, maintaining a balance between the number of employees and students, employee welfare also received attention, a delegation of authority is also given to each employee, as well as the provision of rewards for achievement and encourage.

Linkages between Transformational Leadership and improving the quality of human resources literacy education SDIT Assholihat

- a. The question of how the availability of learning materials needed by educators and education personnel. Of the 13 respondents consisting of principals, teachers, and education personnel, all answered that the school provides learning materials needed by teachers. While the question for students is whether the teacher brings more than one teaching material when teaching. A total of 76.2% of students gave a yes answer and 23.8% gave a no answer.
- b. The question of how the availability of learning materials is needed by the students. a total of 13 people gave the answer that students are given enough material as learning materials. The question for students is whether each student has a reading book. 95.2% of students answered yes and 4.8% said no.
- c. The question of how the availability of time that can be used for reading and writing given by the organization to educators and education personnel. a total of 13 people gave the answer that the school management gives teachers enough time for literacy activities. The question asked was whether the teachers liked to be seen in the school library. 90.5% of students answered yes, while 9.5% said no.
- d. The question of what steps are taken by the organization to improve the quality of students in the field of literacy. A total of 13 people gave an answer that the school activated the library and the school literacy movement for students. The question that was asked to the students was whether the students were often trained in reading and writing. As many as 100% of student respondents answered yes.
- e. The question of what the organization is doing to improve the quality of educators and educational personnel in the field of literacy. Respondents consisting of principals, teachers, and education personnel, as many as 13 people answered that they were given opportunities and free time related to school literacy activities, both in schools and outside schools. The question posed to the students was whether the teachers were also trained in reading and writing by the school. A total of 33.3% answered yes, and 66.7% answered no.

One of the attitudes of transformational leadership is to drive change to subordinates. The various efforts made by the school in realizing the School Literacy Movement (GLS) in the Islamic education institution Sdit Assholihat cannot be separated from the dominant leader role and become a driving force, especially in terms of meeting the needs of employees and students in implementing the school literacy movement, such as teaching materials for teachers and students are not only one source, the time provided for reading and writing activities for both teachers and students is quite a lot of time, teachers and students are encouraged to get along well with the school library, teachers are given facilitation to always improve the quality of literacy, as well as providing a means for students to display the work of literacy activities in the school wall magazine.

CONCLUSION

Based on the results of the discussion that has been described above, it can be concluded that the implementation of organizational management applied by Islamic Educational Institutions SDIT Assholihat seen transformational leadership role, they are:

1. The Islamic Education Manager of SDIT Ash Sholihat is a visionary who is able to convince the community to respond to the existence of schools in rural areas, whereas generally SDIT is always located in urban areas;
2. Openness attitude of the management (Foundation) in preparing a work program with the involvement of teachers and education personnel, because working with a team will be much more effective than relying on individual skills;
3. Have a firm commitment that the work program that has been prepared must be carried out by all employees in accordance with what has been planned;
4. Clear division of tasks, so that differences in the abilities and skills of employees does not become an obstacle to the school to assign duties and responsibilities to each employee in accordance with their competence;
5. Provide motivation to employees who need to improve their quality of competence by providing opportunities to participate in technical guidance and training or other similar activities.

Some of the steps taken by the school in the implementation of personal management at SDIT Assholesee also reflects the attitude of transformational leadership, namely; Information about employee recruitment is publicly announced to the public, the test and interview process is carried out transparently and objectively, a clear division of tasks among employees in accordance with their expertise and competence, giving appreciation (reward) to employees who excel twice a year (semester) and the best are crowned as the Best Teacher, and encouraging employees who have not achieved to strive for achievement.

Literacy culture runs quite well in SDIT Assholihat, with the GLS (School Literacy Movement), the availability of library space, student reading corner, there is also a wall magazine that displays information about school activities and artwork, and other student creations. This shows that transformational leadership can encourage teachers and students to improve the quality of literacy on an ongoing basis and obtain the right container for developing talent skills and realizing the expression of literacy results.

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