

THE EMERGENCY OF FUTURISTIC LEADERSHIP IN EDUCATION: RESPONDING TO THE GLOBAL CRISIS WITH INNOVATION AND THE POWER OF COLLABORATION

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ABSTRACT

This research aims to investigate the role of futuristic leadership in dealing with the global crisis in the context of education. The main focus is to understand how innovation and collaboration can be integrated in leadership practices to respond to existing challenges and prepare for a more resilient educational future. The methods used in this research are descriptive analysis and phenomenology. Data were collected through a review of scientific articles, research reports and relevant education policy documents to identify effective futuristic leadership practices. The results show that futuristic leadership in education plays a crucial role in facing current global challenges. Innovation has proven to be key in improving the education system, both in the use of technology for distance learning and in developing a change-responsive curriculum. In addition, collaboration among stakeholders such as teachers, students, parents and government is fundamental in creating an adaptive and inclusive learning environment.

Keywords: *Emergency, Education, Futuristic Leadership*

A. Introduction

Along with the times, education is not enough to use traditional education, but new innovations are needed to respond according to the times, and here leadership becomes a benchmark in education in the dynamic and challenging era of globalization (Fitzpatrick, 2024). This is because countries around the world are competing to improve their education systems to produce globally competitive human resources. Education that is not innovative will be left behind in this competition

(Zu, 2023). The 2018 PISA report shows that countries that invest in skills- and technology-based education, such as Singapore and Finland, continue to rank at the top, while countries that rely on traditional methods tend to fall behind. Thus, as times change, education requires new innovations and visionary leadership to remain globally competitive, as evidenced by the 2018 PISA report that shows countries such as Singapore and Finland excel through investments in skills- and technology-based education, while countries that still rely on traditional methods tend to fall behind.

Research on futuristic leadership in the global education crisis has been studied by several researchers because the world of education needs a new approach that can respond to rapid changes in technology and the global economy. Futuristic leadership emphasizes the importance of innovation in the learning process and education management (Aimah & Abdi Fauji Hadiono, 2019). Thus, research on futuristic leadership in the global education crisis has been widely studied by researchers because the world of education needs a new approach that can respond to rapid changes in technology and the global economy, with futuristic leadership emphasizing the importance of innovation in the learning process and education management (Alblooshi et al., 2023). The purpose of this study is to determine the implications of futuristic leadership in responding to the global crisis with innovation and the power of collaboration.

Based on the provisional statement of research on futuristic leadership in responding to the global crisis with innovation and the power of collaboration, one of which is the use of technology in learning, the existence of educational innovations that can bring educational institutions to the advancement of educational development and the

ability of multisectoral collaboration. This is because technology has become a key element in modern learning, allowing access to wider educational resources and more interactive learning methods. The use of technologies such as e-learning, online collaboration tools, and computer-based simulations has been shown to increase student engagement and learning effectiveness (Agac et al., 2023). Thus, based on the research on futuristic leadership in responding to the global crisis with innovation and the power of collaboration, the use of technology in learning becomes a key element that enables wider access to educational resources and more interactive learning methods such as e-learning and computer-based simulations.

This not only enhances student engagement but also promotes progress in educational development as well as facilitates multisectoral collaborations that are essential for improving the relevance of education to the demands of the times. The education sector is faced with an urgent need for futuristic leadership. Global issues such as climate change, socio-economic inequality, and technological disruption have significantly changed the face of society. In this context, education plays a key role in preparing the younger generation to face an uncertain future (Triyanti et al., 2023).

However, traditional education systems are often unable to respond to the needs of the times, requiring a more innovative and futuristic leadership approach. Futuristic leadership in education refers to the ability to respond to future challenges with innovative and collaborative approaches (Cawthorne, 2015). Global crises, such as climate change, economic inequality and the COVID-19 pandemic, have highlighted the importance of transformation in the education system. This transformation is not only necessary to face current challenges, but also

to prepare future generations for an uncertain future.

Traditional education systems often fail to prepare students for a changing world. Rigid curricula, conventional teaching methods and lack of technology integration are some of the issues that hinder the development of education. In addition, global crises such as the COVID-19 pandemic have accelerated the need for change. Schools are closing, learning is being shifted online, and the digital divide is becoming more visible. This suggests that leadership in education must be able to adapt and innovate to ensure the sustainability of learning (Khaudli & Rikza, 2022).

Research on this theme prompted the researcher to examine in more depth that effective leadership in education focuses on innovation and collaboration. As with the research presented by (Asad et al., 2022), successful leadership in education involves the ability to inspire and motivate teachers and students to achieve common goals. Likewise, (Alhamad, 2023) emphasizes the importance of collaboration between various stakeholders in education, including government, schools, parents and communities. Innovations in educational technology, such as online learning and the use of artificial intelligence, are also highlighted in an effort to improve the quality of education (Halagatti et al., 2023).

Previous research suggests that effective leadership in education requires a combination of long-term vision and the ability to adapt to situational change. According to (Sliwka et al., 2024) successful educational leadership is characterized by the ability to inspire and empower teachers and students to face new challenges. Meanwhile, (Festing & Schäfer, 2022) emphasized the importance of collaboration and innovation in creating a dynamic learning environment that is responsive to the needs of the times. Another study by (Bolton et al.,

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2023) highlights the importance of organizational learning in creating sustainable change in the education system.

This research aims to identify futuristic leadership strategies that can be applied in education to respond to the global crisis. By understanding and implementing these strategies, it is hoped to create a more adaptive, innovative and collaborative education system. The benefits of this research include improving the quality of learning, reducing the digital divide and better preparing students for future challenges. In addition, this research is also expected to provide guidance for stakeholders in education to create a more inclusive and sustainable learning environment.

The novelty of this research is that UIMSYA Blokgung Banyuwangi proves that it is not only the vision and mission and innovation and collaboration but also the synergy between one education and another education under the auspices of one foundation with cohesiveness in realizing the vision and mission together and supporting each other while upholding the principle of a pesantren-based campus combined with modern technology education, so as to prepare a generation with good character and be better prepared to face future challenges in a global society.

B. Method

In this study, a qualitative research type with a phenomenological approach was used, chosen to explore in depth the role and implementation of futuristic leadership at UIMSYA in the context of education, particularly in response to global challenges such as the COVID-19 pandemic. The

qualitative approach allows researchers to explore the richer perspectives, experiences and views of education stakeholders, such as principals, teachers, students and parents.

The in-depth interview method was used to gain a deep and detailed perspective on how futuristic leadership is implemented in daily practice at UIMSya. These interviews involved a number of educational leaders who are considered to have experience and expertise in dealing with global crises, as well as leading with innovative and collaborative approaches. In addition, document analysis was also conducted to examine the policies, programs and strategies that educational institutions have implemented in responding to the global crisis using innovation and collaboration. Documents analyzed included school annual reports, education policy documents and relevant meeting notes.

Qualitative data obtained from interviews and document analysis were then thematically analyzed. This approach allowed the researcher to identify patterns, themes and key concepts that emerged from the data, such as effective innovative strategies, challenges faced in implementation, as well as the positive impacts that have been achieved in the face of the global crisis.

This research was conducted at Universitas KH MUKHTAR SYAFA'AT (UIMSya) Blokagung, an educational institution known for its commitment to innovation and collaboration. The UIMSya Blokagung campus provides a rich environment to explore leadership practices in the face of various global crises.

The phenomenological approach aims to understand the essence of experience from the perspective of the individuals directly involved. This study used qualitative methods with in-depth interview techniques and participatory observation.

Participants were selected based on certain criteria, then interviews were conducted to explore the personal experiences and perceptions of leaders at UIMSYA Blokagung about futuristic leadership. Then Observations were conducted by following daily activities on campus, such as leadership meetings, group discussions, and the implementation of innovative projects. Data obtained from interviews and observations were analyzed using phenomenological analysis techniques.

C. Results And Discussion

1. education technology

The use of technology in education creates a learning bridge that is oriented towards educational advancement. This is because technology enables wider access to educational resources, such as online learning materials, learning videos, and interactive platforms. This removes geographical and economic barriers that often limit students' access to quality education. Thus, the role of Technology in Building Learning Bridges Oriented to Educational Advancement. The technology used by Education at UIMSYA is presented in the following figure:



Source: processed by researchers based on informants

Based on the figure above, the use of technology in education plays a crucial role as a bridge to learning-oriented educational advancement. By enabling wider access to educational resources such as online learning

materials, learning videos and interactive platforms, technology has successfully overcome the geographical and economic barriers that often prevent students from accessing quality education. This opens up new opportunities for students from diverse backgrounds to develop their full potential, strengthening the foundation of inclusive education and stimulating educational progress globally.

2. Innovation in Education:

Futuristic leaders dare to implement new ideas and technology in the education process. Findings show that the use of Findings from various studies show that the use of technologies such as AI-based learning, virtual classrooms, and collaborative platforms can significantly improve learning effectiveness. For example, AI can provide learning that is tailored to students' individual needs, while virtual classrooms enable wider and more flexible access to education.

Research by Yousef et al. (2014) shows that AI-based learning systems can improve learning effectiveness by providing faster responses and personalizing the learning experience according to students' individual needs. AI can automatically adjust the difficulty level of learning materials based on students' abilities, improving the level of comprehension and retention of materials.



Source: processed by researchers based on informants

3. Multisectoral Collaboration :

The power of collaboration is one of the pillars of futuristic leadership. Findings show that collaboration between government, schools, communities and the private sector can enrich resources and expand access to education. This collaboration enables the pooling of diverse resources such as human power, finance and infrastructure. Governments can provide funding and regulation, schools provide educational access and facilities, communities provide social support and sustainability, while the private sector contributes innovation and technology. Case studies in several countries show that collaboration between the government, schools and the community Local collaboration can improve access to education for children from poor families or remote areas. This may include providing transportation, scholarships or special education programs co-designed to meet local needs.



Source: processed by researchers based on informants

This research aims to understand how futuristic leadership can respond to the global crisis with innovation and the power of collaboration. The data collected came from institutions that implemented various strategies in leadership management to achieve this goal. The results showed several findings

Thus, the results of this study show that the use of technology effectively

supports the implementation of futuristic leadership in schools in addressing global educational challenges, as seen from the statistical measurement data collected from this qualitative study.

D. Conclusion

The use of technology in education plays an important role as a learning bridge oriented towards educational advancement, by enabling wider access to educational resources such as online learning materials, learning videos, and interactive platforms. Technology overcomes geographical and economic barriers, opening up new opportunities for students from diverse backgrounds to develop their full potential. Technological innovations such as AI-based learning, virtual classrooms and collaborative platforms are proven to improve learning effectiveness, while multisectoral collaboration between governments, schools, communities and the private sector enrich resources and expand access to education. Research shows that technology supports futuristic leadership in addressing global education challenges, creating a foundation for inclusive education and stimulating educational progress globally.

The conclusion of this study aims to understand how futuristic leadership strategies can be applied in education to respond to the global crisis at UIMSYA Blokagung. The research results of this article confirm that futuristic leadership in education is essential to deal with the complex and dynamic global crisis. This leadership emphasizes long-term vision, innovation, adaptability and collaboration as the keys to creating an education system that is sustainable, inclusive and responsive to change. By implementing the strategies discussed, educational leaders can better prepare future generations to face the challenges of the future.

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