

Cultivating Creative Spirit Leadership in Assalam Sukoharjo High School Students: A Practical and Effective Approach

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Abstract

The study aims to explore practical and effective approaches to cultivating the spirit of creative leadership in students at Assalam Students High School in Sukoharjo. With a focus on the Islamic-based school context, this approach integrates religious principles with concepts of creative leadership. Through a combination of theory and practice, this article discusses concrete steps that can be implemented by teachers and school staff to build creative leadership skills in students. Using observation methods, interviews, and documentation analysis, this study highlights the success of certain strategies that have been implemented at PPMI Assalam Sukoharjo. Research results show that practical approaches involving project-based learning, teamwork, and empowering students in decision-making have successfully improved students' creative leadership skills. The practical implications of this study include recommendations for the development of curricula that support the growth of creative leadership, training for teachers in the application of innovative teaching methods, and collaborative efforts between schools, parents, and communities to create an environment that stimulates creativity and leadership in high school students. Thus, this article contributes to a practical understanding of how to cultivate the spirit of creative leadership in middle school students with an approach appropriate to the context of Islamic schools.

Keywords: Cultivating Creative Leadership, Creative Spirit Leadership

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INTRODUCTION

In the face of the ever-changing dynamics of the times, the need for creative leadership is becoming increasingly pressing. In an era where complex challenges and global problems require innovative solutions, the ability to lead with creativity and courage is the key to achieving progress and success. However, although the importance of creative leadership has been widely acknowledged, there is still a challenge in developing it, especially among students at the high school level. (SMA)

Education plays a central role in shaping students' character and abilities, including in terms of leadership. However, often, education focuses more on academic achievement than on developing essential creative leadership skills (Chai et al., 2018). Time constraints, tight curricula, and less-supported learning approaches to innovation are some of the factors that make it difficult for high school students to develop creative leadership.

However, during this challenge, there is a great opportunity to develop practical

and effective approaches to nurturing the spirit of creative leadership in high school students. Schools, especially those based on religion, such as Assalam Sukoharjo, have the unique potential to integrate religious values with concepts of creativity and leadership (Emosi, 2020).

In this context, the study aims to explore practical and effective approaches to cultivating creative leadership in high school students, especially in the Assalam Sukoharjo environment. Through this approach, ideas and strategies are expected to emerge that can be applied directly by teachers and school staff to create learning environments that stimulate creativity and foster creative leadership potential in students (Inovasi et al., 2021).

With an in-depth understanding of the challenges and potential that exist, the research not only seeks to make theoretical contributions to the literature on creative leadership among high school students but also offers practical insights that can be implemented by schools to improve the quality of education and shape innovative and competitive future leaders.

METHOD

The method of participatory observation is based on the theory of symbolic interactionism in sociology. This theory emphasizes the importance of understanding the meanings contained in social interaction through direct observation and participation in the situation studied. By engaging directly in school activities, researchers can understand in depth the context and dynamics of creative leadership practices in the Assalam Sukoharjo environment.

The in-depth interview approach is based on qualitative methodology and the theory of social constructivism. This theory emphasizes the importance of individual subjective understanding and social construction in shaping reality (Handayani, 2019). By conducting in-depth interviews, researchers could dig into participants' views, experiences, and understanding of practical approaches to fostering creative leadership in high school students. Document analysis is based on hermeneutic approaches and social constructivism (Lee et al., 2019). The hermeneutic theory emphasizes the importance of the interpretation of cultural texts and contexts, while social constructivism acknowledges that documents are social constructions that reflect the perspective and values of their creators. By analyzing school documents, researchers can interpret the context, strategies, and perspectives contained in creative leadership development efforts. The case study approach is based on qualitative methodologies and phenomenological theories. The theory emphasizes a deep understanding of individual subjective experiences in a particular context. By using case studies, researchers can explore concrete and unique experiences in the implementation of practical approaches to cultivating creative leadership in high school students at Assalam Sukoharjo. Through the integration of these theories with the methods of research chosen, this research is expected to provide a comprehensive understanding of practical and effective approaches to developing the spirit of creative leadership in high school students in the environment of Assalam Sukoharjo.

RESULTS AND DISCUSSION

The results of the research show that the practical approach applied in cultivating the spirit of creative leadership in students of Higher Secondary School (SMA) at Assalam Sukoharjo has had a positive impact. Here are some key findings and related discussions:

1. Project-Based Learning

One successful approach was project-based learning, where students were allowed to explore their creative ideas through projects relevant to the school context and community needs. It has helped students to develop creative thinking skills, collaboration

(Purwanto et al., 2022) problem-solving, which are key elements in creative leadership.

At Assalam Sukoharjo, implementing project-based learning has had a positive impact on student development. This method gives students the opportunity to explore their creative ideas through a variety of projects relevant to the school context and community needs. The projects undertaken by the students are designed to suit the school environment and the needs of the surrounding community. For example, projects can relate to environmental issues around schools, social activities that benefit the community, or innovations in the use of technology in schools. Thus, students not only learn theoretically but also apply their knowledge to the real situations they face daily. Developing Creative Thinking Skills: Through these projects, students are invited to think creatively in finding solutions to the challenges they face. They are encouraged to think outside the box and develop innovative new ideas (A et al., 2023). This process involves a lot of brainstorming, experiments, and reflections that enrich their learning experience.

Group-based projects facilitate collaboration among students. They learn how to work in teams, divide tasks, communicate effectively, and solve conflicts that may arise during project execution. These collaborative skills are essential for future success, both in the context of further education and in the world of work. Projects given often challenge students to find solutions to complex problems. In the process, they learn to analyze situations, identify core problems, and develop action plans to deal with them. These problem-solving skills are a key element in creative leadership.

Overall, the project-based learning approach at High School Assalam Sukoharjo not only improves students' academic skills but also equips them with vital life skills. This approach has helped students to become more independent, creative, and ready to face future challenges.

Teamwork and Collaboration to encourage teamwork and collaboration among students also proved effective in developing creative leadership. Through collaborative projects, students learn to appreciate individual contributions, share ideas, and create innovative solutions together. It not only improves their social and emotional skills but also strengthens their sense of collective responsibility and creativity (Ha & Shi, 2020).

At Assalam Sukoharjo, efforts to encourage teamwork and collaboration among students have proven effective in developing creative leadership. Here's a discussion about the implementation of teamwork and collaboration and its impact.

2. Encourage Teamwork and Collaboration

The school actively integrates collaborative projects into the curriculum. These projects are designed in such a way that students must work in groups to achieve common goals. Each group member has a clear role and responsibility, ensuring that each student contributes to and learns from this collaborative experience (Sarwoko, 2020). Appreciate Individual Contribution: In a collaborative setting, students learn to appreciate and acknowledge each individual's contribution. They realize that the success of a project does not depend only on one person but is the result of collective efforts. It helps build a sense of mutual respect and strengthens the relationship between students.

Sharing Ideas and Creating Innovative Solutions: Collaborative projects encourage students to share their ideas openly. These discussions and exchanges of ideas often lead to innovative solutions that may not be thought of by one person (Rehman, 2020). This process teaches students to be good listeners and to respond constructively to the ideas of their friends.

Through improving social and emotional skills through teamwork, students develop important social and emotional skills. They learn how to communicate effectively, manage conflict, and work together towards shared goals. This experience also helps students understand and manage their own emotions as well as those of others, which is essential for creative leadership.

By strengthening the sense of collective responsibility and creativity by working in

teams, students develop a sense of shared responsibility. They learn that they are part of something greater than themselves and that their contribution is important to the success of the group. This experience also stimulates creativity, as they are encouraged to think creatively when solving problems and developing projects (Dissent, 2021).

Students work in groups on projects that integrate different disciplines, such as science, art, and technology. For example, a project to make a school park environmentally friendly involves knowledge of biology, design, and technical skills. Clubs and extracurricular activities such as debate clubs, drama, and sports also provide a platform for students to collaborate and develop their creative leadership skills. Group tasks: In regular subjects, teachers often give group tasks that challenge students to collaborate and find joint solutions.

Developing leadership skills Through this experience, students learn to be effective leaders. They develop skills in organizing, motivating teams, and making the right decisions. Preparation for the skills acquired through this collaborative project is very valuable for the future of students, both in higher education and in their careers. The ability to work in a team, think creatively, and lead are highly sought-after skills in the professional world (Hernández-torrano & Ibrayeva, 2020).

Application of teamwork and collaboration at High School, Assalam Sukoharjo, not only improves the academic skills of students but also equips them with vital life skill (Alayoubi et al., 2020). Through collaborative projects, students learn to appreciate individual contributions, share ideas, and create innovative solutions together. It reinforces a sense of collective responsibility and creativity, which is the foundation for effective creative leadership.

Aspects of empowering students in decision-making:

a. Autonomy in Project Planning

Students at High School, Assalam Sukoharjo, are given the freedom to plan their projects. It covers the selection of topics, setting goals, and planning the steps to the desired results. Thus, students can choose projects that suit their interests and expertise, which increases their motivation and involvement in the learning process.

b. Implementation of the Project by Students

In the implementation of the project, students have full responsibility for organizing resources, distributing tasks, and managing time. Teachers act as facilitators who provide guidance and support, but the main decision remains in the hands of students. It trains them to be independent and effective leaders when facing challenges.

c. Project Evaluation by Students

After the project is completed, students evaluate the results of their work. They analyze successes and failures, evaluate processes that have been undertaken, and identify areas for improvement. Self-evaluation is an important step in the learning cycle, enabling students to engage in critical reflection and sustained self-development.

3. Positive Impact of Student Empowerment

Development of Leadership Skills: By giving autonomy in decision-making, students develop important leadership skills. They learn to make strategic decisions, manage teams, and be responsible for the results of their work. This process also increases their confidence and ability to lead future projects. Experiential learning gives students the chance to learn through practical experience. When students participate in the whole project cycle, from planning to evaluation, they receive practical insights that cannot be achieved completely from classroom theory. This learning is more substantial and meaningful since students experience it in person (Emsi, 2020).

Increased creativity and innovation: with the freedom to design and implement projects, students are encouraged to think creatively and innovatively. They learn to find new solutions and unconventional approaches to solving problems. An environment that supports creativity is essential to developing critical and innovative thinking. Increased

engagement and motivation in decision-making increase student engagement and motivation. When they have control over what they do, they feel more connected to and enthusiastic about the project. This leads to increased participation and better performance.

Schools host student forums where they can submit project ideas, discuss plans, and make joint decisions. These forums serve as a platform for students to practice speaking in public, discussing, and reaching consensus (Inovasi et al., 2021). Students are divided into independent project teams that are responsible for a particular project. Each team has a leader chosen by the team members, and they work together toward the goal of the project. Although students have autonomy, teachers remain involved as mentors. They provide the guidance, resources, and feedback needed to help students succeed. This approach ensures that students get proper support without reducing their autonomy.

Empowering students in decision-making at High School, Assalam Sukoharjo is a key aspect of an innovative education approach. By giving students autonomy in planning, implementing, and evaluating their own projects, the school creates an environment that supports the development of leadership skills, creativity, and learning from hands-on experience. This approach not only prepares students for success in the academic and professional worlds but also helps them become self-reliant, confident, and innovative individuals.

The results of this study indicate that a practical approach that integrates project-based learning, teamwork, and student empowerment has been successful in cultivating the spirit of creative leadership in high school students at Assalam Sukoharjo. This approach not only allows students to develop creative leadership skills and capabilities but also strengthens Islamic values such as cooperation, justice, and responsibility. However, the study also identifies some challenges that need to be addressed in the implementation of this approach, including adequate resource availability, support from all school stakeholders, and integration with existing curricula. Therefore, recommendations are given to strengthen school infrastructure, provide training for teachers, and involve parents and communities in supporting educational efforts. The findings underline the importance of integrating religious principles and concepts of creative leadership in the context of Islamic education. Schools can be an effective container to teach students not only academic skills but also the ability to think creatively, collaborate, and take initiative, under religious teachings.

The study also highlighted several challenges that need to be addressed, including the availability of adequate resources, support from all school stakeholders, and integration with existing curricula. For this, recommendations were given to strengthen school infrastructure, provide training for teachers, and involve parents and the community in supporting efforts to develop the creative leadership of students at Assalam Sukoharjo High School. Overall, this research provides a valuable contribution to understanding how practical approaches can be an effective foundation for cultivating the spirit of creative leadership in high school students in the Islamic school environment. By continuing to develop and implement this approach, it is expected that schools can mark a generation of future leaders who are creative, innovative, and competitive in the face of global challenges.

CONCLUSION

This study concludes that a practical and effective approach to cultivating the spirit of creative leadership in higher secondary school (SMA) students at Assalam Sukoharjo has a positive impact. Through the implementation of approaches such as project-based learning, teamwork, and student empowerment, the school has successfully improved student creative leadership skills and strengthened Islamic values in the educational process.

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