

Design for the Development of a Leadership Training Model with 5 Leadership Voices for Teachers in XYZ School

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ARTICLE INFO	ABSTRACT
Keywords: teacher leadership, 5 Leadership Voices, leadership training, education, training model.	<i>This research aims to meet the need for improving the quality of teacher leadership at XYZ School as part of efforts to create effective education in the 21st century. The literature review highlights the importance of transformational and distributed leadership in the educational context to support collaboration and enhance learning outcomes. The leadership training model based on the 5 Leadership Voices was chosen for its relevance in recognizing and maximizing individual leadership styles. This study uses a qualitative approach with the Research and Development (R&D) method based on the ADDIE model (Analysis, Design, Development, Implementation, Evaluation). Needs analysis shows that teachers face challenges in communication, classroom management, and collaboration. Therefore, the training design includes leadership voice assessment, collaborative workshops, coaching, and impact evaluation. This training is designed to enhance self-awareness, practical leadership skills, and contextual application in the school environment. The research results show that the implementation of the 5 Leadership Voices helps teachers create a collaborative work environment, improve communication, and motivate students through a flexible approach. Teachers also show improvement in classroom management and peer interactions. Impact evaluation indicates that this training is relevant for sustainably improving the quality of teacher leadership. In conclusion, this training model design provides a practical approach to support the professional development of teachers at XYZ School while creating an inclusive work culture that impacts the quality of education.</i>

INTRODUCTION

Education plays a crucial role in the regeneration of the Indonesian nation to realize the ideals of state education and educate the nation's life. Through education, every individual in Indonesia is given the opportunity to achieve better life goals. Schools are the main axis in the educational process of Indonesia's young generation, starting from the Early Childhood Education (PAUD) to Senior High School (SMA) levels during the 12-14 year education period.

Basically, wise leadership is needed in the school scope so that teaching and learning activities (KBM) become effective. Each entity in a school has its own leaders, ranging from the principal led by the head of the foundation, the teacher led by the principal, to the students and parents who are guided by the teacher (both as homeroom teachers and subject teachers). Teachers, as leaders who interact directly with students and parents, have important responsibilities in the educational process. Teachers guide students in acquiring cognitive knowledge, building social aspects, and forming character (affective). The term 'teacher' itself comes from the Latin language, '*in loco parentis*', which describes the role of teachers as temporary substitutes for parents in educating children to become noble and civilized individuals.

Seeing the potential and needs that exist by being followed by globalization and very rapid technological developments. Many international schools have been established that offer learning with an international curriculum and qualified teachers. One of these schools is XYZ School in Bekasi City. XYZ School uses an

international curriculum called *the International Baccalaureate* (IB) with three levels, *the Primary Years Programme* (PYP/SD), *the Middle Years Programme* (MYP/SMP), and *the Diploma Programme* (DP/SMA); employing about 250 teachers and staff in total. In line with the goals of XYZ School, there are teacher performance standards in order to provide high quality education and meet the school's goals.

The school culture focuses on core values, a champion mindset, and an entrepreneurial attitude to create a positive school environment. XYZ's core values—Respect, Care, and Responsibility—define the school's community interaction standards. Teachers are expected to develop from needing encouragement to show respect to being role models, showing empathy and kindness to form caring behaviors, and showing personal responsibility that ultimately influences colleagues in being responsible for the school environment. The champion mindset includes courage, adaptability, and global awareness. Teachers are directed to lead by example, engage in school events to inspire participation, and take action on global issues such as cultural and environmental respect. An entrepreneurial attitude encourages teachers to develop resilience, ethical decision-making, teamwork, and self-management skills as a way to lead and inspire the school community in a sustainable manner.

Teacher competence includes effective teaching practices and professional responsibility through specific standards. Teachers tailor instruction to diverse student needs, including literacy, numeracy, and differentiation strategies to meet students' physical, social, and intellectual needs. They are tasked with designing meaningful learning experiences, creating safe and inclusive classrooms, and providing constructive feedback through consistent assessment practices. Professional engagement is also a priority, with teachers participating in professional development focused on Teacher Standards XYZ, both through internal and external sessions, as well as leading initiatives to enhance the capabilities of colleagues. Teachers are also expected to exemplify ethical behavior, adhere to school policies, and build partnerships with parents and the community.

Leadership plays a crucial role in ensuring the sustainability and success of the school. Strategic and cultural leaders promote initiatives that align with school values and create an inclusive and diverse environment. In the pedagogical aspect, they encourage innovation and sustainable professional growth. Entrepreneurial leadership helps anticipate change, develop new strategies, and evaluate its implementation to support the growth of the school. Additionally, relational and reflective skills are necessary to build strong relationships, create effective systems, and develop a reflective and supportive organizational culture. With this approach, leadership is expected to be able to guide the team strategically and support the school's long-term goals.

Given that the entire young generation is educated through school institutions, schools need to prepare reliable teachers to lead their students to face the demographic bonus. Indonesia is expected to enter a demographic bonus period starting in 2024, which is marked by an increase in the number of productive age population compared to the non-productive population. This opportunity is an important momentum for Indonesia to achieve significant economic growth (Jati, 2015). Especially, if the human resources have been trained and ready to face the demands of the global economy that continues to develop.



Figure 1.1 Towards Indonesia's 2045 Demographic Bonus.

Source: bkkbn.go.id

However, this potential can be hampered by the current leadership crisis. The UGM Professor of Psychology highlighted that the lack of leaders with integrity and competence can threaten nation building (Shatry, 2024). This leadership crisis is characterized by a lack of leaders who are able to adapt to change and have a clear vision for the future. Therefore, the role of teachers in instilling a sense of leadership in students is very important to ensure that future generations are ready to take over the leadership baton.

Education plays a crucial role in managing the demographic bonus to create a creative, adaptive, and innovative young generation of Indonesia (Public Relations of the Directorate General of Higher Education, 2020). This is related to the importance of leadership attitudes in the world of competent education, especially in the school environment, so that teacher performance becomes more effective. In accordance with the findings of research conducted by Black (2015), leadership in an educational institution needs to be managed by individuals who are professional and experts in their fields.

Ginandjar Kartasasmita (2017) emphasized the importance of quality national education to produce professional leaders in the future. In the context of the current leadership crisis, the role of teachers is not only as a teacher of academic materials, but also as a mentor who shapes the character and spirit of student leadership. Synergy between professional leadership and effective teacher performance is urgently needed to support the role of education in preparing Indonesia for the demographic bonus in 2045.

Thus, strengthening the role of teachers in instilling leadership values in students is the key to overcoming the leadership crisis and making optimal use of the demographic bonus. Without qualified young leaders, the great potential of the demographic bonus can be ignored and even become a burden for the country.

Therefore, in order to prepare teachers in accordance with school standards and remember that there will be a demographic bonus in 2045. On June 1-2, 2024, XYZ School held a leadership seminar from Life Launch Masterclasses with two coaches from the United States named Coach Chris & Armandee Drew. They have professional degrees in leadership and experience with various well-known companies and educational institutions in different parts of the world such as the United States, Germany, Dubai, and so on (Life Launch Masterclasses, n.d.).

This seminar is very much needed at XYZ School because the role of teachers as leaders in the educational environment is very crucial. Teachers are not only in charge of delivering subject matter, but also leading and guiding students in the development of character and life skills. With these leadership seminars, teachers can develop their leadership skills, which in turn will create a more effective and inspiring learning environment.



Figure 1.2 Coach Chris & Armandee Drew.

Sumber: <https://www.lifelaunchmasterclasses.com/>

This seminar introduces two concepts that also apply as instruments/tools to foster the spirit of leadership in every teacher who participates in it. The two instruments are *5 Leadership Voices* and *Communication Code*. This research will focus on developing a leadership training model for teachers in XYZ School based on the *5 Leadership Voices* instrument in relation to improving performance effectiveness. Because the *5 Leadership Voices* instrument

is the main foundation for teachers to get to know the leadership aspect in themselves. So, by getting to know more about their own leadership side, teachers can lead themselves to be better at work, then lead others.

The direct impact on students if the leadership of a trained teacher through training is an increase in student motivation and involvement in the learning process. Teachers who have good leadership skills are able to create a positive classroom atmosphere, facilitate interactive learning, and encourage students to think critically and creatively. This will help students in reaching their maximum potential, both in academic aspects and character development.

Several studies have examined teacher training models in schools, emphasizing the importance of developing collaborative and contextually relevant leadership. Wenner and Campbell (2017) conducted a comprehensive literature review and found that teacher leadership positively affects instructional practice and student achievement. They highlight that an effective training model must include collaboration, reflective practices, and real-world applications, while overcoming barriers such as a lack of administrative support and unclear role definitions.

Similarly, Muijs and Harris (2007) explored how teacher leadership is applied in different school contexts through case studies. Their findings show that schools with a collaborative culture and supportive leadership are more successful in developing effective teacher leaders. Context-specific training that includes mentoring and ongoing support is identified as essential to improving teacher leadership development.

Lieberman and Friedrich (2010) investigated the process by which teachers develop leadership skills. They emphasized the role of professional learning communities, noting that collaborative learning environments and opportunities to apply leadership skills in real-world settings are essential. Continuous learning and reflective practices are also identified as key components of a successful leadership training model.

In conclusion, these studies underscore the importance of leadership training models that are collaborative, contextually relevant, and embedded in teachers' professional practice (Lieberman & Friedrich, 2010; Muijs & Harris, 2007; Wenner & Campbell, 2017). Effective leadership development not only improves teachers' instructional practices but also contributes to the overall improvement of the school and student success. Implementing this model requires a supportive school culture, clear role definitions, and opportunities for teachers to engage in meaningful leadership activities.



Gambar 1.3 Two Leadership Tools Life Launch Masterclasses Jakarta 2024

Source: <https://info2170017.wixsite.com/leadership-1>

Previous leadership training is very important for all teachers. However, it cannot be fully accommodated due to its voluntary nature, so many teachers do not follow it. Not all teachers at XYZ School can take part in the training due to several obstacles. The researcher ultimately aims to design and develop a leadership training by adapting *the 5 Voices Leadership* for all teachers in XYZ School. This training is based on the training that has occurred so that it can be carried out internally and comprehensively. Also, in order to ease the financial burden of schools if they can conduct effective leadership training internally compared to recalling trainers from abroad like previous training. With the background and research that has existed, the researcher hopes that the design of this leadership training model can be effective and target for XYZ School.

METHOD

This study aims to design a leadership training model based on one of the tools used in the Life Launch Masterclass Leadership Seminar session for teachers in XYZ School. The research question formulated is: "How to design a leadership training model with 5 Leadership Voices that is effective in improving the quality of teachers in XYZ School?" Based on the formulation of the problem, the purpose of this research is to design the development of a leadership training model with 5 Leadership Voices to be useful for improving the quality of teachers as human resources. This research prioritizes the development of teachers with strategic roles, such as senior teachers, middle managers, teachers with potential leaders, program coordinators, teachers who face leadership challenges, and teachers who are involved in the implementation of new policies. This priority is important because of its far-reaching impact on the quality of education, change management, and ongoing professional development. This training is expected to help teachers understand and optimize personal leadership styles, improve team collaboration, develop effective communication strategies, overcome conflicts constructively, and lead with empathy and courage. The research also provides relevant benefits to educational institutions, advanced researchers, and readers from a variety of backgrounds, such as entrepreneurs or Master of Management candidates, by offering contributions of knowledge and inspiration for professional development in a variety of contexts. Thus, this research is expected to create a sustainable positive transformation in teacher leadership practices and have an impact on the education ecosystem.

RESULTS AND DISCUSSION

XYZ School is an international standard educational institution located in Bekasi City. Established on July 25, 1998, this school offers four levels of education which include Play Group (KB), Elementary School (SD), Junior High School (SMP), and Senior High School (SMA). Currently, XYZ School has a total of 2,500 students from various levels of education.

As the first school in Bekasi to adopt the International Baccalaureate (IB) curriculum, XYZ School plays a strategic role in advancing education in the region. The IB curriculum used is divided into three programs, namely the Primary Years Programme (PYP) for the elementary level, the Middle Years Programme (MYP) for the junior high school level, and the Diploma Programme (DP) for the high school level. The curriculum is designed to produce graduates with a global mindset, superior academic abilities, as well as life skills relevant to the challenges of the 21st century.

XYZ School has approximately 250 faculty and staff who support its operations. In the teaching and learning process, this school not only focuses on academic achievement, but also on the development of students' character. To support this, XYZ School instills core values such as respect, care, and responsibility in every aspect of interaction in the school environment. These values are implemented in various programs and daily activities to create a positive school culture. In addition, the school encourages a champion mindset in teachers and students, which includes courage, adaptability, and global awareness. This mindset is combined with an entrepreneurial attitude to ensure that every individual in the school environment is able to contribute optimally in creating a superior educational ecosystem.

As an educational institution that continues to grow, XYZ School also actively organizes professional development programs, such as leadership seminars for teachers. One of the important activities is the seminar "Life Launch Masterclasses" held in June 2024, in collaboration with international trainers. This program aims to improve teacher leadership competence as a strategic step to increase the effectiveness of the teaching-learning process. XYZ School's commitment to pedagogical innovation, strengthening school culture, and professional development of teachers has made it one of the pioneers of quality education in the Bekasi area. Thus, XYZ School is not only a place of education for students, but also a center for character development and leadership of the younger generation.

Based on the data collected, leadership training based on 5 Leadership Voices at XYZ School has a significant impact in various aspects, including increased self-awareness, team collaboration, and effective communication. Teachers who participated in the training demonstrated the ability to recognize their strengths and weaknesses, which had an impact on more personalized and focused teaching strategies. Identify dominant voices within the team, such as Nurturers who maintain harmony and Pioneers who lead innovation, creating productive and inclusive team dynamics. In addition, Creative voices inspire new learning methods relevant to the digital age, while Guardian introduces a structured approach to conflict resolution. Communication with parents has also

improved, with Connector teachers reinforcing the empathetic and trusting relationship between the school and the student's family. Overall, the training created an inclusive, collaborative, and innovative school environment, supporting teacher leadership capacity development. This concept-based in-house training has proven to be efficient and sustainable, combining theory with real-life situational simulations to improve understanding and application of concepts in daily tasks. With a training design that includes leadership voice recognition, interactive exercises, and reflection sessions, the program is a strategic tool to create a supportive work culture and make a sustainable positive impact on students and the school community as a whole. This study recommends further development in internal training to reach more teachers, ensure sustainability, and strengthen leadership effectiveness in XYZ Schools.

CONCLUSION

Based on a thorough discussion from the background to the results of the research, this study succeeded in designing a leadership training model based on 5 Leadership Voices that is relevant and specific to the needs of teachers in XYZ School. This model is designed to help teachers understand their leadership role in facing the demands of the International Baccalaureate (IB) curriculum that prioritizes innovation, collaboration, and positive management of the learning environment. The results of the study show that this training has a significant impact on increasing self-awareness, effective communication, and collaboration between teachers, as well as encouraging teachers to optimize their leadership styles. The model also successfully integrates transformational leadership approaches with modern educational contexts, creating teachers who are not only teachers but also leaders who are able to motivate students and colleagues. Training designs that involve coaching and mentoring sessions ensure the sustainability of the concept's implementation, while periodic evaluations help maintain the relevance and effectiveness of the training. The managerial implications of this model include improving teacher leadership capabilities, forming a collaborative culture, adjusting recruitment strategies, efficiency in managing training resources, and increasing teacher engagement and motivation. In addition, this model assists teachers in managing change, creating responsive policies with an empathetic approach, and preparing future leaders. For further implementation, it is recommended to develop case study-based training materials, continuous evaluation, involvement of internal mentors, strengthening the culture of collaboration, integration with other school programs, and sustainable funding allocation. With these steps, the 5 Leadership Voices training can be a strategic tool in improving teacher leadership competencies and supporting the achievement of the vision and mission of XYZ School.

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