Transformation of Education at *Yusuf Abdussatar* Kindergarten in Kediri through Visionary Leadership

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Abstract: *This research aims to reveal the impact of educational transformation that occurs at Yusuf Abdussatar Kindergarten in Kediri through visionary leadership policies. The research method used is a case study with a qualitative approach. Data were collected through in-depth interviews, observations, and analysis of related documents. Research respondents include the school principal, teachers, parents of students, and students involved in the educational transformation proces. The research findings show that the visionary leadership policies implemented at Yusuf Abdussatar Kindergarten in Kediri have a significant positive impact on improving the quality of education. The transformation includes the development of innovative curricula, training and professional development for teachers, increased parental involvement in children's education, and the creation of a conducive and inspirational learning environment for students. Visionary leadership also plays a crucial role in directing clear visions, missions, and educational goals, as well as motivating all education stakeholders to collaborate in achieving these goals. The implications of this research findings underscore the importance of visionary leadership in facilitating sustainable and quality education transformation at the primary education level, especially in Kindergartens. This research contributes to understanding effective leadership strategies in the context of early childhood education.*
Keywords: *Educational Transformation; Kindergarten; Visionary Leadership*

INTRODUCTION

Education is the primary foundation for building a quality, inclusive, and sustainablesociety (Intan Kusumawati, 2023). The face of education that we all hope for is a reflection of the ideal vision of how the education system should operate to achieve greater goals in the social, economic, and humanitarian contexts (Patmawati, Ma'arif, Toyibah, & Rasmanah, 2023). Educational services must also be equitable for all segments of society, regardless of social, economic, religious, or physical and mental conditions. Every individual should have equal access to quality education that supports the full development of their potential (Widyastuti, 2020).

The desired education is one of high quality, providing knowledge and skills that are relevant to the needs of the times, the job market, and global

challenges (Volume, Tahun, Pendidikan, Mulyani, & Haliza, 2021) In addition, education is increasingly integrated with technology and innovation. The use of information and communication technology (ICT) will support more interactive learning, access to global educational resources, and the development of responsive and adaptive learning platforms (Maritsa, Hanifah Salsabila, Wafiq, Rahma Anindya, & Azhar Ma'shum, 2021). However, many Islamic schools still face resource limitations, both in terms of funding, facilities, and qualified human resources. Despite some progress, several Islamic schools continue to experience challenges in fully adopting and integrating educational technology (Hardiyanti & Alwi, 2022) .

Pendidikan itu harus berkelanjutan dan dapat bersaing secara global. Hal ini mencakup pendidikan tentang keberlanjutan lingkungan, pemahaman terhadap isu-isu global, serta persiapan siswa untuk menghadapi tantangan dan peluang dalam konteks globalisasi (Volume et al., 2021) Therefore, curriculum development must be aligned with advancements in technology and science. Some Islamic schools may face challenges in developing a curriculum that is consistent with Islamic values and in obtaining relevant and up-to-date learning materials (Prasetyo & Hamami, 2020).

Education does not only occur in the classroom but also through experiences, training, and learning opportunities at various stages of life, enabling all members of society to engage in lifelong learning (lifelong learning) (Riani & Putra, 2023). Education emphasizes the importance of partnerships and collaboration among various stakeholders, including schools, government, industry, non-governmental organizations, and local communities. Strong collaboration will strengthen the education system and support the development of innovations in education (Asiyani, Afandi, & Asiah, 2023) . In addition to academic aspects, the desired face of education also includes the formation of strong character and high ethics in every individual (Mahbub Ainurrofiq, Mohammad Tohir, 2021). Education should help students become responsible citizens with integrity, empathy, and the ability to think critically and creatively, thus ensuring that humanitarian values are an integral part of the expected education (Natalia, Saingo, Agama, & Kupang, 2023).

This has already become the primary vision in almost all Islamic educational institutions, and its results can be seen in families and the broader community. Early childhood education plays a crucial role in laying a solid foundation for the holistic development of children (Wahyuni, 2019). Yusuf Abdussatar Kediri Kindergarten, as one of the preschool educational institutions committed to providing quality education, also faces and embraces the challenges and demands of our evolving times. Visionary leadership is the

primary key in driving progressive education transformation that is relevant to both present and future needs (Gusli, Primayeni, Gistituati, & Rusdinal, 2021).

A deep understanding of the strategic role of visionary leadership in shifting educational paradigms, we will outline concrete steps that can be taken by school principals, teaching staff, parents, and other relevant stakeholders to realize a better educational vision at Yusuf Abdussatar Kediri Kindergarten.

The quality of a school can be seen from the enthusiasm of the community to enroll their children in that school (Iswandi, 2023). This is inseparable from the school programs in place. In addition, the school has its own branding, making it a selling point for attracting new students. Despite its limitations, Yusuf Abdussatar Kediri Kindergarten has its own appeal to the wider community to enroll their children there.

Through in-depth analysis, empirical data, and critical thinking, this paper aims to provide a comprehensive view of the educational transformation at Yusuf Abdussatar Kediri Kindergarten and offer recommendations that can be implemented to enhance the quality of early childhood education comprehensively.

To understand the transformation undertaken by the principal of Yusuf Abdussatar Kediri Kindergarten in achieving the desired vision, researchers attempt to delve deeper into a study titled Educational Transformation at Yusuf Abdussatar Kediri Kindergarten through Visionary Leadership.

RESEARCH METHOD

The research employed is qualitative in nature with a case study approach. Data collection was conducted from various sources through interviews with the principal, teaching staff, parents, and students, direct observations at the school, as well as analysis of policy documents and educational programs implemented by the principal to achieve the school's vision. Data analysis utilized document analysis and action analysis derived from the interviews and observations conducted by the researcher.

RESULTS AND DISCUSSION

Results

Yusuf Abdussatar Kediri Kindergarten has become one of the preferred schools for parents to enroll their children. The school was established in 2014 and obtained operational approval in year. Parents have been registering their children there well in advance due to concerns about acceptance, as there is high community interest in enrolling their children, prompting Yusuf Abdussatar

Kediri Kindergarten to halt registrations before the official enrollment period begins. The school does not accept new student registrations due to severely limited classroom space.

Despite starting with only 17 students, which dwindled to 10 by the end of the year, inadequate classroom and playground conditions did not deter parents from enrolling their children there. Through innovative efforts by the principal and teachers, the school has seen an increasing number of student registrations each year, with many being turned away due to space limitations.

1. Students at Yusuf Abdussatar Kediri Kindergartenare guided to memorize Juz 30, along with selected hadiths and daily prayers. For students starting in Group A, aged 3-5 years old, they are capable of memorizing half of Juz 30 beginning with short surahs like Al-Ikhlas, and the remaining portion continues as they progress to Group B. Meanwhile, students entering Group B, aged 5-7 years old, begin their memorization with longer surahs such as An-Naba. All graduating students from Yusuf Abdussatar Kediri Kindergartenalso must memorize Surah Al-Waqiah, considered the school's emblematic surah believed to be key to blessings in sustenance, knowledge, and lifespan. Additionally, students are taught selected hadiths daily, combined with physical movements to avoid monotony, and they are instructed in daily supplications.

2. During learning activities, teachers employ various methods such as utilizing local resources like leaves, seeds, stones, and other materials to introduce numbers and letters.

3. To enhance gross motor skills, students are encouraged to engage in outdoor activities such as jumping games, ball catching, imitating animal movements, swimming, morning exercises, and various physical activities involving children's physical movements.

4. Meanwhile, in developing fine motor skills, students are asked to draw according to themes, color, create mosaics from harmless natural materials, assemble puzzles of various shapes based on their creativity, exercise their fingers by shaping objects with plasticine or clay, and fold paper into various forms such as birds, boats, bags, and more.

5. To instill character and habits, students are accustomed to reciting prayers before engaging in any activity, accompanied by proper etiquette. They are also taught to independently remove and place their shoes in designated areas. After using toys like building blocks or Lego, students are required to tidy up and return them to their original places. Before leaving, students

6. Every morning, teachers take turns welcoming students at the school gate by kissing their hands and embracing them. This gesture fosters emotional and spiritual bonds between teachers and students.

7. Meanwhile, to enhance teachers' competencies, the school maximizes the learning community as a platform for teachers to discuss and address challenges faced in the field. Teachers actively participate in community gatherings held almost every two months, and the school principal also encourages teachers to conduct benchmarking studies at schools known for their exemplary practices, to closely observe positive aspects that can be implemented in their own school.

8. Furthermore, to maintain bonds and strengthen faith, the school organizes monthly Quran recitation sessions (khataman Al-Quran) and spiritual cleansing (siraman Rohani) conducted by invited female religious scholars (ustadzah) from outside the school. After these activities, teachers engage in discussions and exchange ideas, aligning their visions and reminding each other of their goals, thus collectively progressing in their learning journey.

Discussion

The characteristics of visionary leadership encompass several prominent and crucial aspects in their influence on change and transformation across various fields. In the realm of education, these include how a leader possesses a clear long-term vision, the ability to inspire and motivate staff, innovation capability, and a strong commitment to educational quality (Rachman, Humaeroh, Sari, & Mulyanto, 2023).

Yusuf Abdussatar Kediri Kindergarten has a vision:

1. Enhancement of human resources through learning communities.

Learning communities are groups of people who come together to learn and develop collectively (Sani & Annisa, 2019) They share knowledge, experiences, and resources to enhance their collective understanding of specific topics or skills. The goal of learning communities is to create an environment that supports the exchange of information, collaboration, and personal as well as professional growth (Sekar & Kamarubiani, 2020).

Through the learning community at the school, every day after all students have gone home, the school principal and all teachers always gather. The principal consistently encourages teachers to discuss all findings during the learning process, the challenges encountered, and new strategies that can be implemented, particularly in the teaching and learning processes. During these sessions, teachers also prepare lesson plans and materials to be used in

the next day's lessons. One of the competencies where teachers are lacking is their ability to use IT, especially in operating computers or laptops. This is due to the limited availability of laptops in the school, where there is only one laptop for ten teachers. Consequently, the laptop is only used for showing Islamic-themed films, and it is mostly utilized by the school operator who also acts as the treasurer.

2. The curriculum used

Curriculum is a set of plans and programs designed to organize the process of learning and teaching in an educational institution, such as a school, college, or training institution (Sekolah, 2022). The curriculum encompasses various components, including learning objectives, program structure, subject matter, teaching methods, evaluation, and resources used in the educational process (Triwiyanto, 2015) and (Jamalia, Huriyah, & Yuliati, 2022).

Starting from the academic year 2023/2024, Yusuf Abdussatar Kediri Kindergartenadopts the Merdeka curriculum. This curriculum differs somewhat from its predecessor, especially concerning *P5 (Projek Penguatan Profil Pelajar Pancasila)*, which has posed challenges for teachers in understanding how to develop project modules and implement them effectively. To address this issue, teachers actively participate in Subject Teacher Working Groups within their cluster, and the school principal invites external speakers to provide direct support to all teachers. The principal also coordinates regularly with school supervisors to discuss each step the school plans to take in response to existing challenges.

3. Collaboration with other parties

Collaboration is the process of cooperation between two or more individuals, groups, or organizations to achieve common goals or solve complex problems (Ramdani, Nasution, Ramanda, Sagita, & Yanizon, 2020). Collaboration can also refer to positive and constructive interactions between cooperating parties to create synergy, share resources, and achieve better outcomes than working alone (Choirul, 2020).

To facilitate the optimal growth and development ofchildren, encompassing physical, mental, and character aspects, the school principal collaborates with various parties to ensure planned programs run as expected. Established school routines are continued at home through intensive communication with parents or families, alternating between parent meetings and WhatsApp group chats. Collaboration and cooperation with

parents are emphasized to foster closeness and maintain relationships between guardians and the school community.

Periodically, the school organizes activities such as auditing classes, cooking classes, and Hajj orientation sessions outside the school premises, partially subsidized by parents. These efforts aim to strengthen bonds and social interactions.

Collaboration with external agencies is also essential for providing students with a realistic understanding of the working world. Students are directly involved in field visits and interviews with experts, such as visiting farms to interact with farmers or visiting fire departments to observe firefighting equipment and engage in interviews or practical demonstrations.

4. School Facilities

School facilities are crucial components of the educational ecosystem that support teaching and learning activities, student development, and efficient school operations (Rohiyatun & Najwa, 2021) With adequate facilities and infrastructure, schools can create a safe and comfortable environment that enables students to achieve their academic and non-academic potentials effectively (Sutisna & Effane, 2022).

The location of Yusuf Abdussatar Kediri Kindergartenin the midst of residential areas, adjacent to *Madrasah Ibtidaiyah* Yusuf Abdussatar, limits the playground area for students, considering the number of students enrolled. To address this issue, when activities require ample space and involve external parties like parents, they are conducted outside the classrooms. For instance, field trips are organized in shaded locations, while cooking classes are held at KFC or McDonald's. If learning requires observational trips related to specific themes, students are taken there for visits.

5. Character Development

Character development is a deliberate effort to shape individuals with positive values, good attitudes, and readiness to face life's challenges with integrity and strong personal qualities. (Devianti, Sari, & Bangsawan, 2020). This is not only important for personal development but also for building a better and harmonious society (Mahbub Ainurrofiq, Mohammad Tohir, 2021).

As an Islamic-themed school, Yusuf Abdussatar Kediri Kindergartenhas several flagship programs. Among them, all graduating students are ensured to memorize *Surah Al-Waqiah* because this surah serves

as the school's mascot. The school principal and teachers firmly believe that *Surah Al-Waqiah* brings blessings in knowledge, sustenance, and longevity.

In the morning, teachers take turns on duty to welcome students at the school gate. Once all students have gathered, they line up and pray together before entering the classrooms, starting with the right foot. Inside the classroom, students are accustomed to reciting prayers before learning, including prayers for their parents, prayers for success in this world and the Hereafter, as well as reciting the Shahadah and pledges (until the end of their lives, and its meaning), memorizing *Surah Al-Waqiah* (two verses a day), short surahs, and daily supplications. Afterward, there is a break, and in the second hour, they start with the lesson's theme. Before leaving for home, students recite prayers after learning, prayers for safe travel by land, prayers upon leaving school, and poems, as well as reciting two verses from *Surah Al-Waqiah* as the exit password. Those who haven't memorized yet are usually asked to collect trash.

Students are also taught to perform Duha prayer, and in the following semester, every Friday, all students will perform Duha prayer led by an imam chosen from among the students themselves.

CONCLUSION

A vision is a statement that describes the ideal picture of the goals and aspirations the school aims to achieve in the long term. The school's vision outlines the desired direction and guides all activities and decisions made by the school to achieve these goals. To facilitate the implementation of the school's vision, it is elaborated into the school's mission. The innovations made by the principal and teachers become the school's selling point to parents, as the learning outcomes are immediately evident through the students. The principal always prioritizes communication and collaboration with teachers and other stakeholders to ensure that all planned activities are implemented and the results meet expectations. Teachers' IT skills are still very low, especially in the context of teaching, as they mostly use abstract materials for lessons. This results in teachers rarely using laptops as a teaching medium, except when showing Islamic-themed films. This issue is also due to the very limited number of laptops at the school; there is only one laptop, which is used by the school operator for filling out the school data management system and by the treasurer for preparing education operating costs reports.

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