

The Leadership Role of The Visionary and Transformational School Principal at MIS Al-Husna YPIHN and MIS Miftahul Khaer

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Abstract: This research aims to determine the role of visionary and transformational school principal leadership in implementing the vision and mission in improving the quality of teaching and education staff. As well as to find out the obstacles to the school principal's visionary and transformational leadership in implementing the vision and mission in improving the quality of teaching and education staff. This research method uses qualitative methods. Research was conducted at MIS Al-Husna YPIHN and MIS Miftahul Khaer. Data collection methods use interview, observation and documentation techniques. The results of the research show that the visionary and transformational leadership of the principal at MIS Al-Husna YPIHN in implementing the vision and mission to improve the quality of teaching and educational staff is carried out by (1) increasing pedagogical competence, (2) teacher personality competence, (3) teacher social competence, (4) increasing teacher professionalism, (5) monitoring and evaluation activities. Meanwhile, MIS Miftahul Khaer carries it out starting from analyzing deficiencies, teachers' needs from external and internal factors and improving teachers' tasks, to planning programs to overcome deficiencies and problems faced by teachers. The obstacles to implementing improving the quality of educational energy by the head of MIS Al-Husna YPIHN Tangerang District are (1) lack of teacher experience, (2) lack of experience in communication techniques, (3) the number of productive female teachers. Meanwhile, the obstacles faced by the head of MIS Miftahul Khaer are limited facilities, the commitment of good teachers and the lack of teacher experience, good experience in the field of review material.

Keywords: Leadership, Principal, Quality, Educators, Education Personnel

INTRODUCTION

Schools are educational institutions that have various dimensions that are related to each other and support each other, in which there are teaching and learning activities to improve the quality and develop the potential of students (Minsih et al., 2019). While schools are unique due to their unique character, they are also settings for the learning process and acculturation of human life. As an organization, schools require a high level of collaboration between stakeholders due to their unique complexity.

Various personnel characteristics that can develop or weaken, as well as a constant flow of changes. When members are lost or confused about direction, they need someone to show up to organize, influence, organize, reconcile, provide conditioning, and set the

right goals. This is where the need for school managers with visionary leadership abilities arises.

Educational human resources (HR) are all people involved in educational activities that influence management activities in the organization. The educational human resources consist of leaders, school/madrasah principals, teachers/educators, students, administrative staff and so on. Educational human resources are an important factor in carrying out education management, with their contribution to the implementation of education they can create quality people. Educators and educational staff as human resources are personnel who play an important and strategic role, especially in efforts to improve the quality of education, because educators and educational staff directly interact with students on a daily basis (Nurlindah et al., 2020).

If school education in Indonesia is to progress, one of the things is that professional and dedicated educators and education staff are needed. The reality in the field is that there are still many educators who are not yet motivated to increase their professionalism because their abilities are very minimal. In this case, the government needs to step in to raise the dignity of educators and education staff. By raising their dignity, they will be serious in carrying out their duties. They will concentrate on educating the nation's children so that they can produce a quality generation in line with the demands of the times (Bachtiar, 2016).

The school principal is very important to achieve the institutional vision that has been set and plays an important role. It is possible that school leaders cannot carry out their own duties. Leaders need additional motivated organizational tools to inspire dedication and contribution to the organization. By working well, successfully and creatively to achieve the school's vision, this service can be realized.

Research conducted by Purwanto (2021) with the title *Visionary Leadership of School Principals on Quality and Quality of Schools at Soko State Elementary School* states that this visionary leadership can have a significant influence on improving teacher performance because the principal can provide a clear vision and can implement the vision. which he has made for the future of these teachers, so that by improving teacher performance it is hoped that there will also be an increase in the quality and quality of education at Soko State Elementary School.

The school principal is very important to achieve the institutional vision that has been set and plays an important role. It is possible that school leaders cannot carry out their own duties. Leaders need additional motivated organizational tools to inspire dedication and contribution to the organization. By working well, successfully and

creatively to achieve the school's vision, this service can be realized (Komariah & Triatna, 2017). Because the principal is responsible for how the school he runs provides education.

“One cannot guide people without explaining their future,” is a quote from Napoleon Bonaparte. Hope sellers are leaders (Isjoni, 2017). A mental image of the future that forms a vision. One of the characteristics of visionary leadership is the ability to articulate the organization's vision and future goals, the capacity of a leader to come up with new ideas that will be beneficial for the future of his institution.

Strong and superior leadership capacity is required in efforts to realize the vision (Danim, 2005). Leaders must make a lot of effort to mobilize and monitor their human resources to achieve this. As a result, the organization's vision will serve as a guide for all organizational activities. Therefore, leaders are also needed with a clear vision and the ability to strengthen an already strong sense of belonging to an organization.

At this time, educational leadership is needed that anticipates changes in the world of education and is based on true national character that comes from cultural and non-secular values. Visionary leadership, in other words, leadership whose main work is focused on engineering a challenging future, is leadership that understands the needs of school-based management and is desired for developing the quality of educational institutions (Komariah & Triatna, 2017). One of the characteristics of visionary leadership is the ability to develop appropriate strategies so that after formulating the vision it is easy to identify the goals that must be achieved to advance the institution they lead.

The process of raising other people to become more motivated is the goal of innovative or transformational leadership that involves leaders and followers. Burns said. Transformational leadership is a method in which superiors and subordinates collaborate to encourage mutually beneficial improvements in morale and motivation. That is, transformational leaders advocate high moral standards and ideals in an effort to raise awareness among their subordinates. Such as: glory, humanity, and togetherness. The measures used in assessing leadership are trust, trust, admiration and loyalty of their subordinates because of this influential leadership style, this is because transformational leaders will continue to encourage their subordinates to work better towards achieving organizational goals (Setiawan & Muhith, 2013).

The issue of education quality is an issue that is always hot and interesting to discuss and study. The issue of educational quality is in line with the demands of development and change, demanding the role of the agent of change in generating reform ideas and managing change. The figure of the agent of change internally in the educational institution in question is the existence of leaders who carry out leadership effectively,

namely leadership who is able to manage all the resources in the institution they lead towards the expected vision and mission. Especially human resources, namely educators and educational staff, are allegedly fraught with various problems, including issues of qualifications, coaching and development. professionalism, as well as performance that really requires intensive and continuous attention, direction and guidance so that they are truly able to carry out all their duties, functions and responsibilities professionally, in line with the demands of the required standards of educators and educational personnel (Susanti, 2021).

Apart from being an urgent need for quality, there is a reality in the field that the factor that is often highlighted and paid attention to by the government or policy makers is making changes in terms of programs without being accompanied by efforts that are in harmony and balance with efforts to improve the people, namely educational staff, as well as management. and management of education by leaders of their institutions. This problem clearly greatly affects the quality of education. This is a tough task and responsibility for policy makers and heads of education units to be able to organize and manage the management of educators and education staff in carrying out their duties and responsibilities.

Several basic assumptions underlying educators and educational staff as human resources are strategic and rational factors that determine the level of success in the education system, namely: 1) humans are the most important asset in educational organizations, 2) personnel determine the success of educational goals, 3) the human element is the largest controlled variable in organizations, 4) most organizational problems are related to human appearance, 5) the main concern of the school system is identifying and managing process behavior in order to achieve set goals (Mudassir, 2016).

Research conducted by Wiratmoko, Murniati, and Abdullah (2022) states that these leaders practice innovations. His leadership attitudes and behavior are based on developing knowledge and intellectually he is able to translate this into productive performance. Leaders always explore new ideas and creative solutions from staff and always encourage staff to learn and practice new approaches to doing work. This means that the school principal, in carrying out his duties and authority, should be able to develop the potential or intelligence possessed by each component of education in the school. Efforts that can be made by school principals to increase intellectual stimulation are providing creative solutions and being able to apply new approaches in carrying out work, exploring new ideas, generating creativity, increasing intelligence and providing direction.

Visionary leadership emphasizes that the existence of a vision is very important for organizations that want to create an effective and competitive organization. Leadership strength produces various policies and work operations that are guided by the organization's vision. An organization that wants to progress and be competitive must have a clear vision. In this case, the school principal plays a role in creating, maintaining, developing, communicating and refreshing the school's vision so that it continues to have the ability to provide appropriate and rapid responses to various problems and demands faced by the school. A leader's vision implies an understanding of the past and the future, and more importantly the vision offers direction and a map to the future and becomes a guide or direction for all members of the organization in achieving goals (Mukti, 2018).

In the management framework, the principal has two major roles in achieving school goals, namely as a school manager and at the same time as a school leader. These two roles are inherent in a school principal. As a manager, the principal's duties are mainly related to maintaining the current structure, procedures and goals of the school. As a leader, the principal's duties relate to efforts to make changes, achieve vision and growth, and provide inspiration and motivation (Kuswaeri, 2017).

Quality-oriented school principals are needed. Such leadership adheres to the following principles: 1) In quality leadership, a person measures his or her success from the success of the people (all members) in the organization; 2) Shared responsibility; 3) Continuous quality improvement; 4) The role of teachers and staff; 5) Vision directs people to the goals they will follow; 6) Everyone wants to be a superior person (Sukmadinata et al., 2006). Such a leader is a leader who applies a transformational leadership style. The transformational leadership pattern is one option for school principals to lead and develop quality schools.

MIS Al-Husna YPIHN and MIS Miftahul Khaer are Islamic educational institutions under the Ministry of Education and Culture and have been trusted as quality schools. According to survey findings and initial observations, problems were still found at the two schools. The school principal as a visionary leader does not yet have a clear view of the vision he wants to achieve, so that the organization he leads can develop. In accordance with the vision he wants to achieve, the school's vision and mission have not been fully realized by the principal, so that the quality of the school is below expectations as planned, the role of the principal as a visionary leader has not been able to build relationships between members effectively in terms of motivating, giving, making its members more advanced and independent, the principal as a transformational leader has not been able to change the energy of resources, both humans, instruments and situations

to achieve goals. This can be seen from the fact that there are still teachers whose performance in the school is not satisfactory and the inability of the administrative staff to provide services to students quickly, the implementation of transformational leadership by the principal has not had an impact on the implementation of the learning process in a professional manner and a school culture and climate that is conducive and achieved has not been created. high student learning achievement.

The researcher looked into transformational leadership and educational quality in the light of the previous description. Therefore, the aim of this research is to determine the role of leadership and obstacles in the visionary and transformational leadership of school principals in implementing the vision and mission in improving the quality of teaching and education staf.

METHOD

This study used qualitative research methods. Qualitative research method is a method that is based on the philosophy of postpositivism, qualitative research methods are used for research that focuses on the natural conditions of objects. The results obtained from using qualitative research itself emphasize the meaning of generalization (Sugiyono, 2017).

Multi case study is the type of research used in this research. A type of research called a multiple case study tries to look at a particular subject and compare or contrast them. Both subjects and locations are compared in terms of their similarities and differences. The most effective work practices are the focus of this kind of research. This means that researchers investigate a case thoroughly, only drawing applicable or limited conclusions (Iskandar, 2009).

The research was carried out at MIS Miftahul Khaer and MIS Al-Husna YPIHN, Tangerang District. The data collected for this study relates to the research questions, specifically the role of transformational leadership in raising educational standards. The research subjects who were supporting informants were the Principal, Deputy Director of Curriculum, Deputy Director of Student Affairs, Deputy Director of Public Relations, Deputy Director of Facilities, Teachers, Staff, Extracurricular Organizers and Student Information Providers at MIS Miftahul Khaer and MIS Al-Husna YPIHN.

The data in this research was obtained through several qualitative data collection techniques. The techniques used are in-depth interview techniques, observation and documentation. The data obtained in this research was analyzed through a series of data analysis techniques. Inductive data analysis was used in this research. Margono (2019) emphasized that empirical data, not theoretical deduction, is the basis for qualitative

research. Phenomena that occur in the field are studied, analyzed, interpreted, and the findings from these investigations are brought directly to the field. Because this research uses a multiple case study design, the data analysis stage is divided into two parts, namely individual case data analysis and cross-case data analysis.

Checking the Validity of Research Data is the final step in this research. Data reliability testing is very important so that research results can be truly tested and produce scientific research.

RESULTS AND DISCUSSION

RESULT

The Role of the Principal's Visionary Leadership in Improving the Quality of Educators and Education Personnel at MIS Al-Husna YPIHN

MIS Al-Husna YPIHN Principal Leadership Management in Improving the Quality of Educators

The first step in implementing teacher development is to establish a thorough plan. Determination of planning begins with identifying all problems that may arise by compiling a SWOT Analysis. At MIS Al-Husna YPIHN Tangerang District, a five-year medium-term strategic plan, namely 2015-2020, has been prepared, as well as an annual operational plan. This proves that the planning for teacher development at MIS Al-Husna YPIHN is well planned.

The implementation of teacher development at MIS Al-Husna YPIHN Tangerang District is focused on improving teacher competency. As explained in article 28 PP no. 19 of 2005 concerning SNP, that teachers as learning agents act as facilitators, motivators, boosters and providers of learning inspiration for students. The multi-functional role of teachers, not just the transfer of knowledge, requires school principals to encourage teachers to be able to meet teacher competency standards so that they can achieve learning goals and improve school quality.

Teacher competency standards apply nationally which are determined based on Minister of National Education Regulation Number 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies which is an elaboration of PP No. 19 of 2005 concerning SNP. The teacher competency standards in question are pedagogical competence, personality competence, social competence and professional competence (Umasugi, Mardiyono and Sarwono, 2015).

Pedagogical Competency Development, Pedagogical competence is a teacher's ability to manage student learning which includes understanding students, designing and

implementing learning, evaluating learning outcomes, and developing students to actualize the various potentials they have (Nur, 2014).

The coaching material delivered by the Head of MIS Al-Husna YPIHN Tangerang District in regular meetings seeks to encourage MIS Al-Husna YPIHN Tangerang District teachers to continually improve their abilities in the field of insight and educational foundations both regarding learning materials and learning methods and the use of learning media, by using IT advances have been provided by schools in the form of internet and wifi. Using the internet to increase learning insight so that the learning process is not only focused on existing textbooks and is not monotonous.

In pedagogical development, teachers are facilitated by implementing Independent Curriculum workshop activities which are followed up by intensifying KKG (Teacher Working Group) activities. This activity will be quite effective for teachers because they can learn together technically to prepare syllabi, lesson plans, annual and semester programs and other tools.

An innovative breakthrough at MIS Al-Husna YPIHN Tangerang District in terms of student evaluation is by providing a grades processing application to simplify the processing of grades, making it easier for teachers to process grades, both UAS grades and UKK grades. With this application, teachers don't need to bother calculating grades manually.

Then, in an effort to standardize the assessment system, a workshop was held and the assessment guide was implemented. This activity is intended so that in assessing students there are standard standards, so that in giving assessments, a teacher can avoid subjective attitudes, and be as objective as possible. This is very important to implement so that the quality of students is truly measured well.

Personality Competency Builder, The teacher's personality has a very big contribution to the success of education, especially in learning activities. According to Rohmat (2012) opinion teachers are digugu lan ditiru, not wagu tur kuru, teachers are imitated because of their knowledge, not because they are thin and anomalous. Teachers must have proven learning masters (mastery of material/knowledge), social skills and spirituality that are inherent in them. Initially, this shows that the personal competence or personality of the teacher is really needed by students in the process of forming their personality.

Seeing the importance of teacher personality competency, the Head of MIS Al-Husna YPIHN Tangerang District has made developing personality competency a top priority. With a noble personality, you will develop a high work ethic, responsibility,

discipline, trustworthiness, and a willingness to give all your abilities for the progress of the organization.

He steps implemented by the Head of MIS Al-Husna YPIHN Tangerang District are in the form of instilling Islamic religious values, and providing role models (*uswatun khasanah*) is the right step.

The efforts made by the Head of MIS Al-Husna YPIHN Tangerang District include coaching activities carried out through *tarbiyah*, *tauisyah*, reading the Al-Qur'an one day one juz, memorizing the Al-Qur'an one day one verse, *tahsin* Al-Qur'an and Al-Qur'an reading certification, *ukhuwah* between teachers at MIS Al-Husna YPIHN Tangerang District which is carried out with monthly social gatherings, as well as extended family gatherings at MIS Al-Husna YPIHN which are used for friendship between teachers, employees and their families, this is an effort to get used to it in the hope that it can sink into the heart so that become a personality in everyday life, especially in the framework of realizing the goals of MIS Al-Husna YPIHN Tangerang District.

By instilling the values of the Islamic religion, teachers are expected to be able to have noble morals, exemplary morals that can be emulated by their students, as was exemplified by the Messenger of Allah, that the success of spreading Islamic teachings was carried out with full exemplary support from his noble nature, namely intense, trust, *tabligh*, and *fathonah* (Salsabilah et al., 2021).

Providing role models (*uswatun khasanah*) from the school principal is an urgent matter in the coaching system. The head of MIS Al-Husna YPIHN, Tangerang District, in an effort to set an example for teachers, is to come early and then accompany the picket officers to greet the students, dress neatly and in uniform according to the schedule for the day concerned, do Al-Qur'an recitations one day, one *juz*, memorize the Al-Qur'an. one day one verse, Duha prayer, congregational prayer, following *tauisyah* and *tarbiyah*, and carrying out learning according to the schedule in an orderly manner as well as making syllabus, lesson plans and other learning tools in accordance with the provisions. By providing a role model, the Head of MIS Al-Husna YPIHN Tangerang District feels that he has the courage and does not feel embarrassed when he has to reprimand teachers who do not comply with the provisions. Without the capital of providing this role model, school principals will find it difficult when they have to reprimand, inform, warn, or even punish teachers.

Social Competency Development, Communication in the world of education is very vital, because one of the functions of education is the transfer of knowledge and knowledge. In the learning process, motivating students, presenting information,

stimulating discussion, and directing student activities requires good communication so that learning objectives can be achieved (Arifin, 2019).

Likewise, in terms of relationships with student guardians, with school committees, and also with government agencies, communication plays a very important role. The progress and success of schools is partly due to good communication, so that the trust of students' guardians, the school committee and the community in the school can increase.

The MIS Al-Husna YPIHN Principal's 5 S program (smile, greet, salute, be polite and courteous) is a form of effort to create effective communication and interaction at school. Forming a smiling attitude, getting used to giving or answering greetings and greetings when meeting anyone, developing polite attitudes, fostering a sense of brotherhood and a spirit of togetherness are efforts that must always be intensified to achieve a better school environment.

Activity *tausiyah* and *tarbiyah* which is held every week, the homeroom teacher leads a student parent meeting which is held according to mutual agreement and receives consultation from the student parents, especially regarding the development of student learning, becoming a vehicle provided by the Head of MIS Al-Husna YPIHN Tangerang District to develop teachers' communication skills.

Teachers' abilities in applying communication and information technology facilities are also always honed through school programs including telecommunications gateways which function as a means of communication and information between schools, homeroom teachers and student guardians, *tahajud* calls, and also for SMS *tausiyah* to remind students about the program *wajarji* (compulsory hours for studying and reciting the Koran). By providing this activity facility, the Head of MIS Al-Husna YPIHN Tangerang District hopes that all teachers at MIS Al-Husna YPIHN Tangerang District will not be technologically illiterate so they can adapt to the development of community culture.

Professional Competency Development, To meet professional competency standards, the Head of MIS Al-Husna YPIHN Tangerang District has taken efforts by sending teachers to take part in Professional Teacher Education and Training (PLPG). However, these efforts have not met expectations, because teachers who have received professional certificates and then been appointed as civil servants have had to leave MIS Al-Husna YPIHN Tangerang District to carry out their duties at state schools. Meanwhile, existing teachers have not met the work period requirements to take part in PLPG. Of the 69 teachers, only six teachers had the opportunity to take part in PLPG. This is seen as not being proportional to the number of teachers where all teachers should have the

opportunity to take part in these activities. So professional development through this route is considered not optimal, so professional development must be carried out through other channels.

With conditions like these, the Head of MIS Al-Husna YPIHN Tangerang District ensures that the Teacher Working Group (KKG) runs regularly and effectively. With routine and effective KKG activities, it is hoped that a teacher will receive guidance, training, and exchange ideas, share experiences and information in a subject in accordance with the demands of developments in science and technology. This activity is scheduled once a month every odd week. Another activity carried out by the Head of MIS Al-Husna YPIHN Tangerang District in developing teacher professional competence is carrying out teacher training on IT-based learning. This activity was carried out during the class promotion holidays. Holding this activity can encourage teachers to improve learning techniques so that they are varied, more interesting and not boring so that students' absorption capacity increases, due to increased teacher knowledge and skills.

From several of these activities, there is always good evaluation and supervision as well as follow-up efforts and improvements to deficiencies in the programs that have been implemented. Evaluation and supervision have been carried out through several media, including through routine meetings, supervision and activity inspections. These are some of the efforts of the Head of MIS Al-Husna YPIHN Tangerang District in carrying out his duties as a leader of an educational institution, both as an educator, personal, manager, supervisor and as an entrepreneur. From the description of all these activities, it shows that the Head of MIS Al-Husna YPIHN Tangerang District has strong managerial leadership skills in developing teachers.

Obstacles Faced in Teacher Coaching

The aim of teacher development is the growth of each teacher's abilities, which includes scientific growth, insight into thinking, attitudes towards work, and skills in carrying out daily tasks so that work productivity can be increased (Suhartini, 2015).

In coaching teachers at MIS Al-Husna YPIHN, Tangerang District, there are also difficulties, obstacles or constraints in achieving optimal coaching results. Obstacles faced include; First, teachers still lack experience, the need to improve communication techniques for teachers, and the large number of female teachers in the product age.

The lack of teacher experience started with recruitment in teacher recruitment at MIS Al-Husna YPIHN. In recruiting teachers at MIS Al-Husna YPIHN, Tangerang District, most of the applicants are job seekers. They are graduates who have just completed their studies. They have absolutely no experience teaching anywhere. The

knowledge he obtained was only theoretical and not yet complemented by practical teaching experience.

This condition makes the Head of MIS Al-Husna YPIHN Tangerang District have to prepare effective tricks to encourage these young teachers to have the expected competencies.

The second obstacle is the need to improve communication techniques. At a young age, it is still necessary to make intense efforts to study communication techniques. This encourages good communication between teachers and students, school principals, foundations, parents of students, student guardian associations, school committees, cross-sectors, and the community.

The third problem, which is a problem with teacher development at MIS Al-Husna YPIHN, Tangerang District, is the large number of female teachers who are still of childbearing age, and the many activities of the teachers outside the task of the learning process. As a result of this, many teachers take leave due to giving birth, especially since the ratio of teachers at MIS Al-Husna YPIHN, Tangerang District, is more women, or leave the classroom because they carry out other duties. So conditions like this automatically hinder the learning process, and make the teacher development process not achieve its goals.

DISCUSSION

The Principal's Visionary Leadership in Improving the Quality of Educators and Education Personnel at MIS Miftahul Khaer.

Teacher Professional Competency Development Program Planning

In preparing a program, of course the most important thing is to make a thorough plan so that all programs that will be implemented have clear direction and objectives, so that this can serve as a guide for program managers in carrying out their programs. Planning is something that includes various activities that determine needs, determine strategies for achieving goals, determine the content of educational programs (Hamalik, 2016).

In preparing a program, of course the most important thing is to make a thorough plan so that all programs that will be implemented have clear direction and objectives, so that this can serve as a guide for program managers in carrying out their programs. Planning is something that includes various activities that determine needs, determine strategies for achieving goals, determine the content of educational programs (Sukarna, 2017). Therefore, without a mature plan with clear estimates, programs cannot run well

and the goals that have been set will be difficult to achieve.

The programs that have been planned and carried out by the school include; first, holding teacher upgrading training, this program is a training where teachers are given the freedom to express themselves through discussion forums with other teachers and/or with presenters who are competent in their fields. The aim of holding this program is so that teachers can upgrade their knowledge and improve teacher abilities, including increasing understanding and delivery of material and teachers having high teaching skills and creativity in carrying out their duties as educators.

Second, it requires all teachers to take part in teacher seminars, both seminars organized by the school itself and other institutions. In seminar activities, teachers can learn with other school teachers and share learning experiences, so that teachers have new ideas that can be applied in the process of teaching and learning activities.

Third, the principal instructed all teachers to join the teacher working group (KKG) community. In this activity, teachers can develop their professional competencies through various activities, such as scientific discussions, writing scientific papers, classroom action research, child psychology. All of these activities can develop and improve teacher professional competence.

Fourth, is to involve teachers in various competitions, both at the city, provincial and national levels. This activity has a positive impact on teachers, apart from gaining new experiences and new teacher friends from large-scale schools, teachers can also learn from other teachers from various schools in developing their abilities as educators. This program is quite effective because several teachers at MIS Miftahul Khaer Tangerang District won champions and awards from the competitions they participated in.

The program has been determined and established by the school principal and his deputies, with design and implementation carried out regularly by the school with the aim of developing and improving teacher professional competence in accordance with the expectations of MIS Miftahul Khaer Tangerang District. By planning this program, we can produce quality teachers and teachers who can work well and be able to create quality graduates in accordance with the vision and mission of the MIS Miftahul Khaer school, Tangerang District. School principals believe that quality teachers who have good professional competence have a big influence in improving the quality of education in schools.

Strategy for Implementing Teacher Competency Development Programs

The principal as a leader has an important influence in implementing teacher professional competency development programs. In education management at MIS

Miftahul Khaer Tangerang District, it is not only created by the school principal, but also by collaboration between the principal and his subordinates, especially teachers. This is in accordance with the opinion of Mulyasa (2015) that the school principal is the driving force, determines the direction of school policy, and determines the school's goals so that they can be realized.

Teachers have an important role as supporters and the main factor for success in educational management. The performance of teachers and school principals is performance that must be carried out collaboratively so that educational management can be applied well. In this case, the school principal's education management at MIS Miftahul Khaer Tangerang District implements a school program implementation strategy so that the designed programs can be implemented well.

The strategy was carried out by the school principal at MIS Miftahul Khaer Tangerang District, namely through strategic planning for teacher professional competency development programs, implementation of teacher professional competency development programs, approaches and supervision. This is in accordance with the theory put forward by Malayu Hasibuan that management regulates human resource processes and other non-human resources effectively and efficiently in achieving certain goals (Saondi, 2014).

The following is a discussion of research that has been carried out by the author, namely strategies for implementing the school principal's program in developing the professional competence of teachers at MIS Miftahul Khaer, Tangerang District.

Strategy Planning, the principal of MIS Miftahul Khaer Tangerang District formulated strategic planning to provide opportunities and improve the professional competence of competent teachers. The stages carried out by the principal of MIS Miftahul Khaer Tangerang District in strategic planning to develop teacher professional competence are as follows. a) Formulate the vision, mission within the MIS Miftahul Khaer Tangerang District organization in order to determine the strengths and weaknesses as well as opportunities in producing goals and strategies that will be used. b) Establish cooperation and deliberation with subordinates and parties involved in the school management structure of MIS Miftahul Khaer Tangerang District. c) Create school programs that can support activities to develop teacher professional competence.

Through the objectives of strategic planning in education management, it can be described what things will be realized in this management. Based on the results of the researcher's research, the principal of MIS Miftahul Khaer Tangerang District implements programs that can develop teachers' professional competence and strategies for

developing the quality of their human resources.

Program Implementation, in developing the professional competence of teachers at MIS Miftahul Khaer Tangerang District. Schools create training programs to improve teacher abilities. The principal of MIS Miftahul Khaer Tangerang District implements a training program to develop teacher professional competence, namely teacher upgrading, seminars, workshops, KKG (Teacher Working Group), and other training that supports the development of teacher professional competence.

Human resources in education management are important things that must be managed and human resources are the main driver in education management. The strategy for implementing the principal's program in developing the professional competence of teachers at MIS Miftahul Khaer Tangerang District is to improve the quality of teacher resources and educational staff. This is in accordance with the opinion expressed by Mulyasa (2017) that school principals have a strong role in coordinating, mobilizing and harmonizing all educational resources available at the school. The leadership of the school principal is one of the factors that can encourage schools to realize their school's vision, mission, goals and objectives through programs that are implemented according to plan and in stages.

The principal of MIS Miftahul Khaer Tangerang District holds school programs which can certainly develop teachers' professional competency abilities so that they have an impact on the maximum quality of education.

Teachers play a key role in determining the quality of learning. Thus, teacher professional competence needs to be considered in improving the quality of education. In the Teacher and Lecturer law (article 1 paragraph 1) it is stated that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education, formal education, education primary and secondary education (Aqib & Rohmanto, 2017).

Approach and Supervision, the principal of MIS Miftahul Khaer Tangerang District takes an approach in implementing strategies for implementing the teacher professional competency development program by holding teacher meetings to coordinate every week. This also makes it easier for the principal of MIS Miftahul Khaer Tangerang District as the principal to know the expertise and creativity of each teacher as well as the development of learning in the classroom.

In improving teachers' professional competence, the principal of MIS Miftahul Khaer Tangerang District also applies strategies to develop teachers' professional competence by carrying out activities that can establish good relationships with all school

members. Many activities are implemented at MIS Miftahul Khaer Tangerang District to support and encourage the development of teacher professional competence. These include establishing good relationships with all school residents (*silaturahmi*), carrying out IMB activities every morning. IMB is an activity of reciting the Koran together every morning which is routinely carried out by teachers and employees, doing sports together every Friday, distributing tasks to all teaching staff, and maximizing and optimizing heads of affairs down to the lower level.

CONCLUSIONS AND SUGGESTIONS

CONCLUSIONS

From the results of this research and discussion, it can be concluded that the visionary and transformational leadership of the principal at MIS Al-Husna YPIHN in implementing the vision and mission to improve the quality of teaching and educational staff is carried out by (1) increasing pedagogical competence, (2) teacher personality competence, (3) teacher social competence, (4) increasing teacher professionalism, (5) monitoring and evaluating activities.

Meanwhile, the visionary and transformational leadership role of the MIS Miftahul Khaer principal in implementing the vision and mission to improve the quality of teaching and education staff begins with program planning in developing teacher professionalism competencies formed at MIS Miftahul Khaer Tangerang District which is well planned by the school principal. Starting from analyzing deficiencies, teacher needs from external and internal factors and improving teacher duties, to planning programs to overcome deficiencies and problems faced by teachers. As for the obstacles to implementing improving the quality of teaching staff by the Head of MIS Al-Husna YPIHN Tangerang District, there are several obstacles faced, namely (1) the lack of experience of teachers, (2) lack of experience in communication techniques, (3) the large number of female teachers in productive age so that many maternity leave. Meanwhile, there are several obstacles to implementing improving the quality of teaching staff by the Head of MIS Miftahul Khaer, namely limited facilities, poor teacher commitment and the teachers' lack of experience, both experience in the field of mastery of the material.

SUGGESTIONS

This research can be a reference for future researchers in conducting research that can be developed and discussed in more depth by including more complete data and being able to reveal more in-depth findings regarding research that has a correlation with this research.

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