ANALYSIS OF EDUCATIONAL LEADERSHIP DEVELOPMENT AT SALMAN AL FARISI INTEGRATED ISLAMIC SCHOOL YOGYAKARTA

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ABSTRACT

The demands of changing times in the world of education are certainly felt by education in Indonesia. Currently, the hot topic in education is the mobilising teacher. The purpose of this teacher mobiliser is very much in line with the purpose of the professional learning community, which is a collection of teachers who are required to be moved, move and mobilise in contributing to achieving learning that is liberating and in favour of students. Actually, this learning community has long existed in education in Indonesia. Like the case study that the author conducted at SDIT Salman Al Farisi. This PLC or professional learning community is also implemented by the principal and teacher employees. This Professional Learning Community at SDIT Salman Al Farisi Yogyakarta can be drawn a line about the advantages of the PLC programme here, namely that the Principal is very active in participating in professional learning community activities.

| KEYWORDS | *Educational, Leadership Development, Professional Learning Commmunity* |

INTRODUCTION

Recently in the world of education there have been so many demands for program that must be implemented for the purpose of advancing education. This era of globalization forces all educational institutions, both public and private, to always improve their performance or quality in order to realize quality education in accordance with the wishes of the public today. Therefore, educational units or educational institutions are competing to always improve the quality of the education they offer to the public or society. The more the education unit or educational institution can prove its quality and performance as a good educational institution in the eyes of

the public, the education unit or educational institution can get high public interest as expected by all educational institutions.

The progress of science and information technology is now unstoppable. This has changed the way of life, perspective and lifestyle of the community in carrying out their activities. Indonesian society is no exception. In various aspects of life, the existence of globalization has a comprehensive influence, as well as in the aspect of education in Indonesia more specifically. Education is a pillar that has the task of supporting the existence of a nation. A nation will not run if it is not supported by education. This education will support all aspects of the nation's life.

This era of globalization forces all educational institutions, both public and private, to always improve their performance or quality in order to realize quality education in accordance with current public desires. According to Leviandhi (2018) educational institutions are currently in very tight competition in order to meet the needs and desires of the community in terms of education. Therefore, education units or educational institutions are competing to always improve the quality of education they offer to the public or society. The more the education unit or educational institution can prove its quality and performance as a good educational institution in the eyes of the public, the education unit or educational institution can get high public interest as expected by all education units or educational institutions. Learning objectives will be achieved if before carrying out the learning the teacher has prepared careful plans regarding what things will be conveyed during teaching and learning activities. Learning becomes what is found by Sardiman (2003: 20), that "learning means changes in behavior or appearance, using a series of activities such as reading, observing, listening, imitating, and so on".

With these various phenomena about education, according to Maulana (2018), it is only natural that Indonesian citizens have the right to get quality education. And the demand for quality assurance is natural because the provision of quality education is part of the public demand in accordance with the times. In terms of related problems in the organization will certainly be a boomerang or time bomb if not resolved immediately. And the resolution of conflicts in the organization cannot be arbitrary or only to satisfy one party. In the organization, the driving axis is certainly in the leadership. If in an educational organization, the leader is the principal. According to Soekarto Indrafachrudi (1993: 12) leadership is an activity in an effort to guide a group or association in such a way that the goals of the group can be achieved. And a dreamer

From the DW Global Media Forum coverage, the PISA (Programme For International Student Assessment) results in 2018 showed that Indonesia ranked 72nd out of 77 countries. Indonesia has a score of 371 in the reading category, 379 for Maths and 396 in Science. The results of this PISA study are arguably the definitive reference in assessing the quality of education in the world. Because in this PISA research what is assessed is the ability to read, maths and science. From this fact, it can be concluded that educational institutions in Indonesia have not been able to produce students who are capable of the three aspects assessed. In line with the media coverage, a study conducted by Vaillant in 2019 (Camilo & Calixtro, n.d.) of Latin American countries in 2015 that took the PISA test found that the lack of organizational support for teachers with flexible schedules, training budgets and

low teacher education resulted in teachers' collaborative work in pedagogical practice becoming increasingly difficult to implement. Reflecting on this, leaders should make this a part of their leadership strategy to guide, encourage and motivate teachers to collaborate in achieving educational goals.

According to Law No 20 of 2003, the function of education itself is to develop individual abilities and form individual character, form a dignified national civilization in order to educate the nation's life, aiming to improve the development of students to become human beings who are faithful and devoted to God Almighty, noble and responsible. Slamet (2002:29) also revealed that leadership is an ability, process or function that generally exists in the leader to influence people in a group or organization to do or do something for the achievement of group or organizational goals.

From the various opinions above about leadership, I as a member of a group. In particular, members in organizations or educational institutions essentially really want a leader who is more to the type of humanist leader. Namely, the leadership is oriented more towards human resources. Because in my opinion the organization consists of various important aspects, but the most important is its human resources. Because human resources are the spearhead of whether an organization can run properly or not. So if a leader's main orientation is on human resources, it is certain that people or members in the group will feel comfortable, safe and protected. When people in the organization already have a sense of security, comfort and comfort, their performance and loyalty can also be maximally developed. With high performance and loyalty to the organization, of course, various changes in the organization that allow various storms to be overcome with a cool head and more orderly because the opinions of all members of the group will be heard or channeled properly.

Robert House in Fridayana (2013) said that there are 4 leadership behaviors that lead to communication, namely:

a. Leaders who give their followers freedom to know what is expected of them
b. Leaders who support and direct more attention to their members of the needs of their followers
c. Leaders who actively participate in consultation with followers or subordinates and suggestions given by followers are used as appropriate.
d. Achievement-orientated leaders who challenge their subordinates or followers to actively participate in terms of improving achievement.

From House's opinion, it indicates that the leader's communication pattern is very influential on the communication pattern in the organization. And communication is an organizational dynamic that really should get more attention in its affairs to improve teacher performance. This is in line with Hoy & Miskel (in Christifora's research 2015). The communication that occurs in the organization is the cause of the development of Robinson (in Ginting 1999: 26) who argues that a leader must be able to provide ideas or ideas, advice and directions to followers or subordinates. The role mentioned earlier is certainly inseparable from the communication that runs between leaders and subordinates or followers. Good or open

communication between leaders and followers can certainly produce the same understanding and go hand in hand so that communication can run smoothly and this can help teachers in an effort to improve their competencies. According to Pamungkas (2014) Teacher performance is one of the important aspects in the successful implementation of learning in schools. So if the teacher's performance is good, it is certain that the implementation of learning will also run properly. Arif Khoiruddin (2012) also agrees with Pamungkas that communication in educational organizations is very important in organising learning activities, especially about the materials taught.

Various opinions above can be concluded about effective communication in the organization that effective communication must be initiated by the leadership of the organization and communication in the organization includes all elements in the organization. And communication in educational organizations is done openly and there is no gap between people in the educational organization.

The formation of PLC (Professional Learning Community) started from colleges and universities in the United States which increasingly expanded to various levels of education with the assumption that this learning community could improve teaching skills and this learning community was felt to have an effective dialogue for improving achievement in schools as mentioned by McMillan & Chavis, 1986 in (Murad).

The demands of changing times in the world of education are certainly felt by education in Indonesia. Currently, a hot topic of discussion in education is the mobilising teacher. Which is a special forum for teachers throughout Indonesia that lives up to its name, which is to keep moving and moving. As stated in Permendikbudristek No. 26 of 2011 concerning the driving teacher, it contains how the driving teacher and the competencies that must be possessed by the teacher to become a driving teacher. If we look at the principles of these teacher mobilisers such as professional, transparent, accountable, open, collaborative and sustainable principles, then these principles correlate with PLCs or Professional Learning Communities. The purpose of this teacher mobiliser is very much in line with the purpose of the professional learning community, namely that the teacher mobiliser is a group of teachers who are required to be moved, move and mobilize in contributing to achieving learning that is liberating and in favour of students.

Definition of Professional Learning Community

In the background of Professional Learning Community, it has been explained that teachers must have 3 competencies to be considered professional. Of the three competencies certainly cannot stand alone or only one of them is owned, but all three must be interrelated and there is cohesiveness between one another. From this, teachers form a community consisting of teachers who have the same goal to achieve teacher professional competence.

Community according to Soerjono (1990) is when members in a group, be it a large group or a small group, can live together to realize common interests. In line with Soerjono, Cobb in (Kimberly Rochelle Archer et al., 1998) the community has responsibilities and activities together and among them are loyal to one another

because they are only concerned with common interests rather than individual interests.

Cobb also explained that the concept of community consists of responsibility, joint activities, loyalty, working together, accountability, commitment, identity and volunteerism (Hord, 1997) revealed in his research that support from fellow teachers or leaders, cooperation between colleagues can improve the ability of teachers to meet the needs of students and encourage teachers to be more enthusiastic in maintaining their profession. This research is in line with the professional learning community which focuses on being a forum for teachers to share knowledge, support and problem-solving solutions in terms of teaching. (Camilo & Calixtro, n.d.) conducted research and found that Professional Learning Community is a space where teachers depart from the same vision, share experiences, talk, critically reflect on teaching and experience and exercise leadership to encourage pedagogical competence to facilitate internal school processes with a family spirit in providing quality education. The results of Benito's research (2022) show that Professional Learning Communities depart from the problems that exist in schools that are not supported by capable organizational learning, making it difficult for teachers to learn and manage knowledge for the benefit of education. From the description and results of the research, it can be drawn that PLC is an effort to improve educational performance facilitated by the educational organizational structure in the form of a forum or learning community to encourage educators to optimize their potential, knowledge and experiences for the achievement of educational goals.

Implementation of Professional Learning Community

In this era of globalization , educational institutions or schools are not only required to make changes in providing quality education services for students, but also to guarantee high quality learning for all students. The existence of PLC has more or less become a solution to support activities carried out by schools that lead to improving the quality of learning in schools (Cicih Sutarsih & udin syaefudin saud, 2019).

The success in the world of education is certainly not only supported by educators alone. There are many related elements that make education successful or unsuccessful. As mentioned by Teguh Triyanto, (2014), the elements of education include:

a. The purpose of education itself
   The purpose of education is a variety of things that will be the target of education during the education process and after the education process is over.
b. Curriculum
   The curriculum is an educational tool that must certainly exist in education, the curriculum is a device ranging from plans, activities, regulations, strategies, principles and guidelines in organising education in which it is involved in the teaching and learning process and in the curriculum there are direct and indirect guidelines to bridge the interaction between education or teachers and learners or students.

   c. Learners or Students

Learners are part of community members who consciously strive to develop themselves or each of them, be it their potential, character and self-development through the learning process that has been provided at certain levels and types of education.

   d. Educator

Educators are part of community members who consciously strive to commit to developing the potential that exists in themselves to be competent to become education personnel both as teachers, lecturers, counsellors, learning assistants, widyaiswara, tutors, instructors, facilitators and other designations to participate in the learning process to carry out education.

Interaction or reciprocal relationship

This interaction or reciprocal relationship in education is certainly a process of learning in which there is interaction between educators and educators and involves learning resources in a learning environment.

   a. Content of Education

The content of education here is a set of materials in the learning process, namely teaching and learning activities which aim to enable learners or students to actively develop the potential that exists in themselves towards having religious spiritual strength in this case in accordance with the religion and beliefs of each individual, self-control, personality, intelligence, noble character and skills needed by themselves, society, nation and state towards a better direction.

   b. Educational Environment

The educational environment is a place where humans interact with reciprocal relationships in this case, of course, educational interaction so that it can make individual abilities develop in a better direction. The educational environment here is often further explained, namely with family, school and society. From the various descriptions above, it can be said that the educator aspect provides the most important role for the continuity of education.

In 2022 the world of work is heading towards industry 5.0, so it is certain that in all fields it requires a capable and qualified workforce. This is also the case in the field of education. The government has launched four competencies that must be possessed by educators or teachers as stated in Government Regulation Number 19 of 2005 article 28 paragraph 3 concerning National Education Standards, namely the competence of learning agents in early childhood, primary and secondary education, namely:

   a. Pedagogic Competence

Competencies that must be possessed by all teachers which include the depth of the teacher's understanding of students, planning the implementation of learning, evaluating learning outcomes and the development of students in exploring their potential.

   b. Personality Competence

Personality competence is closely related to the personal behavior of the teacher, of course all teacher behavior must be a good example or example for

students, this personality ability is reflected in PP No. 19 of 2005, namely a wise, stable, mature, wise and authoritative personality.

    c. Professional Competence

Professional competence relates to the ability to master comprehensive subject matter skills. Teachers are said to be professional if the teacher already has all the competency requirements in carrying out education and teaching tasks.

    d. Social Competence

The social competence that teachers must have is the ability of teachers to set a good example to their environment by carrying out their rights and obligations as part of society. In addition, teachers must also have a sense of social spirit that is qualified, light-hearted and friendly.

In Permendiknas No. 18 of 2007, teacher professionalism includes aspects of :

a. Appropriate academic qualifications
b. Continuous education and training
c. Experience in teaching
d. Learning design and implementation
e. Assessment
f. Academic achievement
g. Work in professional development
h. Participation in scientific forum activities
i. Organizational experience in education and social fields
j. Awards in the field of education

From various backgrounds about the increasing demands and changes, the role of the principal is very important to create or facilitate teachers in improving competence, especially in terms of teacher professionalism. Teachers need the right forum or forum that has one common goal. Therefore, Professional Learning Community has become increasingly popular lately.

Harris & Sas mentioned in (Murad et al., 2022) that there are three characteristics of an effective PLC, namely members in the community share the same vision and mission, values and goals. Then the second is collaborative work that focuses on learning between community members learning from each other and working together to assess each other to conduct investigations and improve their teaching practices. And finally, members of the learning community hold reflective dialogues in which they discuss the extent of teacher involvement in learning about certain educational issues which then create new research. The previous research described suggests that PLCs aim at teachers' professional development in order to improve teaching and learning.

RESEARCH METHOD

Research related to the analysis of educational leadership development at SDIT Salman Al Farisi uses qualitative research methods. Researchers use qualitative research methods because this research concerns the process and procedures for developing educational leadership in schools, so this research is more focused on examining all things that occur naturally in the implementation of educational

leadership development. This research is in accordance with what is revealed by (Mulyana: 147), namely the qualitative approach examines the reality that is multiple, complex, dynamic and the truth of reality has a dynamic nature.

Qualitative reseach procedures as mentioned by (Creswell: 15) qualitative research includes making research questions and procedures that have a temporary nature, collecting data from all participants, analysing data inductively, building partial data into themes then providing interpretations of the data that has been observed.

In carrying out this research, the researcher uses a Phenomenological research approach, which is a qualitative research approach in which the researcher collects data collection by participant observation to find out the phenomena of the participant's situation in his life experiences. (Creswell: 17). In addition, this approach can describe more deeply the experiences that have occurred in the field at the school. In this study, the researcher is interested in conducting research on how the process of professional learning community procedures developed in the school considering that the school already has various professional learning communities that have been implemented.

RESULT AND DISCUSSION

Teacher professional development is divided into two parts, namely personal and collective professional development. The most effective way for teachers to learn is when learning is based on the teaching methods used in teaching learning by the teacher. Learning in the community can give members in the community to rethink how the teaching and learning patterns that have been used. Learning in community can momentarily take a person out of the routine and try new experiences in unusual situations. (Sroinam, 2018). In his research involving 265 school administrators and 367 primary school teachers in Udon Thani Province Thailand, the characteristics of PLCs in the area that can be perceived by teachers who have been divided based on work experience found that three groups of work experience have high scores from all aspects and also found that most of the teachers in the school have more than 10 years of experience. From the experience of more than 10 years, they can practice learning management experience in solving problems and provide input to teachers who are less experienced through internal supervision. The other side also mentioned that less experienced teachers have new education and knowledge, mastering the development of current technology and innovations that are in line with shared learning.(Napitupulu & Wibawanta, 2022)

This research focuses on examining the contribution of PLCs or professional learning communities of pedagogical instructors, teacher training and student teaching in clinical models for teacher learning to the professional development of teachers. The research was divided into several categories including collaborative learning, personal and collective responsibility, reflective pedagogical discourse and knowledge development and learning implementation. Thirty-three learning communities were the object of this research. The results of this study are that all roles or areas of knowledge studied or explored by community members, they have a

high contribution in the six categories of research aspects and this concludes that learning communities play a significant and very high role for its members in improving collaborative learning, personal and collective responsibility, reflective pedagogical discourse and knowledge development and learning implementation.

From the two relevant studies above, the author has the same basis to examine more deeply the role of learning communities in optimising the professional aspects of teachers facilitated by education administrators. As from previous studies that have stated that the learning community is an effective forum in facing the demands of changing times that are increasingly numerous and developing as well as a place of learning for education personnel and educators, in the case study the author focuses on examining the principal's professional learning community and the teacher learning community facilitated by the principal at Salman Al Farisi Yogyakarta Integrated Islamic Elementary School.

Actually, this learning community has long existed in education in Indonesia. Like the case study that the author conducted at SDIT Salman Al Farisi. This PLC or professional learning community is also implemented by the principal and employee teachers. For the principal's professional learning community, it is carried out at 3 levels, namely the foundation level, sub-district level and district level. For the foundation level, it is called the peer forum, which is a community of principals of all educational institutions under the Salman Al Farisi Foundation Yogyakarta and foundation administrators and has regular activities for meetings once a month in the last week.

This learning community focuses on learning school management, finance and foundation policies which later the results of learning from this learning community can be followed up to educators and education personnel under their respective institutions. At the sub-district level, the principal learning community is called KKKS, which stands for Principal Working Group. This KKKS learning community has routine activities once a week on Friday and must be attended by all primary school principals in Mlati sub-district. The activities in this KKKS are about socialising the implementation of government policies, sharing and learning together collaboratively in achieving education goals.

At the district level, the principal learning community is called FORSIKA, namely the Forum for Gathering Principals of Integrated Islamic School Network Schools in Yogyakarta, which meets once a month at the beginning of each month. This learning community focuses more on strengthening the professionalism of educational leaders of Integrated Islamic School Network School institutions with a total of 106 schools in the Yogyakarta area. This learning community meeting is the same as other learning communities but this community is more about developing Islamic values for school curriculum, human resources and student affairs.

Table 1. Curriculum and Training Modules for Leadership and Professional Development of KKKS Kapanewon Mlati TA 2022/2023

No	MATERI	Learning Hours		
		Theory	Practices	Total
Basic Modules				
1	Multi-Party Partnership in Education	4	4	8
Inti Module				
1	Leadership and Professional Development	4	4	8
2	Problem Mapping	4	4	8
3	Designing Sustainable Solutions	4	4	8
4	Communication and Advocacy Plan	4	4	8
5	Monitoring and Evaluation Plan	4	4	8
6	Effective Handling of Public Complaints	4	4	8
7	Information Sharing and Polls	1	44	45
Support Modules				
1	Follow-up Plan	4	4	8
	TOTAL	33	76	109

At the teacher professional learning community is divided into 2 levels, namely at the foundation level, the peer teacher learning community facilitated by the foundation consists of all teachers with different classifications, namely KKG or Teacher Working Group according to the learning that is taught there is a Classroom Teacher Working Group and each subject as well as at the sub-district level the mechanism, purpose and focus are the same, only the difference at the sub-district level consists of elementary school teachers in Mlati District. Another teacher learning community is an internal learning community initiated and facilitated by the principal, who is currently the driving teacher, with several grouping mechanisms, namely the group of prospective driving teacher teachers who focus on professional development in an effort to become a driving teacher and tarbawi teachers whose learning community focuses on developing personal and community Islamic aspects and the learning community of all teachers and employees which is carried out once a week on Friday.

The Professional Learning Community carried out by principals and teachers is in accordance with the objectives of the PLC as well as its targets. The following are attachments to the materials and curriculum of one of the KKKS professional leadership development. From the various discussions about the Professional Learning Community at SDIT Salman Al Farisi Yogyakarta, it can be drawn a line about the advantages of the PLC programme here, namely that the Principal is very active in participating in professional learning community activities both at the KKKS and FORSIKA levels. In addition, the professional learning community carried out by teachers in the KKG forum can be quickly applied by teachers in this school, as evidenced by the researcher's observation that Salman Al Farisi

Integrated Islamic Elementary School has always been a pilot for radical changes such as the independent curriculum and recently the healthy school competition appointed directly by the district. This certainly indicates that SDIT Salman Al Farisi quickly adapts and applies the materials obtained from the professional learning community of both principals and teachers.

As for the weaknesses of PLC in SDIT Salman Al Farisi Yogyakarta, it is the same as those mentioned by Linh, 2022, namely time. Since this school is always a model school or representative for competitions, the principal and teachers cannot have much time to participate in professional learning other than those mentioned above even though there are still many professional learning communities that should be followed for personal and school progress.

This era of globalization forces all educational institutions, both public and private, to always improve their performance or quality in order to realise quality education in accordance with current public desires. According to Leviandhi (2018) educational institutions are currently in very tight competition in order to meet the needs and desires of the community in terms of education. Therefore, educational units or educational institutions are competing to always improve the quality of the education they offer to the public or society. the point of an education is to provide new things and increase students' abilities. The learning objectives will be achieved if before carrying out the learning the teacher has prepared careful plans regarding what things will be conveyed during teaching and learning activities. Learning becomes what is found by Sardiman (2003: 20), that "learning means changes in behavior or appearance, using a series of activities such as reading, observing, listening, imitating, and so on". Talking about organizational climate is certainly not far away from organizational culture. If in this case it is a school organization, namely in schools, the school climate is often also called school culture. According to Sidik (2018), the school climate describes the atmosphere of working relationships between all school residents, namely working relationships between fellow teachers, teachers and principals, between teachers and other education staff and school residents and related education offices. Meanwhile, according to Hasanah (2008) the school climate or school culture can be shown by a mutually supportive attitude, the level of friendship, the level of intimacy and cooperation. This school climate is important to develop the performance of teachers and employees in schools. As mentioned by Mulyasa (2007), one of the most important aspects in improving work productivity is the work environment and atmosphere.

From the various opinions of the above statements that have been mentioned, it can be concluded that the better the school climate in the school environment, the better the performance of teachers and vice versa if the climate in the school is not good, the less good the performance of teachers in the school.

CONCLUSION

Based on the above descriptions, the following conclusions can be drawn: a. The Principal of SDIT Salman Al Farisi Yogyakarta focuses on team building skills in an effort to develop the creativity of the teachers and staff at the school. b. In working on this team building skill, the principal uses a coaching programme with Professional Learning Community. c. The basis for the selection of this skills development programme aims to increase insight and extract as much information as possible from various educational sources. d. The programme is implemented regularly and continuously. e. This is evidenced by the success of this programme according to the Principal of about 95% of the target leadership skills to be developed.

Based on observations, this school has sufficient human resources, namely teachers and staff who are in accordance with the standard criteria for teachers in accordance with Permenristekdikti 55 of 2017, but there is only 1 teacher who has not met these qualifications. a. The principal is fairly new in serving as principal but Mrs Puji Astuti, S.Pd has served at the school for 11 years so I understand that the principal is very familiar with the potentials that must be developed from herself and even the potentials of the teachers and staff. b. In my opinion, the steps taken by the principal are appropriate and in accordance with the target skills to be developed, namely building a team in order to create performance creativity in staff and teachers, by participating in Professional Learning Community activities in the form of KKKS activities in the Mlati area coordinator. c. My suggestion is that the principal should not only participate in forum activities in KKKS and FORSIKA, maybe she can participate in a broader leadership development forum activity programme such as a cross-city or even cross-province principal forum so that later the principal can also increase her knowledge and network for school progress..

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