

LEARNING LEADERSHIP TOWARDS THE TRANSFORMATION OF ISLAMIC EDUCATION

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Abstract

Experts agree that the influence of globalization and the differences in mindsets from generation to generation require various changes in the structure of both profit and nonprofit organizations. Anticipatory efforts to impact education and its aspects are absolutely necessary to be competitive in facing the change of different generations. Unpreparedness of educational organizational functions will make them objects of actors or subjects in the era of globalization. The duties and functions of instructional leadership in teachers make it very important to have for the sustainability of the educational institutions that oversee them. The focus of this research is to find the criteria for teacher instructional leadership as the primary and primary agent of student potential development in facing the transformation of Islamic education based on a literature review of various literatures, both based on Islamic and Western teachings, which both require the sustainability of education in its various aspects.

Keywords: *Leadership, Learning, Teachers, Educational Transformation.*

INTRODUCTION

The history of leadership emerged simultaneously with the history of humanity itself, namely the appointment of the Prophet Adam as caliph to manage everything on earth. Leadership is needed by humans because of certain advantages and limitations in humans themselves. Quality education is determined by several interrelated components, starting from input, process, output, and outcome as well as good learning management. However, educational practitioners often focus solely on input, assuming that good input will produce good output. This has led to a series of tests for prospective new students. In fact, the quality of output can be improved in a good and optimal learning process.

The principal's leadership plays an important role in preparing quality teachers as learning leaders who continuously evaluate teacher performance in various aspects. The principal is an important agent in increasing teacher self-confidence, encouraging a quality learning process, and helping to develop teacher competencies. Moreover, in facing the learning transformation that is oriented towards the formation of a more mature, wise, and critical individual perspective transformation in thinking and acting, the process of which is based on the cognitive-rational, affective-emotional, and communicative-social dimensions.

Globalization demands that the world of education prepare a generation with resilience and competitiveness in the face of all changing phenomena. Principals must play an active role in addressing the new paradigm shifts occurring in their educational institutions, particularly in managing teachers' learning, as one of the variables influencing the maintenance and improvement of educational quality. Principals must innovate and invent. Innovation involves innovative ways of dealing with changes resulting from globalization, while invention or creation involves the intrinsic motivation of all parties responsible for education, including the government, to facilitate all phenomena of change within these innovations.

One alternative that can be implemented through change is how to make learning not only improve competence but also facilitate student potential. If student potential can be detected early, it can automatically be further developed into student intelligence. Therefore, schools must provide

access to new students with all conditions and schools must pay attention to the psychological conditions of students in order to identify the potential intelligence of students.

If students' potential can be detected early, it can automatically be further developed into their own intellectual potential. Therefore, schools should provide access to new students regardless of their circumstances and should pay attention to their psychological well-being to identify their intellectual potential.¹ On this basis, schools should accept new students based on their basic potential, and the school's task is to examine the potential of students psychologically through their intelligence tendencies, both intellectual, emotional and spiritual, and then in the learning process focus on the idea that students can adjust their thinking based on new information. This is the main focus of the principal's managerial leadership in facing the transformation of learning to produce good, quality educational output.

RESEARCH METHODS

This research uses a qualitative type with a library research method as an activity to collect scientific data on a focus of learning leadership studies as an additional task for teachers in the functional position of school principal from the perspective of Islamic education management towards educational transformation. The primary data source for this research is Article 1 of the Regulation of the Minister of National Education Number 35 of 2010 concerning Technical Instructions for Teacher Functional Positions and their Credit Points. Meanwhile, secondary data sources include books, articles, the internet, and documents related to the research study. The research results are presented using complete and detailed descriptions. As Sascha Kraus et al. argues, library research aims to analyze and synthesize existing literature by identifying, challenging, and developing a theoretical basis for the literature review. In short, a literature review aims to conduct a critical evaluation, examine data and methodology, and develop a theory. Thus, a literature review is an analysis consisting of a description, summary, and critical evaluation of a topic based on previous theories or research findings. The stages of a literature review on a particular topic in a systematic literature review approach include: First, formulating review questions; Second, determining the topic, method, research design, and the quality of the research methodology to be reviewed; Third, developing a strategy for searching relevant sources such as Scopus or Web of Science; Fourth, identifying studies by screening titles, abstracts, and texts; Fifth, assessing the quality of articles; Sixth, extracting data; Seventh, analyzing and presenting results; and Eighth, interpreting the research findings to then draw conclusions.²

RESEARCH RESULTS AND DISCUSSION

Leaders, Leadership, and Learning Leadership

There are at least four reasons why a leader is needed, namely (1) many people need a leader figure, (2) in some situations, a leader needs to appear to represent his group, (3) as a place to take risks if there is pressure on his group, and (4) as a place to place power.³

A leader in the Kamus Besar Bahasa Indonesian (KBBI) is a person who leads;⁴ guiding, directing, directing, and going ahead (precede). Leaders behave optimally to help others in an

¹ M. Chatib, *Sekolahnya Manusia: Sekolah Berbasis Multiple Intelegences di Indonesia*, (Bandung: Kaifa Learning, 2015), 23-24.

² Sascha Kraus, et al. "Literature reviews as independent studies: guidelines for academic practice." *Review of Managerial Science*. Vol. 16 (7), 2022, 2580 <https://link.springer.com/article/10.1007/s11846-022-00588-8>

³ Andang, *Manajemen dan Kepemimpinan Kepala Sekolah: Konsep, Strategi dan Inovasi Menuju Sekolah Efektif*, (Yogyakarta: Ar-Rzz Media. 2014), 37.

⁴ Diakses dari <https://kbbi.web.id/pimpin> on Sunday, September 1, 2024, at 17.00

organization to achieve goals.⁵ Leader is a term for someone who holds a position, while leadership is the ability to move, influence, motivate, invite, direct, advise, guide, order, command, prohibit and even punish and guide with the aim of making people want to work in order to achieve goals.⁶ Meanwhile, according to Peter G. Northouse, from the beginning of the 19th century until the 21st century, experts have not found a general agreement on the understanding of leadership due to several factors such as increasing global influence and generational differences. But the point is that leadership is a complex concept whose definition may continue to change.⁷

Miftah Toha and Gary A. Yulk in Encep Syarifuddin state that leadership includes the process of influencing in determining organizational goals, motivating follower behavior to achieve goals, influencing to improve the group and its culture. In addition, it also influences the interpretation of events to its followers, the organization of activities to achieve these goals, maintaining cooperative relationships and group work, obtaining support and cooperation from people outside the group or organization.⁸

According to Harold Koontz, Cyril O'Donnel and Heinz Weihrich, leadership is the art/process of influencing people (organizational members) so that they strive to achieve organizational goals with high will and enthusiasm.⁹ According to Rohmat, leadership is a series or set of abilities and personality traits of a leader, including authority, used as a means to convince those being led to be willing and able to carry out the tasks assigned to them. Leadership can also be defined as the behavior of an individual who leads the activities of a group towards a shared goal.¹⁰

According to Stephen P. Robbins, leadership is the ability to influence a group of members to work toward achieving goals and objectives. Leadership can determine whether an organization is capable of achieving its stated objectives. Leadership is a series of organizational activities manifested as the ability to influence the behavior of others in certain situations so that they work together to achieve agreed-upon goals.¹¹ According to Peter G. Northouse, leadership is a process that can be observed in the behavior of leaders and the need for leaders and followers to be understood in relation to each other and as a collective whole.¹²

From the several definitions above, it can be understood that leadership is the art of a person's ability and readiness to influence others or a group of people in a forum or organization to invite, guide, move, and even force them to do something to help a certain goal together. In its progress, a person's ability and readiness in their leadership can be measured and then evaluated as a consideration for the sustainability of leadership in the future.

In Islam, the term leadership is synonymous with the term caliph (deputy) as stated by Allah SWT in Surah al-Baqarah verse 30 which means "(Remember) when your Lord said to the angels, 'I will make a caliph on earth.'" The use of the term caliph after the Prophet's death also includes amir (umara) or ruler.¹³ Apart from the word caliph in the Qur'an, there is also Ulil Amri (the same

⁵ Andang, *Manajemen dan Kepemimpinan Kepala Sekolah: Konsep, Strategi dan Inovasi Menuju Sekolah Efektif*, 38.

⁶ Sophia Azhar, "Kepemimpinan Kepala Sekolah Efektif (Perspektif Pendidikan Islam)", *Journal Inspiratif Pendidikan-UIN Alauddin*, Vol V, (1), 2016, 129. <https://journal.uin-alauddin.ac.id/index.php/Inspiratif-Pendidikan/article/view/3222/3065>

⁷ Peter G Northouse, *Leadership: Theory and Practice*, (Western Michigan University, 2016), Edisi ke-7, 5.

⁸ Encep Syarifuddin, "Teori Kepemimpinan", *Jurnal Al-Qalam*, Vol. 21(102), 2004, 459-460. <https://jurnal.uinbanten.ac.id/index.php/alqalam/article/view/1644>

⁹ Yuni Siswanti, *Meraih Kesuksesan Organisasi dengan Kepemimpinan Manajerial yang Smart dengan Pendekatan Riset Empiris*, (Yogyakarta: Citra Pustaka, 2015), 2-3.

¹⁰ Rohmat, "Kepemimpinan Pendidikan", *INSANIA: Jurnal Pemikiran Alternatif Kependidikan*, Vol 11 (1), 2006, 19-33. <https://ejournal.uinsaizu.ac.id/index.php/insania/article/view/93/67>

¹¹ Andang, *Manajemen dan Kepemimpinan Kepala Sekolah: Konsep, Strategi dan Inovasi Menuju Sekolah Efektif*, 38

¹² Peter G Northouse, *Leadership: Theory and Practice*, 5.

¹³ Fakhri Aunur Rohim dkk., *Kepemimpinan Islam*, (Yogyakarta: UII Press, 2001), 4.

root as amir) which means the highest leader in Islamic society, as stated by Allah SWT in the letter an-Nisa verse 59 which means “*O you who believe! Obey Allah and obey the Messenger (Muhammad), and Ulil Amri (the authority) among you. Then, if you differ in opinion about something, then return it to Allah (the Qur'an) and the Messenger (sunnah), if you believe in Allah and the Last Day.*” In the hadith of the Prophet, the word ra'in or amir is found, which also means leader, as in the hadith narrated by al-Bukhari Muslim: "Every one of you is a leader and every leader is responsible for his leadership."

According to M. Dawam Rahardjo, the term caliph in the Qur'an has three meanings. First, Adam is a symbol of humanity, thus concluding that humans function as caliphs in life. Second, caliph also means the next generation or successor: the function of caliph is carried out collectively by a generation. Third, caliph is the head of state or government.¹⁴

From the review of the Qur'an and the hadith above, leadership in Islam is the activity of guiding, mentoring, guiding and showing the path that is approved by Allah SWT, which means that in leadership there are several components as follows: (1) The existence of a leader and others being led (followers); (2) There is an effort or process by which the leader influences others through various forces; (3) There is a shared end goal; (4) Leadership can arise within an organization or without a specific organization; (5) Leaders can be formally appointed or elected by their followers; (6) Leadership exists in specific situations, both within the followers' situation and the external environment; (7) Islamic leadership is the activity of guiding, mentoring, and showing the path that is pleasing to Allah SWT.¹⁵

Learning is a complex process involving various interrelated aspects to create creative and enjoyable learning. Learning and teaching skills are professional competencies that a teacher must possess as a comprehensive and holistic integration of various competencies. Turney (1973) identified eight teaching skills that play a crucial role in learning: asking questions, providing reinforcement, varying the context, explaining, opening and closing lessons, guiding small group discussions, managing the classroom, and teaching small groups and individuals. Mastery of these skills must be comprehensive and integrated, requiring systematic training, such as through microteaching.¹⁶

According to the international organization, the Organisation for Economic Co-operation and Development (OECD), instructional leadership is crucial for reform and innovation. The fundamental reason instructional leadership deserves attention is its influence on direction and outcomes, whether in schools, clusters, or broader systems. Furthermore, learning is a core mission of education.¹⁷

David and Thomas (1989) in Kusmintardjo stated that the main goal of instructional leadership is to improve student learning outcomes, although a more immediate goal is to improve teaching programs.¹⁸ Meanwhile, according to Daryanto, the main objective of learning leadership is to provide excellent service to all students so that they are able to develop their basic and instrumental quality potential to face an unknown future that is full of very turbulent challenges. It was also stated that basically the task of learning leadership is to facilitate learning, so that students' learning achievements increase, their learning satisfaction increases, their learning motivation increases,

¹⁴ Neneng Muslihah, *Kepemimpinan "Kepemimpinan Pendidikan (Teori dan Praktik)*, (Serang Banten: Media Madani, 2020), 4-5.

¹⁵ Encep Syarifuddin, "Teori Kepemimpinan", *Jurnal Al-Qalam UIN Sultan Maulana Hasanuddin Banten*, Vol. 21, No. 102 (2004), 459-460. <https://jurnal.uinbanten.ac.id/index.php/alqalam/article/view/1644>

¹⁶ Andang, *Manajemen dan Kepemimpinan Kepala Sekolah: Konsep, Strategi dan Inovasi Menuju Sekolah Efektif*, 69.

¹⁷ OECD, *The OECD Handbook for Innovative Learning Environments*, (Paris: OECD Publishing, 2017), 64.

¹⁸ Kusmintardjo, "Kepemimpinan Pembelajaran oleh Kepala Sekolah", *Jurnal Manajemen Pendidikan*. Vol. 24 (3). 2014, 204. <http://ap.fip.um.ac.id/wp-content/uploads/2015/05/volume-24-no.-327-36.pdf>

their curiosity, creativity, innovation, entrepreneurial spirit increases, and their awareness to learn continuously throughout life increases because science, technology and art are developing rapidly.¹⁹

Learning leadership demands creative and strategic design actions along with the ability to implement them. Learning leadership requires resilience in the face of complex implementation realities. Therefore, management is an integral part of learning leadership.²⁰

Some expert views on learning leadership. According to Greenfield (1987); Gorton and Schneider (1990), instructional leadership is the action taken to develop a productive and satisfying work environment for teachers, as well as developing the desired learning conditions and outcomes for students. This definition has a very broad scope, but implicitly contains the meaning that the focus of instructional leadership is on improving and developing learning.

Kleine-Kracht (1993) stated that instructional leadership can occur directly (direct instructional leadership) and indirectly (indirect instructional leadership). Principals act as direct instructional leaders when they work with teachers and staff to develop student learning. Actions such as planning lessons, observing teachers, holding feedback meetings with teachers, or selecting learning materials are direct instructional leadership actions of the principal. Conversely, principals can also act as indirect instructional leaders by facilitating the leadership of others by creating conditions that support the implementation of teaching, helping to develop standards for determining learning materials, selecting teachers, and managing the internal and external environment of the school.

According to Ronald H. Heck, Terry J. Larsen, and George A. Marcoulides (1990), instructional leadership is a multidimensional construct that relates to how the principal can organize and coordinate the work life in the school, which is not only in the form of learning experiences and student learning achievements, but also the environment in which this work is carried out. McEwan (2002) defines instructional leadership as an action carried out by the principal with the aim of developing a productive and satisfying work environment for teachers, and ultimately being able to create conditions for improved student learning.²¹

Southworth (2002) states that instructional leadership is a strong concern for teaching and learning, including professional learning by teachers according to student development.²² According to Bafadal, defines instructional leadership as actions taken with the intention of developing a productive and satisfying work environment for teachers, ultimately leading to improved student learning conditions. This definition implicitly implies that instructional leadership is an action that leads to the creation of a school climate that fosters optimal learning.²³

Meanwhile, according to Sumarsono, instructional leadership essentially encompasses the principal's behavior and communication of the school's goals, as well as mentoring, monitoring, building an academic climate, and providing facilities. Instructional leadership is essential for schools because it can improve student achievement, provide direction that enhances student learning, achieves the school's vision and mission, and builds a learning community.²⁴

¹⁹ Daryanto, *Kepala Sekolah Sebagai Pemimpin Pembelajaran* (Yogyakarta: Gava Media, 2011), 23.

²⁰ OECD, *The OECD Handbook for Innovative Learning Environments*, 64-65

²¹ Kusmintardjo, "Kepemimpinan Pembelajaran oleh Kepala Sekolah", 224

²² Moh Pandoyo, "Kepemimpinan Pembelajaran Berbasis Sekolah Sebagai Upaya Peningkatan Prestasi Belajar", Accessed from https://www.academia.edu/24862460/Kepemimpinan_Pembelajaran_Berbasis_Sekolah_Sebagai on Monday, September 2, 2024, at 10:20 AM

²³ Ibrahim Bafadal dkk., "Penguatan Kepemimpinan Pembelajaran Berbasis Moral pada Kepala Sekolah Dasar Unggul". *JAMP: Jurnal Administrasi dan Manajemen Pendidikan*, Vol. 5, No. 4, 2022, 116. <https://journal2.um.ac.id/index.php/jamp/article/view/30602/10957>

²⁴ Raden Bambang Sumarsono, "Upaya Peningkatan Mutu Sekolah Melalui Penguatan Peran Kepemimpinan Pembelajaran oleh Kepala Sekolah", *Prosiding Seminar Nasional, Penguatan Manajemen Pendidikan di Era Kompetisi Global*, Univeritas Negeri Malang, 2016, 244. <http://ap.fip.um.ac.id/wp-content/uploads/2016/03/41-Raden-Bambang-Sumarsono.pdf>

Instructional leadership is the professional competence of teachers in activities with an emphasis on learning management to develop a productive and satisfying learning environment for the learning and education community. The learning community involves all its constituents, including its students. Active student participation in strategies to enhance learning fosters motivation, engagement, and responsibility. Far from diminishing the authority of conventional leadership, it actually enhances it and demands a high level of professionalism.²⁵

Therefore, the principal's role as a learning agent holds a strategic role and position in efforts to improve the quality of education and produce superior and comparative human resources (SDM). To achieve quality student learning in the era of regional autonomy, the principal, as a leader, has a strategic role in being able to create new breakthroughs to optimize the organizational resources of student learning, supported by effective leadership skills in developing quality human resources.²⁶

The Purpose of Instructional Leadership

The aim of learning leadership is to facilitate learners to increase learning achievement, learning satisfaction, learning motivation, curiosity, creativity, innovation, entrepreneurial spirit, and awareness of lifelong learning, because science, technology and art are developing rapidly. Learning leadership is very important to be implemented in schools because it is able to: (1) significantly improve student learning achievement; (2) encourage and direct school residents to improve student learning achievement; (3) focus school residents' activities towards achieving the school's vision, mission, and goals; and (4) build a learning community of residents and even make the school a learning school.

Direct instructional leadership occurs when the principal works with teachers and other staff to develop the teaching and learning process. For example, when the principal supervises teachers in the classroom, conducts discussions to provide feedback on the learning process implemented by a teacher, and provides examples of learning implementation. Meanwhile, indirect learning leadership occurs when the principal, among other things, provides a number of facilities and encourages teachers and staff to develop themselves, makes decisions together (sharing on decision making), and changes the school's values and vision that lead to improving the quality of learning. Now the principal is facing the challenge of change, to implement the 2013 curriculum. The readiness that the principal needs to pay attention to is recognizing the elements of change with an open attitude, increasing knowledge and skills in order to be able to manage change so that it becomes a school that is adaptive to change.²⁷

Lia Yuliana stated that instructional leadership is an action carried out by the principal with the aim of developing a productive and satisfying work environment for teachers, which ultimately improves student learning conditions. Instructional leadership is essentially an action that leads to the creation of a school climate that can foster an optimal learning process. Principal instructional leadership in the digital era must be a serious concern for the principal's role so that they can become the driving force for teachers to compete with change. If the principal is not digitally literate, effective leadership in the school will not be effective.²⁸

²⁵ OECD, *The OECD Handbook for Innovative Learning Environments*, 65-66

²⁶ Moh Pandoyo, "Kepemimpinan Pembelajaran Berbasis Sekolah Sebagai Upaya Peningkatan Prestasi Belajar". Accessed from https://www.academia.edu/24862460/Kepemimpinan_Pembelajaran_Berbasis_Sekolah_Sebagai on Monday, September 2, 2024, at 10:20 AM

²⁷ Dewi Kusuma Wardani dan Mintasih Indriayu. "Kepemimpinan Pembelajaran Kepala Sekolah Untuk Meningkatkan Profesionalisme Guru Menghadapi Masyarakat Ekonomi Asean". *Prosiding Seminar Nasional Pendidikan Ekonomi FE UNY*, "Profesionalisme Pendidik dalam Dinamika Kurikulum Pendidikan di Indonesia pada Era MEA", 9 Mei 2015. 686-687 <https://eprints.uny.ac.id/21973/1/61%20Dewi%20Kusuma%20Wardani%20%26%20Mintasih%20Indriayu.pdf>

²⁸ Lia Yuliana, accessed from <https://www.uny.ac.id/id/fokus-kita/prof-dr-lia-yuliana-spd-mpd-kepemimpinan-pembelajaran-kepala-sekolah-di-era-digital> on Tuesday, October 1, 2024, at 10:20 AM

Main Duties and Functions of Learning Leadership

The Minister of National Education Regulation (Permendiknas) Number 35 of 2010 concerning Technical Guidelines for Teacher Functional Positions and Their Credit Points states that teachers who receive additional duties as school/madrasah principals receive credit points based on the following competencies (1) Personality and social skills; (2) Instructional leadership; (3) School/Madrasah development; Resource management; (4) School/Madrasah entrepreneurship; (5) Instructional supervision.²⁹

From the explanation above, it can be concluded that the person who has the mandate to be a learning leader is none other than a teacher who has a functional position as a school principal. As stipulated in the Regulation of the Minister of National Education Number 13 of 2007 concerning the standards for School/Madrasah Principals, it requires at least five competencies that must be possessed and inherent in the principal, namely: (a) personality competency, (b) managerial competency, (c) entrepreneurial competency, (d) supervisory competency, and (e) social competency. In terms of supervisory competence, the principal must be able to manage educational quality improvement programs at the school. Supervision by the principal is essential to ensure the optimal utilization of each individual, especially educators, as school elements directly involved in the student learning process, to perform optimally in carrying out their duties. Therefore, the principal's role in improving teacher competence is a supervisory obligation that must be carried out professionally. The principal should always provide alternative solutions to problems in the learning process.

Transformation of Islamic Education

Transformation means changing a grammatical structure into another grammatical structure by adding, removing, or rearranging its elements. Transformation refers to a comprehensive and significant process of change in organizational structure, technology, or work methods to optimize effectiveness, efficiency, or relevance in facing dynamic environmental changes in accordance with the desired goals. In the context of Islamic education, transformation encompasses various changes to improve the quality and relevance of education, from conceptualization to implementation. It encompasses changes in curriculum diversity, learning strategies, and the provision of human resources. The goal is to ensure that Islamic education can adapt to current developments, provide relevant learning, and prepare students to face global challenges.

Several education experts emphasize the importance of renewing perspectives on the Islamic education process, orienting it toward a broader mission, actively participating in resolving social issues. Islamic education is not only considered successful if it produces good and moral individuals within the social context, but also when it is able to provide concrete solutions to existing social challenges. Islamic education must be able to create individuals who are not only good before God but also sensitive and responsible to the problems around them. This means that the transformation of Islamic education is a continuous process of change to improve the quality and relevance of Islamic education to the changing times and human needs. Islamic education must be able to adapt continuously to produce a competent, innovative, and relevant young generation. Educational transformation includes changes to the curriculum, teaching methods, learning approaches, and human resources, while remaining oriented toward educational goals.

One effort to transform Islamic education is through the development of transformative learning models, mentoring the millennial generation to awaken and activate themselves and foster a sense of responsibility for learning. This can be done through innovative project-based learning methods, problem-based learning, and cooperative learning. The ultimate goal is to foster creativity in the millennial generation in managing learning responsibly through mentoring, friendship, peer

²⁹ Lampiran Peraturan Menteri Pendidikan Nasional Nomor 35 Tahun 2010 Tanggal 1 Desember 2010, Petunjuk Teknis Pelaksanaan Jabatan Fungsional Guru dan Angka Kreditnya. 29

relationships, dialogue, and the application of the principles of appreciation and reinforcement, as well as educational punishment for successes and failures.

Learning success and failure in the transformative model perspective are measured based on the learning process and not just the end result of a learning, so that aspects related to the instructional effect and nurture effect become a unity in achieving the target of transformative learning. In the terminology of non-formal education, learning outcomes are not only seen from the perspective of the end result in a learning, but also measured from the performance of the millennial generation and learners during the learning process.³⁰

In the context of transformative learning, educators' ability to persuade the millennial generation to change their mindsets and behaviors is crucial, as persuasion is a crucial technique for interacting with target groups. Persuasion is also a communication strategy with explosive power, driving power, and transformative power, based on andragogical and humanistic philosophies, thus enhancing its acceptance.

Based on the description above, there are five important pillars of transformative learning; (1) The role of educators as learning facilitators; (2) The role of millennials as learning subjects; (3) The use of persuasive language in learning; (4) The pattern of educational interaction between educators and millennials is a partnership; (5) An active, dynamic, and constructive learning environment.

These five pillars interact in a learning system that has high engagement, motivation, and effectiveness, making the learning process more attractive, dynamic, and competitive.

In general, the development of transformative learning models aims to (1) Increase the capacity and capabilities of educators as learning facilitators; (2) Enhance the learning creativity of the millennial generation, grounded in self-confidence and high levels of learning independence; (3) Provide ample opportunities for millennials and educators to maximize self-actualization in the learning and teaching process, resulting in a more constructive transformation of learning attitudes and behaviors; (4) Formulate learning models that are more flexible, acceptable, accessible, and adaptable to a wide variety of learning situations, both in terms of settings and resources, both in the classroom and the environment; and (5) Disseminate transformative learning models through various learning practices, to transform learning patterns in line with societal developments.

The development of the transformative learning model is based on several assumptions, including (1) Millennials are adults with a wealth of learning and life experiences that can be developed into unique and engaging learning materials in adult education; (2) Millennials are adults who possess the ability to think and act according to their capacities, enabling the development of their learning behaviors based on the principles of direct learning, self-actualization, self-learning, and teaching; (3) Learning is the result of social engineering carried out by individuals or groups, whose existence can be changed, shaped, formulated, and assessed according to the needs of each individual learner; (4) Learning is part of an effort to develop a set of capacities and capabilities within the millennial generation to manage environmental change, through an interactive process between millennials and educators that involves the physical and psychological aspects of learning resources; (5) Every learning experience requires organization, planning, and an implementation model, even if it is very simple. Therefore, developing a learning model is a necessity and can be constructed according to existing situations and conditions.³¹

The current learning transformation in Indonesia is within the Merdeka Curriculum implementation ecosystem, which includes the Merdeka Mengajar Platform, webinar series, Learning Communities (both regional and online), resource persons for good practices, a helpdesk, and development partners. The Merdeka Curriculum implementation ecosystem provides space for the use of technology and media to provide flexibility for educational units in creating contextual operational curricula, ensuring that learning is implemented in accordance with students' learning

³⁰ Hardika dkk., *Pembelajaran Transformatif: Model Pembelajaran yang Memberdayakan*, (Malang: Universitas Negeri Malang, 2020), 8-11

³¹ Hardika dkk., *Pembelajaran Transformatif: Model Pembelajaran yang Memberdayakan*, 11-13

needs. It can also encourage schools, teachers, and parents to create a more independent, innovative, and creative learning environment. This is expected to result in students being more confident, more enthusiastic about learning at school, and being able to develop talents according to their interests.³²

The use of technology in schools allows for more personalized learning. The use of data analytics in education helps educators identify students' unique needs and tailor teaching methods accordingly. Furthermore, it can help educators identify problems and provide faster and more accurate feedback. For example, customizable learning platforms like Coursera and Khan Academy have demonstrated how the use of technology can make education more personalized and efficient.

In addition to technology, changes in education require changes in teaching methods and strategies. Collaborative, creative, and innovative learning models are increasingly needed. Students must be trained to think critically, solve problems, communicate effectively, and work collaboratively in groups. These skills are key to success in this disruptive era. One method that can be used to improve these skills is project-based learning and problem-based learning. These methods allow students to gain hands-on experience in learning, which enhances their understanding of the subject and fosters important social and emotional skills.

It is crucial to investigate and evaluate methods for transforming current education. Ensuring every student receives a relevant and quality education through ongoing research and discussion is crucial. For example, research conducted by Siti Hawa, an education expert from the University of Indonesia, shows that project-based learning can increase student engagement and desire to learn. These findings demonstrate that the use of innovative teaching approaches has a positive impact on student learning.

Transforming education in this complex era requires a broad and integrated approach. All aspects of education, including curriculum, teaching techniques, technology, and community engagement, must be continually rethought and developed. This is the only way to build an education system capable of facing the challenges of the times and preparing future generations for a better future.

Change management and innovation are crucial aspects of educational transformation in the era of disruption. Schools must be able to effectively manage change and continuously encourage learning innovation. Progressive leadership and a strong culture of innovation can help schools further develop and improve the quality of teaching. Improving the quality of educators is crucial for transforming education in the era of disruption. Qualified teachers can provide effective and appropriate learning for students. Teacher training and development must be a priority in efforts to improve the quality of education.³³

Schools as an institution or organization and a place for teaching and learning for students and educators, there are people or groups of people who have a working relationship, namely the principal, teachers and other functional staff. The principal as a leader has an active role and is always influential in all matters related to the needs of staff, teachers and students at the school. The principal is responsible for the success of the implementation of education by implementing school administration with all its substance, in addition to the principal is responsible for the quality of existing resources so that they are able to carry out tasks according to their respective duties and functions. The task of a principal is so heavy to coordinate all school activities plus his teaching obligations, because the principal is a teacher who has additional duties to be the principal.³⁴

³² Nita Isaeni dan Amar Nugraha, accessed from [https://gurudikdas.kemdikbud.go.id/news/teknologi-dalam-transformasi-pembelajaran-kurikulum-merdeka#:~:text=Transformasi%20Pembelajaran%20adalah%20proses%20pembelajaran,pembelajaran%20\(Insiah%2C%202018\)](https://gurudikdas.kemdikbud.go.id/news/teknologi-dalam-transformasi-pembelajaran-kurikulum-merdeka#:~:text=Transformasi%20Pembelajaran%20adalah%20proses%20pembelajaran,pembelajaran%20(Insiah%2C%202018)), on January 3, 2025 at 10:24 PM

³³ Cindi Nuraeni dkk, "Transformasi Pendidikan Pada Era Disruptif", *Jurnal Penelitian Pendidikan Indonesia*, Vol. 1(3), 2024, 412-417 <https://jurnalistiqomah.org/index.php/jppi/article/view/1237>

³⁴ Siti Julaiha, "Konsep Kepemimpinan Kepala Sekolah", *Jurnal Tarbiyah Wa Ta'lim: Jurnal Penelitian Pendidikan dan Pembelajaran*, Vol. 6 (3). 2019, 52 <https://journal.uinsi.ac.id/index.php/Tarbiyawat/article/view/1734/832>

Leadership, whatever its form, name, or characteristics, and whether viewed from any perspective, must always be based on the common good and virtue, and lead to progress. Leadership must be able to determine direction, create opportunities, and generate new things through leadership innovation, all of which require initiative, creativity, and dynamic thinking.³⁵

CONCLUSION

Instructional leadership in education is synonymous with the principal, a teacher who holds a functional position responsible for their duties and functions as a teaching staff. Educational leadership is an effort to influence all human resources within a school to work according to their duties and functions to achieve the school's goals effectively and efficiently, so that students can learn comfortably and become good graduates.

There are at least four reasons why a leader is needed, namely (1) many people need a leader figure, (2) in some situations, a leader needs to appear to represent his group, (3) as a place to take risks if there is pressure on his group, and (4) as a place to place power.

The aim of learning leadership is to facilitate learners to increase learning achievement, learning satisfaction, learning motivation, curiosity, creativity, innovation, entrepreneurial spirit, and awareness of lifelong learning, because science, technology and art are developing rapidly.

The learning leadership needed in the era of globalization is learning leadership that thinks evaluatively to face transformation and change in the world of education according to the changes that are going through..

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³⁵ M. Quraish Shihab, *Menabur Pesan Ilahi*, (Jakarta: Lentera Hati, 2006), 379

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