



*Corresponding author: Johannes M. J. Budianto, Sekolah Tinggi Teologi Rahmat Emmanuel Jakarta, Indonesia

E-mail: johanesmjb283@gmail.com

RESEARCH ARTICLE

Transformational Leadership of Higher Education Based on Educational Quality Management in Realizing Professional Lecturers at Rahmat Emmanuel Theological College

Johanes M. J. Budianto

Sekolah Tinggi Teologi Rahmat Emmanuel Jakarta, Indonesia

Abstract: This study examines the role of quality management-based transformational leadership at STT Rahmat Emmanuel, Jakarta, and its impact on lecturers' professionalism. The primary issue faced is a leadership crisis at the university, which often leads to internal problems and a decline in the quality of education. The purpose of this study is to explore how transformational leadership can be applied to support lecturers' professional development and improve the quality of education. The research method used is a qualitative approach with descriptive methods, involving interviews, observations, and document analysis. The results indicate that adaptive transformational leadership based on changing times is essential. Leaders at STT Rahmat Emmanuel have successfully created a positive influence and harmonious relationships 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 empowering human resources to provide a positive and sustainable influence for students. Lecturers are encouraged to optimize their roles in the Tridharma of higher education to improve the quality of education. Thus, STT Rahmat Emmanuel is committed to being a superior theological educational institution open to Christian professionals, ready to produce quality graduates in church ministry and teaching.

Keywords: Transformational Leadership, Management, Quality, Professionalis

1. INTRODUCTION

Rapid and dynamic global change demands the development of quality human resources 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, educational quality is a central issue that needs to be improved to ensure institutions can compete globally. Ali Ghufron Mukti emphasized that university leaders must be able to move their institutions toward clear and well-defined goals. This aligns with the views of Pont et al. and Rosmaniar & Marzuki that effective leadership is necessary to improve efficiency and equity in education.

Transformational leadership is an urgent need in higher education because it can foster positive change and harmonious relationships between lecturers, educational staff, and



students. Kin and Kareem stated that this type of leadership is crucial for improving the quality of educational institutions. Amghar added that collaboration between schools, parents, and local authorities is also crucial for success.

Lecturers, as professional educators, play a crucial role in achieving national education goals. Law No. 14 of 2005 stipulates that lecturers must possess academic qualifications, competencies, and certification 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 essential for enhancing a harmonious and effective teaching and learning process. Garira et al. emphasize that quality management must encompass all aspects of education 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 contribute positively to the country and the world.

Rahmat Emmanuel Islamic School is 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 Creating Professional Lecturers at Rahmat Emmanuel Islamic School." The goal is to maximize leadership potential to improve the institution's quality and achieve its stated vision and mission.

2. Research Method and Materials

Research methodology addresses the means by which specific objectives can be achieved, combining data collection and analysis with reliable procedures. Ibn Hajar explains 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 a deep and accurate understanding through literature studies and interviews, as outlined by Imam Gunawan. Data collection techniques used included observation, questionnaires, interviews, literature studies, and document studies. Observations and semi-structured interviews were frequently 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 include checking the degree of trustworthiness of data from various sources and methods, as explained by Moeleong. This approach allows the research to adequately capture the complexity of social interactions and the realities of human life, ensuring that the research is supported by valid and credible materials.

3. Results and Discussion [11pt, Garamond, Bold, Justified]

3.1. Transformational Leadership at Rahmat Emmanuel Islamic School

Transformational leadership at Rahmat Emmanuel Islamic School serves as a key driver in creating an academic environment that innovates and evolves 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 for improving the quality of theological education offered. Through interviews and observations, it was revealed that leaders at Rahmat Emmanuel Islamic School have successfully built an organizational culture that values continuous learning and innovation. Leaders encourage faculty and staff to think more creatively and innovatively, not only in teaching methods but also in curriculum development and student activities.

The academic environment at Rahmat Emmanuel Islamic College is built on a strong foundation through the inspirational motivation of transformational leaders. The principal plays an active role in aligning the institution's vision and mission with the daily practices of the faculty and staff. The leader provides clear direction and provides room for innovation,

so that faculty feel motivated to pursue new initiatives in their academic activities. The opportunity to explore new ideas and open dialogue between faculty and management foster a positive spirit of collaboration, which in turn creates a more effective learning environment for students.

A key aspect 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. Furthermore, leaders provide the necessary resources to support creativity and innovation in the academic environment. In this way, encouragement to think outside 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 in the high levels of satisfaction and motivation among both faculty and students. Students are inspired by their professors, 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 enables Rahmat Emmanuel Islamic College 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.

3.2. Professional Competence of Lecturers

The professional competence of lecturers at STT Rahmat Emmanuel is a key pillar in efforts to improve the quality of education and student learning outcomes. Lecturers are expected to have a deep understanding of the foundations of education, including the purpose of education as a means of developing students' intellectual and character development. Applying the principles of educational psychology in teaching helps lecturers understand the dynamics of student learning and effectively facilitate their development. Interviews revealed that many lecturers emphasized the importance of developing students' potential so they become not only professionals in their fields but also individuals with good faith and morals.

The ability to master and effectively deliver learning materials is a core competency every lecturer must possess. At STT Rahmat Emmanuel, lecturers are trained to design and implement curricula relevant to scientific developments and societal needs. Mastery of the material is key to creating a conducive learning environment, where lecturers can utilize a variety of appropriate teaching methods and learning resources to engage students and increase their engagement in class.

Furthermore, classroom management skills are also an important aspect of a lecturer's professional competence. Effective classroom management involves more than just maintaining order, but also creating an atmosphere conducive to productive discussion and interaction. Lecturers at STT Rahmat Emmanuel are trained to employ various teaching strategies that facilitate active learning, such as group discussions, case studies, and project-based learning.

Effective assessment of learning processes and outcomes is another crucial element of lecturer competence. Lecturers must be able to design evaluation systems that measure not only students' understanding of the material but also the critical and creative skills they have developed. Careful analysis of these evaluation results allows lecturers to provide constructive feedback to students and reflect on and adapt their teaching approaches for the continuous improvement of education. Thus, lecturers' professional competence contributes not only to improved educational quality but also to the creation of a generation ready to face future challenges.

3.3. Educational Quality Management

Educational quality management at STT Rahmat Emmanuel is implemented through a comprehensive approach, encompassing monitoring, evaluation, and continuous improvement across 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 Perguruan Tinggi is implemented to 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 deliver superior and relevant educational outcomes.

In its implementation, STT Rahmat Emmanuel uses a rigorous, data-driven evaluation system to monitor and assess every process taking place on campus. Evaluations include assessments of the curriculum, teaching methods, and the performance of lecturers and students. By implementing these analytical measures, the institution can identify areas requiring improvement and execute appropriate development strategies. This not only aims to ensure that academic standards are met but also to ensure that students receive a quality education that aligns 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 capacity and competency development of teaching staff is a priority, with encouragement to keep abreast of 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 also contributes significantly to scientific development and the improvement of community welfare.

3.4. Mastery of Teaching Materials by Lecturers

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

Adapting 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 student active participation in class. Lecturers are supported to participate in the latest pedagogical training that enables them to utilize technology more effectively, contributing to learning that is not only informative but also interactive.

In addition to technology, the use of case studies, role-playing, and simulations is also part of the teaching strategy to connect theory with real-world practice. This approach helps students bridge the gap between theoretical knowledge and practical application in their daily lives or within the context of their religious ministry. This allows students to see the relevance of what they learn to social and professional dynamics beyond the academic environment. This learning process strengthens the link between theory and practice, giving students a sense of responsibility and ownership over their own learning.

Lecturers who master their teaching materials well tend to be more confident and enthusiastic when teaching, which in turn impacts 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 their lecturers truly understand the material and can provide adequate explanations. Students feel more motivated to actively participate in class discussions when they believe 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 specific projects or assignments, which involve critical analysis and the application of theory to challenging situations. This not only enhances students' understanding but also develops essential social and teamwork skills in the workplace. Through this system, students learn to accept other perspectives, develop effective communication skills, and strengthen their ability to work in teams.

Evaluation and feedback are also crucial elements in ensuring lecturers mastery of teaching materials. Lecturers regularly assess the effectiveness of their teaching methods through student feedback. 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 they deliver remain relevant and challenging for students.

A lecturer's mastery of teaching materials ultimately impacts student satisfaction and learning outcomes. Lecturers who are able to utilize a variety of resources and methods in their teaching can help students reach their maximum academic potential. This not only enhances 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 their communities and churches, bringing positive change and faith-based service to the wider community.

3.5. Management of Lecturers and Education Personnel

The management of faculty and educational staff at Rahmat Emmanuel Islamic College is a key element in developing and maintaining high educational standards. The first step in this process is a comprehensive academic needs assessment to identify areas requiring additional staff or specialized expertise. Based on this analysis, recruitment is conducted with precision to ensure that selected candidates not only meet academic qualifications but also align with the institution's values. Selecting the right candidates ensures that Rahmat Emmanuel Islamic College continues to have a qualified and dedicated teaching staff.

After recruitment, the focus shifts to developing and strengthening the competencies of lecturers and educational staff. Training and professional development programs are provided regularly, encompassing innovative teaching methodologies and cutting-edge research techniques. This type of training has a dual benefit: accelerating the transfer of new knowledge to students and preparing lecturers and educational staff to face the unique challenges of theological education. With a culture of continuous learning, lecturers are expected to continually develop and adapt to the needs of a dynamic educational environment.

Regular performance evaluations are a crucial part of this management system, where lecturers are evaluated based on their teaching effectiveness, research contributions, participation in campus activities, and community service. These evaluations provide valuable feedback to drive teaching improvement and innovation. A transparent and structured evaluation system allows lecturers to set realistic personal goals aligned with the institution's goals, motivating them to continually improve their qualifications.

Strong management also includes developing clear career paths and providing fair incentives. By celebrating achievements and rewarding the hard work of faculty 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 provide the best for students.

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

By implementing these strategies, Rahmat Emmanuel Islamic School is committed to raising the standards of its theological education, ensuring that its teaching staff is not only skilled but also possesses integrity and is able to contribute significantly to society and the church. This aligns with its vision to become a leading educational institution in preparing graduates ready to face global challenges with a strong foundation of faith and morality.

4. Conclusion [11pt, Garamond, Bold, Justified]

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: Higher education institutions in Indonesia frequently experience leadership crises, which can lead to various internal problems. Transformational leadership is an urgent need in higher education. Transformational leadership is an agent of change, meaning leadership that is ready to bring about change within the organization it leads. Transformational leaders are not rigidly tied to a single leadership style but are instead ready to adapt to changing times. A transformational leadership style in higher education is seen as encouraging the development of better and more effective educational institutions, as well as providing positive influences and harmonious relationships between study program heads, lecturers, educational staff, and students, all of which contribute to the collective realization of the university's vision and mission.

Higher education leadership, specifically the rector, director, or chairperson, is the person capable of influencing the entire academic community, enabling students to compete effectively in society and the workplace. Global demands tend to drive educational outcomes to be competitive in the global workforce. Given these needs, educational leadership must possess a number of skills to meet these needs and improve the quality of education.

Quality management in the context of education can be defined as a method for continuously improving the performance of outcomes or processes within an educational institution by utilizing all available human and capital resources. Educational quality management functions to influence students' personalities so they can fulfill the expectations of those involved in education, thereby bringing about positive change for the country and the world. In this context, education functions to transform students' mindsets and lifestyles so they can contribute to making Indonesia a winning nation in the era of the Industrial Revolution 4.0.

Lecturers are professional educators and scientists with the primary task of teaching, transforming, developing, and disseminating science, technology, and the arts through education, research, and community service. Lecturers' position as professionals serves to elevate the dignity of lecturers and develop science, technology, and the arts to improve the quality of national education. As professional educators, lecturers must carry out the Tridharma of higher education, namely education and teaching, research and scientific development, and community service.

STT Rahmat Emmanuel is a learning institution that provides theological education services to prepare students to become qualified servants of God in church ministry and qualified teachers in schools. Study programs at STT Rahmat Emmanuel have been accredited by the

National Accreditation Board for Higher Education, and are open to Christian professionals, church members, and servants of God to study at STT Rahmat Emmanuel.

References

- Amghar, A. (2019). School-based leadership in the education reform agenda in Morocco: An analysis of policy and context. *International Journal of Leadership in Education*, 22(1), 102–115. <https://doi.org/10.1080/13603124.2018.1543800>
- Bush, T. (2018). Transformational leadership and school improvement. *International Journal of Educational Management*, 32(2), 1–12. <https://doi.org/10.1108/IJEM-05-2017-0129>
- Flores, M. A., & Swennen, A. (2020). The COVID-19 pandemic and its effects on teacher education. *Teaching and Teacher Education*, 91, 103255. <https://doi.org/10.1016/j.tate.2020.103255>
- Garira, E., Howie, S., & Plomp, T. (2019). An analysis of quality of education and its evaluation: A case of Zimbabwean primary schools. *South African Journal of Education*, 39(2).
- Garira, E., Howie, S., & Plomp, T. (2019). An analysis of quality of education and its evaluation: A case of Zimbabwean primary schools. *South African Journal of Education*, 39(2), 1–17. <https://doi.org/10.15700/saje.v39n2a1804>
- Gehrke, L., Kühn, A. T., Rule, D., Moore, P., Bellmann, C., Siemes, S., Dawood, D., Singh, L., Kulik, J., & Standley, M. (2015). *Industry 4.0: A discussion of qualifications and skills in the factory of the future: A German and American perspective*. Düsseldorf: VDI Association of German Engineers.
- Hallinger, P. (2018). Bringing context out of the shadows of leadership. *Educational Administration Quarterly*, 54(1), 5–24. <https://doi.org/10.1177/0013161X17730579>
- Hidayat, R., & Syam, A. R. (2021). Quality management in higher education institutions in the era of digital transformation. *Advances in Social Science, Education and Humanities Research*, 524, 715–720. <https://doi.org/10.2991/assehr.k.210203.102>
- Ibn Hajar, *Basics of Quantitative Research Methodology in Education* (Jakarta: PT Grafindo, 2006).
- Imam Gunawan, *Qualitative Research Methods: Theory and Practice* (Jakarta: BumiAksara, 2013).
- Kin, T. M., & Kareem, O. A. (2019). School leaders' competencies that make a difference in the era of Education 4.0: A conceptual framework. *International Journal of Academic Research in Business and Social Sciences*, 9(5), 214–225. <https://doi.org/10.6007/IJARBS/v9-i5/6000>
- Kin, T.M., & Kareem, O.A. (2019). School leaders' Competencies that make a difference in the Era of Education 4.0: A Conceptual Framework. *International Journal of Academic Research in Business and Social Sciences*, 9(5), 214–225.
- Kumparan.Com, Data Collection Techniques and Types for Research, published December 30, 2020, 08.00 AM, <https://kumparan.com/berita-update/teknik-pengumpulan-data-dan-jenis-jenisnya-untuk-penelitian-1usMO2uuF4O/full>
- Law No. 14 of 2005 concerning Teachers and Lecturers Article 45.
- Lexy J. Moelong, *Qualitative Research Methodology*.
- Miles, Matthew B, *Qualitative Data Analysis: A Sourcebook of New Methods*/Matthew B, Miles and A. Michael Huberman; translator Tjetjep Rohendi Rohidi (Jakarta: Publisher of the University of Indonesia, 1992).
- Poerwandari, *Qualitative Approach to Human Behavior Research*, (Jakarta: Institute for the Development of Measurement Facilities and Psychology Education (LPSP3) Faculty of Psychology, University of Indonesia, 2001).
- Pont, B., Nusche, D., & Moorman, H. (2018). Improving school leadership and educational effectiveness. *Educational Management Administration & Leadership*, 46(4), 1–15. <https://doi.org/10.1177/1741143216670659>

- Prasetyo, M. A. M., & Anwar, K. (2022). Transformational leadership in higher education institutions in Indonesia. *Jurnal Pendidikan Indonesia*, 11(2), 210–220. <https://doi.org/10.23887/jpi-undiksha.v11i2.45832>
- Puncreobutr, V. (2016). Education 4.0: New challenges of learning. *St. Theresa Journal of Humanities and Social Sciences*, 2(2).
- Puncreobutr, V. (2016). Education 4.0: New challenges of learning. *St. Theresa Journal of Humanities and Social Sciences*, 2(2), 92–97.
- Rosmaniar, W., & Marzuki, S. C. H. (2016). Headmaster instructional leadership and organizational learning on the quality of madrasah and the quality of graduates of the state Madrasah Aliyah at Jakarta Capital Region. *Higher Education Studies*, 6(1), 159–168. <https://doi.org/10.5539/hes.v6n1p159>
- Rosmaniar, W., & Marzuki, SC bin H. (2016). Headmaster Instructional Leadership and Organizational Learning on the Quality of Madrasah and the Quality of Graduates of the State Madrasah Aliyah at Jakarta Capital Region. *Higher Education Studies*, 6(1), 159–168.
- Sangrà, A., Raffaghelli, J. E., & Guitert-Catasús, M. (2021). Learning ecologies through a lens: Ontological, methodological and applicative issues. *Higher Education*, 81(3), 1–18. <https://doi.org/10.1007/s10734-021-00761-2>
- Sugiyono, *Educational Research Methods: Quantitative, Qualitative, and R&D Approaches* (Bandung: Alfabeta, 2013).
- Sugiyono, *Quantitative, Qualitative and R&D Research Methods* (Bandung: Alfabeta, 2009).
- Suyatno, S., Wantini, W., & Baidi, B. (2022). Teacher professionalism and educational transformation in Indonesia. *Jurnal Cakrawala Pendidikan*, 41(1), 45–58. <https://doi.org/10.21831/cp.v41i1.48210>
- Yusuf, M., & Arfiansyah, A. (2021). The influence of transformational leadership and academic culture on lecturer performance. *International Journal of Instruction*, 14(1), 567–582. <https://doi.org/10.29333/iji.2021.14135a>