SCHOOL PRINCIPALS ' *AGILE LEADERSHIP* MANAGEMENT TO IMPROVE THE QUALITY OF HIGH SCHOOL TEACHERS
(Descriptive Study at SMAN 5 Sukabumi City and SMAN 1 Warungkiara Sukabumi Regency)

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ABSTRACT

The background to this research, the existence of limited resources, whether in terms of time, funds, or personnel, the absence of an organizational culture that supports involvement, innovation, and joint learning may also need to be considered in improvement efforts. Research objectives. To know planning, organizing, implementing, monitoring, obstacles, solutions, knowing results or products, knowing the relevance of value system management. The results of the research show that school principals focus on building an organizational culture that is responsive, adaptive, and creates a Sense of Belonging among teachers. Obstacles include lack of support and policies, limited resources, and resistance to change. The solution involves active communication, leadership training, and holistic change management. *Agile Leadership* management provides positive impacts, including teacher involvement, effective change management, and teacher well-being. The integration of theological, ethical, aesthetic, logical, physical-physiological and teleological values has a positive impact in improving teacher quality and educational outcomes. Strategic steps include strengthening ethics, innovating teaching methods, strategic planning, and improving teacher welfare. In conclusion, *Agile Leadership* management has resulted in positive changes in teacher quality and educational outcomes. The principal emphasizes an organizational culture that is responsive, adaptive, and values flexibility. Focusing on Sense of Belonging, team collaboration, leadership training, and teacher welfare are the main foundations for improving teacher quality. The integration of values in a holistic approach also proves its positive impact, creating a dynamic, results-oriented learning environment and promoting sustainable growth in the educational community. Recommendations, Recommendations from the Education Department, development of creative supervision programs by school supervisors, application of research results as a basis for improvement by school principals, as well as active participation of teachers in professional development using research results as a guide and planning learning activities according to the school's vision and mission. Subsequent research provides more specific recommendations, with an emphasis on evaluating the impact of implementing recommendations.

Keywords: *Agile Leadership Management,* Teacher Quality

INTRODUCTION

Teachers' professional duties according to Law of the Republic of Indonesia Number 14 of 2005 article 20 (a) Concerning Teachers and Lecturers are to plan learning, implement a quality learning process and assess and evaluate learning outcomes. The main duties of teachers which are realized in teaching and learning activities as well as teacher duties in institutions are a form of teacher performance. If the teacher's performance increases, it will have an effect on increasing the quality of the output. Therefore, support from various school parties is needed to improve teacher performance.

Teacher performance is the ability and success of teachers in carrying out their duties. Teacher performance is influenced by several factors, namely mental attitude (work motivation, work discipline, work ethics), education, skills, leadership management, income level, salary, health, social security, work climate, infrastructure, technology and opportunities for achievement. According to Law Number 14 of 2005, there are 4 (four) competencies that a teacher must have, namely pedagogical competence, personality competence, social competence and professional competence.

The success of education in schools is also determined by the success of the principal in managing the educational staff available at the school. The school principal is one component of education that has an influence on improving teacher performance. The school principal is responsible for organizing educational activities, school administration, developing other educational staff and utilizing and maintaining facilities and infrastructure. The school principal, in carrying out his duties as a leader, must have several abilities that enable him to influence other people to follow him.

The principal's task as a school leader is to mobilize all members who function within it to carry out the duties and obligations in the school. The principal also gives high appreciation to the work of teachers so that teachers have high morale, he always maintains good relationships with teachers in order to create a harmonious and pleasant working atmosphere for teachers where they do not feel bored or forced to carry out work. which has been set.

Educational management or school management cannot be separated from the leadership model or style adopted by the school principal in carrying out his role as a leader. The leadership model adopted by the school principal will be related to the results and effectiveness of the principal in leading and carrying out the educational process in the school. A good leadership model will be seen in the running of the organization in an orderly, comfortable, conducive manner and in accordance with the goals to be achieved.

The leadership model of a school leader can be reflected in the habitual way he carries out his leadership duties at school. Among the leadership styles that can understand the characteristics of teachers as their subordinates is the situational leadership style. The application of the school principal's situational leadership theory must be based on the results of an analysis of the situation faced at a certain time and identifying the conditions of the members he leads. The school principal must be able to overcome problems and make the right decisions. In line with the contents of the journal written by Nurul Hidayah, in the journal Agri Widta Volum.e 3 No.3 of 2022 entitled *Agile Leadership* in Creating an Adaptive Bureaucracy, it can be concluded that leadership implies a joint effort in mobilizing the resources owned by an organization.

Some of the obstacles in realizing an adaptive bureaucracy today are leadership that is too rigid because it is tied to regulations that limit the space for making rapid changes. This is of

course in contrast to the characteristics of *agile leadership* where a leader in running an organization is expected to be more flexible, able to build a team, have competence and move quickly to handle problems. With these abilities, it will be easier for a leader to coordinate in improving team performance. more productive and directs the team to focus on the organization's vision and mission.

Adaptive behavior code. Adaptive is one of the basic values of the acronym morals that must be attached to every State Civil Apparatus based on Law Number 5 of 2014 concerning State Civil Apparatus. What is stated in the Adaptive behavior guide is to quickly adapt to change, continue to innovate and develop creativity and act proactively. Based on this attitude, every teacher is expected to be able to adapt in facing various changes and problems in the workplace, to be able to provide the best performance output for public. Adaptation itself has the meaning of adjustments made by living creatures to their environment as a form of self-defense. So that adaptive ability is an important requirement for ensuring the continuity of life, adaptation as a new and innovative idea in responding to change is not just a fear for those who are already lulled in their comfort zone (comfort zone)

Adaptive Bureaucracy. In government governance, especially in this era of change, the bureaucracy must be able to reposition itself to answer the demands of the public who want to be quick and certain so that it does not become obsolete. The obstacles faced in realizing all this are that desires and efforts to perform with an out of the box perspective are still hampered due to the rigidity that binds when a leader participates in managing technical matters which constitute the potential for developing innovative and adaptive output which must be understood by a leader to provide freedom for those he leads. As Neo and Chen (2007) argue, "A leader is someone who brings about adaptive, not technical, change. He made changes that were challenging and disruptive

Meanwhile, according to Nopriadi Saputra (2021:376) *Agile Leadership* is the ability to lead work teams flexibly and quickly in sensing and responding to business changes through the ability to unlearn and learn sources of success that are more relevant to change. *Agile Leadership* Management is a management approach that emphasizes flexibility, responsiveness and adaptability in dealing with rapid changes. *Agile Leadership* Management is applied to school principals with the aim of improving teacher quality and overall school performance.

Based on initial observations made by researchers at SMAN 5 Sukabumi City and SMAN 1 Warungkiara Sukabumi Regency, information was obtained from school principals and teachers that there were several problems related to: First, the low quality of teachers in schools can be seen from the school accreditation score in the quality component. teachers are still low, both in efforts to develop themselves professionally through various training, training, seminars and professional education through PPG and Teacher Mobilization. Secondly, teachers have limited time and resources to take part in activities to increase teacher competency, considering that teachers' working hours as ASN are limited to 8 hours/day, dividing time to take part in various self-development activities is hampered. Third, school principals have adaptive, collaborative and proactive leadership skills, so they need to be trained or developed. The managerial abilities of school principals become less well-honed considering the large number of administrative burdens that must be resolved so that the ability to lead adaptively, flexibly and move quickly becomes an obstacle for school principals. Fourth, an organizational culture in schools that is responsive to change can hinder the implementation of *Agile Leadership*. not

all teachers are ready or willing to participate in such changes. Teachers' lack of understanding in working as a team still needs to be improved and has a big impact on the organizational culture in school institutions.

The root of the problem related to " School Principal *Agile Leadership Management* to Improve Teacher Quality at SMAN 5 Sukabumi City and SMAN 1 Warungkiara Sukabumi Regency" can be organized into several aspects that need attention. One problem arises from the lack of teacher involvement in decision making in schools, which can affect the implementation of the *Agile Leadership management approach.* Apart from that, a lack of training and professional development, especially related to the concept of *Agile Leadership,* can also be an obstacle. Limited resources, whether in terms of time, funds or personnel, can also be a serious obstacle. Furthermore, the absence of an organizational culture that supports engagement, innovation, and shared learning may also need to be considered in improvement efforts. Concrete steps could include leadership training, improving communication, empowering teachers, and establishing an organizational culture that supports change and innovation. The action plan must be prepared by considering the specific context of SMAN 5 Sukabumi City and SMAN 1 Warungkiara Sukabumi Regency.

In order to improve teacher quality and overall school performance, school principals need to address the root of the problem in order to implement *Agile Leadership* effectively and create a quality learning environment, based on the root of the problem. So researchers are interested in expanding understanding of this with the title *Agile Leadership Management* of Principals . Schools to Improve Teacher Quality (Analytical Descriptive Study at SMAN 5 Sukabumi City and SMAN 1 Warungkiara Sukabumi Regency)".

LITERATURE REVIEW

1. Theological Foundations

Agile Leadership Management to improve the quality of high school teachers has a theological basis which considers it a moral and spiritual responsibility entrusted by God. From an Islamic theological perspective, *Agile Leadership* principles such as flexibility, collaboration, and adaptation can be linked to Islamic concepts such as tawakkal, shura, and ijtihad. Al-Quran verses, such as QS. Al-Baqarah: 153 and QS. An-Nisa': 58, provides guidelines for school principals in leading and managing schools with integrity, justice and collaboration. By applying the principles of *Agile Leadership Management,* school principals can effectively lead in creating an educational environment that is conducive to improving the quality of high school teachers.

2. Philosophical foundations

The philosophical basis of the Principal's *Agile Leadership Management* to improve the quality of high school teachers refers to the philosophy of humanism, which places humans as the main focus in education. In a humanist perspective, the importance of respecting the uniqueness and potential of students and teachers is prioritized. Through the application of *Agile Leadership* Management principles , school principals can pay attention to the needs and potential of high school teachers, creating quality educational services. The humanist philosophy encourages an adaptive, collaborative and humane education system, in

accordance with *Agile Leadership* Management principles which prioritize flexibility, collaboration and adaptation to change. Thus, this approach can help teachers and school principals adapt quickly to the dynamics of change in the world of education, improve the quality of high school teachers, and have a positive impact on the development of education in Indonesia.

3. Theoretical basis

The theoretical basis of this research includes management theory, where George R. Terry (2021) describes management as a process or framework that involves guiding groups of people towards organizational goals. Management functions such as planning, organizing, procuring human resources, motivation, and controlling, as explained by Terry, are the basis for understanding how management is implemented in the context of *agile leadership.* This approach emphasizes flexibility, collaboration, and responsiveness to change in achieving organizational goals.

Furthermore, the theoretical foundation includes teacher quality theory, where quality management is identified as a continuous effort to improve services, products, people, and the environment. In the educational context, education quality management is seen through student exam results and the ability of alumni to apply their knowledge in everyday life. These quality management implications have a significant impact on overall management practices, emphasizing continuous improvement. In agile leadership, quality management is integrated with an adaptive and collaborative approach, enabling organizations to respond to change and continuously improve the quality of their products or services.

Finally, the *agile leadership theory* of school principals is the basis for understanding adaptive, responsive and collaborative approaches in managing schools. *Agile Leadership,* as explained by Saputra (2021), is the ability to lead work teams flexibly and quickly respond to change through learning and forgetting more relevant sources of success. Applied to school principals, this concept aims to improve teacher quality and overall school performance by creating an environment that is innovative and oriented towards learning outcomes. This approach allows school principals to become leaders who are adaptive and responsive to the dynamics of change in the world of education.

4. Previous Research

Previous research that has been briefly explained is related to research on " *Agile Leadership Management* of School Principals to Improve Teacher Quality." In this context, several connections and contributions from these studies can be found:

Nurul Hidayah (2022): Relevance: This research discusses *agile leadership* in the context of an adaptive bureaucracy. The connection with your research may lie in understanding the need for adaptability in the face of change, something that is important in managing teacher quality in high schools.

M. Adam Husein, M. Noor Salim, Mafizatun Nurhayati & Setyo Riyanto (2023): Relevance: This research discusses *agile leadership* on work commitment by paying attention to the mediating role of organizational culture. The connection with research lies in the management focus of *Agile Leadership.* The combination of these findings can provide a

more holistic understanding of how agile leadership can be applied effectively in various types of organizations with the goal of improving engagement and quality of work.

Puji Dewi Delanda, et al (2021): Relevance: This research focuses on school principal management in improving the quality of educators. The management concepts explained can provide important insights related to efforts to improve the quality of teachers in high schools.

Ndang Palupi, et al (2021): Relevance: Principal leadership strategies in improving teacher quality are the focus of this research. These findings can provide additional insight into strategies that can be adopted in improving teacher quality in schools.

METHOD

This research uses descriptive analytical methods in a qualitative context to investigate the implementation of *Agile Leadership* by school principals in improving teacher quality. In this method, the researcher functions as the main instrument and collects data through direct observation, in-depth interviews with school principals, teachers and related parties, as well as document analysis. Triangulation techniques are used to ensure data validity by combining various sources of information. This method allows researchers to provide in-depth interpretation of field data and understand the meaning of the findings. In a theoretical context, this research refers to the *Agile Leadership theory,* which emphasizes flexibility, responsiveness and adaptability in organizational management. This qualitative approach, involving participant observation, *focus groups* , and document analysis, is expected to provide an in-depth understanding of how *Agile Leadership* is applied in school principal management and its impact on improving teacher quality.

RESEARCH RESULT

1. SMAN 5 Sukabumi City
a. Planning, Organizing, Implementing, Evaluation, *Agile Leadership* to Improve Teacher Quality

In improving teacher quality through the *Agile Leadership approach* at SMA Negeri 5 Sukabumi City, planning is carried out by setting a clear vision, mission and goals, forming an effective work team, making work plans with flexibility, identifying risks, and implementing a continuous development cycle. Organizing involves coordinating responsive planning steps, forming work teams with diverse expertise, and using technology for learning enrichment. Implementation of *Agile Leadership* focuses on real-time monitoring of teacher performance, regular meetings, training and development, as well as implementing a reward system. The principal uses the approach of listening, clarifying, encouraging, presenting, solving problems, negotiating, demonstrating, directing, standardizing, and providing reinforcement in interactions with teachers. Evaluation is carried out through transparency, clear communication, team collaboration, teacher empowerment, and maintaining a balance between educational standards and innovation. Thus, *Agile Leadership* is implemented holistically to create an environment that supports teacher growth and development.

b. **Obstacles to *Agile Leadership* to Improve Teacher Quality and the Quality of Education in Schools**

Implementing the *Agile Leadership strategy* in improving the quality of teachers and the quality of education in schools involves a number of obstacles that can affect the effectiveness of its implementation. These obstacles include a lack of support or unsupportive policies from schools or educational authorities, which can make it difficult to achieve desired outcomes. Limited resources such as time, energy and funds are also obstacles, considering that this strategy requires significant investment. In addition, the inability to manage change effectively is a critical challenge, because it involves a process of change in organizational culture and interactions between school principals and teachers. Difficulty adapting existing policies and procedures to new approaches can create resistance or uncertainty among staff members.

c. ***Agile Leadership* Solutions to Improve Teacher Quality and Education Quality in Schools**

To overcome obstacles in implementing the *Agile Leadership strategy* in improving teacher quality, school principals can build support through active communication with related parties and convey strong arguments regarding long-term benefits. Creative solutions, collaboration with externals, and utilization of internal resources can help overcome resource limitations. In managing change, school principals can lead by example, facilitate open dialogue, and involve work teams in the formulation of new policies. Providing training and support to staff and adapting policies to actively involve teachers are also important steps. With a wise, proactive and collaborative approach, school principals can overcome these obstacles and increase the effectiveness of leadership strategies to support improvements in teacher quality and learning environments.

d. **Results or products of *Agile Leadership management* to improve the quality of teachers and the quality of education in schools**

Results or products of *Agile Leadership management* to improve teacher quality:

1) Responsive Organizational Culture: Implementing a listening, encouraging and negotiating approach in *Agile Leadership management* can create a responsive organizational culture. Teachers feel heard, are encouraged to contribute, and are involved in the decision-making process, which in turn creates an environment open to change and innovation.
2) Increased Teacher Engagement: By strengthening team collaboration and empowering teachers to put forward ideas and initiatives, *Agile Leadership management* can increase teacher engagement. Teachers feel they have an active role in planning and decision making, increasing motivation and teaching quality.
3) Effective Change Management: Through steps such as problem solving, demonstrating, and directing, school principals can manage change effectively. Joint problem resolution and demonstration of best practices provide a strong foundation for overcoming uncertainty and resistance to change.

4) Providing Support and Reinforcement: *Agile Leadership Management* includes providing support and reinforcement through the use of approaches such as providing reinforcement. Teachers receive recognition for their achievements and are provided with favorable conditions for their coaching and professional development.

5) Balance Between Educational Standards and Creativity: By using standardizing and presenting strategies, school principals can achieve a balance between educational standards and creativity in teaching. Teachers are given space to experiment and innovate, while ensuring that learning practices remain in line with established standards

e. *Agile Leadership* management value system to improve the quality of teachers and the quality of education in schools

Agile Leadership Management which integrates value systems, such as theological, ethical, aesthetic, logical, physical-physiological and teleological values, has a positive impact on improving teacher quality. The integration of theological values strengthens the dimensions of ethics and morality, creating a learning environment with integrity. Ethical values are the basis for honest and responsible decision making. Aesthetic values stimulate innovation in teaching, while logical principles support strategic planning and evaluation. Improved physical-physiological conditions and emphasis on teacher health create the basis for optimal performance. The integration of teleological values provides a focus on long-term goals, encouraging the formation of student character. With this holistic approach, *Agile Leadership management* creates an educational environment that is responsive, fair and goal-oriented, supporting improvements in teacher quality and overall educational outcomes.

f. Planning an update or novelty design

Agile Leadership management design to improve teacher quality involves a holistic approach that combines spiritual, ethical, aesthetic, logical intelligence, physical well-being and long-term goal dimensions. To strengthen ethics and morality, training programs can be implemented by integrating ethical and moral principles based on theological values. Building an ethics-based school culture involves the socialization of ethical values through policies and practices that emphasize honesty, justice and responsibility. Innovation in teaching methods can be encouraged through workshops and training to develop approaches that reflect aesthetic values. In strategic planning, a logical approach can be adopted by setting measurable goals and implementing a data-based evaluation system to monitor the progress of teacher quality improvement initiatives. Improving teacher well-being involves providing health and wellness programs, as well as building a work environment that supports a balance between teachers' work and personal lives. Involve teachers in long-term goal planning inspired by teleological values and facilitate regular reflection sessions to evaluate goal achievement and adjust strategies when necessary.

2. SMAN 1 Warung Kiara Sukabumi Regency

    a. Planning, organizing, implementing, evaluating, *agile leadership* to improve teacher quality

In an effort to improve the quality of teachers and education at SMAN 1 Warungkiara, the principal plans to implement *Agile Leadership* through strategic planning that focuses on building a flexible, responsive and adaptative culture. This involves a holistic approach, including the formation of *Agile Teams,* increased flexibility in decision making, and the development of organizational structures that support rapid change. In addition, this strategy also includes initiatives to foster a *"Sense of Belonging"* among teachers by engaging their participation in decision making, facilitating open communication, and providing recognition programs. In the organizing stage, the principal plays a key role in forming the *Agile team,* providing training, and integrating the *Agile methodology* in school project management. This step is supported by initiatives to build a culture of learning and collaboration among teachers. Implementation of this strategy emphasizes the role of school principals in monitoring implementation, measuring teacher performance, and ensuring the integration of *Agile concepts* and *Sense of Belonging. Evaluation becomes an important tool, implemented as a collaborative opportunity between principals and teachers, with a focus on continuous learning, skill development, responsiveness to change, and achievement of school goals that reflect Agile* principles . With this approach, the school principal plays an active role in forming a school environment that is adaptive, innovative, and supported by *a Sense of Belonging.*

b. *Agile Leadership* obstacles to improving teacher quality

Implementing *Agile Leadership* can provide a number of benefits in improving the quality of teachers and education in schools, but several obstacles can also arise on this journey. One of the main challenges is the necessary change in organizational culture, where resistance to change can be a significant obstacle. Managing change that involves major transformations in teaching and management methods requires strong change management skills. In addition, a lack of in-depth understanding of *Agile Leadership* principles can hinder effective implementation. Limited resources, both in terms of finance and infrastructure, can also be a serious obstacle in realizing the desired changes. In addition, difficulties in measuring performance in the context of *Agile Leadership* and different levels of involvement of staff members or teachers are also challenges that need to be overcome. The adaptation process that requires time and the complexity of team management in the *Agile Leadership approach* are other obstacles that may be faced. Therefore, it is important to manage these differences wisely and with patience so that the implementation process can run smoothly. However, with adequate awareness, full support from all stakeholders, and readiness to overcome obstacles

that arise, schools can successfully implement *Agile Leadership* principles and achieve continuous improvement in the quality of teachers and education.

c. ***Agile Leadership* solutions to improve teacher quality**

  Agile leadership solutions for improving teacher quality involve a holistic approach that includes several key elements. First, effective communication is the main key in conveying the vision of change to all members of the organization, by involving various communication channels and providing space for employee participation in decision making. Change leaders have a critical role in ensuring the success of the transformation by identifying and supporting leaders who have strong change management skills. Training and development is a means to improve understanding of *Agile Leadership principles* and change management skills. Resource management must be directed to support change with wise allocation and collaboration with external partners. Regular monitoring and evaluation with clear performance metrics is necessary to measure progress and identify areas of improvement, while flexibility in approach allows for adaptation based on feedback and changing needs. A learning culture that encourages innovation needs to be embedded, with feedback mechanisms that support shared learning and continuous improvement. Finally, long-term commitment must be maintained, creating a strong foundation for ongoing cultural transformation.

d. Results or products of *Agile Leadership management* to improve the quality of teachers and education in schools

  Through the implementation of *agile leadership management in schools, the results include the formation of a sustainable agile culture and teacher involvement in training and workshops to understand agile* principles . Teachers receive special training to improve their understanding and leadership skills, making them not only teachers but also leaders in the classroom. Apart from that, training involves curriculum development, creating innovative learning media, entrepreneurship, public speaking skills, and classroom management strategies. The results include teachers who have a wider range of skills and are able to create effective learning environments, improving the overall quality of education. In addition, strategy implementation and a strong sense of belonging involve teachers in decision making and school strategic planning, with ongoing evaluation and a focus on responsiveness to change. Collaboration and communication in *agile teams* is also improved, creating a work environment that supports *a sense of belonging* and motivation. Evaluation is used as a basis for the development of skills and adaptive professional programs, as well as the exchange of experiences between teachers to encourage collective learning and improve the quality of education.

e. ***Agile Leadership* management value system to improve the quality of teachers and education in schools**
  1) Theological Values, a sustainable *Agile culture can reflect theological values through sustainability and harmony in achieving educational goals.* Teacher involvement in training and workshops reflects a commitment to spiritual and moral development.
  2) Ethical Values, teachers involved in leadership training and independent curriculum development demonstrate an ethical commitment to self-development and empowerment of students. Open communication and reward programs increase work ethics and teacher motivation.
  3) Aesthetic Value, creating interesting, creative and innovative learning media reflects aesthetic value, increasing the attractiveness of learning for students. Collaboration in an *Agile team* with representation from various levels and disciplines can create beauty in diversity.
  4) Logical Value, the use of KPI *(Key Performance Indicators) measurements* as an evaluation tool reflects logical value, ensuring a measurable and rational evaluation process. Focus on teacher skill development and adaptability as a logical outcome of A *gile strategies.*
  5) Physical-Physiological Values, a conducive learning environment, the result of good classroom management strategies, can create physical and physiological well-being for teachers and students. Continuous monitoring and evaluation can ensure that the school's physical conditions support the learning process.
  6) Teleological Values, Responsiveness to change as a result of evaluation reflects teleological values, with a focus on achieving better educational goals. Exchange of experiences and recognition between teachers can help achieve shared goals and collective growth.

f. **Planning an update or novelty design**
  1) Strategic planning and *fostering a sense of belonging and a* sustainable agile culture based on 6 value systems (a) Building *an Agile Culture* , initial assessment, workshops and training. Facilitate discussions about the application of *Agile* principles in the context of high school education. Based on 6 value systems, (b). Building Strategy and Growing *a "Sense of Belonging":* teacher involvement in decision making, inviting teacher participation in the school's strategic planning and decision making process. Provide space for teachers' ideas and aspirations in formulating school goals and policies. Open and Routine Communication, Providing forums or regular communication channels to share information and listen to teacher feedback. Hold regular meetings to convey the school's vision, mission and goals. Awards and Recognition Program, Establish a rewards and recognition program that involves all teachers. Provides appreciation for teacher achievement, collaboration, and positive contributions. Facilitate professional development.

2) Implementation of strategies and fostering *a sense of belonging* as well as a sustainable *agile culture based on 6 value systems. Building an Agile Culture,* initial assessment, workshops and training. Facilitate discussions about the application of *Agile* principles in the context of high school education. Based on 6 value systems: Theological Values, the initial assessment can include spiritual and moral reflections of teachers, identifying the values underlying the *Agile approach* in the context of belief and spirituality. Ethical Values Workshops and training can emphasize the importance of integrity, honesty and responsibility in implementing *Agile* principles , creating an ethical culture among staff and teachers. Aesthetic Values, discussion facilitation can pay attention to beauty and creativity in implementing *Agile Culture* , creating an attractive and inspiring aesthetic environment. Logical Values, Workshops and training can develop a logical plan for implementing *Agile Culture,* ensuring that each step has clear reasons and goals in accordance with logical values. Physical-Physiological Values: Planning can include physical and physiological aspects, such as the comfort of the workshop and training environment, as well as ensuring the sustainability of programs that support teachers' physical well-being.
    Teleological values, initial assessment and strategic planning must be linked to the achievement of long-term goals that reflect teleological values, such as improving the quality of education and the welfare of the school community.

3) Supervise strategy and foster *a sense of belonging* and a sustainable *agile culture based on 6 value systems*
    Monitoring the Implementation of Workshops and Training, Ensuring that workshops and training are carried out according to the schedule and materials that have been planned. Assess the level of teacher involvement in discussions and activities, reflecting ethical and theological values. Evaluate the results of the initial assessment. assess the results of the initial assessment to understand the level of success in responding to the theological and ethical values of teachers. Identify areas that need improvement or adjustments in the implementation of *Agile Culture.* Monitoring the strategic planning process, ensuring the active involvement of teachers in the school's strategic planning process. Evaluate strategic planning results to ensure consistency with logical and teleological values.

4) Evaluation of strategies and fostering *a sense of belonging* and a sustainable *agile culture based on 6 value systems. Evaluation of strategies to foster a sense of belonging* and sustainable *Agile Culture* based on 6 value systems involves consideration of Theological values, by assessing the extent to which implementation reflects spiritual and moral values. Ethical Values are evaluated based on the integrity, honesty and responsibility of community members. Aesthetic aspects are evaluated through an assessment of the beauty of programs or activities that support these goals. Logical Value is evaluated by examining the rationality of strategy planning and implementation. The impact on the physical and physiological well-being of community members is evaluated in the context of Physical-Physiological values. Finally, Teleological values are used to analyze the achievement of

long-term goals and contributions to the development of the school community. Through this evaluation approach, it is hoped that the strategies implemented will be in accordance with the desired values, create a positive impact, and strengthen *the sense of belonging* as well as an adaptive and responsive organizational culture *(Agile Culture).*

DISCUSSION

1. **Implementation Planning and Evaluation *of Agile Leadership* to improve the quality of teachers and educators in schools**

      The principal plans to implement *Agile Leadership* to improve the quality of teachers and education in the school. Steps include systematic planning with vision setting, forming effective work teams, and risk identification. In organizing, coordination and responsiveness are emphasized through the formation of diverse teams and teacher involvement. Implementation involves performance monitoring, regular meetings, training, and development. The principal focused on a sustainable *Agile culture and a "Sense of Belonging."* This includes flexibility, collaboration, and adaptability, with failure considered an opportunity for innovation. Theological basis of QS. Al-Baqarah: 153 provides moral guidance. Islamic concepts such as tawakkal, shura, and ijtihad strengthen this framework. By involving teachers in decision making, principals create a dynamic and inclusive school environment. The philosophical foundation of humanism, along with Freire's view of humans as the main subject in education, shows a belief in human potential. Principals take participatory steps to foster *a "Sense of Belonging,"* involving teachers in decision making and providing support and recognition for their growth. Regular evaluations are used to understand the impact of the initiative.

2. **Obstacles to *Agile leadership* to improve the quality of teachers and educators in schools**

      Implementing *Agile Leadership* in schools faces obstacles that can hinder its effectiveness. One of them is a lack of support or unsupportive policies from the school or educational authorities. Limited resources, whether time, energy or funds, are also a significant obstacle. The inability to manage change effectively, especially in adapting existing policies and procedures, can create resistance or uncertainty among staff members. The main functions of management such as planning, organizing and controlling become relevant in overcoming these obstacles. Managers need to plan carefully, organize teams well, and exercise control to measure implementation and take corrective action as needed. Implementing *Agile Leadership in schools can provide benefits in improving the quality of teachers and education, but a deep understanding of Agile Leadership* principles and strong change management is needed to overcome these obstacles.

3. ***Agile leadership* solutions to improve the quality of teachers and educators in schools**

   Agile Leadership solution for improving the quality of teachers in schools involves active communication, developing strong arguments, and creativity in overcoming limited resources. Principals lead by example, facilitate open dialogue, and involve work teams in formulating new policies. Training and support for staff, as well as policy adjustments through collaboration with teachers, are key steps in implementing proactive and wise leadership

strategies. This solution is in line with management functions, such as staffing, motivating, and controlling, which reflect the emphasis on adjusting policies, motivation, and performance measurement to achieve the goal of improving teacher quality. Thus, the *Agile Leadership solution* not only includes aspects of leadership that are adaptive and responsive to change, but can also be concretely connected to the management functions described in management theory. This approach reflects the integration of practical and theoretical concepts to achieve improved teacher quality and a better learning environment. Facing the challenge of procuring human resources, the *Agile Leadership approach* emphasizes wise management and collaboration with external partners, reflecting the essence of the staffing function in determining human resource needs in a way that is adaptive and responsive to changes in the work environment.

In terms of motivation, the *Agile Leadership approach* highlights the role of the change leader as a facilitator who encourages active participation and facilitates collaboration. Control within the *Agile Leadership framework* includes monitoring, evaluating and measuring performance against set goals, maintaining conformity with plans and ensuring that implemented changes are in accordance with the vision and goals that have been set. Organizing in the context of *Agile Leadership* involves forming diverse, autonomous teams and giving power to team members, supporting organizational principles that are adaptive and responsive to change.

4. **Results or products of *Agile Leadership management* to improve the quality of teachers and education in schools**

Agile Leadership Management in improving the quality of teachers in schools creates a positive impact through various strategies. Approaches to providing reinforcement, recognizing teacher achievements, and supporting professional development are an integral part of this management. Qualified teachers in the *Agile Leadership context* are encouraged to be learning leaders who are adaptive and responsive to change, with a focus on improving the quality of their teaching. Implementation of *Agile* and *Sense of Belonging* culture building measures in high schools produced positive results, including the establishment of a sustainable *Agil e culture, teacher leadership development, improved curriculum development skills, and increased teacher involvement in decision making.* Continuous evaluation provides valuable insights, enabling continuous iteration and learning, with a focus on developing teacher skills through specific development plans. Responsiveness to change is implemented through identifying necessary changes in teaching strategies, while experience exchange forums provide additional support to teachers.

5. ***Agile Leadership* management value system to improve the quality of teachers and education in schools**

Agile Leadership Management , which includes the integration of theological, ethical, aesthetic, logical, physical-physiological and teleological values, is relevant and consistent with Islamic values and understanding of physiology. Islamic theological values, such as belief in Allah and Islamic morality, provide the basis for sustainability and integrity in school

leadership. Physiological understanding of maximizing physical potential as God's creation is reflected in efforts to create a conducive learning environment. Islamic ethical values, such as respect and fairness, underlie decision making and social interactions in *Agile Leadership management* , reflected in teacher participation in leadership training and reward programs that reinforce ethical values. Islamic Teleological Values, which are related to benefit in sharia law, can be seen in *Agile Leadership Management's focus* on the ultimate goal of education and continuous evaluation to achieve better results. The use of KPI measurements as an evaluation tool reflects Logis' values, while the focus on teacher skill development and adaptability reflects a measurable thinking and acting approach. The integration of these values creates a responsive, fair, and goal-oriented educational environment, motivating improvements in teacher quality and overall educational outcomes.

6. Planning an update or novelty design

Agile Leadership management plan to improve teacher quality offers a holistic approach that includes six value systems, namely theological, ethical, aesthetic, logical, physical-physiological and teleological values. This strategy places special emphasis on religious values, ethics, beauty, logic, physical well-being, and achieving long-term goals. The uniqueness of the design lies in the integration of these values in every stage, from planning to evaluation, creating a comprehensive and sustainable approach to improving teacher quality and establishing an adaptive school culture. By emphasizing teacher involvement in decision making, inclusive reward programs, and a focus on balance between teachers' work and personal lives, this strategy introduces significant innovation in school management.

At the implementation stage, this design takes into account the values in workshops, training and initial teacher assessments, emphasizing the importance of professional development based on the six value systems. In supervision, monitoring is carried out on the implementation of reward programs, open communication, and the development of an *Agile culture.* A holistic evaluation is carried out by considering each value in the context of improving teacher quality and the desired school culture. Thus, *Agile management design* This *leadership* represents an innovative and holistic approach that can have a significant positive impact on the quality of teachers and education in schools.

CONCLUSION

Agile Leadership management in schools to improve teacher quality involves building an organizational culture that is responsive, adaptive and values-oriented. The *Agile* culture implemented by the principal emphasizes flexibility, responsiveness and adaptability, while *the Sense of Belonging* involves teacher participation in decision making and open communication. Key focuses include *Sense of Belonging,* team collaboration, leadership training, and teacher wellbeing. Implementation of *Agile Leadership* management with a holistic approach and

integration of theological, ethical, aesthetic, logical, physical-physiological and teleological values has a positive impact in improving teacher quality and educational outcomes in schools. This approach includes building a responsive and adaptive organizational culture, creating a sense of teacher ownership and involvement *(Sense of Belonging*), as well as overcoming obstacles and challenges that arise.

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