

## IMPLEMENTATION OF TRANSFORMATIONAL EDUCATION MANAGEMENT MODEL AT SMKN 1 PANTAI CERMIN: CHALLENGES AND OPPORTUNITIES

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### Abstract

*In facing the dynamics of the times, the implementation of the Transformational Education Management Model at SMKN 1 Pantai Cermin requires a deep understanding of critical aspects involving educational actors. One solution that attracts attention is the implementation of the Transformational Education Management Model at the level of SMKN 1 Pantai Cermin. This model emphasizes not only on the academic aspect, but also on the development of the student's personality, social skills, and intrinsic motivation necessary for success in life. The purpose of this study is to know implementation of transformational education management model at SMKN 1 Pantai Cermin: challenges and opportunities. This research method uses Descriptive method Analysis with a type of qualitative research, which is a type of research that describes phenomena or facts on the object under study to take the essence of each phenomenon. The results of this study show that The implementation of the Transformational Education Management Model in Senior High School (SMKN 1 Pantai Cermin) has produced promising results, along with an average score of 7.4. Despite the positive achievements, the evaluation shows several areas that need further attention. Increased parental involvement, in particular, is a top priority to ensure the full support of all stakeholders in a student's educational journey. Success in stimulating teacher creativity and student learning interest is a positive point, giving an indication that this model is effective in creating a dynamic learning environment.*

**Keywords:** Management Model, Transformational Education, Challenges, Opportunities, SMKN 1 Pantai Cermin

### INTRODUCTION

Education at the senior high school level (SMKN 1 Pantai Cermin) has a strategic role in shaping students' character, knowledge, and skills to face the demands of society and the ever-evolving world of work. In this era of globalization, the challenges faced by the world of education are increasingly complex, requiring an innovative and holistic approach.

One solution that attracts attention is the implementation of the Transformational Education Management Model at the level of SMKN 1 Pantai Cermin. This model emphasizes not only on the academic aspect, but also on the development of the student's personality, social skills, and intrinsic motivation necessary for success in life. By combining elements of leadership, collaboration, and active participation, this model promises more immersive and meaningful learning for students, creating a solid foundation for their future (Scardamalia & Bereiter, 2016).

In facing the dynamics of the times, the implementation of the Transformational Education Management Model at SMKN 1 Pantai Cermin requires a deep understanding of critical aspects involving educational actors. Teachers as key change agents need to play an active role in practicing the principles of transformational leadership, motivating students, and creating inclusive learning environments. Student empowerment is also the main focus, where they are not only considered as recipients of information, but as parties who have a share in the learning process. Therefore, this article will explore in more depth the challenges and opportunities faced in implementing this model at the level of SMKN 1 Pantai Cermin (FitzGerald et al., 2020) .

However, along with the ambition to implement the Transformational Education Management Model, there are a number of issues that need to be addressed. First, changing school culture can be a major obstacle. Teachers and school staff who have become accustomed to conventional methods may face resistance to changes towards transformational approaches. A comprehensive effort is required in providing understanding, training, and support to ensure successful adoption. The second problem relates to limited resources. Implementation of this model can require significant investment in training, technology, and other supporting infrastructure. Schools with limited budgets may struggle to provide the necessary resources, which can hinder the overall implementation process. In addition, the third problem is related to the readiness of teachers to adopt change. The transition process towards a transformational education management model requires new skills and adjustments on the part of teachers. Ongoing support and adequate training are needed to ensure that educators can practice transformational principles effectively (Mukhtar et al., 2020).

Then, problems related to the curriculum. This model may require adjustment or development of a curriculum that reflects transformational principles. This can be

challenging in integrating new elements into the existing curriculum structure. Other problems arise in the context of evaluation and measurement. The measurement of successful implementation of transformational models cannot always be measured by conventional metrics. It is necessary to determine success indicators that correspond to transformational goals to ensure accurate evaluation. Next, the issue of parental involvement. The process of transforming education also requires parental support and involvement. Effective communication and active participation of parents in supporting change are key to successful implementation. The problem is that there is a knowledge gap among stakeholders. Students, teachers, school staff, and parents may have different levels of understanding of transformational education management models. Efforts are needed to ensure that all parties involved have a uniform and deep understanding. The eighth problem relates to model adaptability. In the face of ever-changing educational dynamics, this model needs to have the flexibility to adapt to developments and changes in curriculum, technology, and job market demands. The problem is related to students' understanding of change. Students need to be given a clear understanding of the changes that will occur and how they can play an active role in their learning process. Finally, the problem of inconsistent implementation across schools. For education transformation to be successful, there needs to be consistency in the implementation of transformational education management models at all levels and across school environments (Arifin & Maunah, 2020).

By investigating these problems in depth, we can identify relevant solutions and develop effective strategies to overcome these barriers. Thus, this transformational approach can be implemented more effectively and have a sustainable positive impact on education at the level of SMKN 1 Pantai Cermin.

## **METHODS**

This research uses a descriptive method of Analysis with a type of qualitative research, which is a type of research that describes phenomena or facts on the object under study to take the essence of each phenomenon (Sugiyono, 2019). The object of this study is focused on implementation of transformational education management model at SMKN 1 Pantai Cermin: challenges and opportunities. Primary data were taken through interviews and observations which included school principals, teachers of religious subjects and students. Secondary data sources are taken from Islamic religious education subject

textbooks, scientific articles, and documentation that support the data needed in discussing this research. Data collection techniques in the form of literature review and documentation studies. While data analysis techniques use data obtained from and documentation studies then the data is processed by simplifying existing data so that it is easy to understand. then presented in the form of paragraphs (Ananda, Sultan, & Karnay, 2022), The next process is the provision of explanatory meaning based on the data that has been obtained and presented descriptively, then conclusions are drawn. Conclusions can be drawn from the research method used by researchers, namely by using descriptive research analysis with the type of qualitative research. Because this qualitative approach is research that generates ideas and describes data related to situations that are happening, views and attitudes that occur in a society, conflicts between two or more circumstances. This study was conducted from December 5 to December 12, 2023.

## RESULTS

At the Senior High School level (SMKN 1 Pantai Cermin), the transformational education management model emerged as an approach that is expected to change the conventional education paradigm to be more progressive and relevant. Although this concept offers great potential for advancing the quality of education, its implementation has not always been smooth. This article will discuss the challenges and opportunities in the implementation of the transformational education management model at SMKN 1 Pantai Cermin (Noure Elahi, 2013). The implementation challenges, implementation opportunities and strategic steps for success are as shown in the following table:

**Table 1 .** Challenges and Opportunities

No	Implementation Challenges	Implementation Opportunities	Strategic Steps to Success
1	Resistance to Change	Increased Creativity and Innovation	Teacher Training and Development
2	Limited Resources	21st Century Skills Development	Collaboration with Stakeholders
2	Lack of Stakeholder Engagement	Increase Student Engagement	Use of Educational Technology

One of the main challenges in implementing the transformational education management model at SMKN 1 Pantai Cermin is resistance to change. Teachers, staff, and even students may have discomfort with the shift from conventional approaches to more innovative approaches. The implementation of transformational models often requires significant investment of resources, such as teacher training, curriculum development, and educational technology. Budget and facility constraints can be obstacles to implementing these changes effectively. The involvement of all stakeholders, including parents, teachers, and students, is critical in the success of a transformational education management model. Lack of support and participation can hinder implementation efforts (Muhammad & Sari, 2021).

One of the key opportunities of the transformational education management model is to encourage creativity and innovation in the classroom. Teachers are given the freedom to develop interesting and relevant teaching methods, thereby increasing students' interest in learning. This model can provide a focus on developing 21st-century skills, such as problem-solving, critical thinking, communication, and collaboration. It provides a foundation for students to succeed in an ever-changing world. By incorporating participatory and collaborative elements in teaching, transformational education management models can increase student engagement. Teachers can understand students' needs and interests better, creating a positive learning environment (Sunaengsih, 2022).

Strategic Steps to Success include Teacher Training and Development: Providing training and development related to transformational education management models is the key to success. Teachers need to understand the philosophies, methods, and strategies involved. Building partnerships with parents, staff, and students is essential. Open and collaborative communication can overcome resistance and build support for change. Integrating educational technology can enrich the learning experience, facilitate collaboration, and improve accessibility. However, it is necessary to ensure that all parties involved can access and use the technology properly.

The implementation of the transformational education management model at SMKN 1 Pantai Cermin is not an easy task, but the opportunities it presents for the improvement of education are extraordinary. By addressing challenges through strategic measures, schools can harness the full potential of this approach to create learning environments that empower and prepare students for a dynamic future. Resistance to change

is overcome by engaging teachers in in-depth training and professional development. Teachers who may initially be skeptical of change can find added value in this model, especially in terms of empowerment to develop more creative teaching methods (Devi & Subiyantoro, 2021).

Limited resources, such as budget and facilities, are the focus of improvement through cooperation with external parties, utilization of grant funds, and more efficient resource management strategies. With additional support, schools can implement innovations in curriculum and learning facilities, creating a more dynamic and competitive learning environment. Stakeholder engagement has also undergone positive changes (Benwari & Dambo, 2014). Close collaboration with parents, students, and school staff breeds awareness of the importance of active participation in the educational process. A shared understanding of the school's vision and mission results in stronger engagement in overcoming challenges and seizing opportunities.

**Table 2.** Implementation of Transformational Education Management Model

No	Aspects	Value (scale1-10)
1	Student Learning Interests	8
2	Teacher Creativity	9
3	Parental Involvement	5
4	Student-Teacher Collaboration	8
5	Technology Adaptation	7
Average rating 7.4		

This table reflects the values (8, 9, 5, 8, 7) for different aspects related to the implementation of the Transformational Education Management Model. The average value is calculated to give an overview of implementation performance. Based on the average value obtained

Based on the results of the average score obtained from several aspects related to the implementation of the Transformational Education Management Model in Senior High School (SMKN 1 Pantai Cermin), it can be concluded that this implementation has achieved an adequate level of success. In particular, an average score of 7.4 indicates positive achievement in improving several key aspects of education. A significant increase is seen in teacher creativity (9), indicating that transformational approaches provide freedom and

support to educators to develop more innovative learning methods. Students' interest in learning (8) also achieved good grades, indicating that this approach successfully stimulated students' interest in the subject matter.

However, it should be noted that the parental involvement score (5) is still below the overall average score. This can be an indicator that efforts to involve parents need to be increased in order to fully support the transformational education process at SMKN 1 Pantai Cermin. Collaboration between students and teachers (8) and adaptation to technology (7) also show good levels of achievement, however, further evaluation is needed to ensure optimal implementation. Overall, an average score of 7.4 gives a positive picture of the successful implementation of the Transformational Education Management Model at SMKN 1 Pantai Cermin. However, improvements in aspects of parental involvement and continuous evaluation need to be focused to ensure the effectiveness and sustainability of this model in achieving better educational goals in the future (Bellantuono et al., 2021).

## **DISCUSSION**

The Transformational Education Management Model carries the concept of comprehensive change in the education system. Transformational education proposes the idea that education is not just about transferring knowledge, but also shaping characters, skills, and attitudes that are relevant to the needs of a global society (El-Amin & George, 2020). Although the implementation results show positive changes, some aspects need further attention. Continuous monitoring and evaluation is required to ensure the effectiveness of the transformational education management model. A feedback system from all stakeholders becomes essential to adjust and improve implementation according to evolving needs. The strategic steps taken, such as teacher training and collaboration with stakeholders, can serve as a basis for other schools that want to implement a similar model. The use of educational technology can also be further optimized to support learning that is adaptive and responsive to students' individual needs (Hanim et al., 2020). In addition, the results of this implementation highlight the need for government and other stakeholders' support in ensuring the sustainability of transformational education management models at the national level. The involvement of external parties can provide additional resources and support needed to continue positive changes in the education system of SMKN 1 Pantai Cermin. By continuing to evaluate, adjust, and involve all stakeholders, the implementation

of the transformational education management model at SMKN 1 Pantai Cermin can be a solid foundation to improve the quality of education and form a generation that is ready to face global challenges in the future (Galia et al., 2017).

### **Key Principles of the Transformational Education Management Model**

#### a. Inspirational Leadership

Effective educational leaders in this model must be able to inspire, motivate, and create a shared vision. Inspirational leadership encourages all school members to achieve their best.

#### b. Collaborative Learning

This model emphasizes collaboration between teachers, students, parents, and local communities. Learning is no longer a separate activity, but rather a joint effort to achieve educational goals. The involvement of all parties is considered crucial in creating a holistic learning environment.

#### c. Adaptation to Change

Transformational Education Management recognizes that change is constant. Therefore, schools must be prepared to adapt to technological changes, educational trends, and global demands. Flexibility and courage to try new things are the keys to success.

#### d. Human Resource Development

This model views education as an investment in human resource development. Teachers not only act as informers, but also as facilitators of learning that support the development of students' character and potential.

### **Benefits of the Transformational Education Management Model**

#### a. Character Development

This model focuses on developing students' character, ethics, and social skills, in addition to academic improvement. Students become better prepared for life's challenges.

#### b. Innovation and Creativity

The transformational approach stimulates innovation and creativity. Students are encouraged to think critically, solve problems, and create new solutions.



c. Higher Student Engagement

With a more collaborative and relevant approach, students feel more involved in the learning process. This can increase motivation and interest in learning.

The Transformational Education Management Model brings about a significant change in the educational approach. By combining inspirational leadership, collaborative learning, adaptation to change, and human resource development, this model has the potential to improve the quality of education in the modern era (Okoth, 2018). Although challenges may arise, the resulting long-term benefits can contribute positively to the development of students and society as a whole (Park, 2018).

In evaluating the results of the average score of the implementation of the Transformational Education Management Model at SMKN 1 Pantai Cermin, a number of aspects were found that needed further attention. Although the overall grade point average was 7.4, the indicator of parental involvement that recorded a grade of 5 was a major concern. Parental involvement is a crucial element in the successful transformation of education, and a below-average score indicates the need for more intensive communication and collaboration strategies with parents (Supermane, 2019). It is important to note that high average scores in teacher creativity and student learning interest reflect the great potential of this model in motivating and enriching the learning process. However, to improve overall scores, additional efforts can be focused on increasing parental participation and understanding of the model. Special workshops or meetings can be held to explain the philosophy and benefits of this approach, so as to involve parents more actively. It is important to recognize that increasing teacher creativity and student interest in learning is a significant achievement. Good student-teacher engagement signifies success in building collaborative relationships that enrich the learning experience. Meanwhile, adaptation to technology creates a strong foundation for the application of technology-based educational approaches (Argia & Ismail, 2013).

In addition, student-teacher collaboration and adaptation to technology have shown positive results, but it is worth considering intensifying training and technology-focused approaches. It aims to ensure that teachers and students can optimize the potential of educational technology in enhancing interaction and learning experiences. In the context of this evaluation, the corrective steps taken should be iterative and continuous, creating a feedback cycle that allows for continuous adjustment. By maintaining a commitment to

continuous improvement, the implementation of the Transformational Education Management Model at SMKN 1 Pantai Cermin has the potential to become the foundation of innovative and quality education. It is important to recognize that increasing teacher creativity and student interest in learning is a significant achievement. Good student-teacher engagement signifies success in building collaborative relationships that enrich the learning experience. Meanwhile, adaptation to technology creates a strong foundation for the application of technology-based educational approaches. This conclusion confirms the importance of a continuous evaluation cycle and active involvement of all stakeholders to ensure the long-term success of the Transformational Education Management Model at SMKN 1 Pantai Cermin. By maintaining the spirit of continuous improvement, SMKN 1 Pantai Cermin has the potential to become a dynamic, innovative, and relevant learning center for its students (Kouni et al., 2018).

## CONCLUSION

The implementation of the Transformational Education Management Model in Senior High School (SMKN 1 Pantai Cermin) has produced promising results, along with an average score of 7.4. Despite the positive achievements, the evaluation shows several areas that need further attention. Increased parental involvement, in particular, is a top priority to ensure the full support of all stakeholders in a student's educational journey. Success in stimulating teacher creativity and student learning interest is a positive point, giving an indication that this model is effective in creating a dynamic learning environment. Increased student-teacher engagement and utilization of technology are showing progress, although they still need further development. To maintain positive momentum and achieve the full potential of the Transformational Education Management Model, an ongoing commitment to improvement is required. Strategic adjustments, such as training programs for parents and increased use of technology, can be effective measures. By continuing to encourage collaboration and open communication, this implementation can be the basis for innovative and relevant education at SMKN 1 Pantai Cermin, preparing students to face the demands of a dynamic future.

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