

Leadership Transformational College Tall Based on Quality Management in Education Realizing Professional Lecturers in Schools Tall Theology

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Abstract

This study examines the role of transformational leadership based on quality management at STT Rahmat Emmanuel, Jakarta, and its impact on lecturers' professionalism. The main problem faced is the leadership crisis in higher education which often causes internal problems and reduces the quality of education. The purpose of this study is to explore how transformational leadership can be applied to support the development of professional lecturers and improve the quality of education. The research method used is a qualitative approach with a descriptive method, involving interviews, observations, and document analysis. The results of the study indicate that adaptive transformational leadership based on changing times is very much needed. Leaders at STT Rahmat Emmanuel have succeeded in creating a positive influence and harmonious relationship between study program managers, lecturers, and students. The discussion in this study highlights the importance of educational quality management as a way to improve institutional performance, by utilizing human resources to provide a positive and sustainable influence for students. Lecturers are encouraged to optimize their roles in the Tridharma of higher education in order to improve the quality of education. Thus, STT Rahmat Emmanuel is committed to being a superior theological education institution that is open to Christian professionals, ready to produce quality graduates in church service and teaching.

Keywords: *Transformational Leadership, Management, Quality, Professional.*

Introduction

Rapid and dynamic world changes demand the development of quality human resources who are ready to face the global era. This was expressed by Puncreobutr, who emphasized that education must adapt to produce intelligent and responsible individuals. In the industrial world, worker skills and qualifications are key to success, as explained by Gehrke et al.

In the context of higher education, the quality of education is a central issue that needs to be improved to ensure that institutions can compete globally. Ali Ghufon Mukti highlighted that university leaders must be able to move their institutions towards clear and well-defined goals. This is in line with the views of Pont et al. and Rosmaniar & Marzuki that effective leadership is needed to improve efficiency and equity in education.

Transformational leadership is an urgent need in higher education because it can encourage positive changes and harmonious relationships between lecturers, education staff, and students. Kin and Kareem stated that this kind of leadership is important in improve the quality of educational institutions. Amghar added that collaboration between schools, parents and local authorities was also crucial for success.

Lecturers, as professional educators, have a crucial role in achieving national education goals. Law No. 14 of 2005 emphasizes that lecturers must have academic qualifications, competencies, and certifications to meet national standards. Lecturers must also be able to adapt to advances in information technology to provide relevant and effective learning.

Educational quality management is important to improve the harmonious and effective teaching and learning process. Garira et al. emphasized that quality management must cover all aspects of education—

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input, process, and output—to produce quality education that can compete in the era of the industrial revolution 4.0. The goal is to help students be able to contribute positively to the country and the world.

STT Rahmat Emmanuel has committed to providing quality theological education and aspires to achieve superior accreditation. Therefore, this study focuses on "Transformational Leadership Based on Educational Quality Management in Realizing Professional Lecturers at STT Rahmat Emmanuel." The goal is to maximize leadership potential to improve the quality of the institution and achieve the established vision and mission.

Method

Research methodology discusses the means to be taken to achieve a particular goal, combining data collection and analysis with reliable procedures. Ibn Hajar explained that research can be divided into two main types: quantitative, which emphasizes the use of numbers and structured statistical analysis, and qualitative, which focuses on in-depth analysis of social phenomena. In the context of building transformational leadership and educational quality management, qualitative methods were chosen to gain in-depth and accurate understanding through literature studies and interviews, as described by Imam Gunawan. Data collection techniques used include observation, questionnaires, interviews, literature study, and document study. Observation and semi-structured interviews often used in this study to capture in-depth information. Qualitative data analysis refers to the Miles and Huberman method, which involves data reduction, data presentation, and drawing conclusions. To ensure the credibility and validity of the data, triangulation techniques were used, which includes checking the degree of trustworthiness of data from various sources and methods, as explained by Moeleong. This approach allows for adequate research in capturing the complexity of social interactions and the realities of human life, ensuring that research is supported by valid and credible materials.

Results and Discussion

Transformational Leadership at STT Rahmat Emmanuel

Transformational leadership at STT Rahmat Emmanuel serves as the main driver in creating an academic environment that innovates and develops in line with the needs of the times. Leaders at this institution are not only oriented towards achieving short-term goals, but also have a clear long-term vision to improve the quality of theological education offered. Through interviews and observations, it was revealed that leaders at STT Rahmat Emmanuel have succeeded in building an organizational culture that values continuous learning and innovation. Leaders encourage lecturers and staff to think more creatively and innovatively, not only in teaching methods but also in curriculum development and student activities.

The academic environment of STT Rahmat Emmanuel is created with a strong foundation through inspirational motivation from transformational leaders. The principal plays an active role in aligning the vision and mission of the institution with the daily practices carried out by lecturers and staff. Leaders provide clear direction as well as space for innovation, so that lecturers feel motivated to take new initiatives in their academic activities. The possibility to explore new ideas and open dialogue between lecturers and management foster a positive spirit of collaboration, which in turn produces a more effective learning environment for students.

One of the key aspects of transformational leadership here is its focus on enhancing the capabilities and professional development of faculty members. Leaders encourage faculty members to participate in trainings and workshops to enhance their teaching and research skills. In addition, leaders also provide the necessary facilities and infrastructure to support creativity and innovation in the academic environment. In this way, the encouragement to think out-of-the-box and take calculated risks is implemented not as an additional task but as an integral part of institutional policies that prioritize the growth and development of the whole person.

The impact of this transformational leadership is evident from the high satisfaction and motivation among lecturers and students. Students are inspired by their lecturers who demonstrate a commitment not only to teaching but also to personal development. The learning experience presented focuses not only on mastering the material but also on developing critical thinking and self-assessment skills. This encourages students to enjoy the creative process and solve problems with innovative approaches. This kind of leadership allows STT Rahmat Emmanuel to develop as a center for theological education that is not only relevant but also adaptive to the dynamic changes in the world of education and the needs of the global community.

Professional Competence of Lecturers

The professional competence of lecturers at STT Rahmat Emmanuel is the main pillar in efforts to improve the quality of education and student learning outcomes. Lecturers are expected to have a deep understanding of the foundation of education, which includes the purpose of education as a means of developing the intellectual and character of students. The application of the principles of educational psychology in teaching helps lecturers understand the dynamics of student learning and effective ways to facilitate their development. Based on the interviews conducted, many lecturers emphasized the importance of developing students' potential so that they not only become professionals in their fields, but also individuals who have good faith and morals.

The ability to master and deliver learning materials well is a core competency that every lecturer must have. At STT Rahmat Emmanuel, lecturers are trained to design and implement a curriculum that is relevant to the development of science and the needs of society. Mastery of the material is key to creating a conducive learning environment, where lecturers can use various teaching methods and appropriate learning resources to attract student interest and increase their activeness in class.

In addition, classroom management skills are also an important aspect of a lecturer's professional competence. Managing a class effectively is not only about maintaining order, but also about creating an atmosphere that supports productive discussions and interactions. Lecturers at STT Rahmat Emmanuel are trained to use various teaching strategies that can facilitate active learning, such as group discussions, case studies, and project-based learning.

Effective assessment of the learning process and outcomes is another important element of lecturer competence. Lecturers must be able to design an evaluation system that measures not only students' understanding of the material, but also the critical and creative skills they have developed. Careful analysis of the results of these evaluations allows lecturers to provide constructive feedback to students, as well as reflect on and adjust their teaching approaches for the sake of continuous educational progress. Thus, the professional competence of lecturers not only contributes to better quality education but also to the creation of a generation that is ready to face future challenges.

Educational Quality Management

The quality management of education at STT Rahmat Emmanuel is implemented through a comprehensive approach, including supervision, evaluation, and continuous improvement in all operational aspects, from education and teaching to research and community service. This system is designed to ensure that every component of the Tri Dharma of Higher Education is carried out with high quality standards. Research findings reveal that this integration is carried out by prioritizing the principles of efficiency and effectiveness, where existing resources are optimally utilized to provide superior and relevant educational outcomes.

In its implementation, STT Rahmat Emmanuel uses a strict and data-based evaluation system to monitor and assess every process that takes place on campus. Evaluation includes assessment of the curriculum, teaching methods, and performance of lecturers and students. By implementing these analytical steps, institutions can identify areas that need improvement and execute appropriate development strategies. This

is not only intended to ensure that academic standards are met but also to ensure that students receive quality education, which agrees with the needs and expectations of the job market and the wider community.

In addition to evaluation, quality management at STT Rahmat Emmanuel also focuses on continuous improvement through training and development programs specifically designed for lecturers and academic staff. Investment in the development of teaching staff capacity and competence is a priority, with encouragement to keep up with the latest developments in theological education and teaching methodology. This continuous improvement is expected to enhance the institution's reputation as a center of higher education that not only produces competent and work-ready graduates, but is also able to contribute significantly to the development of science and improving the welfare of society.

Mastery of Teaching Materials by Lecturers

The mastery of teaching materials by lecturers at STT Rahmat Emmanuel is the main foundation that determines the quality of educational interactions in the classroom. Lecturers are expected not only to understand the content in depth, but also to be able to convey the information in an interesting and easy-to-understand way for students. Through interviews, lecturers emphasized that thorough preparation in presenting material is the key to effectiveness teaching. This preparation includes in-depth research and adaptation to current educational trends relevant to the field of theology. With a solid understanding, the lecturer can adapt the material to suit the context faced by the students, taking into account their cultural and intellectual backgrounds.

Adaptation of teaching methods is the first step towards innovative learning, where lecturers integrate technology and digital approaches to support the learning process. Lecturers at STT Rahmat Emmanuel use various educational technology tools such as multimedia presentations, e-learning platforms, and online discussions to enrich the learning experience. This approach not only makes the material more dynamic but also increases active student participation in class. Lecturers are supported to undergo the latest pedagogical training that allows them to utilize technology more effectively, contributing to learning that is not only informative but also interactive.

In addition to technology, the application of case studies, role-playing, and simulations are also part of the teaching strategy to bring theory closer to real practice. This method helps students bridge the gap between theoretical knowledge and practical application in their daily lives or in the context of their religious ministry. In this way, students can see the relevance of what they learn to social and professional dynamics outside the academic environment. This learning process strengthens the link between theory and practice, giving students a sense of responsibility and ownership of their own learning.

Lecturers who have a good command of the teaching material tend to be more confident and enthusiastic when teaching, which then affects the learning atmosphere in the classroom. This confidence allows lecturers to respond to student questions more flexibly and provide more in-depth responses. This, in turn, increases student engagement because they know that their lecturers really understand the material and can provide adequate explanations. Students feel more motivated to actively participate in class discussions when they believe that their knowledge is valued and they are in a supportive environment.

Lecturers at STT Rahmat Emmanuel also act as facilitators in collaborative learning. They encourage students to work together in groups to complete certain projects or assignments, which involve critical analysis and application. theory in challenging situations. This not only enhances students' understanding but also develops essential social and teamwork skills in the work environment. Through this system, students learn to accept other perspectives, develop effective communication skills, and strengthen their ability to work in a team.

Evaluation and feedback are also important elements in the mastery of teaching materials by lecturers. Lecturers regularly assess the effectiveness of their teaching methods through feedback from students. This reflective process allows lecturers to identify areas for improvement and make necessary adjustments. By

conducting regular evaluations, lecturers not only develop their own professional competence but also ensure that the teaching materials delivered remain relevant and challenging for students.

The mastery of teaching materials by lecturers ultimately impacts student satisfaction and learning outcomes. Lecturers who are able to utilize various sources and methods in teaching can help students achieve their maximum academic potential. This not only improves students' academic qualifications but also builds their confidence to face future professional challenges. With a solid academic foundation, STT Rahmat Emmanuel graduates are expected to play an active role in the community and church, bringing positive change and faith-based service to the wider community.

Management of Lecturers and Education Personnel

Management of lecturers and educational staff at STT Rahmat Emmanuel is a key element in developing and maintaining high educational standards. The first step in this process is a comprehensive academic needs assessment to determine areas that require additional staff or special expertise. Based on this analysis, recruitment is carried out with precision to ensure that selected candidates not only meet academic qualifications but are also in line with the values of the institution. Selecting the right candidates can ensure that STT Rahmat Emmanuel continues to have qualified and dedicated teaching staff.

After recruitment, the focus shifts to developing and strengthening the competencies of lecturers and education staff. Training and professional development programs are provided on a regular basis, routine, covering innovative teaching methodologies and cutting-edge research techniques. Such training provides a dual benefit: accelerating the transfer of new knowledge to students and preparing lecturers and educational staff to face the unique challenges in theological education. With a culture of continuous learning, lecturers are expected to continue to develop and adapt to the needs of the dynamic world of education.

Periodic performance evaluation is an important part of this management system, where lecturers are evaluated based on their teaching effectiveness, research contributions, and participation in campus activities and community service. This evaluation provides useful feedback to encourage teaching improvement and innovation. A transparent and structured evaluation system allows lecturers to set personal goals that are realistic and in line with the goals of the institution, motivating them to continually improve their qualifications.

Strong management also includes the development of clear career paths and the provision of fair incentives. By celebrating achievements and rewarding the hard work of lecturers and staff, STT Rahmat Emmanuel creates a work environment that fosters motivation and dedication. These factors not only increase job satisfaction but also attract high-quality prospective teachers to join the institution, ensuring that educators are always inspired to give their best to students.

Success in the management of lecturers and educational staff contributes directly to the quality of teaching received by students, which in turn increases satisfaction and loyalty among alumni. STT Rahmat Emmanuel graduates are equipped with the skills and knowledge needed to face the demands of the world of work and contribute meaningfully to society. Alumni user satisfaction strengthens the reputation of the institution, demonstrating the success of management in creating an educational environment that supports continuous learning and development.

By implementing these strategies, STT Rahmat Emmanuel is committed to improving the standards of their theological education, ensuring that the teaching staff are not only skilled but also have integrity and are able to contribute significantly to society and the church. This is in line with their vision to become an excellent educational institution in preparing graduates who are ready to face global challenges with a strong foundation of faith and morality.

Conclusion

From the results of the analysis and discussion that have been carried out regarding Transformational Leadership of Higher Education Based on Educational Quality Management in Realizing Professional Lecturers in Theological Colleges, it can be concluded:

Universities in Indonesia often experience leadership crises that have an impact on the emergence of various internal problems in universities. Transformational leadership is an urgent need in universities. Transformational leadership is an agent of change, meaning leadership that is ready to bring change to the organization it leads. Transformational leaders are not fixated (rigid) on a leadership pattern, but are ready to adapt to the times. The transformational leadership style in universities is seen as being able to encourage the development of educational institutions to be better and more effective and provide positive influences and harmonious relationships between the head of study programs and lecturers, education staff and students to realize the vision and mission of the university together.

The leadership of a university in this case the rector or director or chairman is a person who is able to influence the entire academic community so that they are able to deliver their students to be ready to compete in the world of society and work. While global needs tend to lead educational products to be able to compete in the world of work globally. Given these needs, educational leadership must have a number of skills to be able to meet these needs and improve the quality of education.

Quality management in the context of education can be interpreted as a way or method of continuously improving performance in results or processes. in an educational institution by utilizing all available human resources and capital. Educational quality management functions to influence students' personalities so that they can do what is expected by education practitioners, so that they can provide positive changes for the country and for the world. In this case, education functions to change the mindset and lifestyle of students so that they can contribute to making Indonesia a winning nation in the Industrial Revolution 4.0 era.

Lecturers are professional educators and scientists with the main task of teaching, transforming, developing and disseminating science, technology and art through education, research and community service. The position of lecturers as professional staff serves to improve the dignity of lecturers and develop science, technology, and art to improve the quality of national education. As professional educators, lecturers must carry out the duties of the Tridharma of higher education, namely education and teaching, research and development of science, and community service.

STT REM is a learning institution that provides Theological education services to prepare students to become qualified servants of God in church services and qualified teachers in schools. The Study Program at STT Rahmat Emmanuel has been accredited by BAN PT, and is open to Christian professionals, church members, & servants of God to take education at STT REM.

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