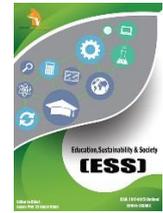


ZIBELINE INTERNATIONAL™
P U B L I S H I N G

ISSN: 2617-9415 (Online)

CODEN: ESSDAX

Education, Sustainability & Society (ESS)

DOI: <http://doi.org/10.26480/ess.01.2022.05.09>

RESEARCH ARTICLE

TRANSFORMATIONAL LEADERSHIP FROM THE EDUCATIONAL PARADIGM ON THE PANDEMIC ERA

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ARTICLE DETAILS

Article History:

Received 05 December 2021

Accepted 08 January 2022

Available online 14 January 2022

ABSTRACT

Background - Changes behavior during a pandemic make the world have to adapt. This condition also occurs in the world of education, where many new habits and procedures are carried out. so the role of leaders is needed in getting through this period. Transformational leadership feels very appropriate in this time of uncertainty and many adaptations. Transformational leadership requires the figure of a leader who is able to show special skills that focus on reform and justice. Purpose - This article aims to understand transformational leadership in the focus of education especially during the pandemic. The world of education must know the right formulation to get through this pandemic so that the next generation of the nation continues to have the opportunity to build their dreams. Design/methodology/approach - This research is a descriptive research with a case study approach. where data is collected based on research observations and in-depth literature studies. Findings - Transformational leadership becomes a bridge between existing theories so it is a valuable asset. Given the diverse needs of individuals, transformational leadership must offer more comprehensive conditions. Research limitations- This research is limited to literature review, so it needs to be developed with more specific research methods and objects so that the results obtained are also more accurate. The selection of research variables can also be redeveloped because there are still many types of leadership in the organization. In addition to leadership, there are also many factors that make up an organization so that further researchers can choose other variables to study. Originality/value - There is not much research on pandemics in the world of education, let alone discussing the role of the leader of an educational institution. With this research, the public knows that the role of the leader of educational institutions is very important in directing their organization to get through this pandemic crisis. how to deal with multicultural challenges, behavior, readiness and achievement demands of school residents in addition to innovating to face the pandemic.

KEYWORDS

Pandemic, transformational leadership, globalization, behavior, achievement

1. INTRODUCTION

The Covid 19 pandemic is a world health crisis and has been determined by the United Nations through its health agency. In all corners of the world, many countries, in fact, almost all countries have decided to close all access to community activities. All access to community activities that are suspected of being able to make the Covid 19 pandemic worse will be eliminated. Some countries have even taken bold steps by locking down. This condition is exacerbated by the process of occurrence which is so fast and the scale of its spread is quite wide.

During the current pandemic, one of the things that was affected was the world of education. All schools from the elementary level for children were closed, the same thing happened to college schools. Not only because the teaching and learning process has become erratic, but students have to sacrifice even harder because of this situation. The conventional education system that puts forward the traditional face-to-face method without using technological advances is also considered a boomerang that can stop the nation's education. The health crisis set by WHO has forced 290.5 million students around the world to have their learning activities disturbed. This

condition requires a motor of movement that can encourage change and help students in facing this pandemic era. It is hoped that transformational leadership will be able to provide some hope in providing fresh air to the education system in this country.

With a strong belief in the need for reform of the education system, many experts have tried to learn more about whether leadership theory is appropriate if used in the realm of education. Based on expert opinion, transformational leadership theory is an extraordinary influence that moves individuals in organizations to achieve more than what they normally expect (Northouse, 2015; Ingraham et al., 2004; Irwanto et al., 2011). Transformational leadership focuses mainly on the characteristics of the human person and their differences, which experts believe is the reason for integrating theory into educational organizations, which is a strategic environment and the changes are very dynamic because they are met with needs and goals that are very sustainable and competitive.

A group researchers stated that transformational behavior is closely related to leadership effectiveness in its efforts to drive change and transform organizations into success (Avolio et al., 2014; Trmal et al., 2015). Northouse explained that a leader who already has the ability to be

Quick Response Code



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Website:
www.educationsustainability.comDOI:
[10.26480/ess.01.2022.05.09](https://doi.org/10.26480/ess.01.2022.05.09)

directly involved and can influence others will be very able to apply transformational leadership theory to his or her organization (Northouse, 2015). Furthermore, Northouse Such leadership will inevitably be associated with charismatic leadership (Northouse, 2015). Charismatic leadership is defined as the capacity of a leader to inspire others and be able to build fairly good and dynamic relationships among followers. Northouse also agrees with many expert opinions, that transformational leadership factors include idealized influences, inspirational motivation, intellectual ability stimulation and many other considerations. These various factors require certain behaviors in a leader to create a common vision and to achieve organizational goals. In this article tries to review the theory of transformational leadership, examines its use, application, and in the realm of education, leadership transformational has been successfully classified into four categories including 1. Globalization, 2. Behavior and Readiness, 3 Achievements, and 4. Limitations.

2. MATERIALS AND METHODS

This research design uses a qualitative approach. The qualitative design approach is general in nature, and changes or develops according to the situation in the field. This research uses the library research method (Literature Study), which is research carried out using literature both books, notes and journals or the results of previous research reports (Creswell, 2016). The data in this study were taken from books and journals that have been published, and their existence is acknowledged. Then the data is collected for further processing and analysis to find connections and draw conclusions. The analysis used can be in the form of descriptive analysis or content analysis.

3. RESULT AND DISCUSSION

3.1 Multiculturalism and Globalization

Most experts agree that transformational leadership is very useful for the education system, especially during the transition to the era of globalization and multiculturalism and the Covid19 pandemic like now. A group researchers noted that globalization has shifted what is expected and needed so that educators can apply Transformational Leadership (Lewis et al., 2017). The transformation process at the school also requires a common understanding related to language, social conditions, the spirit of nationalism, ethnicity and culture, all of which will influence students to excel because they feel they can be accommodated even though they come from various different backgrounds. In order to implement transformational leadership, justice gets special emphasis and becomes a crisis point in efforts to achieve a common vision (Lewis, et al., 2017).

Research conducted yielded the same conclusion in the form of transformational leadership that can be applied to an education system that is in the process of major changes, both in terms of existing social values and culture (Thorne, 2011; Alsaeedi and Male, 2013). Nevertheless, Thorne explains in more detail the role of the principal or existing leaders to participate and is highly recommended to continue to be actively involved in the changes that are happening in their schools raised questions about whether school principals were ready to implement Transformational Leadership in their environment, especially the COVID19 pandemic (Thorne, 2011; Alsaeedi and Male, 2013).

This pandemic causes various upheavals in society, especially the educational environment. Thorne observes the education system as well as the conflict between communities (Thorne, 2011). In addition, Thorne also found that an education system requires change and transformation. Conflict in education at times like this is not an easy matter. This crisis condition must be resolved with a transformation in the world of education. It is hoped that the presence of a leader and leadership style that is in accordance with the conditions of this crisis can bring colorful changes to the world of schools (Alsaeedi and Male, 2013). Many see this as an opportunity to change the education system in schools, improve student performance, and increase foreign language proficiency levels, but to make it real, we must be able to realize that however a change will be able to overcome systemic problems that often arise in an education system in schools. This includes learning outcomes and the capacity of school resources to make changes for the better.

In an effort to accommodate the needs and demands of the community and improve student performance in schools, school leaders or principals must realize that a change must occur and is urgently needed, this condition is a first step that feels very heavy for most people where they all have to agree to realize that change must happen and is really needed (Thorne, 2011). In applying Transformational Leadership to society and multiculturalism, Of course there will be fear as adaptation and change take place. This can be overcome with clarity of vision, as well as towards overcoming fear in

pursuing goals. The implementation of Transformational Leadership is considered successful and depends on changing attitudes so that it affects the ongoing reform process.

In the future, Transformational leadership must utilize the research design to provide more space to be more productive in order to exchange ideas among school leaders (Alsaeedi and Male, 2013). Although there is some disagreement regarding the implementation of Transformational Leadership, this type of study can provide an opportunity to anticipate the challenges that will come with institutional restructuring, especially in overcoming the current economic fluctuations and socio-cultural conditions.

3.2 Readiness and Behavior

In order to successfully implement Transformational Leadership, it is important for principals to adopt certain behaviors and characteristics in facilitating collaboration with their peers and teachers. Alsaeedi and Male explain that seeing self-personality as important for transformational leadership, but they see the first step of team building as a desire to put personal interests aside and recognize that there is a need for change (Alsaeedi and Male, 2013). Sun and Leithwood examined the characteristics needed to influence transformational leadership consisting of inspiration, motivation, and charisma (Sun and Leithwood, 2012). The author emphasizes the need to build a common vision, which provides room for creativity for leaders and members in the school, and leaders must realize the need for support and encouragement from various parties before starting the process of a change.

A group researcher that the vision and mission as well as organizational goals can be achieved with transformational leadership (Lewis et al., 2017). A leader with a global perspective will require a lot of practice and experience in solving problems and developing new competencies and knowledge. In addition, leaders with a global perspective must also be able to take advantage of the existing conditions of human capital and social capital in achieving their goals. As for Transformational Leadership, it contains reforms and new ideas, which require the development of new knowledge from different perspectives and points of view and synergize with each other. Thus, it is very important to link individual needs with shared ideals (Lewis, et al., 2017). The success of the implementation of transformational leadership is highly dependent on the maturity and readiness of the leader. Valentine and Prater explain that a secondary or secondary school principal can also focus on primary school readiness to print students to continue at the next level, because the better the preparation made by elementary school, the more impact on the decision-making process related to organizational change strategies (Valentine and Prater, 2011). The principal must not only be ready and have more knowledge but also must understand and recognize the types of behavior that must be exemplary or role models in the school.

The principal's ability can assist in making the most significant and effective decisions that have the most impact. According to a study, teachers' behavior will be influenced by the behavior of the leader, and they can be motivated, encouraged, and inspired by the example their leaders set in school. Collaboration in schools between teachers and principals is very important and becomes an obligation, but the role of students in this process should not be ruled out. Students must also take an active role in the collaborative process that has been carried out by teachers and school principals explained that the existence of a shared vision, mission and goals or ideals will provide more motivation to teachers and students in schools (Boberg and Bourgeois, 2016; Sun and Leithwood, 2012). According to the theory, transformational leadership has the potential to consider everyone's goals for shaping change and reform. Principals can prioritize teacher goals, and teachers can prioritize them taking into account the goals of their students, and when these groups collaborate with one another, they work together to bring about the changes they want to see.

Leaders need to understand teachers need and support them as much as possible, then involve teachers in the process and remind them that they are an important part of the school's decision-making and leadership policies. Likewise, transformational leadership must engage students in the process by positioning their needs as essential to the visions and plans created by leaders and teachers. As a result, this can encourage student involvement and, in turn, accommodate their success (Bogler et al., 2013; Watthanabut, 2019).

3.3 Achievement

Many experts argue that transformational leadership can have a positive impact on high achieving students. Some researchers concluded directly

or indirectly transformational leadership has a positive contribution to the performance or achievement of students in schools (Sun and Leithwood, 2012; Mickahail et al., 2019; Abuzaid et al., 2019). They agree that Transformational Leadership has a small but significant positive impact on both student achievement and organizational performance. However, it can be concluded that the impact of transformational leadership does not occur directly. One of the indirect impacts of transformational leadership is collaboration between school members in providing a model for students on how to work together to achieve results (Lewis et al., 2017; Rijal, 2016). Preferably, a school principal needs to build a positive collaborative relationship between school leaders and staff and needs to build a harmonious informal relationship not only limited to organizational coordination but also communication relationships between individuals. (Valentine and Prater, 2011; Pawirosumarto, 2017; Abuzaid et al., 2019).

Adding to this found that actors knowing various kinds of obstacles and limitations that arise and are faced together in schools and always provide encouragement and support to school principals in the process of implementing organizational change and reform (Alsaedi and Male, 2012; Rijal, 2016). In contrast to see a direct impact from a leader on students at school, this is because they have a concern and give priority to activities that are happening in the classroom (Sun and Leithwood, 2012; Valentine and Prater, 2011). Principals' levels of education and experience align with student success, and high-achieving schools are sure to have strong principals and active leadership roles. Engagement correlates with achievement: students need to feel that they are part of society and that the school cares about them as individuals in the Indonesian country and to feel motivated to succeed. Instructional leadership is an integral part of transformational leadership, which makes an impact both directly and indirectly on the principal (Valentine and Prater, 2011; Rijal, 2016).

Principals have the power to encourage and improve as well as facilitate student achievement and success, particularly through collaboration and decision making with teachers within the framework of transformational leadership. This is what transformational leadership strengths: it provides a structured, theoretical framework but with great room to consider the needs of a wide range of stakeholders, including principals, teachers, students, communities, and more. When a school principal or organizational leader is able to understand how and what students need at school or the needs of the organization in general, the leader will certainly be able to provide support to subordinates or teachers, student achievement and performance, institutional and organizational reform in the school.

3.4 Limitations of the Theory

Experts explain the shortcomings and weaknesses of transformational leadership, not only that, they also argue that its strengths outweigh the existing shortcomings. Some researchers prove this fact which explains that the relationship between transformational leadership and other leadership styles can be in the form of several things, namely a strength and a limitation (Berkovich, 2016; Nugroho, 2013). Berkovich's critique tries to find answers to whether Transformational Leadership works at the school level and the misconceptions about transformational leadership. Berkovich also responds to the criticism of others that transformational leadership does not offer the benefit of a generalizable framework or model, but focuses by arguing that transformational leadership bridges the gap between theories, which should be seen as an asset. It should also be noted that the needs of individuals and organizations vary so much that it will be difficult for transformational leadership to provide a comprehensive model. Furthermore, In its implementation, transformational leadership offers interpretation and flexibility. Transformational leadership can face dire failures if leaders in education fail to prioritize multiculturalism and justice.

In other study, they talks about the value of Transformational Leadership in a multicultural context, which can foster a diverse understanding of how to identify needs and problems on all sides of the school environment (Berkovich, 2016; Rafferty and Griffin, 2004; Raja, 2012). However, as explains, the lack of cultural understanding and awareness will make its implementation quite difficult (Lewis et al., 2017; Susetyo, 2015; Nurdin and Rohendi, 2016). By understanding the perspectives, cultures, and backgrounds of other people, it will be easy to resolve conflicts between groups in order to start the transformational leadership process (Lewis et al., 2017; Otto, 2018). Considering the experts, culture should form a shared vision within the school and motivate leaders to adopt positive behaviors to work towards a better direction.

These various kinds of criticism cannot reduce the value and effectiveness of transformational leadership. On the other hand, criticism and

shortcomings should be seen as opportunities to integrate various leadership theories to support transformational leadership. Going forward, it is clear that Transformational Leadership can be scaled up to provide a more structured theory, but for now its application allows flexibility. Transformational leadership can provide opportunities to engage with stakeholders who have various goals and interests in terms of improving school performance and success as well as in a multi-dimensional approach to changing systems in schools (Otto, 2018; Sanjiwani and Sauna, 2016).

4. CONCLUSION

In this article, it can be seen that transformational leadership can improve the good practice of implementing leadership in education or schools. Transformational leadership is unique because it requires quite different behaviors and characteristics. In the context of reforming the world of education or schools, transformational leadership that is more instructional will be more useful, especially during a pandemic like today. After conducting an in-depth study, the researcher can conclude that a school principal must have awareness regarding the need for a change, especially in the education system. This is because the education system is closely related to the complexity of globalization and the multi-dimensional crisis conditions due to the COVID-19 pandemic.

Next, a leader must be able to read the needs of his subordinates or school teachers in dealing with and adapting to motivate the people around him in this case the school students. When the principal is able to build good relations with the school's academic community, it will directly or indirectly improve performance and high motivation in preparing students to succeed in the future. many experts believe that the charisma of a leader will be replaced by adequate skills and good behavior of the leader and able to motivate teachers and other academics. A teacher who feels part of his school organization will be more supportive of his leader. As a principal, the leader can be involved in the learning process and provide an understanding that transformational leadership is very good for the world of education.

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