

HEADMASTER AS A CHANGE AGENT IN REALIZING THE VISION OF A SUPERIOR SCHOOL

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Abstract

This study aimed to analyze the role of the head of the school as an agent of change in realizing the vision of an excellent school. The research explored the vital characteristics of school leaders and examined the implementation steps to understand how the head of the school positively influenced change within the school. The findings revealed that a director of the school with visionary Leadership, practical communication skills, high integrity, and the ability to build strong relationships played a central role in realizing the vision of an excellent school. The implementation steps included effective communication, forming a change team, identifying change needs and opportunities, active participation of stakeholders, providing training and development, and regular monitoring and evaluating change progress. These steps were crucial factors in achieving the objectives of the school's vision for excellence. In conclusion, the head of the school played a critical role as an agent of change. By possessing the qualities above and actively engaging in the implementation process, they inspired and empowered the school community to create a collaborative and supportive environment for positive change. Regular monitoring and evaluation ensured continuous growth and development. Therefore, the head of the school needs to possess strong leadership qualities and actively involve all stakeholders in pursuing the school's vision. Their actions and efforts influenced the school's success, enabling the desired outcomes.

Keywords: *Headmaster, agent change, vision school, visionary Leadership.*

Introduction

The role of the head of the school in achieving the vision of an excellent school is a crucial factor in enhancing the quality of education (Hassan et al., 2018). The school's director possesses significant potential as an agent of change, capable of influencing various aspects of the school environment. In this context, the school leader plays a strategic role in developing a conducive school culture, implementing innovative learning strategies, and motivating staff, while involving all stakeholders in achieving the established goals. However, the role of the head of the school goes beyond creating a supportive climate for effective learning. They also play a vital role in fostering inclusive, collaborative, and achievement-oriented environments in line with the vision of an excellent school (Christie & Lingard, 2020). The school leader creates a positive and supportive learning climate, builds strong relationships among teachers, students, and parents, and collaborates with the local community (Shyamsundar et al., 2019). By doing so, the head of the school can ensure that values such as justice, equity, and cooperation become integral parts of the school's culture.

Moreover, the head of the school is expected to develop learning strategies that encourage student innovation and critical thinking, empowering them to compete in the global era (Popil, 2011). By incorporating sophisticated educational technologies, providing teachers with professional development opportunities, and promoting student-centered learning approaches, the school leader can create a stimulating environment that fosters students' interest in learning and equips them to face future challenges. Additionally, the head of the school plays a crucial role in motivating the staff. The school leader can encourage and support teachers' professional development by offering constructive feedback and creating a positive and inspiring work atmosphere (Shyamsundar et al., 2019). In an environment supported by effective school leadership, teachers feel valued, motivated, and committed to providing the best education for their students (Day et al., 2016).

Lastly, the head of the school must actively involve all stakeholders in working towards the vision of an excellent school. Effective communication with parents, the local community, and other relevant parties is essential for building support and collaboration in achieving the school's objectives (Blackley et al., 2021). By engaging stakeholders and fostering strong partnerships, the head of the school can create a shared sense of responsibility and ensure that collective efforts are directed toward the vision of an excellent school. Although the school head's importance as an agent of change in realizing the vision of an excellent school is widely recognized, further research is needed to delve deeper into this topic. More extensive studies are necessary to gain a comprehensive understanding of the role of the head of the school in driving change toward achieving the vision of an excellent school. This knowledge will provide practical guidance and policy recommendations for educational development (Potter, 2003).

Formula problem in context This is that Still A little research that is particular study role head school as agent change in realize vision excellent school, because that, some questions that arise are; 1) How does the profile head school as an agent change in context to realize the vision excellent school? 2) What just action implementation is carried out by the head school to reach the vision excellent school? How is the connection between profile head school and performance idea an outstanding school? 3) Moreover, what just factors supporting and inhibiting influence the head school's role as an agent of change in realizing the vision excellent school?.

Study more carry on needed For dig more understanding _ deep about role head school this, so can give guide practical and recommendations policy in development leadership effective school'

The purpose of this study is to analyze the Profile of the head of the school as an agent of change in the context of realizing the vision of an excellent school. The study aims to explain the implementation actions carried out by the school leader to achieve the idea of a beautiful school and to understand the connection between the Profile of the head of the school and the implementation of the vision. Additionally, this research

aims to identify factors that support or hinder the role of the school leader as an agent of change in realizing the concept of an excellent school. By achieving these objectives, this research is expected to provide a deeper understanding of the role of the school leader in reaching the vision of an excellent school, thus offering practical guidance for effective school leadership development. Furthermore, the research results are anticipated to contribute to the education literature and education policy by enhancing the understanding of the role of the school leader as an agent of change in the context of the vision of an excellent school (McIntosh et al., 2021).

The study has several benefits. Firstly, it will provide a deeper understanding of the role of the school leader as an agent of change in achieving the vision of an excellent school. This will offer practical insights for school leaders, teachers, and other education administrators in building effective school leadership. Secondly, the research can provide policy recommendations for developing effective school leadership. Lastly, the study results will contribute to the existing literature on education and serve as a valuable reference for future studies. Thus, this research has tangible benefits in enriching the understanding and practice of realizing the vision of an excellent school through the role of the school leader as an agent of change (Fu, 2013).

The role of the head of the school as an agent of change is pivotal in realizing the vision of an excellent school (Hargreaves, 2007). However, more is needed for the head of the school to merely facilitate changes in the school's culture, develop innovative learning strategies, motivate staff, and engage stakeholders. In this literature review, we will delve into the role of the head of the school as an agent of change, explore the characteristics of influential school leaders, and discuss the concept of an excellent school vision. The head of the school plays a critical role in leading positive change within the school environment (Leithwood et al., 2008). They must possess the ability to identify the need for changes related to curriculum, teaching methods, professional development, and other factors that impact educational quality (Fullan, 2014). Practical communication skills are vital for the head of the school as an agent of change to convey the vision and goals of the changes to all members of the school community (Gronn, 2008). Furthermore, visionary Leadership is essential for the head of the school to identify potential opportunities and strategically plan and implement them (Harris et al., 2016).

Effective school leaders exhibit various characteristics contribute to their success in leading schools to excellence (Hallinger & Heck, 2010). These include high emotional intelligence, integrity, managerial solid and academic competence, decision-making prowess, innovation, and the ability to create an inclusive school climate (López-Pastor & Sicilia-Camacho, 2017). Moreover, influential school leaders possess a clear and communicable vision that inspires and aligns the school community toward achieving shared objectives. The vision of an excellent school serves as a guiding concept that directs goals and the overall development of the educational institution (Sergiovanni, 1992). An ideal school vision encompasses academic achievement,

character development, social skills, diversity, and student empowerment (Murillo & Román, 2014). It aims to create an inclusive, innovative, and relevant learning environment that meets the needs of students in the 21st century (Robinson et al., 2009). An excellent school vision provides a clear direction for decision-making, strategic planning, and the design of effective learning programs (DuFour, 2004). It also establishes a strong school identity and aligns all activities and initiatives toward excellence (Hitt & Tucker, 2016).

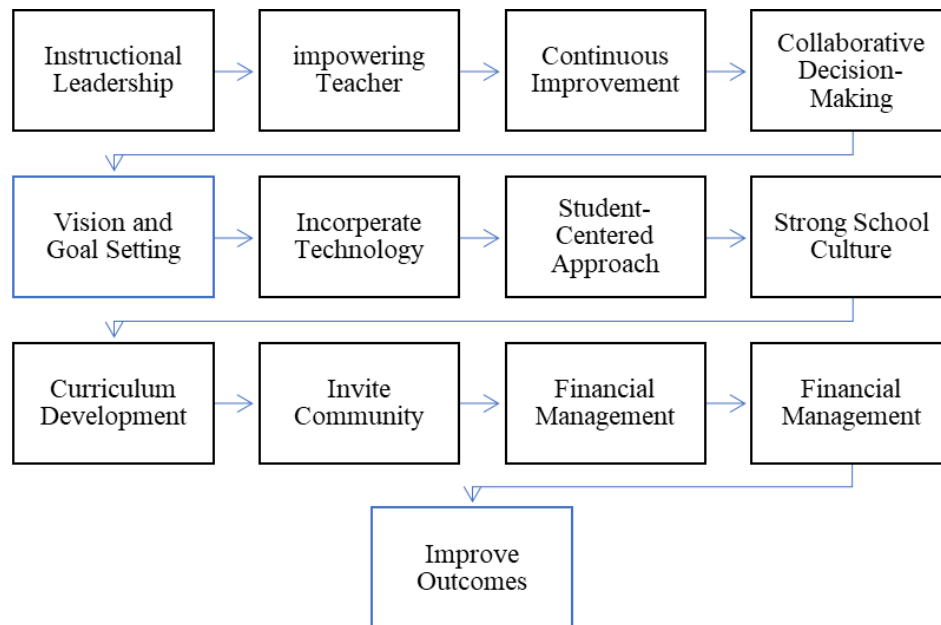
In conclusion, the head of the school as an agent of change is crucial in realizing the vision of an excellent school. Influential school leaders with strong characteristics can lead positive change and cultivate an environment conducive to continuous improvement. A clear and inspiring vision guides the development of strategies and programs to achieve excellence. By incorporating research-based practices and involving the entire school community, the vision of an excellent school becomes a foundation for quality education and improved student outcomes (Christensen et al., 2018).

RESEARCH METHODS

This study utilized a qualitative research approach. The qualitative approach was suitable for gaining an in-depth understanding of the role of the head of the school as an agent of change in realizing the vision of an excellent school. The research was conducted as a descriptive study. A descriptive study was conducted to systematically describe and analyze the existing phenomenon, presenting the situation or events in the research context (Johnson, 2016). This study aimed to describe the role of the head of the school as an agent of change in realizing the vision of an excellent school by collecting data from various sources (Taylor et al., 2015).

The data collection techniques employed in this study were interviews and observations. Interviews were conducted with the head of schools, teachers, staff, and other stakeholders involved in the change process at the school. The interviews aimed to obtain in-depth information about their perceptions, experiences, and views regarding the role of the head of the school as an agent of change (Austin & Sutton, 2014). Additionally, observations were carried out to observe and take notes on activities related to the change process at the school. The data obtained through interviews and observations were analyzed using a qualitative approach. Qualitative analysis involves organizing, presenting, and interpreting the narrative data. The data were categorized, patterns and themes were identified, and a comprehensive understanding of the role of the head of the school as an agent of change was developed. The analysis results were used to describe and explain the study's findings and establish connections with relevant concepts and theories (Simons, 2014).

Study Framework:



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RESULTS AND DISCUSSION

Profile of the Head of School as a Change Agent

In this research, an exploration was conducted to understand the head of the school as an agent of change in realizing the vision of an excellent school. This Profile encompasses the characteristics of the head of the school, the change strategies implemented, and the role of the head of the school in coordinating and motivating the school staff. Based on interviews conducted with the participating head of schools, it was found that the head of the school possesses strong characteristics as an agent of change. They exhibit visionary Leadership, demonstrating the ability to envision and articulate a clear direction for the school's future (Gravley-Stack, 2014). Practical communication skills enable them to convey their vision and goals to all school community members, including staff, teachers, students, and parents. Furthermore, they operate with high integrity, serving as role models for ethical conduct and fostering trust within the school community (Ganesh et al., 2019). The head of the school also excels in building strong relationships, fostering collaboration and teamwork among staff, administrators, and other stakeholders (Dunne et al., 2011).

As an agent of change, the head of the school employs various strategies to realize the vision of an excellent school. They establish dedicated teams comprising staff members who are passionate about change and involve them in the planning and decision-making processes. Additionally, the head of the school promotes innovative learning initiatives, such as integrating technology into the learning process, providing professional development opportunities for teachers, and developing a relevant and engaging curriculum that aligns with the vision of an excellent school. The head is crucial in coordinating and motivating the staff. They act as facilitators of change, providing clear direction and guidance to the staff members. Moreover, they offer

support and appreciation for the contributions made by the staff, recognizing their efforts and fostering a positive work environment. The head of the school also establishes partnerships with external stakeholders, including parents, the local community, and other educational institutions, to create a collaborative network supporting the vision of an excellent school (Mapp & Kuttner, 2013).

By understanding the Pschool's head's Profile as a change agent, educational institutions can gain insights into effective leadership practices and strategies for realizing their vision of an excellent school. These findings are supported by studies conducted by Block et al. (2014).

Table 1. Profile Head School as a Change Agent

No.	Characteristics Head School	Change Strategy	Head Role School
1	Visionary Leadership	Build team change	Facilitator change
2	Ability good communication	Use initiative to learn innovatively	Give directions and guides to staff
3	High integrity	Push the use of technology in learning	motivating staff and delivering support
4	Ability build connection	Training for teachers	intertwine partnerships with stakeholders' interests, external

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Research results this gives more understanding deep about the Profile of the head school as an agent of change in realizing the vision of the excellent school. The profile can become guidelines for head schools and education stakeholders in strengthening the role of the head school as an agent of change in increasing quality education.

Implementation of the Role of the Head School in Realizing the Vision of a Superior School

Implementing the role of the head of the school in realizing the vision of a superior school is a complex and multifaceted process. The head of the school serves as the key driver and catalyst for change, employing various strategies and actions to create a conducive environment for achieving excellence in education. A critical aspect of the head's role is to foster a positive school culture and climate that promotes inclusivity, collaboration, and achievement. They work towards creating a supportive and effective learning climate where students, teachers, and parents feel valued and motivated to contribute their best. Through effective communication and engagement, the head of the school ensures that the values of justice, equity, and cooperation become an integral part of the school's culture (Muji et al., 2021).

Additionally, the head of the school plays a vital role in developing innovative and student-centered learning strategies. They create a stimulating and future-oriented learning environment by introducing advanced educational technologies, providing professional development opportunities for teachers, and promoting critical and creative thinking among students (Leithwood et al., 2018). Motivating and inspiring the school staff is another significant responsibility of the head of the school. They provide constructive feedback, recognize achievements, and create a positive and inspiring work atmosphere that fosters professional growth and commitment among teachers (Leithwood et al., 2018).

Furthermore, the head of the school must actively engage with various stakeholders, including parents, the community, and relevant educational organizations. By building effective partnerships and collaboration, they create a network of support and resources that align with the vision of a superior school (Robinson et al., 2009). Through their strategic actions and Leadership, the head of the school has the potential to significantly enhance the quality of education and work towards realizing the vision of a superior school.

The following Table 2 provides a summary of the key roles and responsibilities of the head of the school in realizing the vision of a superior school:

No.	Implementation Steps	Information
1	Build effective communication	The head school actively communicates with all stakeholder's interests, including teachers, staff, students, and parents, to obtain support
2	Develop team change	Head school form team consisting of changes _ from teachers and staff dedicated school _ To plan and execute change
3	identify needs and opportunities change	Head school in a proactive manner identifies needs and opportunities for change at school based on the vision that has been set
4	Push participation in all stakeholder's interest	The head school involves all stakeholders interested in the change process, including teachers, staff, students, parents, and the community
5	Give training and development	The head school provides training and development for teachers and staff school to increase competence in realizing the vision school
6	Monitor and evaluate progress change	Head school in a manner routine monitor and evaluate progress changes that have been done to ensure the achievement vision school.

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Description:

Implementing the head school's role as a change agent is crucial in achieving the vision of an excellent school. To effectively realize this vision, several key steps need to be taken. Firstly, building effective communication is essential. The head of the school actively engages with all stakeholders, including teachers, staff, students, parents, and the community. This open and transparent communication ensures that everyone understands and supports the school's vision (Rainer et al., 2012). Secondly, developing a change team is crucial. The head of the school forms a dedicated team consisting of teachers and staff committed to planning and executing the necessary changes. This team works collaboratively to bring about the desired improvements (Leithwood et al., 2008).

Identifying the needs and opportunities for change is another critical step. The head of the school takes a proactive approach to identifying areas that require change and aligns them with the established vision. This ensures that the changes made are purposeful and aligned with the school's goals (Hallinger & Heck, 1998). Promoting the participation of all stakeholders is critical to the success of the implementation process. The head of the school involves all stakeholders, including teachers, staff, students, parents, and the wider community. Their active participation and engagement foster a sense of ownership and collective responsibility for achieving the school's vision (Robinson et al., 2009).

Providing training and development opportunities is crucial for enhancing the competence of teachers and staff. The head of the school offers targeted training and professional development programs to equip them with the necessary skills and knowledge to contribute effectively to realize the school's vision (Leithwood et al., 2004). Monitoring and evaluating change progress is vital to ensure the implementation is on track. The head of the school regularly monitors and assesses the progress of the implemented changes. This allows timely adjustments and interventions to realize the school's vision (Hallinger & Heck, 1998). By following these steps, the head of the school plays a pivotal role in facilitating and driving positive change within the school. This, in turn, leads to realizing the vision of an excellent school.

Factors Supporters and Inhibitors

Table 3: Factors Supporting and Inhibiting the Implementation of the Role of the Head School as a Change Agent

Supporting Factors	Inhibiting Factors
Clear vision and goals	Resistance to change
Active stakeholder involvement	Lack of support from stakeholders
Effective communication	Limited resources
Empowering LeadershipLeadership	Incompatibility with school culture

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Understanding and addressing these factors are crucial for the head school to navigate challenges and facilitate the successful implementation of change in realizing the vision of an excellent school. By leveraging the supporting factors, such as having a clear vision and goals, actively involving stakeholders, maintaining effective communication, and demonstrating empowering LeadershipLeadership, the head school can mitigate the inhibiting factors of resistance to change, lack of stakeholder support, limited resources, and incompatibility with the school culture (Fullan, 2014).

Description:

Table 3 presents factors that inhibit the implementation role of the head school as an agent of change in realizing the vision excellent school. Every factor inhibitor's information is as follows:

1. Resistance to change: Disapproval or fear from party staff school to change can inhibit the implementation role of the head school.
2. Lack of support from stakeholders' interests: Nonparticipation and lack of support from teachers, staff, students, parents, or the public can impede the change process proposed by the head school.
3. Limitations source resources: Limited funds, facilities, or sufficient time can hinder the ability of the head of the school to carry out the desired change.
4. Incompatibility culture school with change: Culture-resistant schools to change or not following the vision proposed by the head school can become inhibitors in implementing change.

By understanding the factors inhibitor here, the top school can identify and address challenges in the change process. To reach the vision, excellent school.

DISCUSSION

Analysis Profile Head School as an Agent of Change

Analysis of the Profile of the head school as a change agent reveals that strong characteristics, such as visionary LeadershipLeadership, practical communication skills, high integrity, and the ability to build strong relationships, are critical factors in their role (Andriamihaja, 2021). Head schools with these characteristics are more effective in driving change within the school than those lacking such qualities. The implementation actions taken by the head school involve concrete steps to realize the vision of an excellent school (Jones, 2018). These steps, such as building effective communication, developing a change team, identifying needs and opportunities for change, involving all stakeholders, providing training and development, and monitoring and evaluating the progress of change, have been identified in previous studies as essential for successful change implementation in schools (Davis et al., 2022).

There is a clear relationship between the Profile of the head school and the implementation of the vision of a superior school. Research findings indicate that head

schools with strong characteristics can lead change effectively, motivate staff, and build strong relationships with other stakeholders (Rogan & Aldous, 2005). Successful implementation requires the head school to use appropriate change strategies, ensure active participation from all stakeholders, and involve a competent change team, which aligns with the findings of previous studies (Skaggs & Bodenhorn, 2006). Table 3 illustrates the factors that can either support or hinder the implementation of the head school's role as a change agent. Factors such as resistance to change, lack of stakeholder support, limited resources, and cultural resistance to change have been identified in previous research as inhibitors to change implementation in schools. The head school needs to address these challenges by employing strategies such as effective communication, gaining support, managing resources wisely, and transforming the school culture, which has been recommended in previous studies as practical approaches to overcoming implementation obstacles (Muhammad, 2009).

In conclusion, the findings of this study align with previous research, highlighting the importance of strong leadership characteristics, the need for structured implementation efforts involving all stakeholders and a competent change team, and the presence of supporting and inhibiting factors in implementing change in schools. Further research should continue to explore and compare the findings of this study with other studies to deepen our understanding of the role of the head school as a change agent and to develop best practices for achieving an excellent school vision.

CONCLUSION

In conclusion, this study highlights the pivotal role of the head of the school as a change agent in realizing the vision of a superior school. The findings emphasize that a visionary leader with essential characteristics such as practical communication skills, high integrity, and the ability to build strong relationships play a central role in positive change within the school. The implementation steps identified in this research provide a roadmap for effective change management. Effective communication is a foundation for engaging the entire school community and ensuring everyone understands and embraces the school's vision. Forming a change team allows diverse perspectives and expertise to be harnessed, leading to more comprehensive and sustainable change initiatives. Identifying change needs and opportunities enables the school to prioritize areas for improvement and channel resources effectively.

Active participation of stakeholders is crucial as it fosters a sense of ownership and collaboration, allowing for a collective effort in achieving the objectives of the school's vision for excellence. Training and development opportunities ensure that staff members have the necessary skills and knowledge to support the envisioned changes. Additionally, regular monitoring and evaluation of change progress allow for adjustments and improvements, ensuring continuous growth and development. The study concludes that the head of the school is instrumental in inspiring and empowering the school community to create a collaborative and supportive

environment for positive change. By embodying strong leadership qualities and actively involving all stakeholders in pursuing the school's vision, the headmaster drives the school's success, enabling the desired outcomes.

Ultimately, this research underscores the importance of visionary leadership, effective communication, stakeholder engagement, and continuous monitoring and evaluation in realizing the vision of a superior school. The findings of this study can serve as a valuable resource for school leaders, guiding how to effectively navigate the complexities of change and cultivate a culture of excellence within their schools.

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