

# Culture-Based Leadership for School Principal in the Era of Millennial Generation in ASEAN

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**Abstract:** The era of the AEC (ASEAN Economic Community) is an era of regional globalization, and this needs to be examined carefully in the world of education in Indonesia so that Indonesia's HRs (Human Resources) are ready to face increasingly fierce competition with other countries. In this regard, it is necessary to lead a culture-based education leader at the school level to produce quality education that is able to produce students who have personality integrity, disciplined attitude, and are creative, innovative, and competitive. Education in ASEAN countries has now entered the era of globalization, where one of them is marked by the ease in which people get information from various parts of the world as a result of rapid technological developments. This has both positive and negative influences on those who receive it. The positive influence of globalization on changes in values and attitudes causes a shift in values and attitudes of all irrational people to be rational while the negative influence of globalization on society is that people feel facilitated with advanced technology that makes them feel they no longer need others in their activities, where sometimes they forget that they are social beings who need to interact with one another.

**Key words:** Culture-based leaders, globalization, quality of education.

## 1. Introduction

Education is the keyword in every effort to improve the quality of human life, in which it has a role and purpose to "humanize humanity". Education is essentially a process of maturation of quality of life. Through this process, it is expected that humans can understand what is the meaning and nature of life, as well as for what and how to carry out the tasks of life correctly. That is why the focus of education is directed at the formation of superior personalities by focusing on the maturation process of the quality of logic, heart, morals and faith. The pinnacle of education is the achievement of the point of perfection of the quality of life.

In a basic sense, education is the process of becoming, which is to make a person into himself who grows in line with his talents, character, abilities, and conscience as a whole. Education is not intended to

print the characters and abilities of students the same as the teacher. The educational process is directed at the process of the functioning of all the potential of human students so that they become themselves who have superior abilities and personalities.

As a process, education is interpreted as all actions that have an effect on changes in character, personality, thought, and behavior. In this way, education is not just teaching in the sense of transferring knowledge, theories, and academic facts, and printing diplomas. Education is essentially a process of liberating students from ignorance, incapacity, helplessness, untruthfulness, dishonesty, and bad hearts, behavior, and faith [1]. Likewise, as a process of scientific transformation to existing students, there is a need for the situation within an educational institution or school that is leadership that understands the situation and is broad-minded, as well as a culture that allows the creation of a comfortable and relevant atmosphere towards the educational goals to be achieved [2].

With regard to organizational culture, the function of an organizational culture clings to external

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functions and internal functions. The external function of organizational culture is to adapt to the environment outside the organization, while the internal function is related to the integration of various resources within it, including HR so that externally organizational culture will always adapt to cultures that exist outside the organization, and so on so that organizational culture will always have adjustments [3-5]. Thus, the stronger the organizational culture, the more difficult the organization will be influenced by outside cultures that develop in its environment. While the viscosity of internal functions is increasingly felt if within the organization the norms, regulations, traditions, and customs of the organization are increasingly being fostered by its members so that gradually the culture will become stronger.

Based on the meaning above, the complexity of the existing education system in Indonesia in particular and countries in ASEAN in general today requires an organizational culture in the school system that is reflected in a type of global-minded leadership that is able to understand the dynamics of regional development but remains in the corridor of uniqueness culture of each country. In this regard, the quality of education can be interpreted as a process of transforming insights and internalizing values by educational leaders in schools, and also the uniqueness of a country in the dynamics of competitive education development [6]. Thus an education built on the basis of understanding the nation's character and culture that reflects the values and norms of a country's specialty can position the country in a dynamic competition to educate high-quality and global-minded students.

Competition in the era of the AEC (ASEAN Economic Community) will increase, this is because the AEC not only opens the flow of trade in goods or services but also the professional labor market. Education as a printer of quality HR is the answer to these needs. Therefore, increasing school quality

standards is a must so that graduates are ready to face competition. To achieve success in competition in the dynamics of educational development, efforts are needed to improve school quality standards, one of which is to strengthen education actors, namely the Principal [7].

As a single market based on ASEAN production, there are five main elements, namely: (1) free flow of goods, (2) free flow of services, (3) free flow of investment, (4) freer flow of capital, and (5) free flow of skilled labor. One important component in the AEC is the AFAS (ASEAN Framework Agreement on Trade in Services), where this agreement ultimately leads to the continued expansion of service commitments towards free flow starts in 2016 with flexibility that includes the liberalization of business services, professional services, construction, distribution, education, environmental services, health services, maritime transportation, telecommunications and tourism.

One of the AFAS targets is to provide recognition of education or experience, requirements, licenses or certificates called MRA (Mutual Recognition Arrangement). Thus Indonesia is faced with open competition in terms of competence. Based on these conditions, what is Indonesia's position before other ASEAN countries? Can the quality of Indonesia's education compete?

Based on data from the 2019 Global Competitiveness Index, Indonesia ranks 50th out of 141 countries, while Singapore ranks 1st, Malaysia 27th, Thailand 40th, Philippines 64th, Vietnam 67th, Laos 113th, Cambodia 106th, and Brunei ranked 56th (Global Competitiveness Index, 2019). Indonesia's human development index has increased compared to previous years. But it still needs to work hard to improve in the arena of other countries, especially in ASEAN. The Indonesian government endlessly makes efforts to improve the quality of education. Various policies and strategies have been implemented, such as curriculum changes to achieve national education

goals mandated in Law of the Republic of Indonesia number 20 of 2003 concerning the National Education System. It is necessary to optimize the role of the education component to achieve a high leap in improving the quality of HR in the current era of the AEC.

Referring from the existing history, in the development of the Indonesian nation, the founder of the Indonesian nation, the first president of the Republic of Indonesia, Ir. Soekarno [8] stated that “This nation must be built by prioritizing character building (character building) because this character building will make Indonesia a great, advanced and glorious nation, and dignified, if character building is not done, then the Indonesian nation will become a ‘coolie nation’.”

Meanwhile, in the national policy, among other things, it was emphasized that the development of the nation’s character is a basic necessity in the process of nation and state. Since the beginning of independence, the Indonesian people have been determined to make national character development an important ingredient and not be separated from national development. This is also as mandated in Law Number 23 of 2003 concerning the National Education System which in article 3 confirms that “national education functions to develop capabilities and shape the character and civilization of a dignified nation in order to educate the life of the nation, aiming at developing the potential of learners in order to become people of faith, to fear God Almighty, to have noble, healthy, knowledgeable, capable, creative, independent, and be democratic and responsible citizens.”

This scientific writing expects to get the meaning of leadership and organizational culture at the school level to produce quality education so as to enter the era of the AEC by referring to the study of relevant research results. The meaning of the data is carried out based on the depth of the facts obtained in the research by the previous researchers, which are then interpreted

to get the meaning that is suitable and relevant to the situation in Indonesia.

An in-depth discussion is supported by the results of research or opinions of previous researchers are in line with that proposed by Creswell [9], namely “The literature review accomplishes several purposes. It shares with the reader the results of other studies that are closely related to being carried out”, which can be interpreted that the many relevant reading sources will be able to support the significance of a study so that it will produce an in-depth analysis.

Likewise, McAlpine and Amundsen [10] mention that: “We must recognize that we benefit as well and will be able to apply our learning to various academic roles (researchers, supervisors, teachers, program directors). This approach to knowledge and identity development has the potential to bring about individual change in ways of thinking and acting, even if an institutional change is not yet an outcome”. The statement can be interpreted that a lot of learning and information from various academics will enrich our study in analyzing a study that will certainly contribute to new discoveries that have never existed before or strengthen previous findings.

Furthermore, Mertens [11] also emphasized about qualitative research, that: “There are keywords associated with qualitative methods including complexity, contextual, exploration, discovery, and inductive logic”, which can be interpreted that complexity in qualitative research and in the examination of in-depth analysis, will be able to produce a meaning of deep research findings as well.

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

## 2. Literature Review

Several studies conducted by previous researchers [12-15] suggest that the power of educational leadership in the globalization era with complex

quality competition dynamics requires visionary leaders who can produce various policies and operationalization of school community work based on a clear vision, enthusiasm and work dedication to achieve the educational goals of the school they lead. The existence of a clear vision of education carried out consistently by educational leaders must also be supported by cultural changes that are more oriented to the quality of both the process and the results of education. Thus the important things that position themselves as educational leaders who are broad-minded in achieving the quality of education in the globalization era are those that can have a strong influence on the effectiveness of educational attainment [16, 17].

Referring to the above understanding, it can be interpreted that educational leadership that is broad-minded and can transform cultural values in schools is needed by the Principal in carrying out the mandated tasks. Many leadership models that can be adopted and applied in various educational institutions or schools, but the relevant leadership models to be applied in schools in the current era of globalization with high competitiveness, are transformative learning leadership. This is also as stated in Refs. [18-20] that in the era of globalization and the complexity of the development of the education world, the role of educational leadership is not merely instructional, but the educational leader or a school principal should be able to act as a supervisor and an introduction to the transformation of experience, knowledge and skills to the residents of the school they lead.

With regard to organizational culture, the school is also an organization in an education system. Several studies conducted by previous researchers about school culture as a system of organizational culture leading to an achievement in the quality of education are as stated by Maxwell and Thomas [21], Balyer [22], Oord [23], Winch [24] that in an education system that is in a school wherein it is full of diversity and background of existing school residents, the

school culture will be the uniqueness of an existing education delivery system in it, and that particularity can be a supporter in improving the quality of education if the school culture can transform four things, namely: beliefs, values, norms and standards, and behavior to existing school residents, especially for students. In line with this, the quality of education is not only determined by aspects of academic achievement of the students but also from the aspect of character education which is the internalization of culture in schools to bring students in the development of good personality [25]. Thus, in order to achieve good quality education, qualified education leaders are needed, and those who are able to understand the vision, mission, and goals of the school to be integrated together with the internalization of values in the school become a reference in an integrated of characterized and educational process [26].

Furthermore, Vembriarto [27] argues that school culture: “a complex set of beliefs, values, and traditions, ways of thinking and behaving”. The school culture has important elements, such as: (1) the location, environment and physical infrastructure of the school building, furniture, and other equipment; (2) school curricula that contain ideas and facts that form the whole education program; (3) individuals who are school residents consisting of students, teachers, and administrative staff; and (4) moral values, the regulatory system, and the climate of school life [28, 29].

Observing the quality of education that will be produced to existing students, it can be interpreted that the Principal as an educational leader in the education unit he leads is expected to focus the existing learning leadership in order to produce student achievement better than the Principal who is less focused on learning leadership. Ironically, most schools do not apply the learning leadership model, so effective leadership learning is needed to increase the professionalism of educators [30]. Thus, through the role of competent educational leadership will produce

quality students in the face of global competition, especially in the era of the AEC, namely that superior HRs are required and have the ability to compete with competent competitors.

### 3. Results and Discussion

#### 3.1 Education in Indonesia Facing the AEC

Education is one of the most important things to prepare competitive HR in achieving success in the era of globalization. Education is the main pillar for the progress of a nation [31-34]. Based on this, education must be a priority for development, without ignoring other sectors.

To advance education, we should not only change the curriculum and complement facilities and infrastructure, but also pay attention to the development of HR that will carry out the education. Therefore, to achieve better education in the future, the first priority for this is to improve HR through quality education that is evenly distributed to all levels of society and most importantly is to raise awareness for each element of society as well as the government and the parties concerned to improve themselves.

At the end of 2015, the era of the AEC began to take effect officially. This implementation does not only have an impact on the economic sector but also other sectors, especially those that need to be examined are the education sector as capital to build competitive HR. The era of the AEC needs to be welcomed by the world of education in Indonesia quickly so that Indonesia's HR is ready to face increasingly fierce competition with other countries.

In this regard, the direction of education in Indonesia in the era of globalization of the AEC needs to pay attention to four things, namely mastery of innovation, mastery of networks, mastery of technology, and optimization of resource wealth and control of natural resources. Regarding this matter, education in Indonesia must put more emphasis on the four capabilities to improve progress in Indonesia.

In this regard, the education system in Indonesia must really be able to equip the competencies of its students to innovate and to build networks/networking. Innovation competence can be done by improving various existing learning systems. The learning system can be pursued appropriately if there are three things, namely: (1) the educational leader who is innovative and broad-minded, and has a clear and directed leadership concept; (2) the existence of a school culture that supports the sustainability of the existing education system; and (3) adequate learning quality that can support the existing learning process because students will be taught how to work creatively and innovatively. While the competence to build networks is done by developing attitudes and managing HR such as leadership, cooperation and communication [35-37].

Referring to the above understanding, the increasing role of the government in solving education problems in Indonesia can be done through one of the allocations of an adequate education budget accompanied by proper supervision of the implementation of the budget, so that it can really be utilized to improve education in Indonesia, such as school infrastructure development programs, equitable distribution, distribution of teachers to outermost, disadvantaged, and frontier areas throughout Indonesia, compiling a more representative curriculum in order to explore the potential of students (not just hard skills, but also soft skills). This is also as stated also by Day, et al. [38] and Totto [39] that the development of education in a country needs to be based on the plan of the country's national education strategy by paying attention to the development of existing globalization, as well as the existence of equitable regional education that can be accepted as an integrated national policy in the field of education.

In this regard, the Government of Indonesia must pay more attention to the quality, distribution, and welfare of teachers in Indonesia from the aspect of geographical justice, because the teacher is one of the

milestones to support the course of the educational process, and is very important in creating students who are intelligent, skilled, moral and knowledgeable large. So it is appropriate for the government to make regulations for the implementation of quality education, which can be reached by all levels of Indonesian society.

Thus, if education in Indonesia is able to equip students with adequate knowledge and skills, Indonesian education graduates will have high self-confidence and motivation to develop themselves optimally, so that it can be believed that Indonesia is able to compete globally in the era of the AEC at the moment.

### *3.2 Culture-Based Leaders in the Field of Education in the Globalization Era of AEC*

The word globalization comes from the word global, which literally means worldwide or universal, comprehensive, universal. The word then becomes a term that refers to a state in which a country with another country has become one. Territorial, cultural and other boundaries are no longer obstacles to such integration. Thus literally, globalization means the joining of various countries on this globe into one entity. Globalization is a process of making something (objects or behavior) a characteristic of every individual in this world without being limited by territory [40, 41].

Regarding leaders who are culturally understanding, according to Robbins [42], are leaders who are able to inspire their staff to be able to prioritize organizational progress based on local wisdom rather than personal interests, and are able to give good attention to staff and are able to change awareness of these staff to be able to work together optimally and see the organization as a unified whole to achieve the goal.

Bass and Riggio [43] define culture-based leaders as a form of transformational leadership in which leaders are able to integrate conditions of local wisdom with broad interests and increase the interest

in working of their members, or leadership systems in which leaders are able to trigger sensitivity and acceptance of the vision and mission and goals of the organization, and where the leader has control that has local cultural insight to its members to be able to explore their respective potential for the betterment of the organization.

Based on the meaning above, in the face of educational development in an era of globalization that is increasingly complex and with high competitiveness, it is necessary for educational leaders to transform the charisma and understanding of local culture, inspiration, intellectual stimulants, and individual considerations for the benefit of the staff as a whole and the development of the educational institution he leads is in accordance with the vision, mission, and educational goals to be achieved [44-46].

Referring to the above understanding, the culture-based leadership in the field of education, especially in Indonesia in addressing the era of globalization in the arena of the AEC is a leadership that can integrate three behaviors, namely charisma, individual consideration, and intellectual stimulation.

Furthermore, when education is involved in the arena of the AEC, the role of culture-based leaders is to prepare skilled, sensitive and critical HR skilled at work, sensitive to problems and critical in the role. These three skills are absolutely present in the ASEAN single market. The single market in the era of globalization cannot be understood only from the economic aspect, but also from the non-economic aspects, one of which is in the field of education [47, 48]. This understanding also needs to be built and internalized so that Indonesia becomes an independent and dignified country. To be independent means to be free from the intervention of other nations in determining the direction of their policies, including policies to educate and prosper the people through education, and to be dignified means to cooperate with other nations without losing their identity, and this can be optimized through character education in schools.

Competition in the quality of education in Indonesia also needs to be examined wisely in accordance with Indonesia's educational goals. However, the dynamics of global education competition in ASEAN in the era of the AEC cannot be circumvented by the education system in Indonesia, and the impact of implementation towards global competition in education is certainly based on educational leadership that has broad insight, and the concept of leadership can combine logic thinking, analytical thinking, and creative thinking in leading educational institutions that are their responsibility. The ability of educational leaders in the current era of globalization certainly also requires the freedom to innovate responsibly, which is mandated for him in developing ideas in how to lead educational institutions to the fullest [49, 50].

### *3.3 Character Education in Learning System Acculturation*

One of the keys to the dynamics of globalization in the development of the era of education is character education. Character education is very important to be given to children in schools so that children understand the importance of moral values of humanity and can respect the situation and environmental conditions in the dynamics of progress in developing education in ASEAN. Character education is very useful in preparing students for life in the era of globalization. These conditions are in line as stated by Carol Copple, Richard de Lisi, and Irving Sigel as written in Spodek [51], stating: "... The development of the child is viewed as a simple type of behavioral change. For the leaning theorist, intellectual development consists of an accumulation of gradual learning, of changes in specific behaviors". This statement can be interpreted that the development of a child's behavior is influenced by the surrounding environment, and it will also affect the way of thinking and the child's concept of thinking about himself and the surrounding environment.

With regard to the learning values contained in the curriculum content, the research conducted by

previous researchers (like Peng, et al. [52] and Agrawal [53]) stated that the curriculum used in schools is a curriculum that should be relevant to the needs of the school, both for academic interests and with regard to moral development for children in the school which remains within the norms of values that are specific to education in schools that exist in the face of educational development in the era of globalization.

With regard to these values, a belief upon which a man acts by preference, it means that values are beliefs that are used as human preferences in their actions. Humans select or choose activities based on the value they believe. It means that values are abstract because they must be contained in something, something that contains values (vehicles). There are four types, namely: body, behavior, attitude and basic stance.

With regard to the ability of teachers to teach character education in schools, this has been done by previous researchers (like Chan [54], E. M. Skaalvik and S. Skaalvik [55], Kopnina [56], Twigg, et al. [57]), that is very necessary for understanding the existing situation, both students and themselves in school. This is important because with a good understanding by the teacher when giving lessons in school, subjects contained the values of character education to be achieved, the teacher also indirectly has given a good understanding for students as to how they should learn, and this can be done since early childhood education. It means that with a good understanding of character education for students, it actually has positioned the student in a state of good EI (Emotional Intelligence).

Character education in the era of globalization does not apply only to students who are in urban areas only or in schools that have heterogeneous students but also applies to all education in all regions. This is like the results of research by previous researchers [58, 59], it was suggested that education in areas far from cities even still needs to get and understand the importance of character education in schools. However, for

schools that are located far from urban areas, culture is still strongly upheld as the norm of life. Then learning character education will not be as difficult when teaching it to students in urban areas, where the mindset and diversity in daily life can affect the development of student personality and behavior.

Educational leadership which in this case is the principal also becomes a study in the application of character education. This is like the results of research by previous researchers [60, 61] mentioning that as an educational leader the headmaster must be able to observe diversity in existing cultures at the school, both in terms of students and the condition of the school environment, so that the school can position its existence in the situation and condition of the needs needed by the students, not only at school but will be brought to the social life of the community outside the school.

### *3.4 The Meaning of Value in Character Education*

The progress of education in the era of globalization is not enough to be seen from the academic quality of students produced, but it also requires good maturity of the characters generated by students, and internalization of good values in character education in educational institutions becomes indispensable so that students can interpret academic intelligence from a cognitive and affective perspective. In a deeper study, the term "value" is not easy to set certain limits. This is because the essence is an abstract reality [62]. Likewise, according to Rokeach and Bank in Thoha [63], value is a type of trust that is within the scope of a belief system where someone acts or avoids an action, regarding an appropriate or improper thing to do. This means the relationship with the meaning of giving meaning to an object.

Values can also be interpreted as a thought (idea) or concept of what is considered important for someone in his life. In addition, the truth of value also does not require empiric evidence but is more related to appreciation and what is desired or undesirable, liked

or disliked by someone. Values have two kinds of attributes, namely their contents and intensity. The content attribute is related to whether something is important. While the intensity attribute concerns the extent of its importance. When we rank a person's values based on their intensity, we get a value system from that person. Basically everyone has a value hierarchy that forms his personal value system. This system can be known through people's views of the importance of value such as freedom, pleasure, self-esteem, honesty, obedience, and equality.

Rokeach in Danandjaja as quoted by Ndraha [64] states "A value system is a learned organization of principles and rules to help one choose between alternatives, solve conflicts, and make decisions". This means that a value system is the principles and rules that can be learned in an organization to help someone choose among various alternatives, resolve conflicts and make decisions. Further disclosed by Fraenkel (1973) in Welton and Mallan [65] "No one has ever seen a value. Like concepts and ideas, values exist only in our minds. Values are standards of conduct, beauty, efficiency, or worth that individuals believe in and try to live up to or maintain". This statement can be interpreted that the concept of value arises based on nature within a person, and this certainly each person will have different views, but the main thing from the concept of value is how individuals place themselves on the norms that is applied in the surrounding environment.

From the various opinions above, it can be understood that value is a belief or belief that is the basis for a person or group of people to choose their actions or assess something that is meaningful or not meaningful to their lives. Whereas the value system is a ranking based on an individual's value in terms of its intensity.

Thus to find out or trace a value must be through the meaning of other realities in the form of actions, behavior, mindset, and attitude of a person or group of people. Meaning is a form of spiritual maturity and



mental function maturity. For spiritual maturity, this is in line with what was stated in Soedjatmoko [66] stating that facing this uncertain future, another basic step that arises in various societies is an effort to develop and disseminate a new mental attitude, which is able to provide spiritual stability. While in connection with the maturity of mental fungsi, Vygotsky in Adisusilo [67] emphasized that the maturity of children's mental functions actually occurs through the process of working together with others.

### *3.5 The Role of the Principal*

The role of the principal in leading a school has three functions, namely as a leader and manager in the field of education at the school he leads; as a school leader to tarnish the running of the school organization and produce high-achieving and virtuous students; and as a protector of all school members to work together to advance education in the school. This condition is also as stated by John C. Maxwell in Simon [68] that in order to advance in school leadership, the principal needs to prioritize the interests of the school. A true leader is serving, that is serving others, serving their interests, and in doing so it will not always be popular, it will not always be impressive. This opinion is also in line with that expressed by Mulyasa [69] that simply stated the leadership of the principal can be interpreted as a way or effort of the principal in influencing, encouraging, guiding, directing, empowering, and loving teachers, staff, students, parents of participants students, school committees, education councils, and other related parties, to achieve the goals of character education.

With regard to leadership, the principal as a leader as well as a manager in the implementation of character education in schools, and the teacher is a leader and manager in the implementation of character education in the classroom [70]. The principal gives instructions to the teacher to lead and manage the students through the transformation of noble values based on existing rules and the peculiarities of the

educational values that exist in the school they lead. This also was stated by the World Bank (1999) in Rivai and Murni [71] mentioning: "Give people a handout or a tool, and they will live a little better. Give them an education, and they will change the world". In this regard, principals in schools need to emphasize to the teachers to prepare lesson plans properly and include indicators of the character to be achieved in the learning.

### *3.6 The Role of the Teacher in the Classroom*

The teacher plays a very strategic role especially in shaping character and developing students' potential. The existence of a reliable teacher in school, both behaviorally and academically during learning will position the teacher as an innocent and imitated figure. In schools in general, the role of the teacher as a role model will be very visible. This is because at school the teacher is a source of knowledge for students. Character building is not only limited to the habit of advising students. Characters are only formed by contacting the quality of personality in the process of learning together [72].

At the classroom level, the teacher is an important factor that has a large influence on the success of character education in schools, even determining the success or failure of students in developing their personality as a whole. It is because the teacher is the main figure as well as examples for students. Therefore, in character education, the teacher must start from himself so that what he does well becomes good as well as its effect for students.

Teachers at the classroom and school level are also tasked with giving students the morning role models. The example is exemplified and held by the school principal at the school he leads, and this is also in line with what was stated by Dakir [73]: "... Planting the correct understanding and the next if these steps can be implemented well, it is expected that students will have attitudes, then values, and finally a religious personality is formed".

Regarding the preparation of the Lesson Plan, the teacher, in this case, must be careful and professional so that the expected character values can be achieved by students. In this case, the teacher must also be able to integrate the condition of the school in learning done in class, so that the lesson plans that have been prepared by the teacher and approved by the principal can be implemented properly. To this, Fitri [74] also argues that character education strategies can be seen in four integrations: (1) integration into subjects, (2) integration through thematic learning, (3) integration through creating an atmosphere of character and habituation, (4) integration through extracurricular activities, (5) integration between school, family and community education programs.

On the other hand, the role of parental involvement is a necessity in schools as a support for the implementation of character education programs, and also as a form of concern from schools to help overcome students who have problems, so that problems can be resolved and students can still learn and excel at the school. It is also as stated by Hamalik [75], Scherrer [76] and Slavin [77], that the teacher plays the main role and is responsible for guiding students to develop their potential and help solve the problems and difficulties of the students they guide, with the intention that the student is able to independently guide himself.

#### 4. Closing

Globalization is a strong and emerging influence on the development of educational dynamics today and has also made its way into educational policies in ASEAN countries in general and the national level of Indonesia in particular, which in the process influences the role of existing educational leadership, organizational culture in schools, teaching and education practices for students.

From the overall description, it can be concluded that entering the current era of the AEC as an era of regional globalization brings attention to the scrutiny

of education in Indonesia in particular. Organizational culture at the school level to achieve adequate educational quality requires the role of educational leadership who is broad-minded and able to internalize the values of his leadership to the citizens of his school for the advancement of education in the educational institutions he leads.

Organizational culture at the school level requires the ability to mobilize development and change, namely carrying out creative activities, discovering strategies, methods, ways, or new concepts in teaching so that learning is meaningful and gives birth to quality education. Culture-based education leaders are transformative leaders in an effort to produce education that is able to compete and produce students who have personality integrity, disciplined attitude, and are creative, innovative, and competitive. The professionalism of educational leadership as transformational leaders needs to have competence, transparency, efficiency, and high quality. The competencies that an education leader needs to have in order to face the global era are the ability to anticipate, the ability to recognize and overcome problems, the ability to accommodate, the ability to reorient, generic competencies, managing self skills, the ability to manage people and tasks (ability of managing people and tasks), the ability to mobilize development and change (mobilizing innovation and change). Furthermore, in the current era of globalization, students need to have: knowledge and technology that is capable, have a strong and good personality or character, and have the ability to compete with students in general in the ASEAN region in particular and the international region in general.

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