

Learning Leadership Transformational Teacher in the Independent Learning Program at Garuda Kindergarten and Tunas Bangsa PKK Kindergarten, Ponorogo District, Indonesia



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ABSTRACT: This study analyzes the role and learning leadership strategies of Transformational teachers in implementing the Freedom to Learn Program at Garuda Kindergarten and Tunas Bangsa PKK Kindergarten, Ponorogo Regency. The research method used is qualitative research with a case study approach. The study population included the transformation force teachers involved in the Independent Learning Program in the two kindergartens. The research sample was selected based on specific criteria, and data were collected through participant observation, in-depth interviews, and document analysis. Data analysis was performed using thematic analysis. The study results show that Transformational teachers are essential in implementing the Freedom to Learn program. They demonstrate effective learning leadership by engaging with other teachers, encouraging collaboration, and providing peer support and coaching. Transformational teachers also use innovative learning strategies and focus on developing student competencies. In addition, Transformational teachers also overcome various obstacles in program implementation, such as limited resources and paradigm shifts in education. These findings indicate that the Transformational teacher's learning leadership plays an essential role in driving the success of the Freedom to Learn program. The research results provide a deeper understanding of the Transformational teacher's role in this program's context and provide suggestions for developing education policy and practice at the local and national levels.

KEYWORDS: Learning leadership, driving teacher, Free Learning Program, Garuda Kindergarten, Tunas Bangsa PKK Kindergarten, Ponorogo Regency

I. INTRODUCTION

Education Reform in the Speech of the Minister of National Education Nadiem Makarim which was broadcast by the Director General of Kindergarten Teachers (GTK) of the Ministry of Education and Culture of the Republic of Indonesia in 2020, stated that the Transformational Teacher Program played an important role in Education Reform (Nadiem, 2020). According to Nadiem, no matter how good educational technology, curriculum, and educational infrastructure owned by education cannot replace the role of a teacher in carrying out cultural transformation for students. The cultural transformation referred to in this presentation is related to optimizing the values of cultural heritage for the younger generation of Indonesia so that the younger generation has a national culture that is integrated into the values of life and forms the unique identity of the Indonesian nation. The minister of education, culture, research, and technology said that improving the quality of learning, which is directed at improving student learning processes and outcomes, requires strategic steps to improve learning abilities for education teachers through Transformational teachers (Kemendikbudristek, 2022). With this cultural transformation, each educational unit can change the quality of its school culture by being oriented towards a culture of learning and innovation with the achievement of independent learning, namely realizing the profile of Pancasila students (Nadiem, 2020). An independent teacher understands obligations, has autonomy, and uses authority wisely; no teacher can learn alone or independently. Education reform, based on the presentation of the Minister of Education Nadiem Makarim broadcast by the Director General of Kindergarten Teachers (GTK) Ministry of Education and Culture of the Republic of Indonesia 2020, said that the Transformational Teacher program has an important role in education reform. The Transformational teacher is learning leadership (Nadiem, 2020). Transformational teachers already have a Transformational teacher certificate (Kemendikbudristek, 2022). A Transformational teacher is a teacher who has received education and training through a Transformational teacher education program equipped with learning leader skills in the teaching and learning process, which helps students grow actively and proactively (Nurohmat, 2020). Motivator teachers are expected to make positive changes that cannot be separated from efforts to transform school learning and education. This transformation of education and education aligns with Ki Hajar Dewantara's expression, which favors students. There have been 153 participants in

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the Transformational Teacher Education Program. then it is clear that the teacher is the spearhead of the nation's progress, so it must focus on teachers in all aspects. All fulfillment of educational infrastructure is needed to support a teacher's professionalism in educating students to become a generation of literate nations. Talking about the quality of human resources cannot be separated from the quality of learning, which is determined by the quality of the teachers and school principals. So far, the government's goal is to create quality education (Mulyasa, 2021). So, the authors are interested in conducting research titled Transformational Teacher Learning Leadership in the Freedom to Learn Program at Garuda Kindergarten and PKK Tunas Bangsa Kindergarten, Ponorogo Regency. The target of prospective mobilization teachers in the Ponorogo district was 475 people, but 159 participants passed the selection. However, out of these 159 people, 6 were injured because they were enrolled in Teacher Professional Education (PPG). With the existence of this Transformational teacher program, it is hoped that it can contribute to improving and fostering student character where at this time, it can be understood that student characters experience much moral degradation in these circumstances, which are very inconsistent with the demands of society (Anindyawati, 2022). According to Ki Hajar Dewantara, leadership is from expertise, democracy, and leadership that contains truth, expertise, justice, deliberation, kinship, and protection. therefore the government is trying to display the application and development of character in this learning by focusing on teacher development programs to make innovative moves in learning and to be able to lead oneself so that they can work without waiting for orders, position themselves as leaders who can see situations and conditions by conditions for children's learning and being able to become learning leaders who apply independent learning and drive the entire educational ecosystem to realize education set for students (Sentono, 2019). In the source of this research, the focus of the research was the kindergarten stage activator teacher who was under the auspices of the Ponorogo Regency Education Office with two research locations, namely Garuda Kindergarten and Tunas Bangsa PKK Kindergarten with a total number of informants of approximately 12 people. This program is essential because it focuses on the quality of education and teachers as mentors in the world of education. The reality in the field, especially in Ponorogo Regency Teachers at the Kindergarten level, namely at Garuda Kindergarten and at Tunas Bangsa PKK Kindergarten, do not yet have a full understanding of understanding leader learning that liberates children and give children freedom, learning activities are carried out classically, and the activities of all children are equally distributed between one student and another. This research is important to do because it can participate in supporting, developing, and strengthening programs from the Ministry of Education that are useful for improving the quality of human resources, returning local Indonesian education culture to Ki Hajar Dewantara's thoughts which are to liberate education implementers following human nature through the leadership of a teacher, as well as to find out what the role of this Transformational teacher will be in carrying out learning leadership. The trilogy of leadership is leadership that moves the thoughts, feelings, and will that it leads so that it grows from within oneself, acts independently, and the results can benefit everyone it leads. The Activist Teacher Education Program (PGP) in the first batch of Ponorogo district in Ponorogo is the 4th batch in the national quota from the Ministry of Research, Technology, and Higher Education, with a quota of 8,000 batch 4 prospective Transformational Teachers at the Kindergarten, Elementary, Middle School, High School, Vocational High School and SLB levels spread across 6 Provinces and 160 Regencies and Cities. Therefore, public and private school teachers, PNS and non-PNS teachers have the right to participate in this Transformational Teacher Education program. In understanding kindergarten, teachers, in particular, need to change the pattern of self-understanding that every child has differences and uniqueness (Siegel & Hartzell, 2013). The process of growth and development is different and at different speeds, so not all children provide the same activities as their friends, so teacher competence is needed as a learning leader who gives freedom and independence to children in choosing learning activities that follow the nature of the child (Gallahue & Donnelly, 2007). In addition, the view of students, independent learning is expected to create a comfortable learning process so that students can cultivate the habit of asking lots of questions, trying a lot, and doing much work without worrying about failing (Ainia, 2020). In practice, this program is not only specifically for civil servant teachers or public schools but is aimed at all teachers who want to become and are strongly determined to become part of the driving force. With the presence of the independent learning program, it is hoped that teachers can have a variety of effective learning innovations for students. The Transformational Teacher program demonstrates cultural transformation in addition to learning adapted to the characteristics of the school (Leithwood & Jantzi, 1990). Teachers also have the opportunity to innovate in classroom learning and also contribute to moving the learning community for other teachers. According to Catron and Allen (2008), teachers in early childhood education, especially kindergarten, are more of a mentor and facilitators, not just a transfer of knowledge, because knowledge cannot be transferred from the teacher without the activity of the child itself, so the learning pressure must be placed on the teacher's thinking, which leads to the importance of understanding. teachers to understand how children think, develop, and appreciate children's experiences. The freedom and independence referred to here are the creativity of teachers and students in managing and carrying out learning activities in a flexible, fun, natural way and providing opportunities for everyone to get meaning from the learning activities carried out (Sibagariang, 2021).

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II. METHOD

The approach used in this study is qualitative. In qualitative research, the researcher becomes the main instrument in collecting data that can relate directly to the research instrument or object (Moleong, 2006). Sugiyono (2005) states that the data obtained with a qualitative approach is more in-depth because the researchers are directly involved in the field. Through qualitative research with this type of multi-site study, the researcher hopes to be able to fully and comprehensively reveal research phenomena, especially those related to the leadership of Transformational teachers in Garuda Kindergarten and Tunas Bangsa PKK Kindergarten, by exploring, collecting, and analyzing data starting from the first site and continuing with the second site. Bogdan and Biklen (2007) state that multi-site studies are qualitative research approaches designed to gain in-depth knowledge of phenomena that have not been strategically researched. Researchers directly collect data from the primary source or the research locus. The multi-site study design in this study involved several places and research subjects that had similarities, namely the stages of kindergarten, fellow teacher Transformational, similarities in educational training, and documents and instruments of the same formats. Data sources in this study are in the form of words and actions. The rest is additional data such as documents and others. This data analysis stage is carried out after all data has been collected systematically. Since the emergence of driving force teachers and the independent learning program, Garuda Kindergarten has mixed and has its curriculum. Researchers also collected data by making observations and looking for documents related to Transformational teachers. In this study, the secondary data that the researcher collected was in the form of profile data, achievement data for various certificates and social media links, and articles that support this research. This study used source triangulation which was carried out by comparing interview data with observations, what was said with the research situation over time, one's views and perceptions with various opinions, and comparing the results of interviews with related documents. This method is used to prove that data on the learning leadership of Transformational teachers at Garuda Kindergarten and Tunas Bangsa PKK Kindergarten obtained from several sources in the field contain truth values.

III. RESULT

The transformational teacher is a program launched by the government to implement independence in learning and participate in mobilizing the education ecosystem to realize student-centered education. The manifestation of learning independence in Garuda Kindergarten and PKK Tunas Bangsa Kindergarten is the presence of Transformational teachers who provide meaningful climate change for education units for the quality of learning and school management. In the findings of data in the field, the role of learning leadership in Garuda Kindergarten and PKK Tunas Bangsa Kindergarten shows the manifestation of the competence of the Transformational teacher itself. The discussion of the data that researchers found in the field is as follows.

a. Competence of Transformational teachers in developing themselves and others in Garuda PKK Kindergarten and PKK Kepuh Rubuh Kindergarten

The ability to develop themselves and others possessed by Transformational teachers in Garuda Kindergarten and PKK Kindergarten can be described in the following cross-site analysis table:

Table 5.1 Cross-Locus Analysis

NO	Developing yourself and others	
	Garuda Kindergarten	PKK Tunas Bangsa Kindergarten
	Have motivation and enthusiasm to learn from within Implement coaching practices for peers and students active in learning community activities, KKG and KGBN	High learning motivation Have involvement in the community in mentoring the selection of Transformational teachers and PPG, active in KKG activities Implementing coaching for students and peers

From the first table above, it can be seen that the competence of Transformational teachers in developing themselves and others in Garuda Kindergarten and PKK Tunas Bangsa Kindergarten shows the similarity of concepts and implementation in the field. In teacher education, this competency drive is the starting point for shifting the teacher paradigm that change occurs from within, starting from awareness to change and being ready to follow the change. In addition, having skills in coaching yourself and others makes a teacher, especially a Transformational teacher, have a broader impact. The involvement of a teacher in a community of practice is a mandatory thing that a teacher must do to continue to hone their abilities as a teacher and a changemaker for students.

a. Competence of Transformational Teachers in Leading Learning in PKK Tunas Bangsa Kindergarten

The competence of the Transformational teacher in leading learning owned by the Transformational teacher in Garuda Kindergarten and PKK Kindergarten can be described in the following cross-site analysis table:

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Table 5.2 Analisis Lintas Lokus

NO	Leading Learning	
	Garuda Kindergarten	PKK Tunas Bangsa Kindergarten
	Involvement of students in learning agreements and determination of learning topics The discussion becomes a bridge-to-bridge children's learning ideas Creating a comfortable and happy atmosphere	Determination of learning topics from the results of discussions with students The happy and critical atmosphere in dictation activities Discussion is a space to share ideas and ideas, a place to train children to be heartened

From the second table above, it can be seen that the competence of leading learning in Garuda Kindergarten and PKK Tunas Bangsa Kindergarten has a smooth flow and purpose, where the involvement of parents and discussions in determining learning is the key to creating learning that makes teachers and students happy. Teachers are aware of meeting children's learning needs by directly involving the surrounding environment and utilizing resources owned by the education unit. Leading learning is closely related to learning management. Learning management is thought to carry out teaching tasks or learning activities by applying learning principles and steps, including planning, implementation, and evaluation (Ulfah & Thoyib, 2022).

b. Competence of Transformational teachers in Leading Learning School Management in PKK Tunas Bangsa Kindergarten

The competence of Transformational teachers in leading School Management owned by Transformational teachers in Garuda Kindergarten and PKK Kindergarten can be described in the following cross-site analysis table:

Table 5.3 Cross-Locus Analysis

NO	School Management	
	Garuda Kindergarten	PKK Tunas Bangsa Kindergarten
	Program planning through parent meetings at the beginning of the new year Utilize owned assets Supervisor as Supervisor and Committee as program control	Discussion at the parent meeting for program planning Strengthening power utilization Involvement of the Committee and Supervisors in meetings to help oversee the implementation of the program

The table above shows that the implementation of management functions in Garuda Kindergarten and Tunas Bangsa PKK Kindergarten is relatively the same. The role of Transformational teachers in initiating program planning is carried out by involving the sharing of related parties, namely principals, teachers, committees, and supervisors. This program is done so that the governance of the education unit can have reasonable control and positively impact students in the education unit.

c. Competence of Transformational Teachers in School Development in PKK Tunas Bangsa Kindergarten

The competence of Transformational teachers in School Development owned by Transformational teachers in Garuda Kindergarten and PKK Kindergarten can be described in the following cross-site analysis table.

Table 5.4 Cross-Locus Analysis

NO	School Development	
	Garuda Kindergarten	PKK Tunas Bangsa Kindergarten
	The implementation of the independent curriculum is changing Use of BOSP and parents' donations in funding learning activities Involvement of students in learning activities to lead learning	The implementation of the independent curriculum is changing Optimization of BOSP and guardian fees in funding learning activities Implementation of peer tutor learning

The analysis table above shows that Transformational teachers' competence pattern in school development is relatively the same. Namely, the implementation of the independent curriculum has changed, and the maximum use of Education Unit Operational Assistance (BOSP) in learning activities. The implementation of the independent curriculum is in line with the independent learning policy, namely a curriculum with flexible characteristics, which is an effort to standardize using a heterogeneous approach that is complete to enable teachers and students to explore the treasures of knowledge that continue to grow. Students are learning leaders in the sense that they are the ones who make teaching and learning meaningful so that learning will be tailored

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to the student's ability level and supported by various technologies that provide a personalized approach to their learning progress without neglecting the importance of socialization and working in groups to foster social solidarity and skills.

IV. DISCUSSION

a. Competence of Transformational Teachers in Developing Themselves and Others in Garuda Kindergarten and Tunas Bangsa PKK Kindergarten

Competence is a description of qualifications that show a person's ability to do something obtained through education and training and is a combination of knowledge, skills, values, and attitudes reflected in the habits of thinking and acting. In teacher education, competence drivers develop themselves based on self-will awareness. Zimmerman and Schunk (1989) define Self-Regulated Learning as self-generated thoughts, feelings, and actions systematically oriented toward achieving goals to acquire new knowledge and skills (Boekaerts, 1999). This competency appears in the behavior and habits of Transformational teachers in Garuda Kindergarten and PKK Kindergarten with self-reflection activities in learning, analyzing strengths and weaknesses, and having a self-development plan in activities in the community of practitioners who followed and participated in webinars, workshops, and including participating in Transformational teacher education.

Other people-development practices carried out by Transformational teachers in Garuda Kindergarten and PKK Kindergarten are carried out through coaching activities and teacher involvement in the community of practice. Coaching is one of the Transformational teacher competencies as learning. The Transformational teacher is also prepared to be the principal, as the principal will not be separated from the task of academic supervision. Academic supervision is carried out to ensure that pro-student learning can be carried out correctly. The implementation of sound learning is by the National Education Standards article 10 paragraph 2 letter b that the learning atmosphere is interactive, inspiring, fun, challenging, motivating students and provides sufficient space for initiative, creativity, and independence following the talents, interests, and physical and psychological development of students. To be able to encourage school residents to develop self-competence and always have a growth mindset and alignment with students, the answer is school leaders whose data identifies the need for competency development of themselves and others using an approach that suits these needs.

One approach that can be used for this is coaching. This approach begins with an empowering thinking paradigm. This paradigm is necessary so that self-development can run purposefully and sustainably. According to Whitmor (2003), coaching is the key to unlocking a person's potential to maximize their performance (Wijayanti, 2021). The coaching process, as communication between teachers and teachers and with students can give someone the freedom to find their strengths. The role of educators as "pamong" in giving demands and empowering exist potential so that students do not lose direction and can find their strengths. This step is compatible with the thoughts of Ki Hajar Dewantara, who states that the purpose of education is to guide the growth or life of the child's natural strength to improve its practice. So, this coaching skill is suitable and relevant for developing themselves and others, especially in Garuda Kindergarten and PKK Tunas Bangsa Kindergarten.

b. Competence of Transformational Teachers in Leading Learning in Garuda Kindergarten and PKK Tunas Bangsa Kindergarten

Leading learning in teacher education is meant to lead efforts to build a student-centered learning environment. In leading learning in schools, teachers are expected to develop and maintain a comfortable and safe school environment for students and teachers, communication and interaction of school residents to trust and care for each other into a good culture in the school (Hallinger, 2003). They can facilitate student input and aspirations in influencing policies and learning practices in the classroom, and teachers can always be expected to involve students so that learning becomes conducive. It is compatible with what Ki Hajar Dewantara said, that education guides all the natural forces that exist in children so that they, as humans, can achieve the highest safety and happiness.

The role of the Transformational teacher in Garuda Kindergarten and PKK Tunas Bangsa Kindergarten after undergoing Transformational teacher education can be seen from the point b analysis table, which in learning activities has involved students in determining learning topics or ideas. Implementing learning activities involves discussion activities that allow all students to argue according to their ideas. The discussion room provides opportunities for children to practice communication, critical thinking, and how children collaborate with their friends while learning.

Teacher awareness is fully expected that children have their uniqueness and diversity of nature, so teachers can provide a learning environment that allows each child to grow and develop optimally and ensure children feel safe and happy. Without realizing it, teachers face much diversity every day, do various jobs, and make decisions to ensure that every student in their class is successful in learning. In leading learning in schools, teachers in Garuda Kindergarten and PKK Tunas Bangsa Kindergarten carried out differentiated learning, which is suitable what was conveyed by Tomlinson (2001); teachers can categorize student learning needs with at least three aspects, namely 1) Child readiness, 2) Student interests, and 3) Student learning profiles (Herwina, 2021). These three aspects were found in the research of the Learning Program Plan (RPP) document at the research

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location. The implementation of the learning process in Garuda Kindergarten and PKK Tunas Bangsa by adjusting the education unit's characteristics and the consistency of teachers and it also residents of the education unit. The consistency of teachers in applying learning to students is the key to the follow-up of teacher reflection and supervision activities.

c. Competence of Transformational teachers in Leading School Management in Garuda Kindergarten and PKK Tunas Bangsa Kindergarten

Leading school management is a Transformational teacher's competence to realize the school's vision into a pro-student learning culture. This competence is included in the indicators that become the model for the leadership competence of school principals from the Ministry of Cultural Education's public test results in 2020. The indicators of leading school management are 1) leading meetings involving school residents to develop the school's vision and its programs, 2) communicating the school's vision regularly, evidence-based, various media and through multi-channel, 3) motivating school residents to foster a pro-student learning culture, 4) providing opportunities for schools to try new approaches alliteratively and reflectively, 5) Involving school residents and related parties to participate in realizing the school's vision by its role (Rahayuningsih, & Rijanto, 2022).

Following the statement above, the document of vision determination activities in Garuda Kindergarten and PKK Kindergarten shows the above indicators. The involvement of all school residents determines the achievement of the vision of the education unit. An open discussion room provides an opportunity for all relevant parties to be able to provide opinions for achieving goals. Prior to the direct discussion process, the role of Transformational teachers in applying competencies to lead school management by applying an appreciative inquiry approach with the BAGJA model. This model was done to identify the needs and expectations of school residents so that they could be appropriately realized.

Appreciative inquiry is a paradigm and a change management model that holds the principles of positive psychology and positive education and a strengths-based approach. While BAGJA is a change management model, an acronym for Create main questions, Take Lessons, Dig Dreams, Outline Plans, Manage Execution. The Execution of the change management plan by applying the appreciative inquiry paradigm carried out by the Transformational at Garuda PKK Kindergarten and Tunas Bangsa PKK Kindergarten is made simply based on a personal vision proclaimed as an effort to align with students. It was compatible with what Ki Hadjar Dewantara likened in the magazine "Family" in 1937, which stated the phrase "educational equipment" is a way of educating in various forms, which are divided into 6 primaries, namely 1) giving examples 2) habituation 3) teaching 4) commandment, coercion, and punishment 5) practice 6) inner birth experience, these tools do not need to be used all, but it must be related to the end and development of the child. Thus, the management of changes made based on the Appreciative Inquiry approach is intended to grow students with a Pancasila student profile. Furthermore, it needs to be manifested in various educational ways according to students' conditions and the educational unit's situation to make it happen.

d. Competence of Transformational teachers in School Development in Garuda Kindergarten and PKK Tunas Bangsa Kindergarten

Leading the development of schools carried out by Transformational teachers aims to hone the skills of Transformational teachers to help school principals optimize the student learning process and be relevant to the needs of the community around the educational unit. This activity is carried out to evaluate school programs based on data and evidence, priority scales, initiation of development programs, and implementation of learning that impacts students and ensures that the role of schools is more relevant to meeting the needs of the school community.

School development activities in Garuda Kindergarten and Tunas Bangsa PKK Kindergarten, a priority scale in the 2023 academic year, are implementing the independent curriculum change. This implementation is felt to be realized immediately due to the awareness that students are teacher partners in learning, and this is being sought to create schools that support the growth of students who can become leaders in their learning process. The teacher also applies student leadership to school programs or activities in this program.

Ki Hadjar Dewantara conveyed that teaching and valuable education for shared life is to liberate humans as members of the unity (people) (Rusmana, 2016). This statement aligns with the aims and objectives of student leadership carried out at Garuda Kindergarten and PKK Tunas Bangsa Kindergarten by implementing the involvement of students to become independent human beings based on student leadership related to the Pancasila Student Profile. Students not only receive instruction from the teacher but naturally become observers, explorers, and inquirers, possess a sense of curiosity, and can interact with their experiences with others. In order to become a leader in the learning process, students are allowed to develop their capacity and potential, while the teacher's role is only to accompany and reduce the teacher's control over student activities.

The implementation of independent learning changes that are carried out at Garuda Kindergarten and PKK Tunas Bangsa Kindergarten provide learning programs that involve the role of guardians and students so that Execution in the field, students have control over what happens, feel that they can influence a situation. Hence, students have what is meant by Student agency. Namely, students can make choices, voice opinions, ask questions, and take action due to the learning process. This process is compatible with what is meant by student leadership in the OECD (2021), that students develop agency by relying on motivation,

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hope, and self-efficacy, namely the understanding that abilities and intelligence can be developed to navigate themselves towards physical and spiritual well-being (Suharsih & Wisiastuti, 2021).

The involvement of student guardians in planning and organizing programs at Garuda Kindergarten and Tunas Bangsa PKK Kindergarten is a form of management transparency as control over educational funding that is used both from government assistance and self-help from student guardians. Funding is adjusted to the Juknis from the Ministry of Education and also refers to the agreement of the established education unit committee, which will be used to support learning activities at Garuda Kindergarten and PKK Tunas Bangsa Kindergarten adapted to the needs in implementing the independent curriculum changes.

CONCLUSIONS

Motivator teachers in Garuda Kindergarten and PKK Kindergarten are in accordance with the expectations and goals of Transformational teacher education, namely having the ability to 1) Develop themselves and others by maintaining self-motivation, involving themselves in the learning community, providing coaching to fellow teachers and to students as evidence of the implementation of self-competence as a Transformational teacher 2) Leading Learning which is carried out by involving students in determining learning topics that are obtained by discussing with children, listening to children's opinions so that they can provide space for students to be able to convey ideas that children have for then carried out in learning activities 3) Leading School Management which is carried out by holding discussion activities in the form of student parent meetings at the beginning of the new school year by utilizing assets owned around the education unit and participating in involving supervisors as activity coaches and school committees as partners controlling the running of the program it has been agreed 4) Leading School Development which is carried out by being a driving force in the implementation of the independent curriculum, helping to utilize operational assistance from the government, as well as by implementing providing space for students who have been able to carry out the assigned tasks to help friends/peer tutor learning implementation.

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