

Futuristic Leadership to build a Golden Generation at Surakarta Elementary School

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Abstract

This research explores the application of futuristic leadership in SD Surakarta to build a golden generation. Futuristic leadership here refers to an approach that integrates technology, innovative curricula, sustainable teacher training, and community participation to create an adaptive and innovative educational environment. Research methods used include in-depth interviews, focus group discussions (FGD), participatory observations, and documentation analysis. Research results show that the application of technology in learning improves student engagement and motivation. Curriculum that combines project-based learning (PBL) and STEM approaches successfully enhances student creativity, critical thinking, collaboration, and problem-solving skills. Active participation of parents and communities creates strong support for student holistic development. Facilities and classrooms designed to support interactive and collaborative learning create an environment conducive to the development of students' skills and creativity. The impact of this application is a significant improvement in the academic achievement and skills of 21st century students, teacher satisfaction, as well as parental involvement. The research concludes that futuristic leadership in SD Surakarta is effective in building a golden generation and can serve as a model for other schools that want to adopt a similar approach.

Keywords: Golden Generation, Futuristic Leadership, Innovative Educational Environment

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PENDAHULUAN

In an era marked by rapid technological progress and dynamic social change, the education system, especially at the elementary school level (SD), is required to adapt quickly and effectively. Leadership in the primary school environment (SD) plays a key role in guiding and shaping the future of education. Futuristic leadership is becoming increasingly relevant as an approach capable of anticipating and responding to the challenges and opportunities ahead.

Primary school is the primary foundation of the education system, where students begin to build the foundations of their knowledge, skills, and character. A futuristic primary school leader (SD) must have a long-term vision that not only covers the academic aspects but also the student's holistic development (Maahury, 2023). They must

be prepared to integrate the latest technology into the learning process, develop curricula that are relevant to future needs, and create an innovative and inclusive learning environment.

More than just managing the day-to-day operations of schools, futuristic SD leaders are called upon to be agents of change capable of inspiring and empowering teachers, students, and parents. They must be able to adapt quickly to changing education policies, technological advances, and the demands of evolving societies. With a visionary and adaptive approach, futuristic leaders at SD can ensure that this educational institution not only survives but also thrives in the face of an age of uncertainty (Rosli et al., 2023).

Through this article, researchers will explore futuristic leadership concepts in primary schools, identify key characteristics of futuristic leaders, and outline strategies that can be applied to build SDs that are ready to face future challenges. With a deep understanding of futurist leadership, we can together create an educational environment that empowers younger generations to be innovators and leaders of the future.

METHOD

The qualitative approach used in this study was to dig into the perceptions, experiences, and leadership practices of various stakeholders in the primary school environment (Khan et al., 2021). The research design used is a case study, with research participants including the head of school, teachers, students, parents, and administrative staff.

Data is collected through in-depth interviews, focus group discussions (FGDs) with students, participatory observations, and documentation analysis. Data analysis is carried out through transcription of interviews and FGDs, coding to identify major themes, categorization of themes, and interpretation to understand the application and impact of futuristic leadership.

Validity uses data triangulation methods by comparing information from different sources. Member checking is also done by asking participants to review and confirm research findings.

The study focuses on ethical aspects by asking for permission from schools and participants, keeping the identities of participants confidential, and ensuring participant involvement voluntarily. This research is expected to provide in-depth insight into how futuristic leadership is applied in primary schools and how this approach can build a golden generation that is ready to face the challenges of the future. The research findings are expected to provide practical recommendations for the development of leadership in education.

RESULT AND DISCUSSION

Application of Technology in Learning

Surakarta Basic School (SD) has integrated technology thoroughly into the learning process. The use of tablets, computers, and digital learning applications has become a routine part of teaching and learning activities. Teachers are regularly trained to use this technology effectively, which helps improve student interaction and engagement.

1. **Development of the Innovative Curriculum** The curriculum at SD Surakarta is designed to encourage creativity and critical thinking. Project-based learning (PBL) and STEM (Science, Technology, Engineering, and Mathematics) approaches are applied to ensure that students not only master academic material but also 21st-century skills such as collaboration and problem-solving.
2. **Teacher Training and Development** at SD Surakarta regularly follows a professional training program that focuses on the development of innovative teaching skills and the use of technology. In addition, they are also given the opportunity to attend conferences and workshops related to futuristic education.\

3. Participation of Parents and Surakarta SD Community actively involves parents in the educational process through programs such as seminars, group discussions, and volunteer activities in schools. It helps build a strong partnership between school and home, which supports student holistic development.
4. Innovative learning environments the facilities at SD Surakarta are designed to support interactive and collaborative learning. Classrooms are equipped with state-of-the-art technology equipment, flexible learning spaces, and dedicated areas for experiments and projects.

Impact of Futuristic Opinion

1. Improved Academic Achievement The implementation of futuristic leadership at SD Surakarta has shown a significant improvement in student academic achievement. Test values and participation in academic competitions have increased, suggesting that students are more motivated and engaged in learning.
2. Century Skills Development Students at SD Surakarta not only show progress in academic fields but also in skills such as critical thinking, creativity, and collaboration. This is proved by the student's innovative projects and achievements in non-academic competitions.
3. Teachers feel more supported and motivated by a continuous professional development program. They also feel an improvement in teaching and classroom management skills, which has a positive impact on the learning process.
4. Higher Parent Engagement Parent participation programs have improved their involvement in their children's education. Parents feel more informed and play an active role in supporting school activities.

Case studies at SD Surakarta show that futuristic leadership can be applied effectively to build a golden generation. By integrating technology, curriculum innovation, teacher development, and community participation, SD Surakarta managed to create a dynamic and adaptive learning environment (bidin A, 2017). The result is that students are better prepared to face future challenges with relevant skills and knowledge. The findings of this case study can be a model for other schools that want to adopt a futuristic leadership approach.

The application of technology at SD Surakarta shows that the integration of digital devices in the learning process can improve student engagement and motivation. The use of tablets, computers, and learning apps helps create an interactive and exciting learning environment. Teachers at SD Surakarta use technology to enrich the material and provide a deeper learning experience for students. For example, the use of interactive learning applications helps students understand difficult concepts through visualization and simulation.

This is in line with the futuristic leadership theory, which emphasizes the importance of technology adaptation in education. The futuristic leaders at SD Surakarta have succeeded in creating a learning culture that incorporates technology naturally into everyday activities.

The innovative curriculum at SD Surakarta reflects a 21st century learning approach that emphasizes project-based learning (PBL) and STEM approaches (Science, Technology, Engineering, and Mathematics). It aims to develop students' critical and analytical skills, as well as the ability to work collaboratively to solve real-world problems.

This approach supports transformational theory, where leaders play a role in inspiring and motivating students through challenging and relevant educational visions. The applied curriculum at SD Surakarta encourages students to think creatively and innovatively, as well as preparing them to become future leaders who are able to adapt quickly to change.

It is relevant to the theory of adaptive leadership, which emphasizes the importance of developing the capacity of individuals in organizations to adapt to change. A trained and

motivated teacher can create a dynamic and innovative learning environment, which in turn improves student learning outcomes (Haile G, 2023).

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Participation of parents and communities: the involvement of parents in education at SD Surakarta shows that futuristic leadership also involves communities in the educational process. Participatory programs such as seminars, group discussions, and volunteer activities help build strong partnerships between schools and families. It supports visionary leadership theory, which stresses the significance of shared vision and collaboration in achieving long-term goals. By involving parents and the community, SD Sur Jakarta succeeds in creating an environment that supports the holistic development of students, both inside and outside the school.

The innovative learning environment and the design of classrooms and facilities at SD Surakarta support interactive and collaborative learning and reflect the principles of future leadership.

Increased test scores and participation in academic competitions

This shows that students are more motivated and engaged in learning. Academic achievement is one of the important indicators in evaluating the quality of education and the success of the teaching and learning process. Increased test scores and participation in academic competitions are often seen as evidence that students are more motivated and engaged in learning. High motivation and active involvement in the learning process can have a positive impact on students academic results. According to (Nasralla et al., 2021), intrinsic and extrinsic motivation theories suggest that intrinsically motivated students tend to be more involved in learning and are more likely to achieve higher academic achievement. Students who have a natural curiosity and a deep interest in the subject matter will be more active in learning and seeking additional information outside the classroom (Al, et al., 2021; AI, et al., 2021; Asykur, et al., 2022). In addition, involvement in learning is also determined by the school environment and the support of teachers and parents. According to (Al Masaeid et al., 2022), student engagement in learning can be divided into three main aspects: behavioral engagement, emotional engagement, and cognitive engagement. These three aspects are interrelated and contribute to improved academic performance. Studies show that there is a positive relationship between learning motivation and improved test scores. For example, a study conducted by (Aithal & Aithal, 2023) found that students who have a good and motivated learning strategy tend to have higher test scores.

Effective learning strategies, such as scheduling learning times, making records, and repeating materials, can help students better prepare for the exam. Participation in academic competitions also shows the level of student involvement and motivation for learning (Badi'ah, 2021; Ballangan, et al., 2021). Academic competitions, such as science olympiades or debate races, give students the opportunity to apply their knowledge in challenging situations. According to research conducted by (Mampane, 2020), students who participate in academic competitions tend to have better academic achievements because they are more motivated and have clear learning goals. In addition, participation in academic competitions can enhance student confidence and critical thinking skills (Ramadina, 2021; Sahabuddin, 2022; Solihin, 2021; Sudiartono, 2022). It also provides valuable learning experiences outside the classroom and can encourage students to continue to develop themselves. Based on the findings above, there are some important implications for educational practice. First, schools and teachers must create a learning environment that supports and motivates students. This can be done by giving

recognition and appreciation to students' academic achievements, as well as by providing extracurricular activities and academic competitions. It is important for teachers to use learning strategies that can enhance student involvement, such as project-based learning, group discussions, and the use of technology in learning. Thus, students will feel more challenged and motivated to learn.

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Communication, conflict management, leadership, and shared responsibility. In the context of education, collaboration is often developed through group work and team projects (Shidiq & Yamtinah, 2019) in their meta-analysis, found that collaborative learning has a significant positive impact on student performance. Collaboration allows students to share knowledge, support each other, and solve problems together, which ultimately enhances their learning outcomes.

The development of 21st-century skills in education requires a holistic and integrated learning approach. Teachers need to design curricula and learning activities that focus not only on knowledge transfer but also on the development of critical thinking skills, creativity, and collaboration. Effective strategies include project-based learning, in which students work in teams to complete tasks that are complex and relevant to the real world. The use of technology can also support the development of these skills by providing a platform for online collaboration, access to extensive information resources, and creative tools to visualize and share ideas.

21st century skills such as critical thinking, creativity, and collaboration are essential to student success in the future. Research shows that learning approaches that support the development of these skills can significantly improve student learning outcomes. Therefore, it is important for educators to integrate effective learning strategies into their curricula to ensure that students are ready to face future challenges. Teachers feel more supported and motivated by having a sustained professional development program (Abang Patdeli Muhi, 2021).

Sustainable Professional Development (PPB) covers a range of activities such as training, workshops, mentoring, and inter-teacher collaboration. According to (Wade et al., 2020) an effective PPB should be relevant to teaching practice, based on research evidence, and sustainable for a period of time sufficient to have an impact. Research by (Alpaydn et al., 2022) shows that PPBs that focus on specific content and pedagogical skills that are directly applied in classrooms are more effective in enhancing teacher competence and confidence. Moreover, a PPB involving teacher collaboration can also strengthen learning communities in schools.

Sustainable PPB has a positive impact on teacher job satisfaction and motivation (Al Kandari & Al Qattan, 2020) found that teachers who feel supported through PPB are more motivated to improve their teaching practices. It also contributes to a sense of professional competence and greater autonomy. Studies by Ball and Ladson-Billings (Ball & Ladson-Billings, 2020) reveal that high-quality PPBs can increase teacher job satisfaction by providing opportunities for career development, recognition of their

competence, and support from peers and school management. Well-designed programs also help teachers feel more appreciated and recognized for their contributions. The PPB must be in line with the needs and context of the teacher's teaching. Programs designed to address the specific challenges faced by teachers in their classroom tend to be more appreciated. Forming a learning community where teachers can share best practices and discuss their challenges together can enhance a sense of solidarity and support (Rosli et al., 2023). PB should be based on research evidence of effective teaching practices. It helps teachers feel confident that they receive information and strategies that have proven to be successful. Giving teachers the opportunity to reflect on their experiences and receive constructive feedback from peers and coaches can improve PPB effectiveness (April et al., 2024). To increase teacher satisfaction and motivation through PPB, schools and policymakers need to ensure that the programs offered are relevant, sustainable, and supported by a collaborative learning community. In addition, it is important to give sufficient time for teachers to participate in PPBs without sacrificing their daily workload. Facilitating easy access to high-quality educational and training resources, as well as providing incentives for participation in PPBs, can also increase teacher satisfaction and motivation. Support from school management and recognition for participating in PPBs play an important role in creating a positive and productive working environment for teachers. Effective PPBs provide relevant support, knowledge, and skills, as well as encourage collaboration and the development of learning communities. Thus, it is important for schools and policymakers to invest sufficient resources in the professional development of teachers to ensure a better quality of education.

Parental involvement can take the form of a variety of activities, including helping children with homework, attending school meetings, communicating regularly with teachers, and participating in school activities. (Mormah, 2021) classifies parental involvement into six types: parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community. Each of these types of involvement makes a unique contribution to the support given to students.

Research by (Wahyuningtias et al., 2023) Fan dan Chen (2001) revealed that parental involvement was significantly linked to higher academic achievement. They found that the involvement of parents in the form of academic support at home, such as helping with homework, had a huge impact on student performance.

In addition to supporting academic achievement, parental involvement also contributes to the emotional support and motivation of students. (Haile G, 2023) Hill dan Tyson (2009) in their meta-analysis, found that parental engagement involving communication about the importance of education and high expectations of their children's academic performance can enhance students' intrinsic motivation and positive attitudes towards school.

Parental involvement also helps reduce stress and anxiety in students. (Prayuda, 2022), Christenson dan Sheridan (2001) Christenson, and Sheridan (2001) noted that when parents are involved in the education of their children, students feel more supported and less anxious about school duties and exams.

Effective collaboration between parents and schools can create a supportive environment for students. (Maahury, 2023), Dempsey and Sandler (1997) emphasized the importance of two-way communication between parent and teacher. Teachers who actively involve parents in the educational process can help build strong relationships and support student development.

KESIMPULAN

Penerapan kepemimpinan futuristik di SD Surakarta telah berhasil menciptakan lingkungan pendidikan yang adaptif dan inovatif, mempersiapkan siswa untuk menghadapi tantangan masa depan dengan keterampilan dan pengetahuan yang relevan.

Studi ini menunjukkan bahwa pendekatan yang mengintegrasikan teknologi, inovasi kurikulum, pelatihan guru, dan partisipasi komunitas dapat memberikan hasil yang positif dan menjadi model bagi sekolah lain yang ingin mengadopsi kepemimpinan futuristik.

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