

## PROFESIONALITAS KEPEMIMPINAN PENDIDIKAN DALAM MEMAHAMI PERAN DAN FUNGSI PIMPINAN LEMBAGA

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### Abstract

Educational leadership is a key factor in determining the quality and success of an educational institution. In the context of increasingly complex modern developments, educational leaders are required to demonstrate a high level of professional quality in understanding and implementing their roles and functions effectively. This study aims to analyze the professional quality of educational leadership in understanding the roles and functions of institutional leaders and its implications for improving educational quality. This research employs a descriptive qualitative approach using a literature study method by examining various academic sources such as books, journals, and relevant documents related to educational leadership and management. The data were analyzed systematically to obtain a comprehensive understanding of the concept of professional educational leadership quality. The results indicate that professional quality in educational leadership encompasses various competencies, including managerial, personal, social, and professional competencies. Educational leaders serve multiple roles, such as leaders, managers, educators, administrators, and supervisors, which must be carried out in an integrated manner. In addition, leaders perform key management functions, namely planning, organizing, actuating, and controlling. Professional quality in leadership is not only oriented toward technical abilities but also toward integrity, responsibility, and exemplary behavior. In conclusion, the professional quality of educational leadership significantly influences the effectiveness of institutional management and the overall improvement of educational quality. Therefore, educational leaders need to continuously develop their competencies and personal qualities to face the challenges of modern education.

**Keyword: Educational Leadership; Professional Quality; Leadership Competence; Educational Management; Institutional Leadership; Educational Quality Improvement**

## PENDAHULUAN

Leadership has a significant impact on the success of an educational institution. A leader, particularly a school principal, not only serves as a decision-maker but also acts as a strategic director, a builder of organizational culture, and a driving force for all components within the school environment. An effective principal is required to perform various essential roles, including educator, manager, administrator, supervisor, innovator, and motivator for teachers, students, and educational staff. The success of leadership is reflected in the ability to formulate strategic plans, enhance work motivation, and conduct continuous evaluation and improvement. In addition to professional competence, a principal must also possess an energetic attitude, emotional stability, effective

communication skills, and harmonious social relationships with all members of the school community.

The success of an educational institution is not solely determined by curriculum or infrastructure, but more importantly by the quality of leadership that is capable of driving change and adapting to the evolving demands of the times. Leaders who are responsive to technological advancements and capable of building partnerships with the community can foster the development of high-quality and competitive educational institutions. Therefore, strong and visionary leadership is a key factor in creating quality education that is relevant to contemporary challenges.

All educational institutions require leaders who are capable of guiding and directing their members to create a conducive, harmonious, and productive environment. In this context, the school principal plays a strategic role as the central figure in coordinating various efforts to improve teacher performance. Principals are expected to possess strong leadership competencies to promote teacher professionalism. This can be achieved when principals are able to create supportive working conditions that encourage positive changes in teachers' attitudes and behaviors in accordance with educational goals.

Teachers, as the primary implementers of education, interact directly with students and serve as a crucial component in the learning process. Therefore, improving teacher professionalism must be carried out continuously through effective guidance and supervision. Principals hold a significant responsibility in enhancing teacher performance and cannot overlook the role of teachers as the front line of education. Thus, principals must demonstrate effective and efficient leadership competencies to ensure that the guidance provided leads to optimal improvements in teacher performance.

An ideal leader is someone whose life and character inspire others to follow their example. A good leader is one who possesses authority, integrity, and a way of life that is worthy of emulation—not merely because of power, prestige, personality, or position. In contrast, many forms of “leadership” in the world are nothing more than artificial constructs that rely on threats of punishment and promises of rewards. Leadership should strive to motivate individuals through sincere, heart-to-heart communication rather than through external pressure or coercion. Through this article, the author emphasizes that the roles and responsibilities of leadership in education are of utmost importance in ensuring that the educational process runs effectively and achieves excellence in learning outcomes. Furthermore, all components of the school community must be actively involved in improving the quality of education.

A school, as an organization, consists of various interconnected elements, including principals, teachers, staff, students, and parents, who collaborate to achieve educational goals. Leadership becomes the main driving force that mobilizes all available resources within the organization. An ideal leader is one who possesses integrity, strong character, and the ability to serve as a role model for others. Effective leadership is not merely based on authority or position, but on the ability to build sincere communication and mutual trust.

In conclusion, professional, adaptive, and visionary leadership is a key factor in improving the quality of educational institutions. Leadership that integrates managerial competence, moral values, and exemplary behavior will significantly contribute to achieving educational goals effectively and sustainably in line with the demands of modern developments.

## **METODE PENELITIAN**

This study employs a descriptive qualitative method aimed at providing an in-depth and systematic description of the professionalism of educational leadership in

understanding the roles and functions of institutional leaders. The approach used in this study is a literature review (library research), which involves examining various relevant and credible written sources related to educational leadership, educational management, and leadership professionalism within educational institutions. The data sources in this study were obtained from various literatures, including academic books, national and international journals, articles, and official documents related to the research topic. The collected data were analyzed using content analysis techniques, which consist of three main stages: data reduction to select and focus on relevant information, data presentation in a descriptive narrative form, and conclusion drawing to formulate the main findings of the study.

This approach is considered appropriate as it provides a comprehensive understanding of the concept of professional educational leadership and its implementation in carrying out the roles and functions of institutional leaders. In addition, this study aims to contribute to the development of scientific literature in the field of educational management, particularly in enhancing professional, effective, and adaptive leadership in response to contemporary challenges. By employing a systematic analysis strategy and utilizing relevant sources, this study seeks to answer the main research question: how can professionalism in educational leadership be implemented in understanding and performing the roles and functions of institutional leaders? The findings of this study are expected to serve as a foundation for developing high-quality and sustainable models of educational leadership.

## **HASIL DAN PEMBAHASAN**

### **The Essence of Professional Quality in Educational Leadership**

Leadership is the process by which an individual influences, motivates, and coordinates a person or group to achieve predetermined goals. According to Ordway Tead, leadership is the act of influencing people to work together to achieve desired goals. Meanwhile, according to Indrafachrudi, "leadership is the process of guiding a group in such a way that the desired goals are achieved". Based on these definitions, it can be concluded that leadership is the ability of an individual to influence a group so that they are willing to cooperate in taking actions and steps to achieve a common goal.

A profession, at its core, is a wise approach—one of service and dedication grounded in expertise, skills, and structured techniques and procedures. Educational leadership is the process of motivating and coordinating members of an educational institution to achieve educational goals. For example, a school principal plays a role in influencing, encouraging, and guiding teachers, staff, students, and parents to achieve established goals. The principal plays a role in influencing, motivating, and guiding teachers, staff, students, and parents to achieve shared goals. In this context, school management activities drive the school's development, particularly students' academic achievement. This is because the principal serves as the supervisor who manages the school's educational resources to achieve the school's goals. The role and performance of training managers are crucial to the implementation of management.

In addition, the principal plays a key role in the management and development of the school, particularly in areas related to administration, teaching, and the development of the school community. The following are the principal's duties and responsibilities :

1. Academic management and curriculum development: developing and evaluating the curriculum to ensure that the material covered aligns with educational standards and student needs.
2. Improving the Quality of Teaching, which involves providing support and training for teachers to enhance teaching methods and learning effectiveness.

3. Student and Teacher Performance Evaluation, which involves periodically assessing student progress and teacher performance, as well as providing constructive feedback.
4. Administration and Management: Planning and Organization, which involves developing strategic plans to achieve the school's goals and organizing the necessary activities and resources.
5. Budget management involves managing the school budget efficiently, including the allocation of funds for various programs and activities. Facility management ensures that school facilities are well-maintained and safe for use by students and staff.
6. Leadership and Staff Development, including Recruitment and Placement—that is, recruiting, assigning, and managing teaching and non-teaching staff in accordance with the school's needs.

### **The Roles of Educational Institution Leaders**

The role of leadership in educational institutions is crucial because it determines the direction and success of the institution. A leader, such as a school principal or Islamic boarding school leader, has primary responsibility for managing all educational activities, from planning to evaluation. He or she also serves as the center for policymaking that influences the institution's operations. If leadership is effective, the entire education system will run more focused and effectively. In addition to directing, leaders also play a role as influencers. This means leaders must be able to encourage teachers, staff, and students to work together to achieve educational goals. This ability to influence is crucial because without effective cooperation, the institution's goals are difficult to achieve. Effective leadership will create a comfortable and productive work environment.

Educational institution leaders also act as managers. In this regard, leaders must be able to manage existing resources, such as teachers, facilities, and curriculum. All of these must be managed effectively to ensure the learning process runs smoothly. Poor management can lead to disorganized educational activities and less than optimal results. The next role is that of administrator. Leaders must manage school administration, such as student data, class schedules, and activity reports. Neat and organized administration will help educational institutions run more orderly and professionally. It also facilitates evaluation and decision-making processes.

Furthermore, the principal also acts as a supervisor. He or she must monitor teacher performance in the learning process and provide feedback if any shortcomings are found. The goal is not to find fault, but to improve the quality of learning. With effective supervision, teachers can develop and the quality of education improves. Leaders also serve as motivators. They must be able to inspire teachers and staff to work responsibly. This motivation is crucial because it can improve performance and morale. If teachers feel appreciated and supported, they will perform at their best in teaching.

Leaders also play a role in creating a positive work environment. They must be able to foster a comfortable, harmonious, and conducive environment. A positive environment will make teachers and students feel at home and more enthusiastic about learning and working. This significantly impacts the success of the educational process. Leaders also play a role as decision-makers. In various situations, leaders must be able to make appropriate and swift decisions. These decisions must consider various aspects to avoid harming others. Good decisions will help resolve problems and maintain the stability of educational institutions.

Finally, leadership is a key determinant of the quality of an educational institution. The success or failure of an institution depends heavily on the quality of its leadership. If leaders possess strong leadership skills, the institution will thrive and achieve its

educational goals optimally. Conversely, if leadership is lacking, the institution will struggle to develop.

### **Leadership Functions in Educational Institution**

In educational institutions, the implementation of leadership functions is essential to drive organizational progress. This mission holds true for schools facing intense competition in today's landscape. To succeed in this competitive environment, performance must be elevated, supported by relevant and effective leadership strategies.

Drawing from established definitions of leadership, the author posits that leadership activities represent a collective endeavor—undertaken jointly by all members—in thinking critically, taking decisive action, and resolving challenges faced by the institution. This collaborative approach ensures that planned objectives are realized effectively and efficiently. In the context of Islamic educational institutions, leadership roles are primarily executed by the school or madrasah principal, who actively involves the entire school community, including staff and students, in fulfilling these functions and roles to achieve shared goals. The advancement and success of any educational institution are profoundly influenced by the quality and credibility of its leader.

Leaders invariably encounter obstacles, and it is through navigating these challenges that their true capabilities and worth are tested. Similarly, as a manager within the school setting, the principal performs key functions such as planning, organizing, motivating, and supervising all available potentials and resources. This structured process—encompassing planning, organization, activation, and oversight—ensures that the institution's objectives are met, fostering overall growth and excellence in the educational environment under their guidance.

### **The Relationship Between Professional Quality and Leadership Effectiveness**

The relationship between leadership professional quality and organizational effectiveness is not only theoretically evident but also demonstrated through tangible outcomes. The professional quality of inspectors, reflected in visionary leadership, support for staff development, and a commitment to integrity, has strengthened internal processes and contributed to the achievement of the supervisory objectives of the Inspectorate.

Based on various theories and concepts proposed by experts regarding the three research variables—competence, motivation, and leadership—the author presents an integrative perspective that highlights the interrelationship between these variables and organizational effectiveness. These three aspects interact with one another and serve as key determinants in achieving optimal organizational performance.

Argyris, Hersey, and Blanchard (1995) argue that without interpersonal competence and a psychologically safe work environment, organizations will face various challenges, such as distrust, intergroup conflict, and rigidity in working relationships. These conditions, in turn, hinder the organization's ability to solve problems and ultimately reduce its overall effectiveness.

Therefore, adequate competence, strong motivation, and effective leadership are essential foundations for creating a conducive, harmonious, and productive organizational environment, which in turn enhances organizational effectiveness in achieving its established goals.

The position of teachers plays a crucial role in determining the effectiveness of the learning process. Teacher performance has a significant influence on learning outcomes. The structural model of the relationship between variables, based on the testing results, is considered to have a moderate level of parsimony. This indicates that each indicator, as a latent variable within teacher performance, has a positive effect on the observed variable of learning effectiveness.

Teachers who are able to demonstrate themselves as professionals, managers, and leaders at the appropriate time are essentially those who exhibit strong personal qualities, effective classroom management skills, and sound instructional organization. In addition, they are capable of fostering student engagement based on the values of *tabligh* (communicativeness), *fathonah* (intelligence), and *amanah* (trustworthiness), while also managing a conducive learning environment—physically, psychologically, and socially—for students.

## **PEMBAHASAN**

The discussion emphasizes that the professional quality of educational leadership is a fundamental factor in determining the effectiveness of institutional management and the success of improving educational quality in a sustainable manner. The findings of this study indicate that leadership is not merely related to technical abilities but also involves the integration of competencies, moral values, and strong leadership character.

First, the results reveal that the professional quality of educational leadership encompasses multiple dimensions of competence, including managerial, personal, social, and professional competencies. This finding is consistent with (Vhalery, 2020), who states that effective leadership must integrate technical skills with emotional and social intelligence. Managerial competence is reflected in the leader's ability to plan, organize, actuate, and control all educational activities. Meanwhile, personal and social competencies are demonstrated through integrity, effective communication, and the ability to build harmonious relationships within the school community.

Second, the multidimensional roles of educational leaders constitute a crucial aspect of this discussion. Leaders do not only function as leaders but also act as managers, educators, administrators, supervisors, and motivators. These complex roles must be performed in an integrated manner to achieve educational goals effectively. This aligns with Leonard (2013), who stated that leadership effectiveness is largely determined by a leader's ability to balance and adapt to multiple roles. An imbalance in performing these roles may lead to ineffective institutional management.

Third, leadership functions in education—namely planning, organizing, actuating, and controlling—serve as the primary foundation for achieving organizational goals. These findings reinforce classical management theories that remain relevant in the context of modern education. These functions are not only administrative but also strategic in addressing the challenges of globalization and technological advancement. Leaders who effectively implement these functions are more capable of creating adaptive and innovative educational systems.

Fourth, the relationship between professional leadership quality and organizational effectiveness demonstrates a strong and significant correlation. Professional leadership contributes to the creation of a conducive work environment, enhances teacher motivation, and strengthens a positive organizational culture. This is supported by the theory of Argyris, Hersey, and Blanchard (1995), which highlights the importance of interpersonal competence and a psychologically safe work environment in improving organizational effectiveness. Without adequate professional quality, educational organizations may face challenges such as internal conflict, low work motivation, and weak institutional performance.

In addition, this discussion highlights the important role of school principals in improving teacher professionalism as the frontline of education. Professional teachers are not only determined by pedagogical competence but also by effective leadership support. Principals who provide continuous supervision, motivation, and guidance can significantly enhance teacher performance, which ultimately impacts the quality of learning. This

finding is supported by (Vhalery & Karlina, 2020), who argue that transformational leadership has a significant influence on the development of teacher professionalism.

Furthermore, in the context of modern education, leaders are required to be adaptive to change, particularly in facing the challenges of digitalization and globalization. Visionary leaders are able to integrate technology into the learning process, build partnerships with stakeholders, and create innovations that are relevant to contemporary needs. This indicates that the professional quality of leadership is dynamic and must continuously evolve in response to changes in the educational environment.

Overall, this study contributes to the development of knowledge in the field of educational management, particularly in understanding how professional leadership quality can be effectively implemented in carrying out the roles and functions of institutional leaders. This discussion confirms that professional, integrity-based, and adaptive leadership is a key determinant in creating high-quality, competitive, and sustainable educational institutions.

## **KESIMPULAN**

Based on the results of this study, several conclusions can be drawn as follows:

1. The professional quality of educational leadership plays a crucial role in determining the effectiveness of institutional management and the overall improvement of educational quality. This quality is reflected in the integration of managerial, personal, social, and professional competencies.
2. Educational leaders are required to perform multiple roles simultaneously, including as leaders, managers, educators, administrators, supervisors, and motivators. The successful implementation of these roles in an integrated manner significantly contributes to achieving educational goals.
3. The implementation of leadership functions—planning, organizing, actuating, and controlling—serves as a fundamental framework in managing educational institutions effectively and efficiently, particularly in responding to the challenges of modern education.
4. There is a strong relationship between professional leadership quality and organizational effectiveness, as effective leadership is able to create a conducive work environment, enhance teacher performance, and strengthen institutional productivity.
5. Continuous development of leadership competencies and personal qualities is essential for educational leaders to remain adaptive, inno

Furthermore, this study highlights the importance of strengthening leadership development programs and encourages future research to explore innovative leadership models that are relevant to the evolving educational landscape. The findings of this study are expected to contribute to the advancement of educational management practices and support the creation of high-quality and sustainable educational institutions.

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