

Transformative and Innovative Leadership: The Key to Successful Teacher Competency Development in Islamic Schools

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ARTICLE INFO	ABSTRACT
<p>Article History: Recieved: 25-04-2025 Revised: 15-05-2025 Accepted: 30-06-2025</p> <p>Keyword: Transformative Leadership; Innovative Leadership; Teacher Competency Development.</p>	<p>This study aims to analyze the leadership strategies—particularly transformative, participatory, and Islamic value-based approaches—used by the principal in developing human resources at SMP Islam Amanah Ummah. Employing a qualitative case study method, data were collected through in-depth interviews and participatory observation involving one principal and five teachers directly involved in the HR development program. Thematic analysis was used to interpret the data, supported by triangulation and member checking to ensure validity. The findings show that the principal implements structured leadership strategies through annual planning, In-House Training (IHT), internal coaching, and participation in external training. A key innovation is the integration of non-academic training such as public speaking, digital media production, and Islamic health practices. These strategies not only improve pedagogical competence but also enhance teacher motivation and loyalty. A significant challenge identified is resistance to technological adaptation among senior teachers, as well as limited funding and time constraints for intensive training. The most significant contribution of this research is the identification of a holistic, Islamic value-based leadership model that promotes both academic and moral development in teachers. These findings have practical implications for Islamic schools and SMP, offering a model that can be adapted to develop teacher professionalism through strategic and values-oriented leadership. These insights can serve as a reference for Islamic schools seeking to design effective HR development programs.</p>

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INTRODUCTION

Teacher competency development is a key factor in improving the quality of education, particularly in Islamic schools. Research shows that competent teachers can

enhance the quality of learning by providing guidance, motivation, and more varied approaches to students. A study by Zuhaeriah et al. (2020) revealed that the role of teachers in Islamic education is crucial because they directly influence the success of the learning process in the classroom. In the era of globalization, Islamic schools face significant challenges in aligning the curriculum with the development of technology and the ever-changing needs of society. Research by Asadullah & Chaudhury (2016) indicates that improving teacher quality in the Madrasahs of Aceh Tamiang still needs attention, given the importance of teacher quality in creating high-quality education.

School leadership is not only administrative but also transformational and innovative. The school principal acts as a change agent to ensure that teachers can grow and develop. Hidayati et al. (2024) emphasize that an excellent Islamic school must prioritize teacher competency as the leader in the classroom and ensure that they are prepared to face the challenges of changing times, including digitalization. Although many Islamic schools have great potential, the reality is that many are still lagging in leadership innovation and teacher development. Research by Mubarak (2024) shows that teacher competency directly influences the quality of students, including their academic achievement and social development.

The implementation of transformational and innovative leadership models in many Islamic schools is still limited, despite the awareness of their importance in improving the quality of education. Many schools have yet to fully implement transformational leadership, which can affect teacher performance and the quality of learning. A study by Makruf (2017) found that although the democratic-transformational leadership model can be applied in integrated Islamic schools, its implementation is limited due to a lack of managerial integration and the limitations in applying a curriculum that combines formal and non-formal education. School leaders still struggle to manage various educational aspects holistically.

Furthermore, a study by Humam et al. (2024) revealed that although principals in some Islamic schools have applied transformational leadership to increase commitment and performance, there are still gaps in learning innovation and in creating participation spaces for all school members. The lack of understanding regarding the importance of innovation and teacher empowerment remains a significant barrier in applying effective transformational leadership. Muhammad & Sari's (2021) study also showed that although transformational and servant leadership can create positive changes in Islamic boarding schools, their application is still hindered by limited resources and a lack of understanding of leadership based on Islamic values. They suggest that transformational and servant leadership should be applied synergistically, but this is often not fully implemented.

A study by Khoiri et al. (2017) found that the principal at Banat NU Islamic Senior High School Kudus had already implemented a transformational leadership model based on Tawhid values. However, despite this model successfully creating a clear vision, the main challenge lay in integrating more practical Islamic values into daily school activities. The lack of intensive training for principals also became a barrier to applying more effective leadership. Next, a study by Tung et al. (2021) revealed that the implementation of transformational leadership in SMP could improve student achievements, but difficulties

arose due to the lack of regular evaluation and resistance to change. Therefore, innovations in leadership are still much needed, including in the use of resources and more effective time management.

The implementation of transformational and innovative leadership in Islamic schools still faces many obstacles, such as the lack of leadership training for principals, limited resources, and resistance to change from more traditional school environments. To address this gap, there needs to be better development of leadership understanding and skills, as well as strengthening a culture of innovation and collaboration within the Islamic school environment. A solution to improving education quality in Islamic schools is by encouraging the implementation of transformational leadership styles. Research by Mubarok (2024) shows that the development of training programs and policies that support teachers in making pedagogical innovations is crucial. To support educational transformation, principals need to design teacher development programs focused on change and innovation. In this context, technology-based training programs and non-academic skills, such as digital content creation training, become very important. This is in line with the findings in research by Raihan et al. (2025), which shows that technology and digital skills will significantly enhance teachers' abilities to face the challenges of globalization.

Many studies indicate that the quality of teaching greatly depends on teacher competency and the leadership style of the principal. For example, research by Siregar & Jarudin (2024) highlighted the importance of teacher competency development in the context of Islamic education in Indonesia. They emphasized that the role of the principal in developing teachers is essential to improving the quality of education. The goal of this research is to analyze the leadership strategies of school principals in developing teacher competencies and identifying best practices and challenges faced. This research aims to provide practical contributions to policy development that supports the improvement of education quality. This research is important to offer practical contributions for school principals, foundations, and Islamic education managers in designing an adaptive leadership culture based on Islamic values. As explained by Zuhaeriah et al. (2020), Islamic education requires a more contextual approach in developing teacher quality amidst the rapid pace of change.

LITERATURE REVIEW

Strategic Leadership Theory

Strategic leadership theory focuses on the role of leaders in formulating long-term visions and designing sustainable strategies for the organization. Strategic leaders are responsible for aligning organizational resources to achieve long-term goals that can drive continuous improvement. In the context of education, particularly in Islamic schools, this theory emphasizes the importance of strategic planning that involves all elements of the organization, including human resource development. A strategic leader is not merely an efficient manager but also a visionary who can foresee potential changes and take action to

achieve them. They lead by creating plans that guide the organization's efforts toward a greater goal, while considering the external and internal challenges.

In practice, a principal applying strategic leadership serves as a link between long-term vision and daily action plans. Research by Morrill (2007) shows that in the academic world, particularly in higher education institutions, strategic leadership plays a vital role in directing change through integrated strategic planning. This strategy is not only about achieving short-term goals but also about continuously adapting to the emerging needs in the changing educational context. Furthermore, research by Eacott (2007) on strategic leadership at the elementary school level emphasizes the importance of having a broader understanding of strategy. Educational leaders must move beyond annual, isolated planning and begin to view strategy as a larger framework that connects today's actions with future outcomes, including the effective management of human resources to achieve these goals. Research by Hartley (2021) further explores the role of strategic leadership in enhancing schools' readiness to implement 21st-century learning. In this study, strategic leadership is considered key to managing change within organizational structures and educational policies, directly related to the quality of teaching and learning in schools.

Transformational Leadership Theory

Transformational leadership theory describes how leaders can influence and inspire their subordinates by creating a motivating vision, empowering team members, and setting an example through their actions. Transformational leaders do not just direct tasks and give instructions but seek to transform the values and behaviors of their subordinates to align with the broader organizational goals. In education, principals who practice transformational leadership focus not only on daily management but also on efforts to change and improve teachers' and educational staff's capacities to create a better learning environment for students. Transformational leaders focus on empowerment and motivation among their followers, fostering a work culture based on collaboration, and supporting teachers' personal and professional development.

Transformational leadership is highly relevant for educational development, especially in Islamic schools, which often face challenges in adapting to the changing times. Research by Hou et al. (2025) highlights that transformational leaders create a significant impact by inspiring teachers and staff to innovate and adapt to changes in the educational world. Idris et al. (2022) also note that principals who implement this leadership style can increase teachers' motivation and create a work culture focused on quality and collaboration. They show that principals not only focus on academic achievement but also provide emotional and spiritual support to teachers and staff to achieve common goals. This is crucial in forming a learning environment that supports the full development of students' potential. Research by Hamad & Mohammed (2018) investigating transformational leadership dynamics in broader contexts emphasizes the importance of inspirational leadership and driving innovation, which is especially relevant for the education sector facing social and technological change.

Teacher Competency Theory

Teacher competency theory defines the various competencies that a teacher must possess to teach professionally. According to Indonesia's Teacher and Lecturer Law No. 14 of 2005, teacher competencies are divided into four main categories: pedagogical competence, professional competence, personal competence, and social competence. Additionally, international literature adds that teacher competencies include not only content knowledge and pedagogy but also soft skills necessary to face the challenges of the 21st century. In this theory, teacher competency is considered a key pillar that supports the quality of education and student learning success.

The development of teacher competencies becomes an integral part of school leadership, especially in ensuring consistent and sustainable teaching quality. Siregar & Jarudin (2024) in his study of pedagogical competence states that a teacher must have a deep understanding of the material being taught and the ability to deliver it in a way that is understandable to students. On the other hand, Holland & Piper (2016) emphasizes that mastery of subject matter alone is not enough. Teachers also need to develop communication skills and social interaction with students and the community to create an inclusive and collaborative learning environment. In the context of Islamic schools, it is important for school principals to direct the development of teacher competencies that focus not only on academic aspects but also on moral and social values aligned with Islamic teachings. As noted by Fontana-Rosa et al. (2025), HRD in higher education focuses on building competence, which is vital for achieving educational goals. Education, as a strategic tool for HRD, helps individuals develop the necessary skills for personal and professional growth.

Moreover, Sihombing et al. (2024) stresses the importance of HRD in the education sector, advocating for effective teacher recruitment, training, and performance monitoring to improve educational quality and accountability. Griffith et al. (2025) further underscores that HRD practices in educational institutions, particularly higher education, enhance teachers' skills and foster leadership development to align with national objectives. Siddiqi et al. (2022) add that aligning educational curricula with industry needs and integrating competency-based training can bridge the skills gap and enhance human resource quality. Kronick (2025) highlights that education directly relates to human capital improvement, affecting the ability of individuals to contribute meaningfully to society and economic growth.

METHOD

This research uses a qualitative method with a case study design, which is highly suitable for exploring leadership strategies in human resource development (HRD) at Islamic Junior High School Amanah Ummah. This approach allows the researcher to delve deeper into the dynamics of the principal's leadership and the implementation of policies applied in HRD development at the SMP. By using a case study design, the researcher can gain a more profound and contextual insight into the leadership practices and HR management carried out by the principal to create change and improve the quality of education. Through in-depth

interviews with the principal, teachers, and curriculum staff, as well as participatory observation, this research focuses on how HRD policies are applied and their impact on teaching quality and the development of teacher and staff competencies. With this approach, it is hoped that a comprehensive understanding of the challenges, achievements, and outcomes of the leadership strategies implemented at Islamic Junior High School Amanah Ummah will be obtained.

The choice of SMP Islam Amanah Ummah as the research location is highly relevant because this SMP is known for its structured and innovative HRD programs. Based on interviews with the principal, the SMP has implemented various programs to enhance teacher competencies, such as rigorous selection for new teachers through tests, In-House Training (IHT), seminars, and the Subject Teacher Consultation (MGMP) held annually. Additionally, the SMP also provides non-academic skills training, such as Islamic medical training and video creation to enhance the school's achievements. Although the selection of this location is appropriate, it would be better if the researcher added further details regarding the total number of teachers, the organizational structure, and the unique characteristics of the SMP that could enrich the research context. Further explanation of the unique characteristics of the SMP, such as its vision and mission, curriculum, and existing HRD programs, would provide a clearer picture of the HR management practices applied and their impact on the quality of education in the SMP.

The informants in this research consist of the principal, teachers, and curriculum staff who are directly involved in the HRD process at Islamic Junior High School Amanah Ummah. The principal, FA, who has more than five years of experience managing the SMP, emphasized the importance of HRD as a key factor in improving the quality of education at the SMP. The HRD programs that have been implemented at this SMP include strict selection for new teachers, regular training, and non-academic skills training to enrich teachers' experience. Furthermore, interviews with active teachers revealed that they greatly benefited from the HRD programs provided by the SMP, as it directly impacted the improvement of their teaching quality in the classroom. The criteria for selecting informants in this study were those who have more than three years of experience and have been actively involved in HRD programs. Their involvement in training and teaching activities is highly relevant to provide valid information about the implementation of the principal's leadership strategies. Additionally, informed consent was obtained from all informants before the interviews were conducted, and the participants' confidentiality was well-maintained to ensure ethical compliance in the research.

The data collection techniques used in this research include in-depth interviews and participatory observation. In-depth interviews were conducted with the principal, teachers, and curriculum staff to gather information about the HRD strategies implemented at Islamic Junior High School Amanah Ummah. Participatory observation was conducted to directly observe the implementation of HRD activities at the school. In addition to interviews and observations, document analysis was also performed by analyzing documents such as the School Work Plan (RKS), training modules, and evaluations of the programs that have been implemented. This document analysis aims to perform data triangulation, which will help

strengthen the validity and reliability of the research findings. By combining interviews, observations, and document analysis, this study can provide a more complete and comprehensive view of the principal's leadership strategies in HRD.

The data collected through interviews and observations will be analyzed using thematic analysis, which is highly suitable for this qualitative study. The analysis process begins with familiarization with the data, where the researcher reads the interview transcripts and observation notes to gain a deeper understanding of the context and content of the data. The researcher will then code the data by labeling or tagging relevant data segments. After that, the researcher will search for themes that emerge from the assigned codes, and review these themes to ensure their consistency with the existing data. The final step is to define and name the identified themes to provide a clear and systematic understanding of the research findings. By following these steps, the researcher can ensure that the data analysis process is conducted methodologically and systematically, thereby ensuring the reliability of the findings.

FINDINGS

The Importance of Human Resource Development in Education at SMP Islam Amanah Ummah

From an interview with the principal, FA, it was revealed that the management of human resources (HR) is a fundamental element in the success of education at SMP Islam Amanah Ummah. The principal emphasized that the quality of education cannot solely rely on physical facilities or the curriculum applied but must be supported by competent and continuously developing human resources. "HR is the most important and essential. No matter how big the buildings, how good the curriculum, or how sufficient the facilities are, if the HR is inadequate, the results will not be optimal," he said. This statement indicates that although various other educational elements are crucial, quality HR is the key to achieving optimal educational goals at the SMP.

HT also stressed the role of HR development in the quality of education at the school. They revealed that the training provided not only helped develop their teaching skills but also increased their confidence and readiness to face various challenges that arise in teaching activities. A teacher, AF, stated, "The training we received really helped me to be more confident in teaching, improve my teaching skills, and become more ready to face the challenges of teaching in the classroom." This shows that HR development implemented by the school is essential, not only for the quality of teaching but also for the personal preparedness of teachers in facing the dynamic world of education.

CY, the Vice Principal in charge of curriculum, also added that HR development is closely related to the implementation of an effective curriculum. "HR development spans many aspects: professionalism, technology, and personality. All of this must go hand in hand with HR development," she said. This shows that at SMP Islam Amanah Ummah, HR is not only assessed based on academic competence but also on technological skills and personal

development. This is important because, in the era of globalization, technological skills and social abilities have become increasingly needed to support the quality of education.

The research findings from interviews with the principal, FA, revealed that human resource (HR) management plays a fundamental role in the success of education at SMP Islam Amanah Ummah. The principal emphasized that educational quality is not only determined by physical infrastructure or curriculum but largely by the quality of HR. Teachers' competence and their continuous development are seen as the primary factors for achieving educational goals. Interviews with teachers also confirmed that HR development programs have enhanced their teaching skills and confidence in addressing classroom challenges. The Vice Principal, CY, further elaborated that HR development at the school integrates professionalism, technology, and personal growth, which is essential in adapting to the modern educational demands.

During the observation of teacher training activities, it was noted that the teachers were highly engaged in the training sessions organized by the school. The training covered the improvement of teaching skills and the application of technology in learning. Analyzed documents, such as the school's annual work plan and training modules, show that the HR development program focuses on both academic skill enhancement and personal development, such as public speaking, which is vital for supporting the teachers' roles in social activities at the pesantren.

Structured Human Resource Development Program

From an interview with FA, the principal of SMP Islam Amanah Ummah, it is known that the school implements a strict selection process for new teachers through various stages, such as written tests, microteaching, and field-specific tests. This is done to ensure that only highly competent teachers are accepted. The In-House Training (IHT) program is also regularly conducted to ensure that teachers not only improve their academic abilities but also their managerial skills and understanding of technology. "We select teachers strictly, starting with written tests and microteaching, to ensure that the teachers we hire are truly competent and ready," said the principal. With this strict selection, the school is able to choose the right teachers who can truly carry out the school's educational vision and mission.

SC, Vice Principal for Curriculum, explained that in addition to the strict selection process, they also conduct regular training to update teachers' skills in adapting to the times. "The scheduled training held every two months aims to learn new things, both in pedagogical and technological aspects," she explained. This training not only aims to improve teachers' academic competencies but also helps teachers adapt to the ever-evolving technology. This shows that the school is highly focused on continuous development to ensure better teaching quality in the future.

HT also revealed the significant benefits of the IHT and MGMP programs that are held. They feel that this training updates their skills and prepares them to face the increasingly dynamic challenges of the education world. A teacher, Ahmad Fauzi, stated, "This training has really helped me to manage the classroom better and utilize technology to enhance the quality of learning." These programs not only introduce new skills but also

create collaboration among teachers, enriching the teaching experience and improving the quality of education at the school.

At SMP Islam Amanah Ummah, the structured HR development program is characterized by a rigorous teacher recruitment process that includes written tests, microteaching, and field-specific assessments. This ensures that only highly qualified teachers are selected. Regular In-House Training (IHT) sessions are conducted, focusing not only on academic skills but also on managerial skills and the integration of technology into teaching. The research highlighted that these training sessions are instrumental in keeping teachers updated with the latest pedagogical methods and technological advancements. Teachers expressed that these development programs not only refine their teaching abilities but also foster collaboration among staff, enriching the overall educational environment.

The observations revealed that the training programs not only provide new knowledge for teachers but also foster collaboration among the teaching staff. The Musyawarah Guru Mata Pelajaran (MGMP) sessions held regularly create opportunities for teachers to share experiences and knowledge about managing learning effectively. Documentation, such as training evaluation reports, shows that the school assesses each training session, and the results of these evaluations are used to plan future training programs.

Development of Non-Academic Skills for Teachers

FA emphasized the importance of developing non-academic skills for teachers. "We train teachers to develop skills such as being an MC (Master of Ceremony) in social activities, which will have long-term benefits for the SMP," he said. This indicates that non-academic development is an important aspect that supports teacher involvement in the school's social activities. This training not only enriches the teachers' personal competencies but also enhances the school's reputation through teachers' contributions to social and religious activities.

AF revealed, "This MC training gives me the opportunity to be more active in school social events and boosts my confidence." This training not only develops teaching skills but also communication skills, which are essential for supporting various school activities. This shows that HR development at SMP Islam Amanah Ummah is not limited to academic skills but also pays attention to social and leadership skills that can enrich teachers' experiences and have a positive impact on the surrounding community.

The research also highlighted the importance of developing non-academic skills for teachers, as emphasized by Principal FA. Non-academic training, such as public speaking and event management, allows teachers to engage more actively in school and community activities. These skills are seen as essential for enhancing teachers' personal development and boosting their confidence. Teachers who participated in the MC training shared that it provided them with opportunities to take leadership roles in social events, thus increasing their visibility and contributing to the school's reputation. This focus on non-academic development enriches teachers' social and leadership abilities, contributing positively to both their personal growth and the school's community involvement.

Observations of the MC training sessions showed that teachers who participated became more confident in interacting with audiences during internal school events and community social activities. Furthermore, the training documentation reveals that non-academic skill development not only enriches teachers' personal experiences but also improves the school's image through teachers' active contributions to social activities. This highlights the school's commitment to holistic development for its staff.

Challenges in Human Resource Development

FH acknowledged several challenges in HR development, one of which is the motivation of senior teachers who find it more difficult to adapt to new technology. "The biggest challenge is motivating senior teachers who are accustomed to old methods and are less interested in new technology," said the principal. This indicates that even though training has been provided, there is still resistance to change that needs to be addressed for the effective implementation of technology in teaching.

CYY mentioned that despite maximum efforts in organizing training, limited funds are often a significant obstacle. "We have tried to organize training with the available funds, but we still have to choose the most relevant and urgent training to be attended," she said. Budget limitations make the school more selective in choosing training programs for teachers, which limits HR development.

HT also revealed that the biggest challenge they face is the lack of time to attend in-depth training due to the heavy teaching load. One teacher said, "Although I want to learn more about technology for teaching, I feel restricted by time and the lack of intensive training." This shows that although training is organized, there are still time constraints and support that need to be improved for more effective HR development.

The research identified several challenges in the HR development process, notably resistance to technological adoption among senior teachers. The principal, FA, acknowledged that motivating senior teachers to embrace new technologies remains a significant challenge. Financial constraints also limit the scope of training programs, as the school must prioritize essential training. Furthermore, teachers reported that time constraints, due to heavy teaching loads, restrict their ability to participate in intensive training. These challenges underline the need for a more flexible approach to HR development that accommodates time limitations and financial constraints while still ensuring the professional growth of teachers.

Observations show that although some senior teachers showed resistance to using new technologies, efforts were made to provide them with more accessible training, such as tutorial-based sessions and webinars tailored to their needs. Documentation from the training program indicates that the school has adapted the training materials to be more understandable for senior teachers, and provided flexible timings for them to attend the sessions. However, financial limitations remain a barrier to conducting more intensive training.

Long-Term Impact of Human Resource Development

FA believes that HR development in the long term brings a significant positive impact on teachers' academic competencies. "In the long term, we hope teachers will become more creative, have more ideas, and be able to compete better with the developments that exist," he said. This shows that sustainable development in teaching is very important for improving teaching quality and teacher performance in facing educational challenges.

AF added, "This training helps me become more disciplined, and the students also receive the lessons better." This positive impact shows that HR development is not just about improving teaching quality but also about the motivation and commitment of teachers in the long term, which ultimately benefits the quality of education at the school.

In the long term, HR development at SMP Islam Amanah Ummah has had a positive impact on teachers' academic competencies and their overall commitment to the school. The principal expressed hope that the continuous development of teachers will result in more creative and innovative educators who are better prepared to face the challenges of modern education. Teachers themselves reported that the training programs not only improved their teaching techniques but also increased their discipline and effectiveness in the classroom, benefiting student outcomes. The long-term impact also includes increased motivation among teachers, which contributes to the overall quality of education at the school. These findings emphasize the critical role of sustained HR development in enhancing both teacher performance and student achievement.

The observations revealed that after attending training, teachers became more disciplined in managing time and teaching, and they were better prepared to face challenges in the classroom. Documentation shows that the school regularly conducts evaluations to assess the impact of training on teacher performance, which is reflected in improved teaching quality and teacher motivation. These long-term positive effects contribute to the overall quality of education at the school.

DISCUSSION

The Role of Leadership in Teacher Development

The research conducted at SMP Islam Amanah Ummah highlights the pivotal role of instructional leadership in improving teacher performance. This aligns with the findings from Arifin (2017), who focused on the instructional leadership behaviors of Islamic school principals and their direct impact on teacher performance. According to Arifin, principals who actively engage in teaching and learning reform, and who foster a positive learning climate, significantly improve the effectiveness of teaching and student outcomes. The study found that by promoting the school's vision and mission and providing constant support for teachers through classroom supervision, in-service programs, and evaluation of teachers' performance, principals can create a transformative learning environment.

At SMP Islam Amanah Ummah, the principal, FA, implements these strategies by regularly conducting In-House Training (IHT) and encouraging peer collaboration among teachers. This effort mirrors Arifin's findings, where the collaborative leadership style—characterized by open communication, continuous professional development, and feedback

mechanisms—was shown to have a positive effect on teacher motivation and performance. Teachers at Amanah Ummah report increased confidence and a better understanding of the teaching methodologies used in the classroom, which suggests that the leadership at this school is aligned with best practices for teacher development.

The leadership at SMP Islam Amanah Ummah plays a critical role in shaping the quality of teacher performance. Instructional leadership significantly enhances teacher motivation and performance by providing continuous professional development. This emphasizes the function of leadership as a guiding force that aligns teaching practices with the school's mission. The disfunction occurs when leadership lacks a structured approach or when there is insufficient feedback, leading to a potential gap in the teacher's professional growth and classroom management.

The cause-and-effect relationship lies in the structure of school leadership, which provides systematic training and feedback to teachers. The underlying structure includes the creation of a positive school climate where teachers feel supported and appreciated. Leadership behaviors that promote a shared vision and provide structured in-service training can directly enhance the teachers' competence and job satisfaction, resulting in better student outcomes. These findings align with Arifin (2017), who emphasized that instructional leadership directly impacts teacher effectiveness by aligning professional development with practical teaching needs.

The Integration of Islamic Values in Leadership

One significant aspect of leadership at SMP Islam Amanah Ummah is the integration of Islamic values into leadership practices. This aligns with the findings from Ramdani et al. (2024), who proposed an Islamic adab-based teacher leadership model to enhance teacher performance. The integration of Islamic manners or adab in leadership is essential for creating a holistic development environment for teachers, which includes both their spiritual and professional growth.

At Amanah Ummah, the leadership style of FA incorporates these principles by emphasizing trustworthiness (*amanah*), wisdom (*fathonah*), and collaborative leadership. The principal's approach fosters not only professional competency but also encourages moral and ethical development among teachers. This focus on Islamic leadership values is crucial, as it provides teachers with the tools they need to model ethical behavior and promote positive values within the classroom. The approach is in line with Ramdani et al. (2024), who emphasize that an Islamic adab-based leadership model significantly improves teacher performance by creating an environment rooted in Islamic ethics, which enhances both teacher performance and student outcomes.

Integrating Islamic values into leadership is vital in ensuring that teaching is not only about academic skills but also about fostering moral development. The function of incorporating Islamic teachings in leadership is to align teachers' values with the school's ethical standards. The disfunction arises when leadership neglects to integrate these values, potentially creating an environment where teachers' professional and ethical development is compromised.

The cause of this phenomenon lies in the structure of leadership practices that are grounded in Islamic principles. The underlying structure includes values such as trustworthiness (*amanah*), wisdom (*fathonah*), and honesty (*sidq*). These values help shape not only the teachers' performance but also their character, which is essential in Islamic education. This mirrors Ramdani et al. (2024), who suggest that *adab*-based leadership in Islamic schools enhances teacher morale and leads to a positive, ethical learning environment.

Teacher Competency Development

The development of teacher competency at SMP Islam Amanah Ummah is another key finding of the research, which aligns closely with the work of Zainab & Suhermanto (2023), who explored how effective school leadership can positively influence teacher professional development. According to Zaini and Sanjani (2024), structured leadership strategies, such as regular classroom observations and performance evaluations, are crucial in fostering an environment conducive to teacher growth.

At Amanah Ummah, the principal and CY (Vice Principal for Curriculum) implement this by providing structured feedback, both informally through discussions and formally through in-service training programs. These programs are specifically tailored to address the evolving needs of teachers, including improving classroom management, adapting to technological advancements, and enhancing pedagogical skills. This comprehensive approach to teacher competency development aligns with the findings from, emphasizing the need for a systematic approach to teacher development through leadership practices that include evaluation, feedback, and professional learning communities.

The continuous development of teacher competencies is crucial for ensuring high-quality education. The function of teacher competency development is to equip educators with the skills necessary for modern classrooms. Disfunction happens when professional development is not aligned with the teachers' needs or the school's objectives, leading to dissatisfaction and reduced effectiveness.

The structure is based on systematic training programs and classroom observation that support teachers in improving their performance. The underlying structure involves aligning teacher competencies with changing educational demands, such as technology integration and pedagogical skills. The findings align with Zaini and Sanjani (2023), where structured leadership strategies, such as evaluations and feedback mechanisms, were shown to significantly improve teacher performance in Islamic schools.

Challenges in Teacher Development

While the research highlights the successes in teacher development at SMP Islam Amanah Ummah, it also points to significant challenges that are in line with Sary et al. (2024), who discussed leadership's impact on teachers in Islamic boarding schools. A key challenge identified in the Amanah Ummah research is the resistance to change among senior teachers, particularly regarding the integration of technology in the classroom. Sary

et al. (2024) found that a supportive school culture is essential for overcoming such challenges and encouraging teacher cooperation.

In the case of Amanah Ummah, the principal has initiated various efforts to motivate senior teachers by integrating Islamic values and offering flexible training that suits the teachers' learning pace. However, the issue of financial constraints and lack of time for in-depth professional development remains a barrier. This is consistent with Sary et al.'s findings, where they emphasized that collaboration and a supportive culture could mitigate the resistance to change, but limited resources often pose a significant challenge.

Despite the progress made in teacher development, challenges such as resistance to technological change and financial constraints still persist. The function of addressing these challenges is to ensure the continuous professional growth of teachers. However, the disfunction is evident when these barriers prevent the full implementation of professional development programs.

The structure includes a leadership strategy that should encourage innovation and support the integration of modern teaching tools. The underlying structure involves addressing motivational barriers, especially among senior teachers, and overcoming financial constraints to ensure consistent training. Sary et al. (2024) point out that overcoming resistance to change is a critical challenge, especially when resources are limited.

Impact of Leadership on Teacher Motivation

The findings from SMP Islam Amanah Ummah show that leadership significantly impacts teacher motivation, which mirrors the findings of Sumiati & Yuvitasari (2020). The research highlights the critical role of Islamic leadership in enhancing teacher performance, particularly through competency-building and IT-based interventions. Teachers at Amanah Ummah reported an increase in motivation and job satisfaction due to the principal's leadership style, which emphasizes professional growth and collaborative practices.

Sumiati & Yuvitasari (2020) found that authentic leadership, which includes self-awareness, moral integrity, and balanced decision-making, can positively influence teacher performance. This is reflected in the leadership style at Amanah Ummah, where the principal embodies these qualities and applies them to promote teacher autonomy and innovation in teaching practices. These efforts align with the concept of authentic leadership as discussed by Sumiati & Yuvitasari (2020), which has been shown to improve both teacher performance and student outcomes.

The research findings show that effective leadership significantly improves teacher motivation and performance. The function of motivating teachers through supportive leadership is to create a positive and productive work environment. The disfunction occurs when leadership fails to recognize the importance of teacher engagement, leading to low motivation and decreased performance. The structure lies in the motivational strategies adopted by the principal, such as recognition, support, and autonomy in decision-making. The underlying structure involves aligning teacher empowerment with the school's vision, which motivates teachers to strive for excellence. This mirrors findings from Sumiati &

Yuvitasari (2020), who identified the role of Islamic leadership in fostering teacher motivation through empowerment and job satisfaction.

CONCLUSION

The research successfully addresses the objectives by thoroughly explaining the principal's leadership strategies, HR development practices, challenges, and impacts at SMP Islam Amanah Ummah. The principal's approach is clear in promoting teacher competence through structured HR programs like strict selection processes, In-House Training (IHT), and non-academic development opportunities. These strategies align with the research objectives by focusing on how leadership influences teacher performance and the development of human resources in an Islamic educational context. The obstacles faced, including technological resistance and financial constraints, were also well-explored, providing insight into the limitations within which the principal operates. Additionally, the long-term positive impact on teacher motivation and school culture emphasizes the successful alignment with the initial research aims.

This study offers a valuable contribution to understanding how effective leadership strategies can enhance human resource development in Islamic schools. It can serve as a practical reference for other Islamic junior high schools seeking to improve their teacher development programs. To improve, it would be beneficial for future initiatives to develop a practical guide or best-practice model for HR development based on strategic leadership tailored to the unique needs of Islamic junior high schools. This model could focus on integrating leadership with Islamic values to foster both academic and ethical growth in teachers.

Future research could extend this study to include other Islamic junior high schools with different characteristics, particularly those located in varying socio-cultural settings. Additionally, comparative studies between Islamic and non-Islamic schools could be conducted to examine the broader applicability of this leadership strategy across diverse educational environments. This could offer more generalizable insights into how leadership strategies, especially those informed by Islamic values, can contribute to teacher development in different contexts.

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