

## **ASEAN ECONOMIC COMMUNITY IN THE PERSPECTIVE OF TRANSFORMATIONAL LEADERSHIP IN SCHOOL**

**Dr. Agustinus Hermino**  
**Educational Management Specialist, Indonesia**  
[agustinus\\_hermino@yahoo.com](mailto:agustinus_hermino@yahoo.com)

**Abstract:** The era of the ASEAN Economic Community is an era of region globalization, and it needs to be attentioned for education in Indonesia as well. It means that Indonesian human resources have to ready to face increasing competition with other countries. Organizational culture at school level requires a leader who has capability in mobilizing development and changes in order to do creative activities, identify strategies, methods, steps, or new concepts in teaching learning process which more qualified. In this regard, it is necessary transformative leadership in an attempt to create a competitive education and create a capable learners who has personal integrity, discipline, creative, innovative, and competitive. Professionalism educational leadership as transformational leader needs to has competency, transparency, efficiency, and high quality. Competencies that need to be possessed by a leader of education in order to face the global era, such as: the ability to anticipate, the ability to recognize and address the problem, the ability to accommodate, the ability to reorient, generic competences, managing self skills, mobilizing innovation and change, then the school able to create learners who have personal integrity, discipline, creative, innovative, and competitive.

**Keywords:** transformational leadership, organizational culture, quality of education.

Education is the key word in any effort to improve the quality of human life within which it has a role and a purpose for 'humanizing'. Education is essentially the process of maturation quality of life. Through the process is expected to be able to understand what is the meaning of man and the essence of life, and for what and how to carry out the task of living and life correctly. That's why the focus of education is directed to the formation of a superior personality with emphasis on the quality of the maturation process of logic, heart, character, and faith. The highlight was reaching the point of perfection education quality of life.

In a basic sense, education is a process of becoming, which is to make a person to be himself that grows in line with the talent, character, ability, and his conscience intact. Education is not intended to print the character and ability of learners like his teacher. The process of education is directed at the functioning of all potential learners humanely so that they become themselves that have superior abilities and personality.

As a process, education is defined as an action that has the effect on changes in the character, personality, thinking, and behavior. Then all education is not just teaching in the sense of knowledge transfer activities, theories, and facts merely academic, as well as the printing of diploma alone. Deeper than education is essentially a process of freeing learners from ignorance, incompetence, powerlessness, untruth, dishonesty, and from bad heart, the moral, and faith (Mulyasa, 2011: 2). Similarly, as a process of transformation of knowledge to the learners that exist, it is necessary to the situation at the educational institution or school that is leadership that understands the situation and insightful, and the existence of a culture that allows the creation of a comfortable atmosphere and relevant to educational goals to be achieved (Fullan, 2007).

With regard to the organizational culture, the function of organizational culture clings to the function of the external and internal functions. External functions of organizational culture is adapting to the environment outside the organization, while internal functions associated with the integration of various resources in it, including human resources. Externally so that the organizational culture will always adapt to the cultures that exist outside the organization, and so on so that the culture of the organization remains there will always be adjustments (Owens, 1995; Hanson, 2003; Soetopo, 2010). Thus, the stronger the culture of the organization, the organization will not be easily influenced by outside cultures that flourished in the environment. While the viscosity of the internal functions increasingly perceived within the organization was strengthened when growing the norms, rules, traditions, customs organization that constantly fostered by its members so that gradually it will be an advanced culture is getting stronger (Soetopo, 2010).

Based on the above discussion, the complexity of the education system in Indonesia in particular and the countries of ASEAN in general today, requires organizational culture in the school system which is reflected in a type of leadership that global perspective that is able to understand the dynamics of the area, but keep it within the particularities the culture of each country. In this regard, the quality of education can be defined as a process of transformation insights and internalization by education leaders in schools, and also become the peculiarities of a country in the dynamic development of competitive education (Carter, 2002). Thus an education that is built on the basis of understanding the national character and culture that reflect the values and norms of the peculiarities of a nation can position the country in the competition dynamics of educating students who qualified and global perspective (Fullan, 2007).

Competition in the era of the Asean Economic Community (AEC) will increase, this is because the AEC is not only open up the flow of goods or services, but also the labor market professionals. Education as a producer of Human Resources quality of the answer to these needs. Therefore, improving the standard of school quality becomes imperative that graduates are ready to face competition. To reach success in the competition in the dynamic development of education, the necessary efforts to improve school quality standards, one of which is to strengthen the education actors, namely school principal (Davies, 2009).

As a single market based ASEAN production has five main elements, namely: 1) the free flow of goods, 2) the free flow of services, 3) the free flow of investment, 4) capital flows more freely, and 5) the free flow of skilled labor. One important component in the ASEAN Economic Community (AEC) is with respect to the ASEAN Framework Agreement on Trade in Services (AFAS), where this deal ultimately leads to expansion of the continuous commitment of services to the current direction smoking began in 2016 with the flexible cover liberalization of business services, professional services, construction, distribution, education, environmental services, health services, maritime transport, telecommunications, and tourism.

One of the targets AFAS is to provide recognition of education or experience, the requirements, the license or certificate, called Mutual Recognition Arrangement (MRA). Thus Indonesia faced open competition in terms of competence. Under these conditions how Indonesia's position in front of the other ASEAN countries? Can the results of the quality of education in Indonesia compete?

Based on data from the Global Competitiveness Index 2015, Indonesia ranks 37th out of 140 countries. While Singapore ranks 2nd, Malaysia 18th, Thailand 32, Philippines 47, Vietnam 56th, Laos 83rd, Cambodia 90th, and Myanmar is in position 131. Indonesia's human development index has increased compared to previous years. But still need to work hard to improve the arena of other countries, particularly in ASEAN. The Indonesian government's relentless efforts to improve the quality of education. Various policies and strategies have been implemented, such as changes in the curriculum to achieve national education goals mandated by the Law of the Republic of Indonesia number 20 of 2003 on National Education System. Necessary to optimize the role of education components to achieve high leap in improving the quality of human resources in the era of the ASEAN Economic Community (AEC) today.

When flash back to the history is there, then in the development of the Indonesian nation, the nation of Indonesia's founding father, the first President of the Republic of Indonesia, Ir. Soekarno (in Samani and Hariyanto, 2011) states that "The nation must be built by giving priority to the development of character (character building) for character building is going to make Indonesia into a great nation, developed and prosperous, and dignified, character building if this is not done, the people of Indonesia will become a nation of coolies".

Meanwhile, in the national regulations, among other things stated that the construction of the nation's character is a fundamental requirement in the process of nation and state. Since the beginning of independence, Indonesia has committed to making the character development of the nation as an essential ingredient and not be separated from national development. It is also as mandated in Law No. 23 Year 2003 on National Education System in Article 3 which stipulates that "National education serves to develop the ability and character development and civilization of the nation's dignity in the context of the intellectual life of the nation, is aimed at developing students' potentials in order to become a man of faith, fear of God Almighty, noble, healthy, knowledgeable, skilled, creative, independent, and become citizens of a democratic and responsible".

## **METHOD**

This paper is aimed to get the meaning of leadership and organizational culture within the school level to produce a quality education entered the era of the ASEAN Economic Community (AEC) by referring to the study of relevant research results. Meanings of the data was based on the depth of the facts obtained in the study by researchers before, which then meant to get the meaning of a suitable and relevant to the situation in Indonesia.

In-depth discussion is supported by the results of research or opinions by previous researchers were consistent with that proposed by Creswell (2009: 25), that: "The literature review accomplishes several purposes. It shares with the reader the result of other studies that are closely related to the on being undertaken", which the statement can be interpreted that the amount of resources will be able to read the relevant support of the meaningfulness of a study that will produce in-depth analysis.

As well as McAlpine & Amundsen (2011: 211), that: “We must recognize that we benefit as well and will be able to apply our learning to various academic roles (researchers, supervisors, teachers, program directors). This approach to knowledge and identity development has the potential to bring about individual change in ways of thinking and acting, even if institutional change is not yet an outcome”. As for the statement can be interpreted that the amount of learning and information from various scholars will enrich our study to analyze a study which will certainly contribute to new discoveries that have not been there before or reinforce previous findings.

Furthermore, Mertens (2010: 225) also affirmed regarding qualitative research, that: “There are key words associated with qualitative methods include complexity, contextual, exploration, discovery, and inductive logic”, which the statement can be interpreted that the complexity in qualitative research and in-depth analysis of discernment, will be able to produce an in-depth research discoveries meaning anyway.

Based on various scientific opinion on the above, the results of the discussion in this study is expected to find meaning and contribute to the relevant findings.

## LITERATURE REVIEW

Several studies conducted by previous researchers (Misco, 2007; Chattopadhyay, 2013; Wagner, 2013; Young, 2015; Williams, 2015) suggests that the strength of leadership education in the era of globalization with the competitive dynamics of the quality of a complex requires a visionary leader who can produce a wide range of the policies and operation of the working people in schools on the basis of vision, passion and dedication to work is clearly to achieve the goals of education in the school. The existence of a clear educational vision that is executed consistently by educational leaders should be supported by the cultural change that is more oriented to the quality of both the process and outcomes of education. Thus the important thing is to position themselves as educational leaders knowledgeable in the attainment of quality education in the era of globalization is to provide a strong influence on the effectiveness of educational attainment (Berg, et al, 2013; Hewitt, et al, 2014; Severson & DeStefano, 2014).

Referring to the above understanding, it can be interpreted that the educational leadership knowledgeable and able to transform the cultural values that exist in schools is indispensable Principal in menjalanjan tasks mandated. Many leadership models that can be adopted and applied in various educational institutions or schools, but the leadership of relevant models to be implemented in schools in the era of globalization and competitiveness that is high enough, is the learning transformative leadership. It also points out (Hermino, 2014; Daryanto, 2013; Nasution, 2010) that in the era of globalization and the complexity of the development of education, the role of educational leadership is not merely instructional alone, but the leader of education or a school principal should be able to act as mentors and an introduction to the transformation of experience, knowledge, and skills to the citizens of the school.

With regard to the organizational culture, the school is also an organization in a sistem education. Several studies conducted by previous researchers about the culture of the school as a system of organizational culture that leads to an achievement of the quality of education is as stated by: Maxwell & Thomas (1991), Berry (1997), Oord (2008), Winch (2015) that in an education system that is in schools in which there is full of diversity and background of citizens of the existing school, then the school culture will be the peculiarities of a system of education provision that is in them, and these particularities can be a support in improving the quality of education if the school

culture that can transform four things: beliefs, values, norms and standards, as well as the behavior of the residents of the existing school, especially for learners. In line with this, a quality education is not only also determined by the academic achievement of their students, but also from the aspect of character education is the internalization of a culture in schools to bring their students in the development of good character amongst the tegah dynamics advancement of age who continues to grow (Whitaker & Gruenert, 2015). Thus, to achieve a good quality education needed leadership quality education, and who are able to understand the vision, mission and objectives of the school to be combined together with the internalization of the values at the school became a reference in a process of integrated education, character, and quality in the process (Reeves, 2006).

Furthermore, Vembriarto (1993: 82) argues that school culture is: “a complex set of beliefs, values and traditions, ways of thinking and behaving”. The school culture has important elements, namely: 1) the location, environment, and the physical infrastructure of the school schoolhouse, mebelair, and other supplies; 2) The school curriculum includes ideas and facts into a whole program of education; 3) persons who are citizens of the school consisting of students, teachers and administrative staff; and 4) the moral values, regulatory systems, and climate of school life (Hoerr, 2005; Kafele, 2015).

Observing from the quality of education that will be generated to the learners that exist, it can be interpreted that the principal of an educational leader in the educational unit he leads is expected to focus on the leadership of existing learning to produce student achievement better than the Principal less focus on the leadership of learning. Ironically, most schools do not implement instructional leadership model, so that the necessary leadership for effective learning to enhance the professionalism of educators (Deal & Peterson, 2003). Thus, through the competent leadership role education will produce learners who qualified in the face of global competition, especially quenched era ASEAN Economic Community (AEC), namely that the necessary human resources are superior and have the ability to compete with powerful competitors.

## **RESULTS AND DISCUSSION**

### **Education in Indonesia Facing of ASEAN Economic Community**

Education is one of the most important things to prepare competitive human resources in achieving success in the era of globalization. Education is the main pillar for the advancement of a nation (Soutworth, 2002; Shockley, 2008; Briggss, et al, 2012; Menzies & Baron, 2014). Under these conditions, education should be a priority for development, without ignoring other sectors.

To advance the education is not only well by changing the curriculum and complementary facilities and infrastructure, but also pay attention to the development of Human Resources (HR), which will carry out the education. Therefore, to achieve better education in the future, which is a top priority for this is the improvement of human resources (HR) through quality education and evenly distributed throughout the population, and the main thing is to raise awareness for all elements of society and the government and the parties concerned to improve itself (Hermino, 2015).

At the end of 2015 that the era of the ASEAN Economic Community (AEC) began officially enacted. This implementation does not only have an impact on the economic sector, but also other sectors, especially those that need to be observed as well as the education sector is the capital build competitive human resources. The era of the ASEAN Economic Community (AEC) is to be

welcomed by the world of education in Indonesia quickly, so that Indonesian human resources ready to face the tight competition with other countries.

In this regard, the direction of education in Indonesia in the era of globalization, the ASEAN Economic Community (AEC) is in need of attention to four things, such as: mastery of innovation, networking, mastery of technology, and control of natural resources. Based on this, then the education in Indonesia should be more emphasis on the ability to increase the fourth progress in Indonesia.

In connection with this, the education system in Indonesia should really be able to equip the competence of the learners to innovate and to build a networking. Competence innovate, improving various existing learning systems. The systematic learning can be pursued by appropriate when there are three things, namely: 1) the leader of innovative educational and insightful, and have a clear concept of leadership and direction; 2) the existence of a school culture that supports the sustainability of the education system; and 3) the quality of learning memadahi to support the process of learning activities that exist because students will be taught how to work in creative and innovative. While building a network of competence to do with the development of attitudes and manage human resources such as, leadership, teamwork and communication (Stromquist, 2002; Loomis, et al, 2008; Mason, 2013; Wagner, 2013).

Referring to the above understanding, the increased role of government in solving the problems of education in Indonesia, at least can be through the allocation of sufficient educational budget is accompanied by supervision of the implementation of the appropriate budget in order to really be used to improve education in Indonesia, such as the program of development of school infrastructure evenly, distributing teacher to the remote areas in all regions of Indonesia, preparing a curriculum that is more representative in order to explore the potential of students (not just hard skills but also soft skills). It is also as stated also in Stromquist (2000); Day, et al, 2000) Totto (2006) that the development of education in a country should be based on planned national educational strategy for the country with regard to the development of globalization that exists, as well as the distribution of education in terms of areal acceptable as a national policy in education that integrate.

In this regard, the Indonesian government should pay more attention to quality, distribution and the welfare of teachers in Indonesia from the aspect of justice geographically, because She is one of the pillars to support the course of the educational process, and very important role in creating students who are intelligent, skillful, moral and knowledgeable large. So it is appropriate that the government also can make towards the implementation of the rules for quality education, and can be reached by all levels of Indonesian society (Hermino, 2015).

Thus, if education in Indonesia is able to equip students with the knowledge and skills are adequate, then a graduate education in Indonesia will have the confidence and motivation to develop themselves optimally, so it can be believed that Indonesia is able to compete globally in the era of the ASEAN Economic Community (MEA) at this time.

### **Transformational Education Leadership in the Globalization Era of ASEAN Economic Community**

The word globalization is derived from the word global, which literally means global or universal, comprehensive, universal. The word then became a term which refers to a kedaan where a country with other countries have been fused. Territorial boundaries, cultural, and so is already

not an obstacle anymore to perform the unification. Thus literally, globalization means the merging of the various countries that exist on this globe into a single entity. Globalization is a process of making something (an object or behavior) as a characteristic of every individual in this world without being restricted by region (Schein, 1985; Reeves, Stromquist, 2002; 2006; Mason, 2013)

With regard to transformational leadership, then according to Robbins (2005), transformational leadership is leadership where the leader is able to inspire the staff her to be able to prioritize the progress of the organization of the personal interest, and able to provide good care to its staff and is able to change the consciousness of the the staff to be able to cooperate to the fullest and see the organization as a whole unity of view to achieve the goal.

Bass & Riggio (2006) defines transformational leadership is a form of leadership in which the leader is able to expand and improve working interest of its members, or the system of leadership where leaders are capable of triggering sensitivity and acceptance of vision, mission and goals of the organization, and where the leader has control over its members to be able explore their potential for the progress of each organization.

Based on the thought above, then in the face of education in the era of globalization are increasingly complex and with high competitiveness, it is necessary educational leaders who can transform charisma, inspiration, intellectual stimulant, and individual consideration to the interests of the staff as a whole and the development of educational institutions led in accordance with the vision, mission and educational goals to be achieved (Soutworth, 2002; Hallinger, 2003; Moolenaar, et al, 2010; Balyer, 2012; Rodriguez, 2014).

Referring to the above understanding, the transformational leadership in the field of education, especially in Indonesia in addressing the globalization era in the arena of the ASEAN Economic Community (AEC) is a leadership that can combine three behaviors, the charisma, individualized consideration and intellectual stimulation.

Furthermore, that when education is involved welcoming the ASEAN single market in 2015, the leadership role of transformational education is to prepare skilled human resources, sensitive and critical. Skilled work, sensitive and critical issues in the role. The third skill is absolutely present in Asean single market. Single market in the era of globalization can not be understood from the economic aspect, but also from non-economic aspects, one of which is in the field of education (Torres, 2002; Soutworth, 2002; Tatto, 2006; Loomis, et al, 2008; Moolenaar, et al, 2010). That understanding also needs to be built and internalized so that Indonesia became an independent country and dignified. Independent means free from the intervention of other nations in determining the direction of its policies, including policies to educate and welfare of its people through education and dignified means working together with other nations without losing their identity, and this can be optimized through character education in schools.

Competition quality of education in Indonesia also needs to be examined is wise in accordance with the purpose of education in Indonesia. However, the competitive dynamics of global education in ASEAN in the era of the ASEAN Economic Community (AEC) can not be circumvented by the education system in Indonesia, and tumpuhan implementation towards global competition in education is certainly relies on educational leadership who have extensive knowledge, and the concept of leadership can combine logic thinking, analytical thinking, and creative thinking in leading educational institutions which it is responsible. The ability of the educational leaders in the era of globalization, which also requires the freedom to innovate in charge, who mandated him to develop their ideas in a way of leading educational institutions to the maximum (Burbules, 2000; Northouse, 2001).

## Acculturation Character Education in the Learning Systems

One of the key in the dynamics of the globalization of the times in the field of education, is with regard to character education. Character education is very important given to children in schools, it is that the children understand the importance of moral values of humanity and respect for the situation and environmental conditions in the dynamics of the growing progress of education in ASEAN. Character education is very helpful in preparing students into life in the era of globalization. The conditions in line as proposed by Carol Copple, Richard de Lisi, and Irving Sigel as written in Spodek (1982: 3): "... *The development of the child is viewed as simple one type of behavioral change. For the leaning theorist, intellectual development consists of an accumulation of gradual learnings, of changes in specific behaviors*". The statement can be interpreted that the development of a child's behavior is influenced by the surrounding environment, and it will also affect the outlook and the concept of thinking of children against himself and the surrounding environment.

With regard to the values contained in the learning curriculum, the research conducted by previous researchers (Misco, 2007; Peng et al, 2013; Agrawal, 2013; Mason, 2013) stated that the curriculum used at school- school is the curriculum should be relevant to the needs of the school, both academic interest, as well as with regard to the moral development of the children in the school were still in the rules of the values that characterize education in schools that exist in the face of education in the era of globalization.

Against these values, it is also in line as proposed by Allport, as quoted by Kadarusmadi (1996: 55) states that the value is: "*a belief upon which a man acts by preference. It is this a cognitive, a motor, and above all, a deeply propiarte disposition.*" Understanding the meaning that it is the belief that human preferences used in action. Humans select or choose activities based on the value of his own beliefs. Similarly Ndraha (1997: 27-28) states that the value is abstract, because it was uncertain value contained in something. Something that contains the value (vehicles) there are four kinds, namely: exercise, behavior, attitude and basic.

The ability of teachers to teach character education in schools, then it is as has been done by previous researchers (Mayer et al, 2004; Chan, 2011; Skaalvik & Skaalvik, 2013; Kopnina, 2013; Mills & Quinn, 2013; Twigg, et al, 2013), that it is very necessary to understand the current situation, both the students and in schools. This is important because with a good understanding by teachers when giving lessons at school, where in the subjects contained values of character education to be achieved, then it implies that the teacher had been giving a good understanding for students to how it should be in learning and this can be done from early childhood education. Even the results of the study by Mayer, et.al. (2004) confirmed that with a good understanding of character education for students, it actually has positioned the student is in equilibrium Emotional Intelligence (EI) is good.

Character education in the era of globalization, not only apply to students who are in the urban areas alone or in schools that have students who are heterogeneous, but also applies to all education in all areas. It's like the results of research by previous researchers (Hannum et al, 2013; Sargent et al, 2013; Scherrer, 2013; Twigg, et al, 2013), stated that education in areas far from the city also still need to obtain and understand the importance of character education in schools. However, to schools located far from urban areas, where the culture is still strong upheld as a norm of life. Then teaching character education will not be as difficult as teaching it to students in urban areas, where the mindset and plurality in everyday life may influence the development of personality and behavior of students.



Educational leadership which in this case is the principal, is also a study of the implementation of character education. It's like the results of research by previous researchers (Shockley, 2008; Mills & Quinn, 2013; Greenberg et al, 2007; Kalargyrou, 2012) is that as a leader of education, the principals should be able to look at the diversity of cultures that exist at the school, both from the students and the school environment, so that the school can position its existence on the situation and the conditions required by the needs of the students, not only in schools alone, but will be taken on a social life outside of school.

### Meaning of Values in Character Education

The advancement of education in the era of globalization is not enough to be seen from the academic quality of students produced, but it is also necessary maturity of the good character of the learner is generated, and the internalization of the values of good character education in educational institutions become indispensable so that learners can make sense academic intelligence from the perspective of cognitive and affective (Stromquist, 2002; Balyer, 2012; Rodriguez, 2014; Saverson & DeStefano, 2014). In a deeper study, the term "value" is not easy to be given for certain restrictions. This is due to the reality nisali an abstract (Ambroisje in Kaswardi, 1993). Similarly, according to Rokeach and Bank in Thoha (1996), the value is a type of confidence that is within the scope of the belief system in which a person acts or avoid an action, or of a proper or improper done. This means that to do with the meaning or meanings giving an object.

Values can also be interpreted as a thought (idea) or the concept of what is considered important for someone in his life (Fraenkel in Thoha, 1996). Moreover, the truth of a value also does not require the existence of empirical evidence, but rather related to living and what is desired or not desired, liked or not liked by someone.

Values have two kinds of attributes, namely content and intensity. Attribute content is concerned with whether something is important. While the intensity attribute concerns the extent to which the level of importance. When we rank one's values based on the intensity, we get the value system of the person. Basically everyone has a hierarchy of values that shape his personal value system. This system can be seen through the eyes of people on the importance of a values like freedom, pleasure, self-esteem, honesty, obedience, and similarity.

Rokeach in Danandjaja as quoted by Ndraha (1997: 20) states "*A value system is a learned organization of principles and rules to help one choose between alternatives, solve conflict, and make decision.*" It means that a value system are the principles and rules that can be learned within an organization to help someone choose among alternatives, resolve conflicts and make decisions. Further disclosed by Fraenkel (1973) in Welton & Mallan (1981: 155) "*No one has ever seen a value. Like concepts and ideas, values exist only in our minds. Values are standards of conduct, beauty, efficiency, or worth that individuals believe in and try to live up to or maintain.*" The statement can be interpreted that the concept of value appears by nature in a person, and it is of course, each person will have a different view, however, the main concept of value is how people put themselves on the norms prevailing in the surrounding environment.

Of the various opinions above, it is understandable that the value is a belief or trust which is the basis for a person or group of people to choose their actions, or assess something meaningful or not meaningful for life. While the value is a ranking system based on a ranking of values of an individual in terms of intensity.

Thus, to determine or track a value must go through the meaning of the realities of another form of action, behavior, mindset and attitude of a person or group of people. The Making of a form

of spiritual maturity and maturity mental function. To spiritual maturity, it is in line with that set forth in Soedjatmoko (2010: 179), namely that face a future of uncertainty, the basic steps incurred in the various communities is the effort to develop and disseminate a mental attitude of new, capable of delivering spiritual stability. Meanwhile, with respect to the fungi mental maturity, then Vygotsky in Adisusilo (2012: 169) assert that maturity mental function of children actually occurs through a process of cooperation with others.

### **Role of the School Principal**

The principal's role in leading the school has three functions, namely as leaders and managers in the field of education in schools they lead; as school leaders to menakodai the wheels of school organization and produce top students and virtuous character well; and as the protector of all citizens of the school in order to jointly work together to promote education in the school. This condition is also as stated by John C. Maxwell in Simon (2010: 16) that in order to progress in the leadership of the school, the principals need to prioritize the interests of the school. The true leader is serving, that is to serve others, serve their interests, and in doing so will not always be popular, not always impressive. Opinion was also in line with that set forth in Mulyasa (2011: 67) that simply school leadership can be interpreted as a way or business principals to influence, encourage, guide, direct, empower and mobilize teachers, staff, students, parents of participants students, school committee, board of education, and other relevant parties, to achieve the goal of character education.

With regard to his leadership, the school principal as a leader as well as managers in the implementation of character education in schools, and the teacher is a leader and manager in the implementation of character education in the classroom (Wiyani, 2012: 68). The school principal giving instructions to teachers to lead and manage students through the transformation of the noble values based on the existing rules and peculiarities of educational values that exist in the school. Against this also as stated World Bank (1999) in Rival & Murni (2009: 789) "Give people a handout or a tool, and they will live a little better. Give them an education, and they will change the world ". Against this, the principals at the schools need to emphasize to teachers to prepare a lesson plan with good character and include indicators to be achieved in the learning.

### **Role of Teachers in Classroom level**

Teacher plays a very strategic especially in shaping the character and developing students' potential. The existence of a reliable teacher at the school, both behaviorally and academically during the learning will position the teacher as someone who eligible to become as a role model and imitated. At the school in general, the role of the teacher as a role model will be very visible. This is because the school teacher is a source of knowledge for students. Character development is not only limited in the habit of advising students. Characters just formed by the contiguity quality of personality in the process of learning together (Noor, 2012: 124).

At the level of the class, the teacher is an important factor that is big influence on the success of character education in schools, even critical to the success of students in developing personal intact (Mulyasa, 2011: 63). Say so, because teachers are the main figures and examples and role models for students. Therefore, in character education teachers should start from himself to anything he does well be good anyway influence on students.

Teachers at the level of the classroom and the school also served to provide exemplary early students. Their exemplary and discourse exemplified by the principal at his school, and it is also in line with that proposed by Dakir (2010: 101): "... Planting sense of right and further that such measures can be implemented, it is expected for learners will have an attitude, then the value, and eventually formed a personality who religious".

With regard to the preparation of lesson plan, the teacher in this case must be carefully and professional character values that can be achieved by the students. In this, the teacher should also be able to integrate the condition of schools on learning done in class, so the lesson plan that has been prepared by teachers and approved by the school principal can be performed well. Against this, Fitri (2012: 46) also suggests that the strategy of character education can be seen in four of integration, namely: 1) integration into subjects, 2) integration through thematic learning, 3) integration through the creation of an atmosphere in character and habituation, 4) integration through extracurricular activities, 5) integration between school education programs, families, and communities.

On the other hand, the role of parental involvement is a necessity in the school to support the implementation of character education programs, as well as one of concern from school to help cope with the students who have problems, so that problems can be solved and students can learn and achieve in school the. It also points out Hamalik (2010: 183) that teachers play a major role and is responsible for guiding the students to develop their potential and help solve problems and difficulties students dibimbingnya, with the intention that the student is able to independently guide him/herself.

## **CLOSSING**

Globalization is a powerful influence and appears on the dynamic development of adult education, and has also made its way into educational policy in the countries of the ASEAN region in general and the national level, Indonesia in particular, are in the process affects the leadership role of the existing education, organizational culture in schools, the practice of teaching and education for its students.

From all of the above it can be concluded that there are entering the era of the ASEAN Economic Community (AEC) today as globalization brings attention to the area of scrutiny for education in Indonesia in particular. Organizational culture at the level of schools to achieve quality education as require educational leadership roles knowledgeable and able to internalize the values of leadership to the school member for the advancement of education.

Organizational culture at the school level requires the ability to mobilize the developments and changes that do creative activities, identify strategies, methods, means, or new concepts in teaching so that meaningful learning and delivery of quality education. Transformative leadership is an attempt to produce a competitive education and getting the capable learners who have personal integrity, discipline, creative, innovative, and competitive. Professionalism educational leadership as transformational leaders need to have competence, transparency, efficiency, and high quality. Competencies that need to be owned by a leader of education in order to face the global era, namely: the ability to anticipate, ability to identify and solve problems, the ability to accommodate, the ability to reorient, generic competences, managing self skills, ability of managing people and tasks, mobilizing innovation and change. Furthermore Similarly, in the current era of globalization, the learners need to have: science and technology are capable, has a personality or character that is

strong and well, and has the ability to compete with students in general in the ASEAN region in particular and the international area in general.

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## Author's Profile

### Dr. Agustinus Hermino



Dr. Agustinus Hermino was born in Magelang city, Java island, Indonesia on 17 February 1970. Bachelor degree graduated on October 1993 from Bandung Institute of Technology, Indonesia, majoring in Civil Engineering. Master degree graduated on 17 April 2013 from State University of Malang, Indonesia, majoring in Educational Management with GPA 4,00. Ph.D degree finalized on 18 April 2016 in majoring Educational Management, State University of Malang, Indonesia with GPA 4,00 also. The title of his dissertation is: "Anger Management for Student in the Catholic School".

At this time he is working as an Individual Consultant in Educational Management. Some books written by him which already published such as: (1) Need Assessment for Schooling Organization, published by Gramedia Publisher, Inc. Jakarta, Indonesia, May 2013; (2) Character-Based Curriculum Management, published by Alfabeta Publisher, Inc. Bandung, Indonesia, April 2014; (3) Education Leadership in the Globalization Era, published by Pustaka Pelajar, Inc. Jogjakarta, Indonesia May 2014; (4) Papua Peace Education. Contextual Character Education Pakima Hani Hano in the Central Highlands of Papua, published by World Vision Indonesia, September 2015; and (5) Anger Management for Student, published by Pustaka Pelajar, Inc., Jogjakarta, Indonesia, June 2016. His research interest is about school-based management, early childhood education, and strategic management in primary education sector.

Dr. Agustinus Hermino can be contacted by email: [agustinus\\_hermino@yahoo.com](mailto:agustinus_hermino@yahoo.com).



In comparison, transformational leadership can foster radical entrepreneurship. During the restructuring movement starting in the 1990s, school-based management reform and teachers' empowerment ideas have become popular. This perspective has contributed to a more complicated and uncertain reality for schools (Leithwood, 1994). Under these circumstances, transformational leadership that is able to facilitate first- and second-order changes in schools (Hallinger, 2003; Leithwood & Louis, 1999) is likely to be related to a radical entrepreneurship strategy. The radical strategy, described above, Transformational leadership is a model of leadership used across the spectrum of politics, education, entertainment, finance, technology, and other industries. "When you look at people that are good examples of transformational leaders, you think of the people that have had an impact, whether that's on an organization or on the country," Stein says. "These are the people that can rise to any challenge and bring everybody together collectively to make a difference." Academics in the leadership community, however, are divided on whether "choosing" to be a transformational leader is that simple. "The 'Great Man Theory' is based on the idea that people are born with leadership skills," Stein says. Instructional leadership is generally defined as the management of curriculum and instruction by a school principal. This term appeared as a result of research associated with the effective school movement of the 1980s, which revealed that the key to running successful schools lies in the principals' role. However, the concept of instructional leadership is recently stretched out to include more distributed models which emphasize distributed and shared empowerment among school staff, for example