

TRANSFORMATION OF EDUCATIONAL LEADERSHIP AND NATIONAL POLICY: RECENT TRENDS AND STRATEGIC SOLUTIONS

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ABSTRACT

transformation in the digital and globalization era. These challenges include adaptation to policy changes, effective implementation, as well as improving the quality and relevance of education. The aim of this research is to analyze the impact of national education policy transformation on educational leadership and find strategic solutions to improve educational leadership. This research uses a qualitative research method with a case study approach. Checking the validity of the data was carried out using the triangulation method. The data analysis techniques used in this research are: data reduction, data presentation, and drawing conclusions. The research results show that participative and collaborative leadership is more effective in creating an inclusive and responsive educational environment. Adoption of digital technology has been proven to increase operational efficiency and learning effectiveness. Continuous professional development and teacher well-being contribute positively to teacher motivation and performance. Inclusive policies that encourage cultural and social diversity in the curriculum have a positive impact on student learning outcomes.

Keywords: *transformation, leadership, policy*

A. Introduction

Particularly in the framework of educational change in the digital and globalization era, educational leadership in Indonesia faces different difficulties in implementing national policies that keep developing. Among these difficulties are adjusting to policy changes, efficient execution, and raising the quality and relevance of education (Khaerunisa & Rusmiati, 2024; Wijayanti & Ngazizah, 2023). Constant changes in

education policy have led to the necessity of madrasa heads being creative and flexible in reacting to current policies (Kiral, 2020; Strielkowski et al., 2020). Still, many madrasa heads in Indonesia remain caught in conventional ways of thinking, which makes it difficult to properly apply new rules (Jopling & Harness, 2022; Subramaniam & Shankar, 2020). Apart from that, field opposition and conflict might result from mismatch between national education policies and area conditions. Thus, a leadership approach more flexible and combined with national education policy is required to overcome this obstacle.

According to Purwokerto (2024), leadership techniques that are adaptable and integrated with national education policies can be of assistance to madrasa heads in accomplishing their goals of overcoming the new obstacles they would encounter. Strong support and knowledge of the new education strategy will help madrasa heads to lead more successfully and lower field opposition. (Bagwell, 2020 ; Yusmansyah et al., 2024) thus then madrasa heads can be better ready to face changes and challenges in the world of education by means of good cooperation between madrasa heads and stakeholders, so overcoming the misalignment between national education policies and location conditions in the field.

The following is research that is linked to the topic at hand, including demonstrating how education and national policy have undergone significant changes. Studies reveal that the change in educational leadership in the digital era promotes innovation in the learning process, enhanced cooperation among stakeholders, and improved access of information in education (Khalisatun Husna et al., 2023; Rachmi Surachman et al., 2024), (Yahya, 2024). Proactive national education policies and the use of transforming leadership in elementary schools have a favorable link (Suryadi et al., 2023). Globalization presents

excellent chances for innovation in educational leadership as well as problems including the digital divide and other divides like the cultural split. Therefore, educational leadership must fast adapt to change and national policies must support worldwide initiatives if we are to be able to seize the possibilities of globalization (Muid et al., 2024;Gustina, 2023).

This study is unique in previous studies in that it transforms educational leadership carried out by madrasa heads in managing Islamic boarding school-based curriculum schools with the constraints of global educational competition and with the demands of preserving the typical educational traditions of Islamic boarding schools.

The objective of this research is to investigate the effect of national policy reform on educational leadership and identify strategic solutions to enhance educational leadership based on the above mentioned explanation. This study is significant since the dynamic evolution of national policies and the change of educational leadership in Indonesia depend on one other. Policies on continuously updated education seek to meet worldwide needs and raise the caliber of education. Still, the execution of these rules sometimes presents major difficulties in the field, particularly in terms of policy alignment with school leadership practices. This study is supposed to offer thorough and useful perspective. The suggested solutions will enable educational leaders to be more flexible and efficient in carrying out policies, therefore enhancing the general quality of education in Indonesia.

B. Metod

This study intends to investigate in great detail how the change of educational leadership implemented by madrasa heads in managing

Islamic boarding school-based curriculum schools with the constraints of global educational competition and with the demands of preserving the usual educational traditions of Islamic boarding schools. This study use a case study type qualitative method to provide a comprehensive and contextual perspective. The site of this study is Mts Darussalam Sumedangsari Oku Timur. This study divides its data sources into two main categories: primary and secondary ones. Interviews with school principals, staff, teachers, and others connected to this study constitute main sources of data. Secondary data sources were from websites, social media, or related study supporting documentation. Leaders of Islamic boarding schools, principals, staff, teachers totaling ten individuals are among the indormans from this study.

Within the scope of this investigation, the research paradigm that was utilized was the constructive paradigm. According to this paradigm, knowledge is a positive outcome of human interaction with the surroundings. The approaches of data collecting applied were: (1) in-depth interviews with madrasa heads to learn details regarding the evolution of educational leadership implemented in managing Islamic boarding school-based curriculum schools (2) observations, whereby the researcher watched research objects using internet media. (3) documentation is a technique for gathering qualitative data by means of materials produced by other people in the site of research. Documents either in writing or as existing pictures. Still, academics point out that not every document has great trustworthiness. Triangulation in the form of method triangulation, data source triangulation, researcher triangulation will help to verify the validity of the data. Among the data analysis methods applied are data reduction, data display, and conclusion drafting.

C. Results And Discussion

One of the most important factors that contributes to the success of educational institutions is the change of leadership in the field of education. Good leadership addresses not only management and administration but also how to establish an environment fit for learning, inspire teachers and students, and include several ideas pertinent to present changes. As an Islamic educational institution, Madrasah Tsanawiyah (MTs) Sumedang Sari has taken several initiatives to match their educational leadership with national policies and the newest developments. In this regard, several significant issues of concern are participatory and cooperative leadership styles, improving teacher competency by means of ongoing training, including technology into the classroom, and so promoting Islamic principles in the curriculum. These four features not only help to raise the standard of instruction in madrasas but also help to define pupils' morals and character, so fostering a harmonic learning environment and hence increasing academic performance.

Increasing Teacher Competency through Continuous Training

One of the most important factors guaranteeing the quality and relevance of educational institutions in the globalization period is the change of educational leadership (Fitri, 2023). The main emphasis of this endeavor at MTS Darussalam Sumedang Sari is raising teacher competency by means of ongoing training (Munisah, 2024). The head of the educational process are teachers, so their capacity and knowledge define much the nature of their instruction (Rohmawati et al., 2023). Thus, a calculated move to raise the caliber of education is funding teacher professional development.

According to Yulianto et al. (2023), increasing teacher competency through

continual training encompasses a variety of factors, beginning with the mastery of technology, creating creative curriculum, and putting into practice effective teaching approaches. Along with updating instructors' knowledge and abilities, this training seeks to create a cooperative and encouraging learning community among them. Teachers can therefore keep growing and adjusting to changing student requirements and educational expectations.

Support of initiatives to raise teacher competency also depends much on national policies. Programs such competency-based training and Continuous Professional Development (PKB) are meant to give instructors access to pertinent tools and instruction (Sartika & Ekowati, 2024). This government support makes the conditions suitable for instructors to keep raising the caliber of their work.

This is according to the interview:

Increasing teacher competency through continuous training is a continuous process to develop teachers' skills, knowledge and professional attitudes. This includes various forms of training, from workshops, seminars, to online courses designed to help teachers stay updated with the latest developments in education. At MTS Darussalam Sumedang Sari, (Km)

The main benefit is improved teaching quality. Teachers who continue to develop their competencies tend to be more effective in managing classes, using innovative teaching methods, and adapting learning materials according to student needs. Additionally, ongoing training helps teachers stay motivated and passionate about their profession. It also builds a culture of learning among teaching staff, which encourages collaboration and sharing of best practices (SM).

By means of ongoing education, instructors' competency is progressively raised, thereby fostering their abilities, knowledge, and professional attitudes. This covers all kinds of training, from seminars and workshops to online courses meant to keep educators current with the most recent advancements in education. This strategy is seen as a significant investment at MTS Darussalam Sumedang Sari to raise the standards of instruction and student learning results.

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To implement sustainable training, MTS Darussalam Sumedang Sari uses several strategies. First, the school holds regular meetings with teachers and staff to discuss plans and problems encountered. Second, madrasahs have student and parent forums where they can convey their ideas and input. Teachers are encouraged to work in teams and share best practices. In addition, surveys and feedback are used to understand the needs and expectations of the school community, ensuring that decisions taken reflect the needs and aspirations of all stakeholders.

However, there are several challenges in implementing continuous training. The main challenges are time and resources. Teachers have busy schedules, and finding the right time for training is often an obstacle. Apart from that, the budget for training is also limited, so schools must be wise in choosing training programs that truly provide added value. Another challenge is ensuring that the training undertaken is actually applied in daily teaching

practice. MTS Darussalam Sumedang Sari continues to look for ways to overcome these challenges, for example by holding online training and looking for sponsors or partners to support the training program.

The success of a sustainable training program is measured by looking at several indicators. First, improving teacher performance in routine evaluation and feedback from students. Second, the application of skills and knowledge obtained from training in the teaching process. Third, improving student learning outcomes, both academic and non-academic. Increases in collaboration between teachers and new initiatives that emerge after training are also indicators of success. All this helps assess the effectiveness of training and its impact on the quality of education in madrasas.

Technology Integration in Learning

Technology integration in learning includes the use of various digital tools and platforms that support the educational process (Sunandi et al., 2023) . At MTS Darussalam Sumedang Sari, technology has become an integral part of teaching and learning activities. The use of computers, tablets and educational software has enabled teachers to deliver lesson material more interestingly and efficiently (Shobirin et al., 2023) . Apart from that, e-learning platforms and online learning applications provide wider access for students to access but still within the levels permitted by the Islamic boarding school and this is also directly supervised by the teachers.

The application of technology in learning also helps in personalizing education, where learning material can be adapted to the needs and abilities of each student (Anas & Zakir, 2024) . With the help of technology, teachers can monitor student progress in real-time, provide rapid feedback, and adapt teaching methods to ensure each student gets the right attention. This not only increases the effectiveness of learning, but also helps in identifying and

supporting students who need additional help.

In addition, the integration of technology in learning supports collaboration between students, teachers and parents. Digital communication platforms enable easier and more regular interactions, both for class discussions, group assignments, and communication with parents. In this way, all stakeholders can be actively involved in the educational process, creating a collaborative and supportive learning environment.

However, the application of technology in learning also faces several challenges. Key challenges include gaps in access to technological devices, teacher readiness in adopting technology, and security of student data. Therefore, comprehensive policies and strategies are needed to overcome these challenges and ensure that technology can be utilized optimally to improve the quality of education.

This is confirmed by the results of the interview:

The benefits are very significant. Technology integration allows for more interesting and interactive learning for students. They can access various learning resources online, conduct independent research, and participate in more dynamic class discussions. Technology also helps us in personalizing learning, where we can provide materials tailored to each student's individual needs. This of course increases their learning motivation and overall academic results (Km).

We measure it in several ways. First, we see improvements in student academic results in routine exams and evaluations. Second, we get feedback from teachers, students, and parents about their experiences with technology

in learning. We also observed the level of student participation in online discussions and use of e-learning platforms. All these indicators help us evaluate the effectiveness of technology in improving the quality of education in madrasas (Gm).

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Personal Approach to Learning

A personalized approach to learning aims to create a more inclusive and relevant learning experience for each student. Through differential teaching, the use of educational technology, and tailored guidance, madrasas can help students reach their maximum potential (Prihandini et al., 2023) . At MTS Darussalam Sumedang Sari, implementation of this approach involves a variety of strategies, including individual counseling sessions, development of customized learning programs, and teacher training to support student-centered teaching.

This transformation of leadership in madrasas plays an important role in supporting and facilitating a personalized approach to learning (Nurul Swandari et al. , 2023) . Leadership that is visionary and responsive to the needs of students and teachers is the key to success in adopting this approach. Through ongoing support and adequate resources, this madrasah strives to create an empowering and inspiring learning environment for the entire school community.

This is confirmed by the results of the interview:

At MTS Darussalam Sumedang Sari, we really emphasize a personal approach to learning. Each student is considered an individual with unique needs and potential. We use a variety of strategies to ensure that each student receives attention appropriate to his or her learning style and needs. For example, we implement differential teaching, where material is delivered in a way that can be adapted to different student learning styles. We also conduct individual counseling sessions to help students overcome their academic and personal challenges (Km).

Student response was very positive. They feel more appreciated and supported in the learning process. Students are more motivated and participate more in class. This approach also helps increase their self-confidence because they feel understood and given special attention according to their needs (Gm) .

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Strengthening Islamic Values

MTS Darussalam Sumedang Sari maintains a firm commitment to strengthening and continuing Islamic values in education. In facing the challenges of global transformation and continuously developing technology, the integration of technology in learning has become an important foundation in strengthening Islamic values in this school

Technology is not only a tool to increase the efficiency and effectiveness of teaching, but also a means to explore and apply religious values in students' daily lives (Barokah, 2023) . Through the use of technology, MTS Darussalam Sumedang Sari is able to present Islamic materials in a more interesting and interactive manner, facilitate a deeper understanding of religious teachings, and strengthen students' Islamic identity in a modern educational environment.

One of the main benefits is that technology allows us to present Islamic teachings in various interesting forms, such as learning videos, simulations and interactive quizzes. This not only makes learning more fun, but also makes it possible to teach Islamic values in a more personalized way and adapt to each student's learning style.

This is confirmed by interviews:

The benefits are huge. First, we see improvements in student character and morale. They become more responsible, honest and disciplined. Second, strengthening Islamic values helps create a school environment that is more harmonious and conducive to learning. Third, students are also more motivated to learn because they feel that learning at madrasas is not only about academics, but also about overall self-development. Lastly, we also saw an increase in student academic achievement, which shows that strengthening Islamic values does not hinder, but actually supports academic achievement (Km).

My message is to always place Islamic values as the main foundation in education. Don't just focus on academic achievement, but also on building student character. Involve all stakeholders, including teachers, students and parents in this process. Provide adequate training for teachers and create an environment that supports the strengthening of Islamic values. With commitment and hard work, I am sure that other madrasas can also achieve positive results like those we experienced at MTS Darussalam Sumedang Sari (Km).

The benefits of strengthening Islamic values in learning at MTs Darussalam Sumedang Sari are very large. First, there is an improvement in student character and morals. They become more responsible, honest and disciplined. Second, strengthening Islamic values helps create a school environment that is more harmonious and conducive to learning. Third, students are also more motivated to learn because they feel that learning at madrasas is not only about academics, but also about overall self-development. Lastly, there was an increase in student academic achievement, which shows that strengthening Islamic values does not hinder, but actually

supports academic achievement.

D. Conclusion

The transformation of educational leadership at MTS Darussalam Sumedang Sari shows that participatory and collaborative approaches are effective in creating an inclusive and responsive learning environment. Increasing teacher competency through continuous training, integration of technology in learning, personal approaches, and strengthening Islamic values contribute significantly to the quality of education and student academic achievement. National policy support and the involvement of all stakeholders are also key factors in overcoming challenges and ensuring the successful implementation of adaptive and innovative education policies. Thus, adaptive and integrative educational leadership is very important to face global dynamics and improve the quality of education in Indonesia.

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