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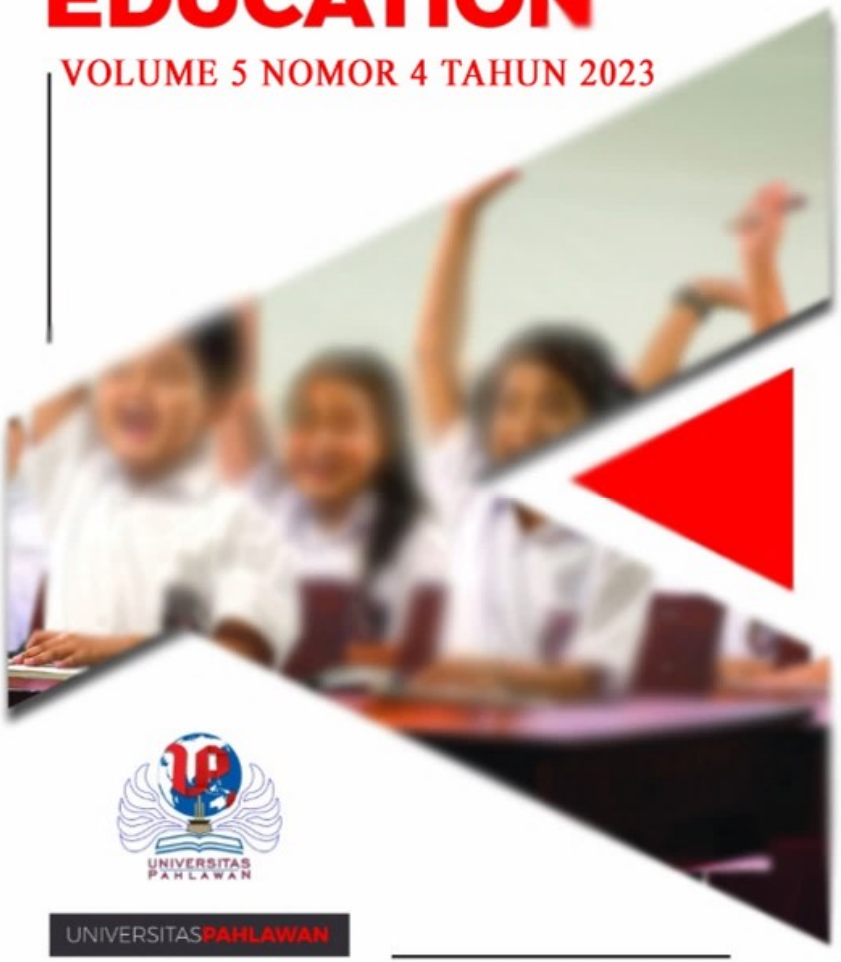

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Building a Generation of Qualified Leaders: Leadership Education Strategies in Schools

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Abstract

Indonesia needs leaders who are able to face complex challenges in various fields, such as political, economic, social, and environmental. However, the quality of leaders in Indonesia is still far from expectations, especially in terms of integrity, effective leadership, and the ability to tackle complex problems. Education is one of the important factors in shaping the generation of qualified leaders. This study aims to analyse leadership education strategies in schools that are effective in shaping a generation of quality leaders. This research is qualitative in nature. Data collection techniques include listening and recording important information to conduct data analysis through data reduction, data display, and conclusion drawing. The results of this study reveal that leadership education in schools is an important strategy in building a generation of qualified leaders. To achieve this goal, a comprehensive and integrated programme is needed in the school curriculum such as instilling leadership values early on, providing leadership training to students, creating mentoring and self-development programmes, and encouraging students to be involved in leadership activities at school. Teachers and school staff should have the knowledge and skills in guiding students in developing their leadership abilities.
Keywords: Leadership, Education, Strategy, School

Abstrak

Indonesia membutuhkan pemimpin yang mampu menghadapi tantangan kompleks dalam berbagai bidang, seperti politik, ekonomi, sosial, dan lingkungan. Namun, kualitas pemimpin di Indonesia masih jauh dari harapan, terutama dalam hal integritas, kepemimpinan yang efektif, dan kemampuan untuk mengatasi masalah yang kompleks. Pendidikan merupakan salah satu faktor penting dalam membentuk generasi pemimpin yang berkualitas. Penelitian ini bertujuan untuk menganalisis strategi pendidikan kepemimpinan di sekolah yang efektif dalam membentuk generasi pemimpin yang berkualitas. Penelitian ini bersifat kualitatif. Teknik pengumpulan data meliputi menyimak dan mencatat informasi penting untuk melakukan analisis data melalui reduksi data, display data, dan penarikan kesimpulan. Hasil studi ini mengungkapkan bahwa pendidikan kepemimpinan di sekolah merupakan strategi penting dalam membangun generasi pemimpin yang berkualitas. Untuk mencapai tujuan tersebut, diperlukan program yang komprehensif dan terintegrasi dalam kurikulum sekolah seperti menanamkan nilai-nilai kepemimpinan sejak dini, memberikan pelatihan kepemimpinan kepada siswa, membuat program mentoring dan pengembangan diri, dan Mendorong siswa untuk terlibat dalam kegiatan kepemimpinan di sekolah. Guru dan staf sekolah harus memiliki pengetahuan dan keterampilan dalam membimbing siswa dalam mengembangkan kemampuan kepemimpinan mereka.
Kata Kunci: Kepemimpinan, Pendidikan, Strategi, Sekolah

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INTRODUCTION

The background of this research is the need for a generation of qualified leaders in Indonesia. Currently, Indonesia needs leaders who are able to face complex challenges in various fields, such as political, economic, social, and environmental. However, the quality of leaders in Indonesia is still far from expectations, especially in terms of integrity, effective leadership, and the ability to overcome complex problems.

Education is one of the important factors in shaping the generation of quality leaders (Hendrawan & Sirine, 2017) and (Ausat & Suherlan, 2021). Therefore, leadership education strategies in schools become very important to shape character and leadership skills in the younger generation (Suriansyah & Aslamiah, 2015). This strategy can help students to understand leadership values, develop communication and cooperation skills, and gain practical experience in leading groups or organisations (Khairani, 2022). However, the implementation of leadership education strategies in schools is still limited and not well coordinated (Banun et al., 2016). Some schools still consider leadership education as an additional activity that is not very important, so students do not get the maximum benefit from the programme.

Therefore, this study aims to analyse leadership education strategies in schools that are effective in forming a generation of qualified leaders. This research is expected to provide information and recommendations to schools and educational decision makers to improve the quality of leadership education in schools and build a generation of qualified leaders in Indonesia.

METHOD

By reviewing relevant literature, researchers in this study can avoid going to the field to collect data, so that research can run faster and more efficiently. Articles on leadership, education and school quality were retrieved from the internet and academic journal archives using keywords relevant to this discussion. The authors were not bound to use only certain web resources, such as Emerald Insight, Research Gate, or Elsevier journal portals, when compiling the list of credible references. To keep the focus on the main topics of the articles-leader generation, leader quality, and leadership education in schools-the authors limited the scope of the keyword search to these three topics. The time period covered in the search for journals, articles and publications was between 2015 and the present. When collecting references, we entered keywords on various publication portals. However, not all downloaded papers, journals and publications will be used, but only those that are most related to leadership education strategies in schools, and their relation to producing a generation of quality leaders. A total of 20 references were interpolated into this article.

A qualitative approach was taken in this study. Listening and collecting relevant information was one of the data collection methods, followed by data reduction, data presentation, and conclusion drawing to provide a complete picture of the literature study being developed. More specifically, at

the data reduction stage, we simplify, classify, and discard unnecessary data in such a way that the data can produce meaningful information and facilitate drawing conclusions. This is due to the large amount of data and the complexity of the data, so it is necessary to analyse the data through the reduction stage. We did this reduction stage to select whether the data was relevant or not to the final goal. The references we obtained initially totalled 37 references. However, after going through this initial process it became 20 references. Next, we went through data display. This step is a continuation of the previous step, data reduction, where a set of data is methodically organised for easy interpretation, allowing for potential conclusions to be drawn. Here, the information is given in narrative form (in the form of field notes). Through the presentation of this data, it will be easier for us to organise and arrange the data in a pattern of relationships. The final step is to draw conclusions from the data. This is the final step in our qualitative data analysis approach, and still alludes to the analytical objectives that were set at the beginning of the process. Here, we try to make sense of the information we have collected by identifying patterns, trends and anomalies to draw conclusions and find solutions to the problems we have identified. The references we use are considered valid to draw conclusions. This is an attempt to find a credible conclusion, so it will be easier to understand.

RESULTS AND DISCUSSION

Schools have a very important role in shaping a generation of quality leaders (Riyatuljannah, 2020) and (Irawati, 2021). Therefore, leadership education strategies in schools are crucial to be considered (Carvalho et al., 2021) and (Ausat, 2022). In this research, we found several strategies that schools can do to build a generation of quality leaders:

1. Instil leadership values from an early age
2. Provide leadership training to students
3. Creating mentoring and self-development programmes
4. Encourage students to be involved in leadership activities in the school
5. Rewarding and recognising students who excel in leadership

The first concerns instilling leadership values early on. The purpose of this first point is an important one. It can start by providing an understanding of the importance of leadership and how to be a good leader. Schools can provide books or reading materials that teach about leadership values and how to apply them in everyday life (Falentin & Roesminingsih, 2021) and (Hasanah, 2016). Second, providing leadership training to students. This means that schools can provide leadership training to students so that they can develop good leadership skills (Rodiyana & Puspitasari, 2019) and (Ramaditya et al., 2020). Training can be in the form of seminars, workshops, or other activities that provide an understanding of leadership and how to develop it. Third, create a mentoring and self-development programme. Mentoring and self-development programmes can assist students in developing their leadership skills (Prihanto, 2018) and (Martoredjo, 2015). Mentors or advisors can

provide input and guidance to students in developing their leadership skills. Fourth, encouraging students to engage in leadership activities at school. Obviously, this fourth point can help students in developing their leadership skills. Schools can provide a wide range of leadership activities such as student organisations, sports activities, and other extracurricular activities (Yunianto et al., 2021) and (Toni & Mediatati, 2019). The last is by giving awards and recognition to students who excel in leadership. This last point can motivate students to continue developing their leadership skills. This can increase students' enthusiasm to continue to excel and become quality leaders (Sugiyanto, 2009).

Referring to some of the points above, we can discuss that schools have a very important role in shaping a generation of quality leaders. Leadership education strategies in schools such as instilling leadership values early on, providing leadership training to students, creating mentoring and self-development programmes, encouraging students to be involved in leadership activities in schools, and providing rewards and recognition to students who excel in leadership can help schools achieve these goals. By implementing these strategies, schools can build a generation of qualified leaders who are ready to face future challenges.

However, equally important is the role of teachers and school staff in implementing these strategies. Teachers and school staff must have the knowledge and skills to guide students in developing their leadership abilities. In addition, there also needs to be support from the school principal and other decision makers to ensure that the strategies can be implemented well.

In carrying out leadership education strategies in schools, it is also important to remember that each student has different potentials in developing his or her leadership abilities. Therefore, schools need to pay attention to the individual needs of students and provide appropriate support for each student to achieve their potential.

In this increasingly complex era, building a generation of qualified leaders is a critical need (Ausat et al., 2022) and (Sutrisno et al., 2023). Thus, leadership education strategies in schools must be continuously updated and adapted to the existing conditions in order to create leaders who can overcome future challenges.

CONCLUSION

Leadership education in schools is an important strategy in building a generation of qualified leaders. Achieving this goal requires a comprehensive programme that is integrated into the school curriculum as we have discussed in the previous chapter. The programme should teach practical leadership skills and facilitate the development of positive leadership characteristics. Thus, students can develop the ability to become effective leaders with integrity in the future.

To improve the quality of leadership education in schools, there are several suggestions that can be made Firstly, introducing leadership lessons in the curriculum that cover important leadership skills and characteristics. Second, organise extracurricular activities that focus on leadership development and facilitate students in practising their leadership skills. Third, involving teachers and

mentors in leadership programmes and providing leadership training to them. Fourth, using technology and social media as tools to facilitate collaboration and the development of students' leadership abilities. Fifth, providing opportunities for students to take on leadership roles in school organisations and other activities. Finally, facilitating students in designing and implementing leadership projects that can have a positive impact on society.

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