



**Analysis of the Importance of Transformational Leadership in Implementing Driving School Program Policies**

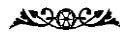
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**Abstrak:** Penelitian ini bertujuan untuk melihat seberapa besar pengaruh kepemimpinan transformasional terhadap Program Sekolah Penggerak. Penelitian yang dilakukan dalam bentuk penelitian kepustakaan ini mengungkap banyak hal yang terkait antara kepemimpinan transformasional dengan program sekolah penggerak, dimana program sekolah penggerak merupakan salah satu bentuk transformasi pendidikan yang dalam pelaksanaannya sangat memerlukan seorang pemimpin yang terbuka terhadap perubahan, dan mampu mentransformasi organisasi dan bawahannya untuk tetap relevan dengan segala tuntutan yang ada. Penelitian ini termasuk jenis penelitian kajian buku teks yang dilakukan dengan cara mengumpulkan literatur yang terkait dengan topik penelitian, kemudian dianalisis sesuai dengan kebutuhan penelitian. Dari hasil kajian yang penulis lakukan ditemukan poin penting dari transformasi pendidikan yaitu lahirnya pembelajaran dengan paradigma baru. Pembelajaran dengan paradigma baru ini akan optimal terlaksana jika pemimpin dalam organisasi pendidikan tersebut bersikap transformasional. Karena program sekolah penggerak adalah program baru, yang masih menjadi tanda tanya bagi banyak pelaku pendidikan sehingga penelitian ini menjadi sesuatu yang penting.

**Kata Kunci:** Transformasi, Kepemimpinan, Sekolah Penggerak.

**Abstract:** *This study aims to see how much influence transformational leadership has on the Motivating School Program. Research conducted in the form of library research reveals many things related to transformational leadership and driving school programs, where the driving school program is a form of educational transformation which in its implementation really requires a leader who is open to change, and able to transform the organization and its subordinates to remain relevant to all existing demands. This research is a type of textbook review research which is carried out by collecting literature related to the research topic, then analyzed according to research needs. From the results of the study that the author did, it was found that an important point of educational transformation was the birth of learning with a new paradigm. Learning with this new paradigm will be optimally implemented if the leader in the educational organization is transformational. Because the driving school program is a new program, which is still a question mark for many educators, this research becomes something important.*

**Keywords:** *Transformation, Leadership, Driving School*

## INTRODUCTION

Advances in technology in the field of information and communication have given birth to a new paradigm of education. Indonesian education must improve to meet the demands of the times. As an effort to improve this educational transformation, the Ministry of Education and Culture has initiated a driving school program. This program aims to accelerate public and private schools to be able to move forward 1-2 steps in order to realize an advanced, independent, sovereign and personality Indonesian education. The focus of this driving school program is to improve overall student learning outcomes in the realm of literacy and numeracy competencies and character development (Ministry of Education and Culture, 2021).

Educational transformations are changes that occur institutionally in a modern, effective and quality education system in order to improve the quality of education to answer challenges in accordance with the conditions of social change, politics, the development of science and technology (Basri, 2019). The Ministry of Education and Culture (2022) explains that the importance of systematic fundamental changes in various aspects that affect education is to make Indonesian education more quality. Thus we can mean that the transformation of education is a fundamental change in the world of education that aims to achieve educational goals that are able to answer the challenges of the times.

Leadership is defined by Demina and Rahmi Fitria (2018) as a competence that a person has in influencing a group to achieve goals. Meanwhile, Frandy Pratama and Sufyarma Marsidin (2020) revealed that change leadership involves efforts to bring about fundamental changes in the organization that will provide space for the creation of a change in organizational components so that these components are more integrated and efficient and have benefits for the organization. So change leadership or transformational leadership in the world of education is leadership that is able to bring about fundamental changes in the education system

so that education is able to answer the challenges of advancing times and technology.

Furthermore, Mulyani et al. (2021) explains that in a new situation, it is very important for a leader to choose and implement the ideal leadership pattern. And transformational leadership is an ideal type of leadership. Transformational leadership is an urgent need in order to realize the transformation of education. (Sarmi Sinta Putri1, 2021) in his research found that the principal's concern for careful planning as well as supervision and evaluation had a significant impact on improving teacher performance. This means that a transformational leader should be able to encourage his subordinates to improve performance in order to answer the challenges of progress.

K. Arumsari & Hasanah (2021) explained the importance of a good role from school principals in order to make quick and right decisions to build the quality of education. How the role of transformational leadership in implementing the driving school which was recently initiated by the Ministry of Education and Culture became the reason for the author's interest in writing this article. In addition, the driving school program is a program that is being run by the government by appointing certain schools as pioneers in the implementation of this program.

## METHOD

This research uses a qualitative approach with library research methods. Mestika Zed (2008) explains that library research is a series of activities involving efforts to collect autonomous library data starting from reading, recording and then processing the data. The author conducted library research with a focus on textbook study research. The object of study in this research is articles from various journals and official government websites. The analytical technique used is a basic study of the Driving School Program and the concept of transformational leadership. So from this research, it can be found the basic concept of the importance of transformational leadership in the implementation of the Driving School Program.

## RESULTS AND DISCUSSION

### Movement School

In order to realize the constitutional mandate, the government through the Ministry of Education and Culture has tried in various ways to develop programs that are able to realize the ideals of education, namely providing quality education for all Indonesian people. This is stated in the 1945 Constitution of the Republic of Indonesia Article 31 which reads "that every citizen has the right to quality education" (Kemdikbud, 2020). The birth of the Driving School is the government's effort in order to continue the educational transformation program towards quality Indonesian education, namely education that is advanced, sovereign and with dignity and character. The legal basis for the driving school is based on the Decree of the Minister of Education and Culture Number 1177 of 2020.

The implementation scheme of the Driving School Program is to actively involve local governments and all elements of society to facilitate and support program implementation as shown in the following scheme:



Figure 1: The Role of Government and Society in the Motivator School Program

Source: (Ministry of Education and Culture, 2021)

Local governments and institutions in the community must work together to create the best education, so that students can enjoy education with a new paradigm.

The involvement of local governments in the implementation of the driving school

program is not solely due to the obligations that must be fulfilled to carry out the constitutional mandate, but there are great benefits for local governments as shown in the following figure:



Figure 2: Benefits of the Motivating School Program for various parties.

Source: (Ministry of Education and Culture, 2021)

Regions that have the opportunity to implement the drive school program have the opportunity to accelerate the improvement of the quality of their education.

Because this program is one of the educational transformation programs, the Motivating Schools Program is implemented in stages, implementing the initial program by involving 2,500 Motivating Schools in 111 Regencies/Cities in 34 Provinces in Indonesia. The government's target is that this program will develop every year so that in the end all schools in Indonesia have grown into driving schools.

Because the true purpose of education is to develop the quality of human resources starting as early as possible with integrated, targeted development and through various efforts (Rokhmani, 2015). In line with that, the ideals of the Indonesian people to give birth to a golden generation in 2045 must be realized by designing quality education in stages from now on.

The target stages of the driving school program are starting from the 2021/2022 school year as in the following

scheme:



Figure 3: Long-Term Targets in Motivator School Program

Source: (Ministry of Education and Culture, 2021)

From the above scheme, we can predict that in 2045 we will have given birth to a superior generation with a new paradigm. We can expect this prediction to come true because the driving school program is implemented with careful planning. (N. R. Arumsari, 2017) explains that planning is a process in order to determine the goals that we will achieve by establishing methods and strategic steps to realize these goals.

With targeted and measurable strategic steps in the implementation of the driving school program, it is hoped that the results achieved will be optimal. The strategic steps for the driving school program are shown in the form of a policy known as the Motivating School Program Intervention. 5 Interventions from the Motivating School Program include consultative assistance from expert trainers, strengthening of existing Human Resources in schools through trainings, holding learning with a new curriculum called the new paradigm curriculum, planning based on data and implementing school digitization.

The 5 Activating School Program interventions are shown in the following

scheme:



Figure 4: Interventions in School Programs drive

Source: (Ministry of Education and Culture, 2021)

The final target to be achieved by the driving school is the birth of a new paradigm in learning so that the quality of education in the school can improve within 3 years. The achievement of this quality improvement is supported by increasing the competence of teachers and principals, accelerating the digitization of schools and additional funds that will support the implementation of learning with a new paradigm, as shown in the following figure:



Figure 5: Benefits for Implementing Schools Motivator School Program

Source: (Ministry of Education and Culture, 2021)

### Transformational Leadership

According to Frandy Pratama, Sufyarma Marsidin (2020) the leader is someone who is able to see beyond the eyes of others. (Syihabuddin, 2018) also explained that a leader is someone who has leadership competence, where he is able to influence other people or groups regardless of the reason.

While leadership is a driving factor in the organization through every change and

management it does (Rofiq, 2019). Another opinion from Demina & Rahmi Fitria (2018) states that leadership shows a person's ability to lead and influence his subordinates so that they can jointly achieve organizational goals. Salahuddin (2016) also provides an understanding of leadership, where according to him leadership is an effort to be able to influence other people or groups so that they can do what they want to achieve goals in an effective and efficient way.

Slightly different from the opinion above, Rohman (2017) says that leadership is a reciprocal relationship (interaction) between leaders and subordinates (people who are led) in an organization so that mutually influencing activities arise which give birth to a sense of responsibility to realize organizational goals together. Yuni Masrifatin (2018) defines leadership as a power to be able to move and influence others. From the above opinion the author concludes that leadership is the ability possessed by a person exceeds the ability of others in an organization, where he can move other people to achieve organizational goals.

Abdurrahman & Firdausi (2019) emphasizes the importance of skills and broad knowledge of a leader to change and develop an institution. Nurlela & Marhen (2019) also explains the importance of the attitude and style of a leader who encourages his subordinates to improve professionalism so that the leader must be charismatic, participatory and transactional.

Many experts discuss leadership and leadership types, while a person's leadership type is closely related to his leadership style. A leader who is able to bring about change is categorized as a transformational leader. Because if we look at the Big Indonesian Dictionary, transformation means a change in appearance (form, nature, function, etc.) (kbbi, n.d.), and transformational leadership style is a leadership style that is able to transform/turn a vision into action.

A leader must be able to formulate a clear vision and be able to encourage subordinates to be creative and innovative in building a work culture and effective communication. Salahuddin defines transformational leadership in essence as the ability to transform all the

potential of the organization into real power in improving the quality of the process or learning outcomes. All potential in this case includes human resources, existing facilities, available funds, and external factors that exist around educational organizations (Shalahuddin, 2016).

From the above understanding, in general, transformational leadership must be able to lead the HR of the organization to grow its sensitivity, develop the organization, formulate a shared vision and leaders must understand the distribution of authority. A transformational leader is someone who has a far-sighted vision, and is able to understand changes in the environment, so that he can transform these changes into the organization he leads. Furthermore, Salahuddin said that transformational leaders are pioneers of change.

In line with Salahuddin's opinion, Sumarto also defines a transformational leader as an individual with a leader profile who can describe his leadership, is able to change the organization he leads by designing and communicating the vision and inspiring subordinates to realize that vision (Sumarto, 2016). Meanwhile, Nuruh Sahana explained in a process, that transformational leadership must move all existing members to achieve organizational goals, by fostering a culture of innovation and creativity in order to improve the existence and quality of the organization so that the organization becomes more productive, qualified and professional to meet the challenges that exist. Sahana, 2018).

Furthermore, Sahana explained that transformational leadership is a model of leadership that always has efforts to further advance the organization he leads, so that a transformational leader must not only motivate subordinates to improve their professionalism, but also forge himself to always transform. In contrast to the previous opinion, Endrastyana argued that transformational leadership concerns the perception of organizational members about the behavior patterns shown by their leaders in making changes to the organization and organizational members in order to achieve organizational goals (Endrastyana et al., 2015).

Furthermore, Assingkily defines transformational leadership as a leadership process that presents changes that are seen in a clear vision and the involvement of all elements in all organizational activities, where a charismatic attitude is a factor that binds leaders with subordinates (Assingkily & Mesiono, 2019). Next, Assingkily also emphasizes the important characteristics of a transformational leader, namely: 1) Independent spirit so that they are confident in realizing the organization's vision; 2) With the support and motivation of leaders, subordinates have full awareness of the importance of togetherness in realizing goals; 3) All existing human resources have a high sacrifice attitude and prioritize the interests of the organization.

From the opinions described above, we can conclude that transformational leadership is leadership that puts forward the principle of a clear vision and openness of the leader to change. Transformational leaders are able to move their subordinates to change for the better and are able to adapt to the demands of the times.

## CONCLUSION AND RECOMMENDATION

From the discussion above, we can understand that transformational leadership is the ideal leadership for the driving school program. The driving school program was born as a form of educational transformation in the context of realizing advanced, sovereign and quality Indonesian education in accordance with the mandate of the constitution. This program has only been running for 1 year, and there are many opportunities for researchers to study more deeply about driving schools.

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