EFFECTIVENESS OF DEVELOPING TEACHER COMPETENCIES THROUGH SCHOOL PRINCIPALS' TRANSFORMATIONAL LEADERSHIP (RESEARCH AT AL-AMANAH CILEUNYI ISLAMIC PRIMARY SCHOOL)

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Abstract:

This research examines the effectiveness of developing teacher competency through the principal's transformational leadership. As technology develops and information becomes easily accessible to students, enabling them to learn anything and know anything without the help of a teacher, it is unimaginable that teachers will not develop their competencies. Principal leadership plays a vital role in developing teacher competency. This research was conducted at Al-Amanah Elementary School, Bandung Regency because the Principal applies a transformational leadership style, which is a superior and quality school. The research method used is a descriptive qualitative research method, namely presenting the results of analysis of the types of teacher competency development carried out by the Principal so that they effectively achieve the school's vision and mission. The study results concluded that the transformational leadership characteristics of the Al-Amanah Islamic Elementary School Principal are: 1) As a role model for teachers in carrying out their functions, roles, and responsibilities. 2) Motivating the development of teacher competency through the superior programs provided. 3) Communicative and collaborative in protecting teachers. 4) As a coach who can develop individuals and groups. Principals develop teacher competency through coaching, mentoring, and training activities. Through their transformational leadership style, these three activities effectively develop teachers' competence at the Al-Amanah Cileunyi Islamic Elementary School, making achieving the school's vision easier.

Keywords: Effectiveness, Teacher Competence, Transformational Leadership

INTRODUCTION

Human resources (HR) are the main element in the success of an organization, including in the field of education. In the school context, teachers are the key component that determines the quality of the learning process and the achievement of student learning outcomes. Therefore, effective human resource management is very important to ensure that educational goals can be achieved. HR management involves a series of processes, starting from recruitment, competency development, performance management, to creating a conducive work environment. However, in practice, human resource management in schools often faces various challenges, especially related to low work motivation, lack of continuous training, and uneven distribution of workload.

Teacher resources are still a very interesting study to explore. Many problems exist in the field regarding teacher resources. In 2024, Indonesia is threatened with an emergency teacher shortage. This is caused by the large number of civil servant teachers who retire, while many of the younger generation today are not interested in becoming teachers. Because we see that teacher welfare is very minimal.

The quality of teachers is also a further study. The quality of many teachers is questioned, this is due to the uneven distribution of teacher training programs, especially for remote areas that lack internet access, as well as teacher welfare which is considered to be the main factor influencing teacher quality. Even teachers who have received training sometimes cannot guarantee their quality due to many other factors. However, the government continues to try to anticipate this by continuing to recruit teachers. Apart from that, to improve the quality of teachers, the government is trying to anticipate this through Professional Teacher Education (PPG) and the Teacher Mobilization Program (PGP), but even this is still limited in reach.

The Principal's leadership plays a very important role in facing these challenges. The principal not only serves as an administrative manager, but also as a leader who is able to inspire and guide teachers and staff to develop their competencies and work optimally. One relevant leadership approach is transformational leadership, namely a leadership style that focuses on empowering individuals, creating a clear vision, encouraging innovation, and providing intrinsic motivation to subordinates.

Transformational leadership has been proven to have a positive impact in various organizational contexts, including education. Through this approach, Principals can build a positive work culture, increase collaboration among teachers, and create a work atmosphere that supports professional development. A transformational leadership style can clearly improve the quality of teachers or the quality of teacher resources in an institution. Transformational school principals are also able to direct human resources to adapt to change, especially in facing educational challenges in the era of globalization and ever-developing technology.

Al-Amanah Islamic Elementary School is a private school that continues to grow steadily, both in terms of the quantity of students and the quality of the institution. The quality of education at the Al-Amanah Educational Institution, especially in elementary schools, is growing rapidly, its existence is no longer in doubt in Bandung Regency, especially in the Cileunyi District area. The results of initial observations can be concluded that the principal's leadership style applied by the Principal of Al-Amanah Islamic Elementary School is a transformational leadership style.

At Al-Amanah Cileunyi Islamic Elementary School, the role of the Principal in managing human resources is a very important aspect in supporting the success of educational institutions. As an Islamic-based school, SD Islam Al-Amanah Cileunyi has a vision to build the character and competence of students who not only excel academically but also have noble morals. To achieve this vision, HR management must be carried out with an approach that is effective, innovative and in line with the needs of the times.

This research aims to analyze the extent to which the Principal's transformational leadership contributes to the development of teacher competency at Al-Amanah Cileunyi Islamic Elementary School. This research will also identify the principal's transformational leadership strategies that are implemented so that the school can continue to develop rapidly. In addition, it is hoped that the results of this research can provide practical recommendations for other schools to optimize the role of the Principal in developing teacher competency, so that the quality of education can continue to develop.

It is hoped that this research can contribute to the development of educational management theory and practice, as well as become a reference for other schools in implementing transformational leadership to improve teacher competence. In the long term, it is hoped that this research will provide benefits for the development of educational management theory and practice, especially related to the implementation of transformational leadership in schools. Thus, the results of this research are not only

relevant for Al-Amanah Cileunyi Islamic Elementary School, but can also be a reference for other schools that face similar challenges in developing teacher competency.

This research is important to carry out because Islamic-based private schools must continue to develop with the leadership of a Principal who has innovation and enthusiasm and is an example to continue to develop. The novelty value of this research lies in the strategy or development carried out by the Principal of Al-Amanah Islamic Elementary School so that his institution continues to exist and progress in the midst of the era of globalization and digitalization. The strategy developed is of course different from other institutions so that it can be used as reference material for the progress of educational institutions.

From the background of the problem above, it can be concluded that the problem formulation for this research is as follows:

1. How is the basic concept of transformational leadership applied by the Principal at Al-Amanah Cileunyi Islamic Elementary School?
2. How is teacher competency developed at Al-Amanah Islamic Elementary School?
3. What is the influence of the Principal's transformational leadership on the development of teacher competency at Al-Amanah Cileunyi Islamic Elementary School?
4. What factors support and hinder the development of teacher competency at Al-Amanah Cileunyi Islamic Elementary School?

RESEARCH METHODS

The research uses a descriptive qualitative method which aims to understand the phenomenon in depth based on the perspective of the research subject. This approach describes the leadership process carried out by the Principal in developing teacher competency. The research location is Al-Amanah Cileunyi Islamic Elementary School. The object of the research is the principal by conducting direct interviews. Apart from that, the researcher made direct observations and analyzed the results of the observations based on literature studies related to the theme. The research steps begin with preparation, implementation, data analysis and reporting. Meanwhile, data collection techniques were carried out through interviews with the Principal and teacher representatives at Al-Amanah Cileunyi Islamic Elementary School, in addition through participatory observation, document analysis, and Focus Group Discussion (FGD). Data analysis techniques are carried out through data reduction, data presentation, drawing conclusions and verification.

To ensure data validation, researchers used triangulation techniques by analyzing data from interviews from school principals, teachers and document studies. Member checking, namely ensuring the accuracy of the data with key sources, namely the Principal, as well as discussing other things that are felt to be illogical.

RESULTS AND DISCUSSION

Transformational leadership was first introduced by James MacGregor Burns in his book Leadership (1978). Burns describes transformational leadership as a form of leadership in which the leader works to motivate and inspire followers to reach their best potential and achieve goals greater than personal gain (Listrianti & Mundiri, 2020). Furthermore, Bernard M. Bass developed this theory further by adding special elements known as transformational leadership dimensions in his work, Leadership and Performance Beyond Expectations (1985). Bass introduced well-known transformational leadership indicators, such as idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration.

1. Idealized Influence: Leaders become role models for their followers and gain their trust and respect.
2. Inspirational Motivation: Leaders provide motivation and inspiration to followers to achieve common goals.

3. Intellectual Stimulation: Leaders encourage followers to think creatively and innovatively, and question existing assumptions.
4. Individualized Consideration: Leaders provide individualized attention and support to followers, assisting them in personal and professional development.

Effectiveness is an activity that has a strategy in it so that it achieves a certain positive goal. According to the thoughts of Richard M. Steers in his work Organizational Effectiveness (1977), organizational effectiveness refers to the extent to which an organization is able to achieve its goals by utilizing resources optimally, with a focus on results, not just focusing on work processes. The activities in question must of course be relevant and contribute significantly to achieving organizational goals. Indicators of effectiveness are goal achievement, integration, and adaptation.

In the Qur'an, leadership is often emphasized with characteristics such as justice, wisdom, compassion, and concern for those led. This is relevant to the content of the Al-Qur'an verse in Surah Al-Baqarah:30

وَاِذْ قَالَ رَبُّكَ لِلْمَلٰۤىِٕكَةِ اِنِّيْ جَاعِلٌ فِى الْاَرْضِ خَلِيْفَةًۗ قَالُوْٓا اَتَجْعَلُ فِيْهَا مَنْ يُّفْسِدُ فِيْهَا وَيَسْفِكُ الدِّمَاۤءَۚ وَنَحْنُ نُسَبِّحُ بِحَمْدِكَ وَنُقَدِّسُ لَكَ قَالَ اِنِّيْٓ اَعْلَمُ مَا لَا تَعْلَمُوْنَ

(Remember) when your Lord said to the angels, "I will make a caliph on earth." They said, "Are You going to place someone there who will cause corruption and shed blood, while we praise You and sanctify Your name?" He said, "Indeed I know what you do not know."

The relevance of this verse to the concept of transformational leadership is that it shows that humans, as caliphs, are given the responsibility to prosper the earth with moral values, accountability and wise management of resources. This is parallel to the principles of transformational leadership which emphasizes empowerment, long-term vision, and positive influence on team members. This type of leadership is oriented towards change for the common good, as humans are entrusted with maintaining harmony on earth. Transformational leaders are often described as servant leaders who put the needs and welfare of their followers first. This hadith teaches that a leader must serve, not simply command, to create an environment that supports growth and positive change. The hadith of the Prophet Muhammad SAW which states, "The leader of a people is their servant" is one of the important principles in the Islamic leadership model. This concept is parallel to transformational leadership because it emphasizes the importance of leaders serving and inspiring their followers for a greater purpose.

The transformational leadership style possessed by the Principal is:

a. Idealized Influence
Leaders serve as role models for their followers and gain their trust and respect. This can be shown from the leadership's involvement in every activity that has been planned. The principal is the first person to run the program, immediately setting an example for teachers by getting used to time discipline, being consistent in developing competencies and continuing to carry out the program that has been planned.

b. Inspirational Motivation
Leaders provide motivation and inspiration to followers to achieve common goals. This can be seen from the inspirational figure of the Principal, both in terms of educational qualifications and in terms of further competency development. The principal always provides motivation for his teachers to develop their careers through continuing their studies, training and training facilitated by the school.

c. Intellectual Stimulation
Leaders encourage followers to think creatively and innovatively, and question existing assumptions. This can be seen from the programs launched by the Principal to facilitate teachers to continue learning and facilitate the learning process. For example, the throne program (tahfidz Tahsin) encourages teachers to memorize the Koran and study the Koran. Public speaking program to

develop public speaking competence in delivering material or facilitating activities. The principal also provides rewards for certain achievements of his teachers which have been previously agreed upon.

d. Individualized Consideration

Leaders provide individual attention and support to followers, assisting them in personal and professional development. In this case, the Principal is always disciplined and continuous in implementing the rules and programs that have been planned. Evaluation of programs is always carried out administratively and follow-up is always carried out on all programs. Obstacles regarding the development of teacher competency are always resolved in a friendly manner, through coaching and carried out objectively. For example, if there is a teacher who cannot be invited to develop his or her competence, institutionally the teacher will be moved (repositioned) or reduced in position, after that, if it still does not change, they will be invited for discussion (coaching) individually to find out what obstacles or problems they are facing. If this still cannot be changed, the teacher will be handed back to the Foundation which had direct contact with recruitment.

Developing teacher competency is something that needs to be carried out and its level of consistency evaluated, this is one strategy to maintain the quality of private educational institutions and maintain the existence of institutions in the midst of a lot of competition from educational institutions each offering their own characteristics. The techniques for developing teacher competency as explained above through coaching, mentoring and training activities can be seen from various types of activities that are directly put into practice and the level of success is continuously monitored with evaluation instruments as well as rewards and incentives that can motivate teachers to continue developing their own competency. The four teacher competencies are developed in various activities by the Principal who leads with a transformational style. These types of activities are:

1. IHT (In House Training)

IHT activities are carried out once every semester for one week. Activities are guided by expert instructors brought in by special institutions to train teacher competency development. IHT material is tailored to teacher needs. The principal had previously conducted a written survey regarding what material was really needed by teachers, then reviewed or analyzed so that it was relevant to the time and availability of the instructors who would be involved. In this IHT activity, not only material or concepts are studied, but it is completed with direct practice and there are products produced by the teacher when the activity is completed. IHT activities have been scheduled on the Education calendar and have been discussed at the Institutional Working Meeting at the start of the school year. So far IHT activities have not been a burden for teachers, in fact these activities are eagerly awaited, because the material to be studied is in accordance with what they need and what they want. In this IHT activity there is a lot of knowledge, experience and friendship which would be a shame if missed, so that the teacher is committed to being enthusiastic and happy in participating. Continous Goverment

This activity is a follow-up to IHT activities, which are divided into two types, namely personal and multi-level. This activity aims to follow up on the training that has been carried out by the school in the IHT

2. Kombel (Learning Community)

This activity aims to discuss actual problems related to problems in the learning process, with the aim of providing maximum learning services for students. The learning community within the school consists of subject groups, as well as groups of lower grade and upper grade teachers for each phase. Apart from that, there are out-of-school learning communities such as KKG which are carried out in the cluster. There is also an online learning community at PMM.

3. Tahta (Tahfidz Tahsin)

This activity aims to prepare teachers who are able to read and memorize the Al-Qur'an continuously. Teachers who teach at Al-Amanah Islamic Elementary School must be able to memorize at least the 30th chapter. After entering the Al-Amanah Islamic Elementary School, teachers must continue to improve their competence in memorizing the Al-Quran through this Tahta activity. So that teachers are ready to carry out the Quran tahfidz program for students.

4. Quarantine

This activity is attended by students who will carry out munaqosah or tasmi'. In this activity the teacher guides the students. The teachers assigned are of course teachers whose tahsin and tahfidz achievements are already good. This is also a reward for teachers given by the Principal. Quarantine activities are carried out outside teaching hours (after completion of learning) with a duration of 1 hour. Students have been selected and prepared for certain memorization targets that they must achieve. Even in this activity, the teacher can memorize the meaning while developing his tahfidz competence.

5. Munaqasah

The purpose of this activity is to evaluate students' memorization of the Al-Quran. After passing the quarantine period, teachers have the right to involve their students in munaqosah activities, even if the students are in the lower classes. Munaqosah is prioritized for class 6, but even lower class students if they have reached the target, they can take part. This activity is a matter of pride for the supervising teachers, meaning that they have applied the results of the throne activity by taking their students to munaqosah.

6. Public Speaking

This activity aims to prepare teachers to be able to become reliable speakers or good lecturers. This activity is directly practiced in Fajr Study activities, routine ceremonies, literacy activities, as well as religious activities and other activities in turns. In this activity, the Principal facilitates teachers by bringing in mentors who are experts in their fields. Training is held regularly once every semester and is attended by all teachers and staff at Al-Amanah Islamic Elementary School.

7. Head of Sub (Dawn Study)

This activity aims to fill students' holidays with positive activities programmed by the school online. Activities are held once a week, namely on Saturdays at 05.00 via zoom. This activity was an activity that was created during Covid, but considering that the impact was very positive, and the response from parents was also very good, the activity continues until now. In this activity, the scheduled teachers all take turns providing the material. The material provided during public speaking is directly applied to this activity. Activities are not only mandatory for students, but teachers and staff are also required to participate, and many students' parents even take part. In this activity, the teacher's competence will be measured by how well he is received and makes an impression in front of both students and parents.

The principal's transformational leadership has had a major impact on increasing teacher competency at Al-Amanah Islamic Elementary School. So it also has an impact on the quality of schools and the quality of graduates. In his second term of office, the Principal succeeded in turning the Institution into a superior, high-quality institution that can maintain the trust of parents. This is based on the teacher's competence as a driving force or implementer whose competence continues to be developed through the above programs. Teacher competency continues to develop continuously with the school management process continuing to develop for the better. This can be seen from the school's achievements, teachers' comfort in carrying out their duties, school programs that run successfully, and the achievement of the school's vision, namely creating students who are religious, intelligent, and creative. School achievements include:

a. 2nd place in provincial level school-based management

b. Sanitation award at Bandung Regency level
c. 1st place in healthy schools at Bandung Regency level
d. 1st place in Adiwiyata at Bandung Regency level
e. 1st place in the Bandung Regency level waste bank competition.

As well as many other student achievements as proof of the quality of the teaching staff at Al-Amanah Islamic Elementary School. This is partly influenced by the leadership style of the Principal. The results of the questionnaire distributed can be concluded that all teachers feel comfortable serving at Al-Amanah Islamic Elementary School, on average they think that at Al-Amanah Islamic Elementary School they can serve while learning to get closer to Allah. The principal who is always a role model is the next reason for comfort.

Supporting factors in developing teacher competence as felt by the Principal are:

a) The school's vision is inspiring so it is easy to translate into several real activities that become the basis for living life. The school vision "Religious, Smart, Creative" is easy to remember and apply.
b) Support and empowerment. The Foundation really supports and facilitates teacher competency development activities with programs presented by the School Principal.
c) Inspiring relationships and individual approach. The principal is very close to the teachers, so everything is taken into account. Existing problems are resolved in a friendly manner so that work comfort is obtained.
d) Collaborative work environment. The Principal is very open to ideas, suggestions and input for the development of the Institution. So that all activities are born from joint ideas, carried out together, and evaluated together with the command of the Principal.

Meanwhile, the inhibiting factors felt by the Principal in carrying out teacher competency development include:

a) Lack of time. Limited time for training and development can be a major obstacle in improving teacher competency. Administrative activities or other tasks that pile up often reduce the time available for professional development. However, this can be overcome by being disciplined with time and setting the priority scale that must be implemented.
b) Resistance to change. Not all teachers are ready or willing to adapt to new approaches introduced by leaders. An attitude of resistance to change, whether due to a lack of understanding or distrust of the leader, can hinder the success of transformational leadership. This is the impact of less than optimal recruitment, because it could be caused by the really urgent need for teachers,

CONCLUSION

The effectiveness of developing teacher competency through the transformational leadership of the Principal at Al-Amanah Cileunyi Islamic Elementary School can be concluded as follows:

1. The characteristic of the transformational leadership style applied is that the leader is a role model, always at the forefront in providing examples of change, motivating and inspiring, encouraging innovation, and protecting teachers with comfortable communication and collaboration.
2. Developing teacher competency at Al-Amanah Islamic Elementary School through three events, namely coaching, mentoring and training.
3. The principal's transformational leadership style is very influential and can even be said to be effective in developing teacher competence, this is due to the exemplary attitude possessed by a leader which cannot be replaced by current technological developments.
4. There are many supporting factors for the transformational leadership style felt by the Principal in developing teacher competency, one of which

is support from the Institution, as well as a collaborative environment. Meanwhile, the inhibiting factor is the teacher's resistance to change so that there is no motivation to develop competence.

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