Edukasi Islami: Jurnal Pendidikan Islam, VOL: 15/No: 04 **P-ISSN: 2252-8970**
DOI: 10.30868/ei.v15i04.11005 **E-ISSN: 2581-1754**

Date Received	**:**	**October 2026**
Date Revised	**:**	**November 2026**
Date Accepted	**:**	**November 2026**
Date Published	**:**	**November 2026**

TRANSFORMATIONAL LEADERSHIP AND TEACHER HUMAN RESOURCES DEVELOPMENT: PATHWAYS TO SCHOOL COMPETITIVENESS IN MUHAMMADIYAH SCHOOL

Ruli Astuti[1]
UIN Maulana Malik Ibrahim Malang, Indonesia (ruli.astuti@umsida.ac.id)

Wahid Murni
UIN Maulana Malik Ibrahim Malang, Indonesia (wahidmurni@pips.uin-malang.ac.id)

Mulyono
UIN Maulana Malik Ibrahim Malang, Indonesia (mulyonouin@gmail.com)

Kata Kunci:
Kepemimpinan transformasional; Pengembangan SDM guru; Daya saing sekolah.

ABSTRAK

Persaingan yang semakin ketat antar lembaga pendidikan menuntut adanya pengembangan sumber daya manusia guru secara strategis dan berkelanjutan untuk meningkatkan kompetensi profesional sekaligus memperkuat kapasitas organisasi dan daya saing sekolah. Penelitian ini bertujuan menganalisis praktik kepemimpinan transformasional kepala sekolah dalam pengembangan SDM guru serta kontribusinya terhadap peningkatan daya saing sekolah. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus di SMA Muhammadiyah 2 Sidoarjo. Data dikumpulkan melalui wawancara, observasi, dan dokumentasi, kemudian dianalisis secara interaktif melalui kondensasi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa kepemimpinan transformasional diwujudkan melalui perencanaan pengembangan berbasis kebutuhan, pelatihan berkelanjutan, supervisi akademik, komunitas belajar, keteladanan, pengembangan karier, pemberian apresiasi, dan kemitraan kelembagaan. Praktik tersebut mendukung peningkatan profesionalisme guru, inovasi pembelajaran, prestasi siswa, pelaksanaan program unggulan, serta penguatan reputasi dan kepercayaan publik. Kontribusi utama penelitian ini terletak pada penjelasan mengenai transformasi kapasitas individual guru menjadi kapasitas kolektif organisasi melalui berbagi pengetahuan dan pembelajaran kolaboratif. Penelitian ini menyimpulkan bahwa kepemimpinan transformasional mendukung daya saing sekolah dengan mengintegrasikan pengembangan SDM guru ke dalam tujuan strategis organisasi.

[1] Correspondence author

Keywords:
Transformational leadership; Teacher human resource development; School competitiveness.

ABSTRACTS
The increasingly competition among educational institutions need the strategic and continuous development of teacher human resources to enhance professional competencies while strengthening organizational capacity and school competitiveness. This study aims to analyze the principal's transformational leadership practices in teacher human resource development and their contribution to enhancing school competitiveness. A qualitative approach with a case study design was employed at SMA Muhammadiyah 2 Sidoarjo. Data were collected through interviews, observations, and documentation and analyzed interactively through data condensation, data display, and conclusion drawing. The findings indicate that transformational leadership is implemented through needs-based development planning, continuous training, academic supervision, learning communities, role modeling, career development, recognition, and institutional partnerships. These practices support improved teacher professionalism, instructional innovation, student achievement, flagship program implementation, and enhanced school reputation and public trust. The main contribution of this study lies in explaining how individual teacher competencies are transformed into collective organizational capabilities through knowledge sharing and collaborative learning. The study concludes that transformational leadership contributes to school competitiveness by integrating teacher human resource development with the organization's strategic objectives.

A. INTRODUCTION

School competition in Indonesia has become increasingly in recent years due to evolving national education policies, the integration of technology in learning activities, and rising public expectations regarding the quality of educational services (Fitriah & Khusniyah, 2024). These conditions have prompted every educational institution to enhance its competitiveness through effective management practices, including strategic planning, resource organization, monitoring and evaluation (Saidi, 2018). These challenges have become increasingly complex for private schools because their operational sustainability and public trust depend on the schools' ability to demonstrate the quality and excellence of their educational services. Therefore, private schools need to develop a competitive edge by improving the quality of learning, strengthening the institution's image, innovating educational programs, and developing human resources (Ocktavia et al., 2024). However, these efforts are often hindered by internal challenges, such as weak management systems, low work ethic, and the quality of teacher (Rahmawati, et al, 2024). Differences in schools' capacities to manage resources and implement innovations may ultimately influence their ability to retain students, improve service quality, and establish sustainable competitiveness (Niscola & Kurniawaty, 2025).

One of the strategic issues affecting schools' competitiveness is teacher competence. As a key element in the education system, teachers still face challenges in adapting to the demands of the new curriculum and innovative teaching approaches. Limited access to high-quality professional development programs also hinders teachers' ability to effectively implement the curriculum (Jayadi et al., 2024). Disparities in teacher competence can affect student learning outcomes, as the quality of the teaching and learning process is a key determinant of educational success (Rahmi & Rassanjani, 2025).

In addition to competencies, teachers' well-being is also viewed as a factor influencing their professional quality and performance (Munawaroh, 2024). These conditions highlight the need for institutional support systems that facilitate effective and sustainable human resource management and development. A school's ability to strategically develop its human resources is a key determinant in facing competition and ensuring the sustainability of educational institutions (Astuti, 2025). Therefore, human resource development must be designed with a long-term orientation through strengthening leadership capacity, optimizing performance management, and integrating technology as a means to enhance the effectiveness and quality of the learning process (Wirtati, 2024).

Human resource development should be a first priority in educational organizations, as human resources are strategic assets that determine the success of achieving organizational goals (Suryadi & Afni, 2024). In this context, teachers as the key component in the delivery of instruction are required to master pedagogical, professional, social, and personal competencies, while also being able to adapt to technological advancements, implement instructional innovations, foster collaboration, and respond to the evolving needs of students(Wislim, 2024). Mastering of these competencies contributes to improving the quality of learning and the quality of graduates, thereby strengthening the school's ability to build sustainable competitive advantage (Success & Akpotu, 2025; Wislim, 2024). Therefore, teacher human resource development should extend beyond individual competency enhancement and be managed systematically, holistically, and continuously to support the achievement of organizational goals. In this regard, leadership plays a strategic role in guiding human resource development policies, facilitating competency improvement, and optimizing teachers' potential in alignment with the school's strategies for enhancing educational quality and competitiveness.

Leadership styles in educational institutions play a crucial role in achieving institutional vision, mission, and goals. In human resource planning, effective leadership serves a strategic function by identifying organizational needs, enhancing workforce competencies, and fostering a supportive work environment conducive to professional development and innovation (Zebua et al., 2025). One relevant approach in this context is transformational leadership. According to Caharian & Cabanlit, (2024) transformational leadership has attracted considerable attention because of its capacity to drive organizational transformation, foster innovation, and facilitate organizational change while establishing clear strategic direction based on institutional vision, mission, and goals. In practice, transformational leadership inspires organizational members to commit to a shared vision and common goals, encourages innovative problem-solving, and develops individual capacities through coaching, mentoring, challenging assignments, and supportive guidance (Firmansyah et al., 2022). In line with this perspective, Leithwood in Heenan et al., (2023) identifies six dimensions of transformational leadership in the school context: articulating and communicating a vision, fostering acceptance of shared goals, providing individualized support, promoting intellectual stimulation, serving as a role model, and setting high performance expectations. Beyond facilitating organizational goal attainment, transformational leadership also contributes to developing organizational members into leaders who can act as moral agents. This approach emphasizes not only institutional achievement but also the cultivation of responsibility, integrity, and moral

values among organizational members as integral components of continuous transformation (Heenan et al., 2023). Moreover, transformational leadership is regarded as an effective approach to fostering positive organizational change (Zebua et al., 2025).

Several studies have highlighted the relevance of transformational leadership in supporting individual and organizational development. Success & Akpotu, (2025) emphasize the role of transformational leaders in inspiring organizational members through a meaningful vision, encouragement of creativity, attention to individual needs, and exemplary behavior. In line with this statement, Nuriza et al., (2025) found that transformational leadership can enhance the motivation, professionalism, and innovation of teachers and educational staff by strengthening a shared vision and fostering a collaborative work environment. Further studies reinforce the relevance of transformational leadership to human resource development and organizational effectiveness. Lin et al., (2022) explain that transformational leadership has a positive and significant effect on organizational effectiveness through three dimensions: inspirational motivation, intellectual stimulation, and individualized consideration. Zhang et al., (2025) also indicate that transformational leadership can improve employee performance, strengthen teacher collaboration, and foster organizational resilience and individual commitment. In the school context, Zebua et al., (2025) highlight the role of transformational leadership in cultivating an adaptive organizational culture that encourages educators to continuously improve their professional competencies and actively participate in efforts to enhance academic quality. Meanwhile, Indasari (2025) emphasizes principals' support for teachers' professional development through training, collaboration, and the provision of educational facilities and resources. Although these studies have examined motivation, performance, collaboration, and teachers' professional development, the relationship between leadership practices, the process of developing teachers' capacities, and their contribution to school competitiveness still requires further exploration. Specifically, limited attention has been given to how school principals integrate the development of individual teacher competencies into the building of the organization's collective capacity through human resource development planning, strengthening collaboration, and fostering learning innovation. Furthermore, how teacher human resource development is integrated with strategies to improve educational quality and establish competitive advantages, particularly in leading Muhammadiyah schools, requires further empirical investigation. Therefore, this study examines the role of school principals' transformational leadership in developing teachers' human resources and explores how this process contributes to enhancing the competitiveness of SMA Muhammadiyah 2 Sidoarjo.

SMA Muhammadiyah 2 Sidoarjo is a leading Muhammadiyah school that promotes educational innovation, digitalized learning, and educational programs aimed at improving quality. The school offers four flagship programs: *Boarding Class Program* (BCP), *International Class Program* (ICP), *Coding Class Program* (CCP), and *Tahfidz Class Program* (TCP). The implementation of these programs requires the support of qualified, professional, and adaptable teachers. SMA Muhammadiyah 2 Sidoarjo employs 61 teachers, comprising 55 permanent teachers affiliated with the Muhammadiyah organization and six non-permanent teachers. Of these, 24 hold a bachelor's degree (S1), 36 hold a master's degree (S2), and one holds a doctoral degree (S3), while 54 teachers have obtained professional certification. This indicates the

availability of human resources with the potential to support the development of school programs. SMA Muhammadiyah 2 Sidoarjo was selected as the research site because of its efforts to develop flagship programs, strengthen organizational culture, utilize technology, and enhance teacher competencies in response to growing competition in education. These characteristics provide a relevant context for examining how school principals establish a shared vision, encourage innovation, and develop teachers' capacities through transformational leadership to enhance school competitiveness.

This study aims to analyze the principal's transformational leadership strategies in teacher human resource development to enhance the competitiveness of Muhammadiyah 2 High School in Sidoarjo, as well as to analyze the success of implementing these strategies in supporting the improvement of competitiveness. The analysis focuses on the principal's strategies for developing teachers' competencies and professionalism, as well as the relationship between this process and the strengthening of the school's competitiveness. This study is expected to provide an empirical contribution to the development of educational management research, particularly in explaining the role of transformational leadership in integrating teacher human resource development with the school's strategic objectives. Practically, the research findings are expected to serve as a reference for school principals in designing a targeted, collaborative, and sustainable human resource development system.

B. METHOD

This study used a qualitative approach using a case study design to gain an in-depth understanding of the transformational leadership practices of school principals in the development of teachers' human resources to enhance the school's competitiveness. This approach was chosen because it allows the researcher to examine the phenomena of leadership and human resource development contextually, based on the informants' experiences, activities within the school environment, and relevant documents. The research was conducted at SMA Muhammadiyah 2 Sidoarjo, a leading Muhammadiyah high school with an educational program focused on innovation, digitalization, and quality improvement. In this study, the researcher served as the primary instrument for collecting, interpreting, and analyzing data in accordance with the research focus (Hikmawati, 2020).

The research informants included the principal, the vice principal for human resource development (PSDM), the vice principal for curriculum, and teachers. Informants were selected based on their involvement in and relevance to transformational leadership practices and teacher professional development at the school. The principal served as a source of information regarding vision, policies, and leadership strategies; the vice principal for HRD provided information on the planning, implementation, and evaluation of teacher development programs; the vice principal for curriculum provided information on mentoring, academic supervision, and improving the quality of learning; while teachers offered perspectives on the implementation of professional development programs, the forms of support provided by the principal, and the implications for their competencies and teaching practices. The interview guidelines were developed based on the research focus and were used flexibly to elicit in-depth information.

Data collection in qualitative research essentially requires researchers to assess the various types of data that can be gathered and to determine which types of data are

most appropriate for the research objectives (Cresswell, John W., 2021). Data collection in this study was conducted through semi-structured interviews, observations, and documentation. Interviews were conducted to elicit information regarding transformational leadership practices in the development of teacher competencies and professionalism, the implementation of academic supervision, and the relationship between human resource development and improvements in school quality and competitiveness.

Observation is a data collection technique through which researchers document individuals' behaviors, activities, and interactions at the research site by maintaining field notes (J. David Creswell &, 2018). In this study, direct observations focused on relevant activities, including training sessions, morning briefings, professional development activities, interactions among school community members, and the physical environment reflecting the school's vision and organizational culture. Meanwhile, documentary data included photographs of professional development activities, curriculum documents, academic supervision reports, and records of teacher and student achievements. These three data collection techniques complemented one another to provide a comprehensive understanding of the phenomenon under investigation.

Data analysis followed the interactive model developed by Miles, Huberman, and Saldaña (2014), which comprises data collection, data condensation, data display, and conclusion drawing and verification (Sugiyono, 2018). During the data condensation stage, information obtained from interviews, observations, and documentation was selected, simplified, and categorized according to the research themes, including transformational leadership practices, teacher human resource development strategies, and their contributions to school competitiveness. the data were presented in the form of descriptive narratives and thematic groupings to identify patterns, relationships between themes, and meanings emerging from the empirical findings. Conclusions were formulated through the interpretation of these patterns and verified by checking their consistency with the entire available dataset.

Data validity was ensured through source triangulation, methodological triangulation, and member checking. Source triangulation was conducted by comparing information from the principal, the vice principal for human resource development, the vice principal for curriculum, and teachers to obtain diverse perspectives on leadership practices and human resource development. Methodological triangulation was conducted by comparing interview findings with observational data and documentation. Meanwhile, member checking is conducted by confirming data, preliminary findings, or interpretations with relevant informants to ensure their consistency with the experiences and information they provided. Through these procedures, the study aims to produce credible and scientifically accountable findings.

C. RESULT AND DISCUSSION

Findings

Transformational Leadership Strategies of the School Principal in Teacher Resources Development to Enhance School Competitiveness.

a. Needs-Based Planning for Teacher Human Resource Development and School Strategic Direction

Based on the field findings, it was found that the principal's transformational leadership strategies for teacher professional development at SMA Muhammadiyah 2 Sidoarjo are implemented through needs-based planning, alignment with the school's development goals, and the use of data from various sources such as the vice principal for student affairs, the vice principal for curriculum, the department of Islam, Muhammadiyah Studies, and Arabic, and from teachers. Teacher human resource development is also based on evaluation results from school supervisors at both the provincial and district levels. The principal emphasized that human resource development cannot be carried out based solely on a unilateral decision but requires input from various school stakeholders. This was conveyed by the principal in the following interview:

> "Based on the needs identified through evaluations by school supervisors, both those from the provincial education office and local supervisors, the vice principal for human resource development determines whether workshops, training sessions, or other development programs are needed."

Furthermore, field findings indicate that the identification of teacher development needs is conducted systematically through academic supervision, meetings on school innovation, and direct communication with teachers. These mechanisms enable the school to identify competency gaps and determine the professional development priorities required to support its strategic objectives. The Vice Principal for Human Resource Development explained that the results of academic supervision provide important insights into areas requiring improvement, including teachers' social competencies. For instance, when supervision reveals that teachers' communication with students needs further improvement, this finding becomes a basis for determining appropriate professional development interventions. In addition to addressing identified competency gaps, the school considers the competencies required to support innovation and align teacher development with the institution's strategic direction. This approach is reflected in SMA Muhammadiyah 2 Sidoarjo's designation as a Model School for the Implementation of Deep Learning, Coding, and Artificial Intelligence in 2026, as stipulated in a decision issued by the relevant directorate general. This designation encourages the school to strengthen teachers' competencies in implementing deep learning approaches and integrating coding and artificial intelligence into classroom instruction.

Furthermore, teachers are actively involved in identifying their professional development needs through discussions and direct communication with the school. The findings indicate that teachers are also involved through discussions regarding their perceived training needs. In this regard, one teacher stated that professional development needs are always communicated and facilitated by the school. Thus, human resource development planning integrates three main considerations: teachers'

actual needs, the results of internal and external evaluations, and the school's strategic requirements. The teacher explained that:

> "The main point is that we always communicate with the teachers about their needs. For example, if teachers identify a particular training program they would like to attend, the school facilitates it. Usually, we prefer to participate in the same training because it allows us to collaborate."

b. Teacher Competency Development through Internal and External Training

Teacher competency development is carried out through various internal and external training activities tailored to the teachers' needs and the school's development goals. According to the explanation from principal and the vice principal for curriculum, internal training is conducted through in-house training (IHT), workshops, and competency development activities facilitated by the school. These activities include the development of instructional materials, the creation of learning media, the implementation of deep learning, the use of artificial intelligence (AI), and the use of applications to support learning assessment. Internal training is also designed to ensure that teachers are able to apply new knowledge and skills in the learning process. The school organizes workshops on a regular basis, particularly at the beginning of each semester, to support the development of instructional materials and their adaptation to curriculum requirements. As the principal stated:

> "We conduct workshops, usually facilitated by our own colleagues. God willing, we organize one or two workshops each semester, which could amount to four workshops a year. These activities take place at the beginning of each semester, particularly in July, before students return to school. During this period, teachers participate in training while preparing the instructional modules for the semester."

In line with the research findings, these practices indicate that teacher competency development is designed not only to address immediate instructional needs but also to anticipate changes in educational policies, technological advancements, and the school's strategic priorities. The integration of internal and external training provides teachers with opportunities to strengthen their pedagogical and digital competencies while ensuring that their professional development remains relevant to evolving educational demands. This approach reflects the school's commitment to continuous professional learning as an essential component of improving instructional quality and strengthening institutional competitiveness. Furthermore, the school's commitment to continuous professional learning is reflected in the systematic inclusion of these activities in the Annual Work Plan of the Human Resources Development Division for the 2026–2027 academic year. The plan encompasses the Professional Teacher Competency Enhancement Program, teacher learning community forums, and participation in seminars and other professional development activities. This systematic planning demonstrates that teacher development is not implemented as a series of isolated activities but is integrated into the school's ongoing efforts to improve instructional quality and strengthen institutional competitiveness.

The research findings further indicate that teacher competency development is tailored not only to individual professional needs but also to the school's flagship programs. The vice principal for curriculum confirmed that teacher competency development is tailored to the school's flagship programs, particularly the ACT and Global Assessment Certificate (GAC) programs. English teachers participate in specialized training twice a year to strengthen their understanding of the curriculum and instructional approaches required by these programs. The training covers curriculum content, instructional strategies, educational technology, and assessment practices relevant to these programs.

c. Academic Supervision as a Mechanism for Professional Development

Based on the research findings, supervision conducted on a scheduled basis and involve the principal, the vice principal for curriculum, and senior teachers. Supervision activities include observing the learning process, providing feedback, and reflecting on the teaching practices that have been implemented. This approach positions supervision as a process of professional development, rather than merely a mechanism for evaluating teacher performance. As the principal explained in the following interview excerpt:

> "During the recent supervision activities, I supervised several colleagues, perhaps three to five teachers. Of course, I cannot conduct all the supervision myself. I delegate some responsibilities to the vice principal for curriculum to organize subject-based teacher working groups (*Musyawarah Guru Mata Pelajaran* or MGMP). Within each group, we appoint senior teachers or those we consider more competent to carry out the supervision on behalf of the principal. Thankfully, this arrangement has worked well."

The principal's explanation was further supported by a senior teacher involved in the supervision process, who confirmed that academic supervision was conducted collaboratively and emphasized professional learning rather than fault-finding. The results of academic supervision are used to identify aspects of teaching that require improvement and determine appropriate follow-up professional development. These needs may relate to classroom management, teacher–student communication, instructional method selection, or the use of technology. The mentoring process encourages teachers to reflect on their teaching practices and develop improvements aligned with students' needs and learning objectives.

Regarding academic supervision, the principal explained that external supervision is conducted by the ministry of education and the Muhammadiyah Education Council (Majelis Dikdasmen Muhammadiyah) to provide guidance, monitor educational practices, and support continuous improvements in teaching and learning. External supervision provides opportunities for teachers and school administrators to receive constructive feedback, learn from good practices, and strengthen instructional planning. These activities complement internal supervision by broadening teachers' perspectives and ensuring that teaching practices remain aligned with educational standards and institutional expectations. Thus, academic supervision functions not only

as an evaluation mechanism but also as an integral part of continuous professional development, connecting needs identification, instructional improvement, and sustained teacher competency development.

d. Strengthening Collective Capacity through Knowledge Sharing, Morning Briefings, and Learning Communities

Teacher professional development at SMA Muhammadiyah 2 Sidoarjo is not only focused on improving individual competencies but is also aimed at ensuring the equitable distribution of knowledge and strengthening collective capacity. One of the mechanisms implemented is the dissemination of training outcomes. Teachers who participate in external training are given the responsibility to share their knowledge and skills with their colleagues through In-House Training (IHT), morning briefings, and the development of shared teaching materials. As explained by the vice principal for curriculum:

> "There is a learning committee consisting of ten teachers selected from different subject areas. We send these ten teachers to participate in training, and afterward, they conduct in-house training for all teachers."

Based on the school documentation, one example of knowledge dissemination was conducted through the Korean e-Learning Improvement Cooperation (KLIC) 2025 program, which involved 60 teachers. The program focused on sharing teaching practices and strengthening teachers' competencies in utilizing educational technology and artificial intelligence (AI). This activity illustrates the school's efforts to disseminate knowledge and skills gained through professional development activities to a wider group of teachers, thereby supporting collaborative learning and strengthening collective capacity within the school.

In addition to knowledge dissemination, the field findings reveal that morning briefings serve as a forum for communication, motivation, information dissemination, evaluation, and knowledge sharing. Based on the observations conducted by the researcher, these activities begin with a group recitation of the Qur'an, followed by the presentation of academic information and a question-and-answer session, and conclude with words of encouragement from the principal. In addition to supporting the coordination of school activities, this forum serves as a means to disseminate training materials and strengthen teachers' preparedness before conducting lessons.

The research findings indicate that collective capacity building is carried out through Subject Teachers' Working Groups (MGMP) and learning communities. The school supports teachers' participation in MGMP by covering registration and transportation costs. These activities address various professional needs, including the development of instructional materials, the creation of modules, in-depth study of subject matter, and assessment preparation. Internally, the MGMP serves as a forum for sharing experiences, solving teaching challenges, and aligning teaching approaches among teachers. As explained by the vice principal for curriculum:

> "All teachers are encouraged to participate in MGMP activities. MGMP stands for subject-based teacher working groups, and all teachers are welcome to join. At the beginning of each semester, teachers submit their registration requests. Since participation involves certain costs, we provide financial assistance, including transportation allowances, to support their involvement."

One teacher further explained that, in addition to participating in MGMP, teachers are also involved in broader professional learning networks, including the Regional Educators' Meeting, the Provincial Educators' Meeting, and the National Educators' Meeting (Temu Pendidik Nusantara). These forums provide opportunities for teachers to participate in professional training, exchange experiences, and share best practices with educators from different regions. The teacher also highlighted that digital literacy is frequently discussed, particularly in provincial and national forums, reflecting the growing importance of technology integration in teaching and learning. Collective capacity is therefore developed through knowledge sharing, professional collaboration, and continuous learning, connecting individual professional development with collaborative workplace practices.

e. Teacher Career Development through Further Study and Leadership Succession

The research findings indicate that career development is part of a long-term strategy for teacher human resource development. The school provides educational assistance programs for teachers who pursue master's or doctoral degrees in accordance with organizational regulations and needs. This support is part of an effort to enhance teachers' academic qualifications while strengthening their professional capacity in the long term. This was stated by the vice principal for human resource development:

> "The school provides scholarships for further studies to teachers and educational staff. However, those eligible for further study are teachers who have permanent employment status. The most recent doctoral study assistance is specifically intended for school leaders, and the scholarship covers tuition fees only. Other expenses are not covered. For master's degree studies, the school provides assistance covering 50% of tuition fees."

Based on interview data regarding the procedures for advanced study scholarships at the PSDM Deputy Unit, educational support is provided selectively and in stages. Master's degree scholarships cover 50% of tuition fees, while doctoral study support for leaders covers the full tuition fees. Opportunities for advanced study take into account employment status, position within the organization, budget availability, and the school's needs. The school encourages tenured teachers to pursue master's degrees as part of efforts to strengthen the quality of its human resources. Implementing advanced study in phases allows the school to provide career development opportunities while ensuring the continuity of instructional activities.

In addition to improving academic qualifications, career development is carried out through leadership training. As explained by the vice principal that the school

utilizes the Education and Training Program for Prospective School Principals (Diksuspala), organized by the Muhammadiyah Council for Secondary Education, to prepare teachers with the potential to become school leaders. Teachers' participation in this program demonstrates an effort to ensure leadership continuity by building the capacity of prospective leaders from within the school community.

f. Principal Role Modeling in Building a Professional Culture

The principal's exemplary leadership is one of the strategies of principal of SMA Muhamamdiyah 2 Sidoarjo for building a professional culture and encouraging teachers to improve their professional competence. This exemplary leadership is reflected in punctuality, involvement in school activities, religious practices, and the principal's willingness to continuously develop their skills and demonstrate excellence. The principal not only guides teachers to improve their competencies but also exemplifies a performance-oriented attitude and behavior that serves as a model for the entire school community. As one teacher noted:

> "In terms of being a role model, Mr. Zainul also frequently participates in competitions and often wins, which can motivate teachers. His achievements may also encourage school development, help drive progress, and strengthen collaboration. These are some of the ways he motivates his colleagues."

This exemplary leadership is reinforced by the principal's achievements in educational management and innovation. The award received at the 8th Ahmad Dahlan Olympics (OlympicAD) serves as a form of recognition for the school management practices he has developed. This achievement can serve as a source of inspiration for teachers to improve their performance, develop innovative teaching methods, and participate in activities that foster professional excellence.

In addition to setting an example through their achievements, the principal also sets an example through punctuality, involvement in school activities, and religious practices. As one teacher explained:

> "Regarding the example set by Mr. Zainul, he always arrives on time. In the morning, his car is already parked outside. Discipline is important, and from what I have observed, he consistently demonstrates punctuality. He sometimes reminds us that success depends on being prepared ahead of time. For example, if we are invited to an event at 7:00 a.m., we should not arrive exactly at 7:00 but should come earlier. This principle has stayed in my mind, and I also share it with my students. One of the keys to success is being able to manage our time effectively."

The teacher further explained:

> "Through exemplary behavior, we hope that students will follow their teachers' example. For instance, when teachers participate in congregational prayers, students are encouraged to join as well."

The interview findings indicate that the principal's exemplary leadership is reflected not only in professional achievements but also in daily practices, particularly punctuality and regular participation in congregational prayers. These practices demonstrate how the principal's personal example shapes teachers' professional conduct and religious commitment. Furthermore, the value of punctuality modeled by the principal is transmitted by teachers to students, illustrating how leadership by example contributes to the development of a disciplined school culture.

g. Achievement Motivation through Competition Support and Recognition

Based on an interview with one of the teachers, strategies to strengthen motivation for academic achievement are implemented by providing teachers with opportunities to participate in various competitions, supporting the development of their work, and awarding recognition for professional accomplishments. The school facilitates teachers' participation in educational media competitions, scientific paper contests, and various events relevant to their fields of expertise. This support provides teachers with opportunities to test their abilities, develop innovations, and gain professional experience beyond their daily teaching routines, as explained by one of the teachers:

> "The principal provides strong support, particularly by facilitating teachers' participation in learning media competitions and similar events. This is one form of support from the school leadership. Whenever teachers develop learning media that require additional resources or support, the school is willing to consider their proposals and provide assistance."

In addition to facilitating competitions, the school implements a recognition program based on the achievements of teachers and students. Awards are given based on the level of the competition, ranging from local to international. Recognition is also given to teachers who mentor students to achieve success. Proposals for teacher performance-based rewards are submitted through the Vice Principal for Human Resources, while proposals for students are coordinated by the Vice Principal for Student Affairs. In addition to material rewards, the school provides non-material recognition by publicizing achievements in news articles and on social media as a form of acknowledgment and an effort to strengthen a culture of excellence. As explained by the principal:

> "We highly appreciate the achievements of both teachers and students, and we consistently provide performance-based rewards. For example, when a teacher wins a competition or achieves something, there is a reward. For students, the vice principal for student affairs submits the application, while for teachers, it is submitted through the vice principal for human resource development. The reward amounts vary depending on the competition level, whether local, provincial, national, or international."

h. Strategic Partnerships to Expand Access to Teacher Competency Development

Teacher human resource development is also supported through partnerships with various institutions, including Muhammadiyah-affiliated organizations, higher education institutions, government agencies, and international educational partners. These strategic partnerships provide opportunities for teachers to access new knowledge, gain professional experience, and participate in development activities. SMA Muhammadiyah 2 Sidoarjo collaborates with universities, Muhammadiyah educational organizations, and partner institutions to support its development priorities. The principal explained:

> "In terms of training, Wijaya Kusuma University recently conducted an educational session on sexual health and the prevention of risky sexual behavior. We also collaborate with UMSIDA on various activities and work with the regional and provincial Muhammadiyah Education Councils on initiatives related to future school management."

The principal's statement was supported by an explanation from the vice principal for human resources development:

> "Teachers usually participate in training organized by the Education Office, depending on the number of available places. The school also organizes various training activities and invites external speakers. Many of these speakers come from Muhammadiyah organizations, including education practitioners. We also collaborate with Muhammadiyah-affiliated universities and have worked with lecturers from state universities. These collaborations have included community service programs involving joint teaching in classrooms and collaborative lesson planning."

Some examples of partnerships established and their related activities include Muhammadiyah 2 High School in Sidoarjo collaborating with Muhammadiyah University of Sidoarjo to support English language training as well as the development of coding and artificial intelligence competencies. Meanwhile, partnerships with public universities and education practitioners are utilized to strengthen teachers' understanding of teaching and professional development. The school also utilizes programs from the Muhammadiyah Association, including educational development activities and a partnership with Marshall Cavendish in technology- and AI-based learning. At the international level, the school has developed partnerships related to the Global Assessment Certificate (GAC) program through ACT and networks with educational institutions abroad. These collaborations support a learning approach that aligns with international educational standards and needs. A benchmarking visit to Hua Qiang Technical School in China in April 2026 also provided an opportunity to study educational practices that integrate modern technology into learning.

The findings are summarized in the chart below:

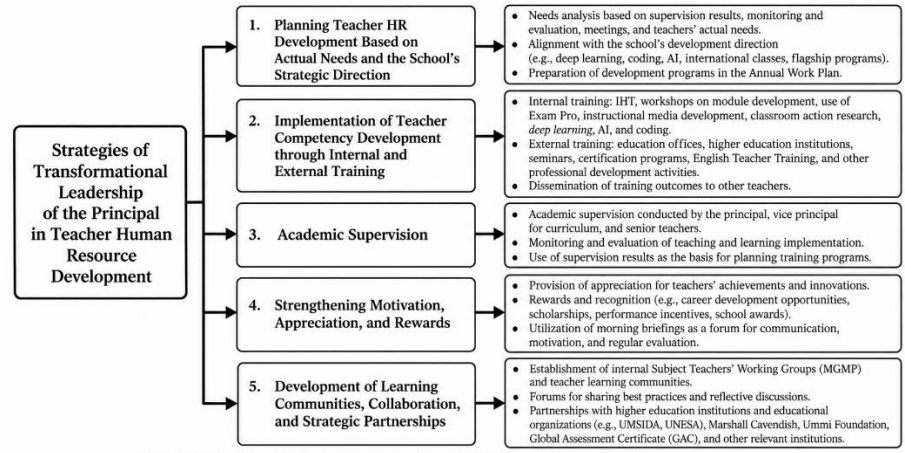


Figure 1. Strategies of Transformational Leadership of the Principal in Teacher Human Resource Development

The Result of the School Principal's Transformational Leadership in Teacher Human Resources Development to Enhance School Competitiveness

a. The Improvement of Teacher Competence and Profesionalism

Based on an interview with the principal, improvements in teachers' competencies and professionalism are reflected in their ability to develop instructional plans that incorporate deep learning approaches. The principal explained that supervision and evaluation provide a basis for giving feedback and guiding teachers in improving their instructional practices. Furthermore, the findings indicate that teachers have begun integrating digital media and social media into classroom instruction to encourage creativity and enhance students' digital literacy. As the principal stated:

"Thankfully, based on our evaluations and the supervision I have conducted and sought to strengthen, I have provided feedback to my colleagues. In terms of instructional planning, they have already developed lesson plans incorporating deep learning approaches."

The vice principal for curriculum emphasized that continuous teacher development has contributed to strengthening teachers' professionalism and instructional capabilities. She emphasized that the training programs have helped develop teachers who demonstrate strong professional competence, as stated in the following interview excerpt:

"The training has produced professional teachers. Our teachers are highly capable."

Furthermore, the research findings indicate that teachers' professionalism is reflected in their ability to apply the knowledge and skills acquired through training to improve instructional quality. Their professional capacity is also recognized by external institutions, as demonstrated by their involvement as resource persons who share good practices in Subject Teachers' Working Groups (*Musyawarah Guru Mata Pelajaran*, MGMP). These findings suggest that teacher human resource development extends beyond improving individual knowledge and skills to strengthening teachers'

professional contributions and knowledge-sharing practices within the broader educational community.

b. The Improvement of Teacher and Student Achievement

The result of teacher human resource development is also reflected in the achievements of teachers and students at the regional, national, and even international levels. The school recognizes and publicizes teachers' achievements as part of its efforts to foster collective motivation. The Deputy Head of Human Resource Development (PSDM) explained in an interview that the school's efforts to recognize and publicize teachers' achievements serve as a means of strengthening achievement motivation and encouraging other teachers to pursue similar accomplishments. The Deputy Head of PSDM explained:

> "Whenever there is an achievement, we usually announce it to the school community to motivate other teachers and inspire them to follow a similar path. One of the most recent examples is Ms. Silvana."

Based on school documentation, teachers' achievements in innovation and research competitions demonstrate the development of their professional capacity and productivity. The impact of human resource development is also reflected in student achievements, including a total of 1,573 recorded achievements between 2022 and early 2026, according to school documentation, as well as students' academic work and international awards. These accomplishments indicate that teacher competencies contribute to nurturing students' potential, creativity, and academic achievement.

c. The Alignment with School Flagship Programs

The field findings indicate that teacher competency development is strategically aligned with the school's flagship programs, particularly its international classes. One example is the regular implementation of English Teacher Training, which is designed to prepare English teachers to deliver the American College Testing (ACT) curriculum effectively. The vice principal for curriculum explained:

> "Twice a year, English teachers are required to participate in English Teacher Training. This training focuses on how to teach the modules or curriculum provided by ACT."

These findings demonstrate that teacher professional development is tailored to the specific requirements of the school's flagship programs. By strengthening teachers' English language proficiency and understanding of international curricula, the school seeks to improve the quality of educational services and establish a distinctive competitive advantage among educational institutions.

d. The Strengthening of Institutional Reputation and Public Trust

The success of teacher human resource development has also contributed to a positive institutional image and increased public trust in SMA Muhammadiyah 2 Sidoarjo. The school publicizes the achievements of teachers and educational staff as part of its strategy to strengthen institutional reputation. The vice principal for human resource development stated:

> "Whenever our teachers or educational staff have an opportunity to achieve something, we publish their accomplishments immediately so that the public can recognize them. This demonstrates that it is not only our students who achieve success, but our teachers and educational staff as well. Why are our students able to achieve so much? One reason is that their teachers and educational staff are also high achievers."

Based on school documentation, SMA Muhammadiyah 2 Sidoarjo's strengthened institutional reputation is reflected in the student admission quota for the 2026/2027 academic year, which reached 451 students across 13 classes. The documentation also records benchmarking visits from several educational institutions seeking to learn from the school's management practices and innovations. These visits included SMA Muhammadiyah 1 Yogyakarta, which explored the implementation of the Muhammadiyah Employee Performance Assessment (Penilaian Kinerja Pegawai Muhammadiyah, PKPM) through an integrated digital system; MA Bilingual Muslimat NU Sidoarjo, which studied science laboratory management; and SMP Muhammadiyah Purwodadi, accompanied by the Education and Nonformal Education Council of the Muhammadiyah Regional Board in Grobogan, which examined the school's innovations and good practices.

These documented activities indicate that the school's reputation extends beyond student recruitment to external recognition of its institutional practices. The benchmarking visits suggest that other educational institutions regard SMA Muhammadiyah 2 Sidoarjo as a relevant source of learning for developing school management and educational innovation. This recognition highlights the potential contribution of teacher professionalism, human resource development, and effective school management to strengthening institutional credibility and competitiveness. The findings are summarized in the chart below:

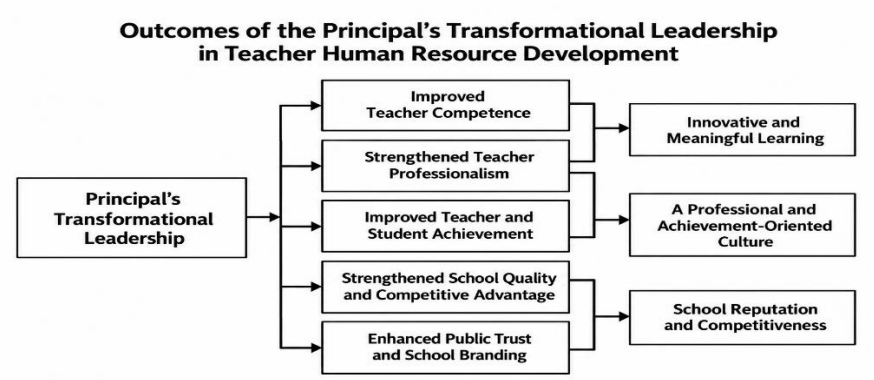


Figure 2. Outcomes of the Principal's Transformational Leadership in Teacher Human Resource Development

Discussion

Transformational Leadership Strategies of the School Principal in Teacher Resources Development to Enhance School Competitiveness.

The findings indicate that the principal's transformational leadership in teacher human resource development begins with needs-based planning aligned with the school's strategic direction. The needs analysis takes into account the results of academic supervision, teacher reflection, learning evaluations, feedback from school supervisors, and the demands of innovation and changes in education policy. This approach demonstrates that teacher human resource development is not implemented uniformly but is tailored to individual teachers' needs and the school's development objectives.

From the perspective of transformational leadership, this practice reflects the dimension of *individualized consideration*, which emphasizes leaders' attention to the needs, potential, and development of organizational members. However, in this study, attention to individual needs does not stand alone, it is integrated with the school's strategic needs. Teachers' involvement in expressing their needs and providing input also indicates a participatory approach to human resource development planning. This finding is consistent with Alwi and Kurnia, who emphasize the importance of organizational members' involvement in planning, decision-making, and evaluation (Alwy & Baso, 2022). These findings also reinforce the study Indriyani, et al., (2026) which demonstrates that human resource development in educational institutions involves the stages of planning, implementation, and evaluation. The relevance of the present study to their research lies in the shared understanding that teacher human resource development requires a systematic process, ranging from needs identification to program evaluation. However, the present study offers a different emphasis by demonstrating that this process is not merely a set of managerial stages but also a manifestation of the principal's transformational leadership, particularly the dimension of *individualized consideration*. In this context, the identification of teachers' development needs takes into account their individual potential, competencies, and aspirations while integrating these considerations with the school's strategic priorities. Thus, the novelty of this study lies in explaining how attention to individual teachers' needs is linked to human resource development planning oriented toward organizational goals.

The findings indicate that teacher competency development is carried out continuously through internal and external training, workshops, and academic supervision. Development programs are tailored to instructional needs, technological advancements, changes in education policy, and the school's flagship programs. These findings demonstrate that training is intended not only to enhance teachers' ability to perform their current duties but also to prepare them to respond to future educational changes and demands. From the perspective of transformational leadership, these findings reflect *individualized consideration*, as the principal seeks to understand teachers' circumstances and professional development needs before determining the appropriate forms of support (Heenan et al., 2023). Principals' practices in addressing these individual needs are linked to the demands of change and organizational goals, so that teacher development is oriented not only toward enhancing individual capacity but

also toward strengthening the school's capacity; this is relevant to transformational leadership practices in the dimension of intellectual stimulation. These findings are consistent with Suryadi & Afni, (2024) dan Dady Supiyadi, (2025) who emphasize the importance of systematic and continuous professional development. These findings are also relevant to the research by Indriyani et al., (2026) which highlights the importance of technology training, professional discussions, and principal mentoring in developing teachers' human resources to address the demands of digital education.

From a human resource development perspective, teacher development is a planned process aimed at enhancing individual competencies and capabilities while optimizing individual potential to achieve organizational goals. his process can be carried out through training, education, career development, and the strengthening of hard and soft skills (Juita et al., 2024; Safi'i, 2025). The findings of this study indicate that various development programs at both schools do not stop at improving individual capacity but are directed toward supporting the needs and goals of the schools. This perspective is supported by (Sihite, 2018) who views human resources as a strategic asset that must be developed continuously by taking into account the potential and characteristics of each individual.

The findings further demonstrate that teacher human resource development is oriented not only focused on improving individual competencies but also on strengthening the collective capacity of the school. This is achieved through the dissemination of training outcomes, subject-teacher working groups (MGMP), learning communities, forums for sharing best practices, and professional discussions. Through these mechanisms, the knowledge and skills acquired by one teacher can be disseminated and utilized by other teachers. From a human resource development perspective, this practice reflects a shift from individual capacity building toward collective capacity building. In other words, the outcomes of individual development are intended to become a shared knowledge base that can strengthen the organization's capabilities. Within the framework of transformational leadership, this practice relates to the dimension of intellectual stimulation, as it fosters the exchange of ideas, reflection, and collaborative problem solving. These findings are consistent with the studies by Dyan Erlisa, (2024) dan Sutrisna et al., (2023) which shows that transformational leadership contributes to instructional innovation through motivation, professional development, and teacher empowerment. These findings are also align with (Rahmi, 2020) who highlights the role of training, workshops, and professional development activities in enhancing teacher competencies, as well as Murthada, (2025) who emphasizes the importance of MGMP and institutional collaboration in human resource development. The contribution of the present study lies in its explanation of the principal's role in integrating these collaborative activities into the human resource development process. Thus, teacher development does not stop at enhancing individual capacity but is directed toward building a culture of learning and strengthening the school's organizational capacity. The findings of this study are relevant to previous research emphasizing the importance of collaboration and teacher professional development. However, this study offers a different perspective by explaining how school principals integrate various collaborative activities as a mechanism for transforming individual capacity into collective organizational capacity. The novelty of this study lies in its interpretation of the dimension of "intellectual stimulation" not only as an incentive for critical thinking and

innovation but also as an effort to build a culture of knowledge sharing and collective learning.

The principal's exemplary behavior is one of the key mechanisms in fostering teacher professionalism. Research findings indicate that the principal's behavior such as discipline, responsibility, commitment to quality, and a focus on achievement serves as a concrete example for teachers in carrying out their professional duties. This practice demonstrates that human resource development occurs not only through formal training but also through a learning process shaped by interaction with and observation of a leader's behavior. From a transformational leadership perspective, this exemplary leadership reflects the dimension of "idealized influence" that is, a leader's ability to build trust and set an example through consistency between values and actions (Bakker et al., 2023). Exemplary leadership is also linked to inspirational motivation because the principal's commitment to quality and school development can encourage teachers to improve their performance and achieve shared goals (Firmansyah et al., 2022). These findings are findings align with Nuriza et al., (2025) who examine the role of transformational leadership in fostering teacher motivation, professionalism, and innovation, as well as Kanahaya & Nugroho, (2025) who highlight the importance of professionalism, communication, and collaboration in building competitive schools. The findings of this study reinforce those previous studies by demonstrating that teacher professionalism is developed not only through formal programs but also through self-reflection. The relevance of these findings to previous research lies in the importance of leadership by example in fostering professionalism and teacher motivation. However, this study offers a different perspective by demonstrating that a principal's leadership by example also serves as a mechanism for human resource development through the learning of professional behaviors in daily practice. Its novelty lies in the interpretation of "idealized influence" as a means of internalizing professional values and standards that support the formation of a high-quality work culture and enhance the school's competitiveness.

In addition to leading by example, regular communication through briefing sessions serves as a means to convey guidance, provide motivation, share information, conduct evaluations, and identify challenges faced by teachers. These sessions demonstrate that communication in transformational leadership functions not only as a means of conveying instructions but also as a space for interaction and reflection. The dimension of inspirational motivation is evident through the provision of reinforcement and a focus on shared goals (Sutrisna et al., 2023), while intellectual stimulation is reflected in opportunities to discuss issues and evaluate the implementation of activities. Thus, leading by example and communication complement one another in building a professional culture that supports continuous learning.

Research findings indicate that teacher professional development is also carried out through support for continuing education, leadership training, recognition, and partnerships with various external institutions. Support for continuing education and opportunities to participate in the Education and Training for Prospective School Principals (Diksuspala) program demonstrate that professional development is not only aimed at enhancing competencies to perform current duties but also at preparing teachers to assume broader responsibilities in the future. These practices relate to the dimension of "individualized consideration," as school principals take into account teachers' potential and development needs (Sutrisna et al., 2023), as well as

"inspirational motivation," as teachers are encouraged to enhance their capacities and expand their contributions to the school (Nurtjahjani et al., 2020). This is in line with Mc Lagan, (1989) who identifies career development as a key component of human resource development, as well Dady Supiyadi, (2025) who emphasizes the importance of continuing education in the development of educators.

The practice of recognizing teachers' achievements and contributions is also part of the strategy to build professional motivation implemented by school principals. Recognition of teachers' achievements demonstrates that the school not only provides opportunities for growth but also values the contributions they make. Meanwhile, partnerships with universities, educational institutions, and professional organizations expand teachers' access to new knowledge, expertise, technology, and experiences. From a transformational leadership perspective, these partnerships relate to intellectual stimulation because they open opportunities for teachers to gain new perspectives and practice (Chunhui & Impacto, 2024), as well as individualized consideration because the selection of programs and partners can be tailored to development needs (Utami et al., 2024) (Paula & Qui, 2022). These findings are consistent with Murthada, (2025) and Dady Supiyadi, (2025) on the importance of institutional collaboration in teacher competency development. This study expands on that perspective by demonstrating that career development, recognition, and partnerships can be understood as part of an integrated strategy to strengthen teachers' capacities while simultaneously supporting the needs of the school organization.

The Result of the School Principal's Transformational Leadership in Teacher Human Resources Development to Enhance School Competitiveness

The findings of this study indicate that the success of teacher professional development is marked not only by an increase in knowledge following training but also by tangible changes in professional practice. These changes are evident in teachers' ability to develop instructional materials, apply creative and contextual teaching methods, and utilize digital technology and instructional media. These findings suggest that professional development programs have contributed to enhancing teachers' capacity to carry out their professional duties. The strengthening of teachers' professionalism is also reflected in the growing trust placed in them by other institutions to serve as resource persons, training facilitators, and to share best practices in professional forums. This indicates that professional development does not stop at enhancing individual capacity but also leads to recognition of teachers' competencies. Thus, the success of human resource development should be assessed based on changes in work practices, adaptability, learning innovation, and professional contributions not merely on the number of training sessions attended.

From the perspective of transformational leadership, this success is linked to the dimension of intellectual stimulation. A leader's ability to encourage teachers to think critically, creatively, and innovatively in the face of educational changes (Lazuardi & Suharjo, 2023). The dimension of individualized consideration is also evident through the provision of professional development opportunities tailored to teachers' needs and potential (Indasari, 2025). These findings align with those of Sholeh, (2023) dan Dady Supiyadi, (2025) who emphasize the importance of training in enhancing teachers' pedagogical, professional, and technological competencies, as well as (Success & Akpotu, 2025) who highlight the role of transformational leadership in human resource

management. The findings of this study expand upon previous research by demonstrating that the success of transformational leadership can be observed through the application of new competencies in teaching practices and teachers' professional contributions beyond the school environment. The relevance of these findings to previous research lies in the importance of training and transformational leadership in enhancing teacher competencies. However, this study offers a different perspective by assessing the success of human resource development not only through increased competencies but also through their application in teaching practices and teachers' professional contributions. Its novelty lies in the assertion that successful human resource development is a process of transforming the outcomes of individual development into professional practices that lead to improvements in school quality and competitiveness.

The success of teacher human resource development is also reflected in the achievements of teachers and students at regional, national, and international levels. The competencies developed through training and professional activities are utilized by teachers to improve instructional practices and guide students in developing their academic and non-academic potential. These findings demonstrate that the outcomes of human resource development can extend beyond individual capacity enhancement and contribute to student achievement. From a human resource development perspective, this situation reflects the transformation of individual human capital into contributions to organizational performance. Juita et al., (2024) emphasize that human resource development is aimed at enhancing individual capacity so that individuals can perform their duties effectively and support organizational goals. In the context of this study, teacher competencies are used not only to improve the quality of learning but also to guide students in competitions, research activities, innovation, and the development of creativity. Meanwhile, the dimensions of inspirational motivation and intellectual stimulation in transformational leadership help explain the importance of a focus on shared goals as well as the drive to foster innovation and achievement (Indasari, 2025; Kolzow, 2014). These findings are consistent with (Mardizal, 2025) who linked transformational leadership to school competitiveness through improvements in educator quality and student achievement. However, this study places further emphasis on the mechanisms linking teacher professional development to student achievement specifically, the utilization of teachers' competencies to implement innovative teaching and foster sustained academic excellence.

From a human resource development perspective, training and development, career development, and organizational development are interrelated components of human resource development (Mc Lagan, 1989). When teachers' competencies are developed in line with the school's program needs, these individual capacities can be leveraged to strengthen program implementation, improve the quality of learning, and support the sustainability of the school's excellence. Research findings indicate that teacher human resource development contributes to enhancing the school's quality and competitive advantage by strengthening internal capacity to implement flagship programs. Teacher competency development is directed to align with the school's strategic needs, including strengthening English language skills to support international classes and the American College Testing (ACT) curriculum.

This indicates that human resource development is not carried out as an activity separate from institutional strategy but rather forms part of the school's efforts to

improve service quality and build a competitive edge that distinguishes it from other educational institutions. This finding aligns with (Kanahaya & Nugroho, 2025) who emphasize the importance of teacher development and internal capacity building in creating competitive schools. This study confirms that flagship programs are not sufficient if designed merely as a differentiator. The sustainability of such programs requires competent teachers to implement, evaluate, and develop them. Thus, human resource development is one of the internal foundations that enables schools to maintain their quality and competitive advantage.

Teacher quality is a key factor in shaping a school's reputation, as teachers directly facilitate the learning process and provide educational services to students (Ventista & Brown, 2023). Research findings indicate that the success of teacher professional development is also reflected in the strengthening of the school's reputation, increased public interest, a broader geographic diversity of students, and recognition from other educational institutions through benchmarking activities. These findings indicate that the impact of teacher professional development is not only felt within the school community but is also recognized by the public and external stakeholders. When improved teacher competencies lead to better learning outcomes and support student achievement, these accomplishments can foster positive public perceptions of the school's quality. The public dissemination of teacher and student achievements, along with the school's openness to study visits, further broadens public awareness of the best practices developed by the school.

From a transformational leadership perspective, these findings relate to the dimension of inspirational motivation *(Bakker et al., 2023; Sutrisna et al., 2023)*. School principals guide teachers' contributions and student achievement to align with the school's vision, while simultaneously fostering a commitment to quality improvement. These findings align with those of (Mardizal, 2025) regarding the relationship between transformational leadership, educator quality, student achievement, and school competitiveness, as well as (Kanahaya & Nugroho, 2025) regarding the importance of internal capacity and community relations. This study expands on these findings by demonstrating that strengthening a school's brand relies not only on promotional activities but also on the tangible quality produced by the school's human resources. Thus, public trust can be understood as a form of external recognition of the quality of educational services, although increased public interest and student enrollment may also be influenced by factors beyond the development of teachers' human resources.

CONCLUSION

This study concludes that transformational leadership plays an important role in teacher human resource development by integrating individual professional growth with the school's strategic objectives. The principal's leadership is manifested through needs-based planning, continuous professional development, academic supervision, collaborative learning, professional role modeling, career development, recognition, and institutional partnerships. These practices reflect the dimensions of individualized consideration, intellectual stimulation, idealized influence, and inspirational motivation. Rather than treating teacher development as a series of separate activities, the principal integrates these practices into a systematic process that responds to teachers' needs while strengthening the school's organizational capacity.

The main contribution of this study lies in explaining how teacher human resource development transforms individual competencies into collective organizational capabilities through knowledge sharing, collaborative learning, and professional reflection. This process contributes to school competitiveness through improved instructional practices, teacher professionalism, student achievements, the implementation of flagship programs, and enhanced school reputation. These findings suggest that sustainable competitiveness depends not only on distinctive programs but also on teachers' capacity to implement and continuously develop them.

This study extends the understanding of transformational leadership by highlighting its role in connecting teacher development with organizational capacity and school competitiveness. In particular, intellectual stimulation fosters knowledge sharing and collective learning, while individualized consideration aligns teachers' development needs with organizational priorities. These practices strengthen professional culture and provide an internal foundation for sustaining educational quality and competitive advantage, although school reputation and student enrollment may also be influenced by other factors.

Future research could examine this relationship in different types of schools and educational contexts to assess the transferability of these findings. Further studies could also employ longitudinal or mixed-methods designs to investigate how leadership practices and teacher development influence organizational capacity, student outcomes, and school competitiveness over time. Such research would help clarify the mechanisms through which individual teacher development produces sustainable organizational benefits.

REFERENCES

Alwy, M., & Baso, R. (2022). The Transformasional Leadership to Increase the Lecturers' Creativity at Higher Education in Indonesia. *International Journal of Education and Digital Learning (IJEDL)*, *1*, 55–64. https://doi.org/10.47353/ijedl.v1i2.11

Astuti, J. W. T. (2025). Analisis Kebutuhan Konsumen sebagai Pondasi Mutu dan Keunggulan Kompetitif Lembaga Pendidikan. *IJIEM:Indonesian Journal of Islamic Educational Management*, *8*(2), 77–84.

Bakker, A. B., Kjellevold, O., & Espevik, R. (2023). *Daily transformational leadership : A source of inspiration for follower performance ?* *41*(January 2022), 700–708. https://doi.org/10.1016/j.emj.2022.04.004

Caharian, I. S., & Cabanlit, E. M. (2024). *A Systematic Review on the Influence of Transformational Leadership and Teacher Commitment to Educational Institutions*. *VIII*(2454), 65–78. https://doi.org/10.47772/IJRISS

Chunhui, L., & Impacto, E. (2024). *Business and Society Review The Impact of Transformational Leadership on the Work Performance of University Teachers through the Mediation of Organization Culture : Literature Review 1*. https://doi.org/10.3232/UBR.2024.V21.N1.07

Cresswell, John W., and C. J. B. (2021). *30 Essential Skills for the Qualitative Researcher* (2th ed). Sage Publications.

Dady Supiyadi. (2025). Penerapan Strategi Sumber Daya Manusia yang Efektif dan Berkelanjutan di Sekolah untuk Menciptakan Pendidikan yang Berkualitas. *Review Pendidikan Dan Pengajaran*, *8*(1), 3083–3090. https://doi.org/DOI:

https://doi.org/10.31004/jrpp.v8i1.43251
Dyan Erlisa. (2024). Kepemimpinan Transformasional Kepala Sekolah dalam Mendorong Inovasi Pembelajaran di Sekolah Dasar. *Jurnal Sadewa : Publikasi Ilmu Pendidikan, Pembelajaran Dan Ilmu Sosial*, *3*(1), 40–51. https://doi.org/10.61132/sadewa.v3i1.1439
Elvi Rahmi. (2020). The Management of Human Resources Development in Increasing the Quality of Islamic Education Institutions. *AL-TA'LIM JOURNAL*, *27*(2), 166–178. https://doi.org/DOI: http://dx.doi.org/10.15548/jt.v27i2.624
Firmansyah, F., Yogyakarta, U. N., & Education, F. (2022). *Cypriot Journal of Educational Transformational leadership effect on teacher performance in Asia : 17*(6), 2127–2146.
Fitriah, B., & Khusniyah, N. L. (2024). *Strategi Kepala Sekolah-Madrasah dalam Membangun Keunggulan Kompetitif*. *6*(1), 704–722.
Heenan, I. W., Paor, D. De, Lafferty, N., & Mcnamara, P. M. (n.d.). *The Impact of Transformational School Leadership on School Staff and School Culture in Primary Schools — A Systematic Review of International Literature*.
Hikmawati, F. (2020). *Metodologi Penelitian*. Rajagrafindo Persada.
Indasari, S. (2025). Transformational leadership of school principals at MTs Negeri Tojo Una-Una and impact on improving the quality of human resources. *International Journal of Society Reviews (INJOSER), 3*(5), 630–640.
J. David Creswell &, J. W. C. (2018). *Research Design Qualitative, Quantitative, and Mixed Methods Approaches* (5th ed.). Sage Publications.
Jayadi, U., Harahap, A., & Aslan, A. (2024). Educational Landscape in Indonesia in 2023: Challenges and Opportunities. *International Journal of Education and Digital Learning (IJEDL)*, *2*(2), 49–58. https://doi.org/10.47353/ijedl.v2i2.266
Juita, D. P., Azwardi, M., & Amra, A. (2024). *PADA LEMBAGA PENDIDIKAN dunia pendidikan , tantangan yang dihadapi , serta strategi yang dapat diterapkan untuk keseluruhan , sehingga dapat menjawab tantangan global dan membangun bangsa yang lebih Penelitian ini menggunakan pendekatan kualitatif , diman*. *5*(3), 3068–3077.
Kanahaya, A., & Nugroho, A. (2025). Kepemimpinan Transformasional dalam Membangun Sekolah Berdaya Saing. *Ta'lim*, *7*, 34–45. https://doi.org/10.36269/tlm.v7i1.3145
Kolzow, D. R. (2014). Leading from Within : Building Organizational Leadership Capacity. In *International Economic Development Council*. http://www.iedconline.org/clientuploads/Downloads/edrp/Leading_from_Within.pdf
Lazuardi, R., & Suharjo, B. (2023). *The Impact of Transformational Leadership , Transactional Leadership and Lecturers ' Competence on the Performance Mediated by Motivation*. *4*(3), 46–55.
Lin, L.-C., Purna Irawan, A., Anggarina, P., & Kumar, S. (2022). *Transformational Leadership Impact on Organizational Effectiveness*. https://doi.org/10.2991/aebmr.k.220501.078
Mardizal, J. (2025). Kepemimpinan Transformasional Kepala Sekolah dalam Mewujudkan Sekolah yang Berdaya Saing. *Jurnal Kepemimpinan dan Kepengurusan Sekolah*. *10*(4), 2465–2478.
Mc Lagan. (1989). Models for HRD practice. *Training & Development Journal*, *43*(9), 49–59.

Munawaroh, C., Ruskandar, A., & Masruri, G. G. (2024). Effectiveness of Developing Teacher Competencies Through School Principals' Transformational Leadership (Research at Al-Amanah Cileunyi Islamic Primary School) *02*(02), 483–491.

Murthada. (2025). Strategi Pengembangan SDM dalam Lembaga Pendidikan Berbasis Kompetensi di SMA 5 Muhammadiyah Takengon. *Jurnal EDUKASI*, *13*(1). https://doi.org/10.61672/judek.v13i1.3034

Niscola, T., & Kurniawaty, R. (2025). *Analisis Daya Saing Dan Penerapan Strategi Dalam Meningkatkan Mutu Lembaga Pendidikan Madrasah Ibtidaiyah Swasta Bintan Timur*. *4*(1), 750–761.

Nuriza, R., Zulfa, L., Rohmaniyah, A., & Khasanah, N. (2025). "Model Kepemimpinan Transformasional dalam Pengembangan Sumber Daya Manusia di Madrasah Ibtidaiyah" *Bestari: Jurnal Pendidikan Dan Kebudayaan*, *6*, 204–211. https://doi.org/10.46368/bjpd.v6i2.4641

Nurtjahjani, F., Noermijati, N., Hadiwidjojo, D., & Wirawan, D. (2020). *Transformational Leadership in Higher Education : (A Study in Indonesian Universities)*. *135*(Aicmbs 2019), 95–101.

Ocktavia, A. D., Saraswati, I., Fitriyah, N., Ipwija, U., & Bogor, K. (2024). *Strategi Pengelola Sekolah Swasta dalam Menghadapi Persaingan.* JPNM (Jurnal Pustaka Nusantara Multidisplin) *2*(1), 1–6.

Paula, V., & Qui, L. M. (2022). *An approach to employees ' job performance through work environmental variables and leadership behaviours*. *140*, 361–369. https://doi.org/10.1016/j.jbusres.2021.11.006

Rahmawati, F., Al-Habsyi, A., & Mardiyah, M. (2024). Pengembangan Sumber Daya Manusia dalam Meningkatkan Produktivitas Kinerja Pegawai. *An-Nadzir : Jurnal Manajemen Pendidikan Islam*, *2*, 107–123. https://doi.org/10.55799/annadzir.v2i02.572

Rahmi, I., & Rassanjani, S. (2025). Social Sciences & Humanities Open Enhancing teacher quality in Indonesia : The impact of teacher professional development on achieving sustainable development goal 4 . c. *Social Sciences & Humanities Open*, *12*(September), 102123. https://doi.org/10.1016/j.ssaho.2025.102123

S, R. I. Z., Novitri, L., Rizkyah, A., & Riswandi, E. (2026). *Strategi Manajemen Pengembangan SDM Berbasis Kompetensi dalam Menghadapi Era Digital di SDN 158 Palembang*. *2*(2), 390–399. https://doi.org/10.62387/naafi.v1i6.411

Safi'i, A. (2025). *Manajemen Sumber Daya Manusia Pendidikan*. DIVA Press.

Saidi, S. (2018). *Human Resources Quality as a Main Elements of Excellent and Competitive Education Management*. *9*(14), 105–112.

Sholeh, M. I. (2023). *Menghadapi Persaingan Sengit Lembaga Pendidikan : Strategi Diferensiasi dalam Pemasaran Lembaga Pendidikan Islam di Indonesia*. *1*(3), 192–222.

Sihite, M. (2018). Staregi Membangun Sumber Daya Manusia. *Seminar Nasional Royal (SENAR) 2018*, *9986*(September), 407–412.

Success, O., & Akpotu, P. N. E. (2025). Principals' Transformational Leadership Style to Improve Human Resources Management in Public Secondary Schools in Delta State Nigeria. UAI Journal of Arts Humanities and Social Science (UAIJAHSS)*7692*, 1–10.

Sugiyono. (2018). *Metode Penelitian Kuantitatif Kualitatif dan R&D. Bandung*. Alfabeta.

Suryadi, A., & Afni, R. (2024). *Strategi Pengembangan Sumber Daya Manusia dalam Bentuk Pengembangan Keprofesian Berkelanjutan (PKb) Bagi Guru Madrasah*. *13*(Desember), 159–165.

Sutrisna, T., Yulianti, L., Lova, N. R., & Komara, E. (2023). *Kepemimpinan Transformasional Dalam Meningkatkan Kinerja Layanan Pendidikan*. *9*(2), 1061–1070. https://doi.org/10.31949/educatio.v9i2.5104

Utami, B. Y., Al-kadri, H., & Padang, U. N. (2024). *The Influence of Principal Transformational Leadership on Teacher Performance and Learning Quality in Schools*. *6*(2), 555–559.

Ventista, O. M., & Brown, C. (2023). Social Sciences & Humanities Open Teachers ' professional learning and its impact on students ' learning outcomes : Findings from a systematic review. *Social Sciences & Humanities Open*, *8*(1), 100565. https://doi.org/10.1016/j.ssaho.2023.100565

Wirtati, I. (2024). Human Resource Development in Educational Organizations. *Proceedings The 2nd Annual Dharmawangsa International Conference "Theory and Implementation in Islamic Educational Institution,"* 174–186.

Wislim, T. (2024). *Pentingnya Pengembangan Kompetensi Guru Terhadap Kualitas Pendidikan*. *2*(1).

Zebua, L. M., Waruwu, E., Lase, D., Harefa, I., & Telaumbanua, E. (2025). *Management Perspective : Jurnal Penelitian Manajemen Original Article Peran Gaya Kepemimpinan Transformasional dalam Perencanaan Sumber*. *2*(1), 37–52. https://doi.org/10.62138/management.v2i1.xx

Zhang, S., Hanim A. Hamid, A., & Salwana Alias, B. (2025). Transformational leadership and scientific research performance of university faculty: a self-determination theory perspective. *Cogent Education*, *12*(1), 2548950. https://doi.org/10.1080/2331186X.2025.2548950