Sustainable Action and Transformation of Change in Teachers' Learning Leadership Model: Promoting Students' Independent Learning

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Abstract

Teachers' learning leadership is one of important facets to students' quality of independent learning. This should be well constructed by sustainable action and transformational of change. The aims of this research are: 1) to measure how valid and reliable both sustainable action and transformation of change are in the construction of learning leadership model and 2) how learning leadership correlates to independent learning. This is a case study which applies quantitative descriptive method. The data were collected by using a 5--Likert scale questionnaire comprises the indicators of sustainable action, transformation of change and independent learning. This questionnaire was distributed to 59 Elementary teachers of three areas in West Jakarta, Indonesia. The data were analyzed by using SEM PLS and statistical analysis of regression. The findings revealed that both sustainable action and transformational of change were valid and reliable in the construction of learning leadership model. Besides, the analysis of regression showed that learning leadership was significantly correlated to independent learning.

Keywords:

Leadership For Learning; Sustainable Action; Transformational Of Change; Independent Learning

Introduction

Effective teacher leadership supports the implementation of independent learning (Anna & Charalambous, 2023). It becomes the vehicle of a transformation which might bring students to possess independent learning in having meaningful and authentic experiences, hence, their potentials and academic attainment are fully supported (Kassymova, et.al, 2020). Leadership in teacher is the most pivotal factor that determines students' growth and studious excellence (Warren, 2021). It is critically important because it strengthen teachers' instructional quality and class management scholarship, hence students' academic success will be well-driven. In the context of primary education level, Turner (2023) opined that professional primary leaders are needed to deal with specific needs or challenges of young learners. Unfortunately, Aldahmashi (2020) found that strong theories of teacher leadership have not been optimally practiced by teachers.

This fact should be taken into serious account since in this current post-pandemic phase, teachers are the ones expected to be the frontliners of restoring a disruptive education system through their leadership to ensure the opportunities of continued teaching and learning process (Sawalhi & Chaaban, 2023). Prior studies (Eltanahy, 2018; Wenner & Campbell, 2017; Killion, et.al, 2016) showed that teacher leadership has been contemplate as one of the main aspects which elicits the quality of teaching and learning and the efforts of school improvement after pandemic because teachers are able to properly develop teaching practices both inside and outside the classroom. In South Africa education context, Klerk & Smith (2021) said that significant challenges for schools due to unparalleled catastrophe remain teachers as leaders who should take steps to transform and making that transformation process in schools becomes much easier. In a research and development study, they proposed transformative intervention strategies (TIS) to empower teachers' role as leaders in their schools amid the pandemic and beyond.

In national education of Indonesia, one of the goals of 'independent curriculum' policy is to facilitate students' freedom to learn through learning transformation and, Sihotang, et.al., (2023) said that this objective can only be achieved with the efforts of teachers to have leadership insight in order to support educational ecosystem. Their qualitative study revealed that independent learning built through teacher leadership is urgent to overcome learning loss at this current post-pandemic. In similar vein, Singh (2024) argued that educational leadership holds pivotal role in education in India to promote continues learning, safe and supportive learning zone for students as the elements of independent learning, particularly after disruptive education system during and after Covid-19. Due to its crucial role to keep quality learning process and outcomes, proposing a model of teacher leadership which promotes independent learning will obviously give positive contribution to educational system of the world since the impacts of school closures in pandemic has been affecting all countries.

According to Kende (2020), teachers are required to have a transformation to strengthen education scope and system, oriented to 'quality' by having an excellent strategical role, professional vision, and learning leadership character. Muff, et.al., (2020), added that leadership could be created through sustainable action as an ability to make a weak system becomes irrelevant. This approach covers four dimensions, i.e., 1) having systemic thought, 2) placing school and its communities as one unity, 3) facilitating every individual to analyze function, and, 4) maximizing role and inter-pendent among components. These abilities become the basis to improve teachers' capacity in managing process and transformation of leadership

for learning. Further, Muff, et.al., (2020) added that transformation process or transformation of change is a collaborative effort to find positive things in individuals and organization, based on strengths; analyzing problems and the causes and fixing them for a better improvement in the future.

As the world is currently in the phase of post-pandemic in which most students have been experiencing learning loss during the school closures, guiding them to become independent learners seen to be emergency. Education becomes more dynamic, instructional process is not fully back to traditional system yet in which most of schools is still conducted hybrid learning. Thus, students' autonomy and independence are needed called 'independent learning'. In accordance to this, leadership for learning of the teachers is obviously demanded. Teachers who possess leadership for learning are professionals and optimistic to bring a change of excellent quality in education (Leithwood, et.al., 2020). Besides, Luksha & Kinsner (2020) explained that theories and empirical studies showed that leadership role in teachers transformed the learning process to be superb and it was in line with the learning of 21st century. Leadership for learning of teachers becomes a model of developing their pedagogical competence, both in soft and hard skills. This should be started from doing sustainable action and a transformational of change to achieve high quality of learning process (Schlusche, et.al., 2023; Alimo-Metcalfe & Alban-Metcalfe, 2013).

Independent learning is experienced by students when teachers are able to set goals, strategies and assess the learning based on students' competence without neglecting their individual characters, and this independent learning is formed once students are able to develop themselves (Masters, 2023). In independent learning, students have their autonomy and freedom to motivate and inspire themselves to understand and be skillful in learning (Tran & Vuong, 2022). Salendab (2023) opined that in independent learning, students have the ability to determine and possess what they want to learn, how and when to learn it, and what the objective of their learning is. Independent learning makes every student able to develop their own metacognitive skill (Anca, 2023), as the power to understand, organize and introduce his/her own thinking process (Jannah & Fadillah, 2021). This skill of thinking is very important for students in independent learning in order to grow and develop themselves to become critical and reflective individuals (Iloka, 2022). Independent learning gives a meaning that students are able to be responsible for their own learning experiences, as the pillars for long-life learning.

In accordance to this, the discussion on teachers' leadership has been arising various issues posed by

scholars and researchers. In the late 40 years, empirical studies about leadership for learning mostly explored leadership in managing education and students' achievement including the implementation of learning method and educational leadership with the aspects of credibility, reflections, emotions, openness to experiences and values (Antonacopoulou & Bento, 2003); the skills of leadership for learning which is facilitated, reflective, and team-work oriented (Hirst et al., 2004); the perspectives of values, contexts, and leadership sources (Hallinger, 2011); and, individual characteristics of educator and organization in shaping skill of leadership for learning (Susanto et al., 2019). The researches on specific dimensions of learning leadership model which covers sustainable action and transformational of change were still scarce. Thus, in this study, the researchers endeavor to explore how learning leadership model constructed by sustainable action and transformational of change and quantitatively report the correlation between learning leadership to independent learning. Based on the conceptual theories above, the researchers aimed to find the answers of the following research questions: 1) What are the validity and reliability of sustainable action and transformational of change in the construction of learning leadership model? 2) How significant is learning leadership correlated to independent learning? The researchers believe that the findings of this research work will positively give insights to pedagogical practices, especially primary school teachers that enhance independent learning and help educators to refine their teaching strategies. Besides, this study also contributes to the broader discourse on educational leadership shedding light on the important role teachers hold in shaping independent learners.

Sustainable Action in Teacher Leadership

Theoretical and empirical studies are strengthening the transformation that the process of learning excellence begins with placing the role of learning leadership with actions to transform 21st century learning patterns (Schlusche et al., 2023). The task of leadership in the learning leadership model is to create alignment of strengths by making system weaknesses irrelevant and with the approach of sustainability actions and transformation of change (Alban-Metcalfe & Alimo-Metcalfe, 2018). The concept of sustainable development (sustainability) is the empowerment of students' ability to take appropriate actions, be responsible, and make decisions. Sustainability Action is an action in thinking systemically, continuously and placing schools and their communities as a whole, facilitating individuals to examine functions, roles and interdependencies between components. In a broader perspective, Müller, et.al. (2020) discussed Education for Sustainable Development (ESD) in which it encourages people to act and think in a positive

way for the future. At this point, education takes a significant role in sustainable societies. Cook (2014) said that "the establishment of high-quality sustainable educational leadership is essential to the continual growth of schools beyond the leader's tenure at the school" (p. 3). Learning leadership is a concrete and strategic effort of teachers that must be pursued to guide and optimize the potential of students. Learning leadership requires teacher creativity and innovation in creating an educational organization's learning environment and culture that must continue to develop sustainably (Oppi et al., 2020).

There are seven principles of sustainable leadership developed by Hargreaves and Fink (2003) cited by Cook (2014), namely: 1) creating and preserving sustained learning; 2) securing success over time; 3) sustaining the leadership of others; 4) addressing the issues of social justice; 5) developing rather than depleting human and material resources; 6) developing environmental diversity and capacity; and 7) undertaking activist engagement with the environment.

Transformation of Change in Teacher Learning Leadership

One of the emerging factors in educational discourse is the concept of learning leadership. Learning leadership encompasses the critical role of educators in creating environments that nurture students' capacity to become independent learners (Demanuele & Calleja, 2023). By demonstrating inspiring and empowering qualities, teachers can play a transformative role in shaping the way students learn (Hayward et al., 2023). Learning leadership has the meaning of how teachers in their roles are able to motivate, direct and support students for changes in learning behaviour.

Learning leadership is a tangible manifestation of the teacher's role in the task of guiding and facilitating academic growth. This ability is clearly seen from the application of innovative and student-centred learning methods. Teachers who have learning leadership qualities are teachers who are able to create an environment that encourages active participation, critical appraisal and learning autonomy in students. The learning leadership approach is closely related to the dimension of continuous action. This continuous action is a pedagogic strategy that contributes to the long-term development of students' learning abilities.

"School improvement depends on all teachers' efforts to take responsibility for change and transformation" (Bolat, 2023, p. 100). Transformation of learning leadership into a pedagogic competency development model, as a soft and hard skills basis for preparing teacher competencies. The ability to transform change includes: (1) the ability to use existing

components in the organizational environment, (2) the ability to develop the economy for optimal learning, (3) the ability to focus learning experiences that hone the optimization of the existence of the educational community (teacher and student welfare, and (4) the ability to develop values in the cultural system.

Teachers' Learning Leadership Model

"Teachers led by learning and learn by leading" (Lovett, 2023, p. 1014). This axiom was explained by Lovett that teachers' work aimed to improve student learning, thus, they need to learn to develop their knowledge since it serves as the seeding ground for teacher leadership as professional influence. Ye, Wang, & Weerasawainon (2024) opined that teacher leadership is demanded by current dynamic educational system in which their leadership style will give positive growth and change within educational system.

Wolff, et.al. (2022) said that as a social phenomenon, education needs a transformation and sustainability discourses. Transformation of change adapts critical attitude, habits, and minds to transform conventional teaching to a more sustainable life at schools. Education system needs a change to secure a sustainable future (Shephard, 2015), therefore, teachers as the agents of change of schools are required to apply leadership learning model that composes transformative and sustainable action.

Referring to the review of literature previously discussed, this study proposes a model of teachers' learning leadership as displayed in the following figure:

Figure 1.
Teachers' Leadership Learning Model

Independent Learning

Learning independence is closely related to students' ability to develop learning skills and becomes a principle of lifelong learning. In the context of education, freedom of learning emphasizes that humans basically need independent learning, that is, humans who are born free and mentally independent in learning (Niemczyk, 2023). Livingstone (2012) explained that independent learning is a process of learning in which the learners self-regulate, direct and assess their own learning. Thus, an independent learner will be able to set objectives, take decisions

and make options to support his/her needs in learning and responsible for any single process and progress. Qizi & Kobiljanovna (2021) argued that students cannot become independent learners unless they have to work with their teachers, show their strategies in learning, build their own learning zone, and learn 'how to learn'. At this stage, teachers play their roles to promote this independent learning on the basis of process-oriented teaching that facilitates students to be actively engage in the learning process.

According to Naibaho (2019), as part of cognitive learning theory, in independent learning, student's achievement is affected by several facets, including motivation, behaviour, and learning environment. Thus, an independent learner shows his/her abilities to be actively involved in learning in terms of motivation, metacognitive, and focus to achieve their learning objectives (Meyer, et.al, 2008). Independent learning is reflected by learning conditions filled with happiness, free from stress and students get educational environment that is able to optimize the achievement of 4Cs competencies (critical thinking, creativity, collaboration and communication). These competencies are needed to counter the challenges of future work in 21st century (Miller, et.al, 2023). They further explained that the 4Cs are interrelated four basic elements important to help students develop their cognitive potentials.

Methods

A quantitative descriptive method is applied as the research approach in this study. In order to measure how sustainable action and transformational of change and all their indicators correlate to learning leadership, and how significant this learning leadership correlates to independent learning, a questionnaire composing 4 indicators of sustainable action (Meth, et.al, 2023; Muneeb, et.al., 2023; Xing, et.al, 2023; Aaron, et.al., 2021; Al-Kubaisi, et.al., 2020), 5 indicators of transformational of change (Schiuma, et.al., 2022; Carney, 2022; Gurr & Drysdale, 2020; Fisher, et.al., 2018; Nair, 2023), and 7 indicators regarding independent learning (Erkinovna, 2022; Prameswari, 2020; Koutroubas & Galanakis, 2022; Marín & Castañeda, 2023) was constructed.

In order to get its clarity, relevancy, reasonability and unambiguity, face validity was taken. With the help of raters; two experienced teachers who are competent in teacher leadership, the researchers did five stages of having face validity, namely: 1) preparing face validity form, 2) discussing and choosing the experts, 3) distributing the form, 4) reviewing and revising the feedback from the validators, and, 5) finalizing the questionnaire items based on the % results of which items should be used. To get clear picture of teachers' readiness in applying sustainable action and transformational of change and also building independent learning, several statements covering

the profile of each variable were formulated into a- 5-Likert scale questionnaire with the options of 'always' (5), 'often' (4), 'rarely' (3), 'sometimes' (2), and 'never' (1). This questionnaire was made into Google Form and distributed online to all respondents.

The population in this study was all Elementary school teachers in the three areas of West Jakarta, Indonesia. There were totally 77 teachers approached by the researchers through convenience sampling. However, only 59 of them who fulfilled the questionnaire completely. This might due to several activities that some teachers needed to join, such as workshop, seminar, training, etc., hence they were unable to contribute giving their response based on the researchers' deadline.

The analysis involved rigorous statistical techniques including Structural Equation Modelling (SEM) PLS to measure the validity and reliability of each variable and to elucidate how significant the relationship between one variable to another. Meanwhile, in order to measure the correlation between teachers' learning leadership and independent learning, a statistical analysis of regression was used.

Figure 2.
Learning Leadership Model
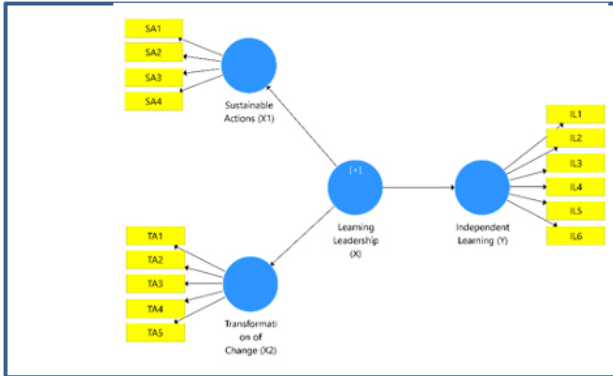
X = Learning Leadership

X1 = Sustainable Action

X2 = Transformational of Change

Y = Independent Learning

Research Hypotheses:

[1]: The more effective the learning leadership is, the more optimal independence of learning will be.

[2]: The higher the ability of sustainable action is, the more effective leadership for learning will be.

[3]: The higher the ability to apply transformational of change is, the more effective leadership for learning will be.

Results

Construct Validity and Reliability of Learning Leadership Model

The construct validity and reliability test showed the indicator size reflects the theoretical latent construct through Confirmatory Factor Analysis (CFA) as presented in the following Table 1.

Table 1.
Construct Validity and Reliability

	Cronbach's Alpha	rho_A	Com-posite Reliability	Average Variance Extracted (AVE)
Independent Learning (Y)	0.847	0.912	0.895	0.593
Learning Leadership (X)	0.936	0.937	0.946	0.663
Sustainable Action (X_1)	0.883	0.883	0.919	0.740
Transformation of Change (X_2)	0.896	0.898	0.923	0.707

Based on table 1, validity and reliability analysis data were obtained. This analysis assesses the quality of the measurement scale used in the study and its ability to accurately measure the model-forming construction as follows:

1. Independent Learning (Y), with Cronbach's Alpha (0.847), rho_A: 0.912, Composite Reliability 0.895, and Average Variance Extracted (AVE): 0.593 describes the values of the Learning Independence (Y) measurement scale indicating good internal consistency (Cronbach's Alpha and rho_A) and reliability (Composite Reliability). However, the Average Variance Extracted (AVE) is 0.593, which indicates that 59.3% of the variance in the observed variable is obtained from the latent construct of Independent Learning (Y). This indicates an acceptable degree of convergent validity.

2. Learning Leadership (X), Cronbach Alpha: 0.936, rho_A: 0.937, Composite Reliability 0.946, and Average Variance Extracted (AVE): 0.663 describe values from the Learning Leadership measurement scale (X) indicating high internal consistency, reliability, and convergent validity. Cronbach's Alpha, rho_A, and Composite Reliability scores are all above 0.9, indicating excellent reliability. An AVE of 0.663 describing values from the measurement

scale indicates that 66.3% of the variance in the observed variable is captured by the latent construct of Learning Leadership (X), indicating good convergent validity.

3. Sustainable action (X1), Cronbach Alpha: 0.88, rho_A: 0.883, Composite Reliability: 0.919 and Average Variance Extracted (AVE): 0.740 describe the values of the measurement scale for continuous action (X1) indicating strong internal consistency, reliability, and convergent validity. All metrics, including Cronbach's Alpha, rho_A, Composite Reliability, and AVE, show that the scale reliably measures the latent construction of continuous action (X1).

4. Transformational of Change (X2), Cronbach Alpha: 0.896, rho_A: 0.898, Composite Reliability: 0.923, and Average Variance Extracted (AVE): 0.707, describing the values of the measurement scale for Change Transformation (X2) also indicate good internal consistency, reliability, and convergent validity. Cronbach's Alpha, rho_A, Composite Reliability, and AVE values show that the scale effectively measures the latent construction of Transformational of change.

In summary, the results show that the measurement scales used for the constructs of independent learning, learning leadership, sustainable action, and transformation of change have a satisfactory level of reliability and convergent validity. These findings gave credence to the validity of the measurement instruments and became a support for further analysis of the relationships between research constructs.

The Correlation between Learning Leadership and Independent Learning

To measure the relationship between learning independent and independent learning, a statistical analysis of regression was used. The following diagram of regression analysis presents the results:

Figure 3.
Regression Results
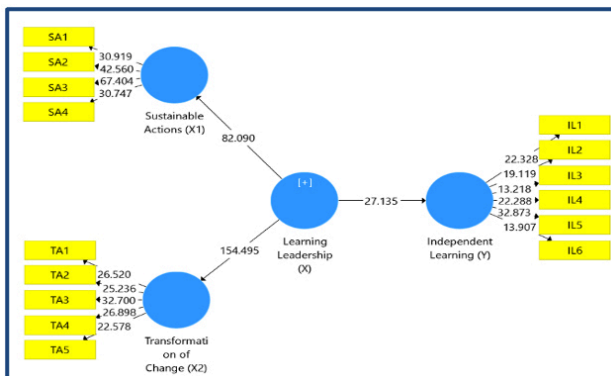
The diagram above provides summary information on statistical regression test results in the research model which can be presented in the following table data:

Table 2.
Regression Results

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
Learning Leadership (X) -> Learning Independence (Y)	0.867	0.873	0.032	27.135	0.000
Learning Leadership (X) -> Sustainable Actions (X1)	0.947	0.949	0.012	82.090	0.000
Learning Leadership (X) -> Transformation of Change (X2)	0.968	0.970	0.006	154.495	0.000

Hypothesis Testing

Hypothesis testing was carried out with Critical Ratio (CR) criteria > 1.96 or probability value (P) < 0.05 then the basis for decision making:

If the probability value (sig value) > 0.05 or -t table < t calculation the table< t then H_0 is not rejected.

If the probability value (sig value) <0.05 or the arithmetic t <-t table or the arithmetic t> t table then H_0 is rejected.

The presented data indicate the results of testing hypotheses for path coefficients in structural equation models. This model assesses the relationship between different constructs, specifically Learning Leadership (X) and its influence on Learning Independence (Y), Sustainable Actions (X_1), and Transformation of Change (X_2). Here is an interpretation of the results:

1. Learning leadership (X) to Learning Independence (Y), with Original Path Coefficient: 0.867, Sample Mean: 0.873, Standard Deviation: 0.032, t-value (|O/STDEV|): 27.135 and p-value: 0.000 (significant), indicating that the path coefficient between Learning Leadership (X) and Learning Independence (Y) is 0.867. The sample average is very close to the original coefficient. A t-value of 27.135 shows a very significant relationship between Learning Leadership and Learning Independence supported by a very low p-value (0.000).

2. Sustainable action (X_1) on Learning Leadership (X), with Original Path Coefficient: 0.947, Sample Mean: 0.949, Standard Deviation: 0.012, T-Value (|O/STDEV|): 82.090 and P-Value: 0.000 (significant), indicating that the path coefficient between Learning Leadership (X) and Sustainable Actions (X_1) is 0.947. The average of the sample perfectly matches the original coefficient. A high t-value of 82.090 indicates a very significant relationship between Learning Leadership and Sustainable Actions, supported by a very low p-value (0.000).

3. Transformation of change (X₂) to Learning Leadership (X), with Original Path Coefficient: 0.968, Sample Mean: 0.970, Standard Deviation: 0.006, T-Value (|O/STDEV|): 154.495 and P-Value: 0.000 (significant), indicating that the path coefficient between Learning Leadership (X) and Transformation of Change (X₂) is 0.968. The average of the sample perfectly matches the original coefficient. A very high T-value of 154.495 indicates a very significant relationship between Learning Leadership and Transformation of Change, supported by a very low p-value (0.000).

The results above show that there is a significant positive relationship between learning leadership and each of the three constructs, both learning independence, sustainable action and change transformation. A low p-value indicates that this relationship is statistically significant, indicating strong support for the proposed hypothesis. Hypothesis testing yielded remarkable results, confirming the significant positive influence of Learning Leadership on Learning. Independence Path coefficient for the impact of Learning Leadership on Learning Independence (0.867), Sustainable Action (0.947), and Transformation of Change (0.968), indicated that all dimensions are very significant (p < 0.001).

Discussion

These findings underscore the important role of good practice of learning leadership in fostering students' capacity for learning independence. The linkage of learning leadership is a fundamental factor for learning independence. Learning leadership becomes part of the development of teacher pedagogic competence, reflecting how teachers interact with students in experiencing their learning experiences. Learning leadership is part of pedagogics, about how teachers transform continuously, qualified, with the role, values, philosophy of educators and reflection in providing learning experiences. (Sandri, 2022). The effectiveness of learning leadership is evident based on the results of hypothesis testing that produces results that confirm the significant positive influence of Learning Leadership on Learning. Independence with path coefficients for the impact of Learning Leadership on Learning Independence (0.867), Sustainable Action (0.947), and Transformation of Change (0.968), which shows all dimensions are very significant (p < 0.001) and with a contribution rate of 66.3%.

Learning Leadership

The effectiveness of learning leadership is a factor of the effectiveness of the quality learning process. The effectiveness of learning leadership explains that a teacher is an organizer of student learning experiences required to be able to facilitate meaningful learning so that how the learning leadership model becomes a form that needs to be designed. The learning

leadership model from this research study can be constructed with dimensions of a sustainable action strategy profile of 0.947 and a change transformation profile of 0.968. shows all dimensions are very significant (p < 0.001).

Sustainable Action

The first dimension, namely the profile of sustainable action strategies, is part of the sustainable leadership model which is characterized by four indicators, including: namely: the ability to use existing components in the organizational environment as learning resources, the ability to develop economic systems for optimal learning, the ability to focus on learning experiences that optimize the existence of teachers and students as learning communities, and the ability to develop organizational culture learning leadership.

The first indicator in the form of the ability to empower components in the organizational environment as a learning resource is the closest empowerment in the student learning environment, which needs to be done by developing the ability to recognize the learning needs of individual students by paying attention to learning modalities in the form of strengths, weaknesses, interests and learning styles (Meth et al., 2023). Furthermore, teachers also need to map the availability of school infrastructure and facilities that can be used as optimal learning resources in their suitability to meet student learning experiences, such as repairing-shop or laboratories, libraries, technology. In addition, teachers also need to design authentic learning experiences that integrate students' exploration not only in theory but also practice and out of the classroom scope alone (Muneeb, et.al., 2023).

The second capability indicator in the sustainable action strategy profile is how teachers are able to develop economic systems for optimal learning. This means that teachers have the ability to design and determine effective and efficient ways to utilize the availability of educational resources with the principle of justice where students are given the opportunity to use the availability of existing infrastructure and facilities, and also economic principles, namely increasing student potential to become competencies optimally (Xing et. al., 2023).

Another third capability indicator in the sustainable action strategy profile is the ability to focus learning experiences that optimize the existence of teachers and students as learning communities to achieving positive outcomes. In this case, teachers need to understand the learning policies that apply within the institution and nationally related to teacher professional development. The existence of teachers in their profession is supported by the recognition

of portfolio. The portfolio port-folio is a collection of teacher performance and professionalism that has a positive impact on the development of student existence. The portfolio port-folio is intended to be a collection of documents on teacher professional achievements, which can include research and publications on learning that has been done, self-reflection, search for new information, innovation works, student achievements resulting from mentoring and self-achievement and work of service in the field of learning. How capable the teacher is of doing the portfolio, the more superior the teacher's professionalism in optimizing the potential relevant to the existence of students (Aaron et. al., 2021).

The fourth ability indicator is the ability to develop an organizational culture of learning leadership. This is synonymous with the ability to create a harmonious, innovative and adaptive work environment to the development and progress of science and technology and is carried out in a sustainable manner. This achievement can be seen from the teacher's desire to become lifelong learners, involve active participatory in lecturer professional development activities, carry out a continuous reflective pedagogic paradigm to study the success of the learning experience process and overcome weaknesses or failures, create learning leadership figures who initiate ideas and potential development (Al-Kubaisi, et. al., 2022).

Transformation of Change

The transformation profile dimension of change is part of the Learning leadership model which is a form of the ability to manage change in collaboration positively with each individual and organization by focusing on strengths, paying attention to problems faced and what is wrong that needs to be corrected and managing a positive atmosphere of empowerment to achieve vision, appreciate and take concrete actions of change centred on quality improvement learning (Boonstra, 2023). Transformation of change is characterized by five indicators in the form of: The ability to formulate questions that can determine the direction of the search related to the change initiative to be carried out (the ability to define), the ability to collect – uncover – examine various positive experiences that have been achieved in school or community and what lessons can be drawn from these positive things (the ability to find and learn from positive things. The ability to construct a narrative about the picture of ideal conditions is expected to occur in the school / community environment based on the results at the stage of finding (ability to inspire dreams), ability to list all concrete action plans about important and actionable things to realize the future picture, agreed measures of success and what it takes to know it (ability to design plans), and the ability to decide and execute execution steps (who will be

taken, who will be involved, when the deadline will be, what the strategy will be, and other actions to bring about the change initiative within the agreed time period (ability to take action) (Katyeudo &; de Souza, 2022).

The first indicator of the change transformation profile is the ability to ascertain the changes to be achieved and how the problems and opportunities that exist need to be fully and fundamentally understood so that they can focus on the positive results of the desired change. This places a teacher to be able to identify what changes they want to make in the scope of learning with students. This ability includes the ability to set goals and objectives for changing the process and what learning outcomes to be achieved with students, then formulating strategic questions that become questions about what action plans will be carried out, then collecting information that becomes a source of data for action, conducting studies of available problems and opportunities, then making decisions to take change actions and with Organize the resources needed and must be provided. This action also needs to be continued by evaluating and improving things that occur to stay in line with the established change initiative plan (Schiuma et al., 2022).

The second indicator of the change transformation profile is the ability to find and learn from positive experiences that can be done through efforts to recognize successes, collect and express positive experiences. This is a means of improving the performance of individuals and communities. The next step that can be done is to set success factor criteria for good practices that have been carried out. This can be a continuous learning that provides a place to continue to share good practices so that they become motivation and empowerment (Carney, 2022).

The third indicator is the ability to compile a narrative about the picture of ideal conditions expected to occur in the school / community environment based on the results at the finding stage. This ability is referred to as the ability to inspire dreams. Individuals and the school community need to set a passionate, motivating and inspiring vision that represents a realistic achievable future (Gurr & Drysdale, 2020).

The fourth indicator is the ability to list all concrete action plans about important and actionable things to realize the future picture, agreed measures of success and what it takes to know it. To realize this step, each individual needs to determine an action plan in the form of concrete steps towards achieving the vision. After that, it is necessary to determine the measure of success that needs to be formulated specifically, measurable, achievable, relevant and time-able (SMART) (Fisher et al., , 2018). To support

this, the ability to identify available and optimizable resources is needed, including human, financial, and technological resources. In its implementation, change transformation also needs to anticipate risk consequences so that other alternative actions are needed to secure the implementation of a decision. This indicator is an important element of change transformation actions and an important part of learning leadership management (Susanto et al., 2020).

The fifth indicator is the ability to decide and execute execution steps, which includes determining what will be taken, who will be involved, when the deadline is, how the strategy is, and other actions to realize the change initiative within the agreed time period, so it is also referred to as the ability to take strategic actions. In this section, it is very necessary to have a specific plan or action plan, integrated team involvement, efficient time planning, strategies that need to be carried out and including how monitoring and evaluation are conducted (Nair, 2023).

Independent Learning

The results of the study prove that independent needs to be facilitated and can be achieved through effective learning leadership. Learning independence reflects learning conditions that are filled with happiness, free from stress and students get an educational environment that is able to optimize the achievement of 4Cs competencies in elementary school graduates, teachers are required to have creativity and be innovative in facilitating the availability of a conducive learning environment that is able to integrate teacher and student involvement as transformation actors through Learning Leadership. Learning independence for students is when teachers are able to facilitate students to be able to direct goals, ways, learning assessments that are filled with competence and without neglecting individual characteristics, and students are able to self-work (Erkinovna, 2022; Prameswari, 2020).

Learning independence is highly contextual with varied environments that provide a dynamic space for students to have self-management skills and manage their learning. Learning independence is a manifestation of the teacher's ability to condition learning that is pleasant and filled with happiness, free from fear and pressure / stress. The learning environment is also conditioned for students' ability to have critical thinking, creativity, collaboration and communication (4Cs). In learning freedom, teachers need to be actively involved to facilitate the active involvement of students as actors of transformation, and this can be done by directing students to understand and set learning goals (goal setting) (Koutroubas & Galanakis, 2022). Furthermore, teachers need to facilitate the optimization of students to have

a way of learning with good time management, quality-oriented, targets and filled with positive values and responsibilities. Another thing is that teachers are able to provide opportunities for students to assess their learning processes and outcomes. One thing that is no less important is also communication literacy and technology that provide a vehicle for students to explore their learning abilities individually and collaborate (Marín & Castañeda, 2023). In the end, students should also be given the opportunity to exercise the ability to manage differences and conflicts as dimensions of individual and social self-existence (Adhikari, 2023).

Conclusions

The results of research on learning leadership have important implications in improving the quality of learning and professional development of learning leadership. A better understanding of the leader's role in the learning process is needed as it can help create a more effective, responsive, and relevant learning environment. The findings of this study showed that learning leadership can be constructed with two aspects of the continuous action and the transformation of change of teachers. Both of these aspects are part of the formation of an organizational culture that supports the quality of student learning. It can be stated that both dimensions of learning leadership, which include the profile of teacher continuous action need to be realized with teacher consistency to actively carry out change transformation strategies in organizing optimal learning experiences for students.

The impact of learning leadership affects the quality of student learning. This means that learning leadership best practices become a facilitating model for a quality of learning that manifests in learning independence. In conclusion, this study explains the importance of learning leadership in maintaining learning independence among elementary school students. These findings emphasize the need for educational institutions and policymakers to prioritize the development of learning leadership skills among teachers. Thus, teachers can contribute to the development of students who are not only adept at acquiring knowledge but also at navigating the course of their learning experience with autonomy, creativity, and a deep sense of responsibility.

In light of these findings, this research recommended involving more teachers as the respondents and measuring more variables such as comparing between male and female teachers as well as the period of their teaching years to get broader insights. Besides, this study directed principals of the schools, especially in Indonesian context, to fully support leadership of both experienced and novice teachers through teachers' learning leadership model in order

to keep learning quality, hence students' independent learning will also be well-achieved.

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APPENDIX

QUESTIONNAIRE OF LEADERSHIP FOR LEARNING PROFILE

1. DEMOGPRAHIC INFORMATION

Name	:
Institution	:
Sex	:
Age	: Male/Female
Educational Background	: Teacher Education/Non-teacher Education

2. DIRECTION: Please put tick [ü] under the option that best represents you:

A = Always
O = Often
R = Rarely
S = Sometimes
N = Never

Dimension	Indicator	A [5]	O [4]	R [3]	S [2]	N [1]
Sustainable action profile	Ready in sustaining the environment of the organization as the ability of utilizing all components available in the environment of the organization					
	Ready in sustaining economic system as the ability of developing economic for optimum learning					
	Ready in sustaining welfare as the ability to focus on learning experience that sharpens the existences of school communities (teachers and students)					
	Ready in sustaining cultural system as the ability of developing the organization culture of leadership for learning					
Transformation of change profile	Ready in giving definitions as the ability of formulating questions that determine direction of what changes would be taken					
	Ready to discover as the ability of gathering, expressing, and scrutinizing any positive achievements reached by the school and what lessons can be learnt from those positive things					
	Ready in inspiring dreams as the ability of describing expected ideal conditions at school (referring to the result in 'discovery' stage before)					
	Ready in designing plan as the ability of listing all concrete action plans about what important things to do to embrace the future, its measurement success, and what other things to consider					
	Ready in implementing the action plans as the ability of deciding and carrying out the executions (what things to do, who will be involved, when will the deadline, and what other actions to make changes within agreed period of time)					
Independent learning strategy profile	Ready in developing learning condition as the ability of building learning atmosphere that are fun and free from the feelings of fear/depressed/stressful					
	Ready in developing learning environment that encourages the achievement of 4Cs					
	Ready in developing engagement as the ability of integrating students as transformation agents and teachers' involvement					
	Ready in developing learning objectives as the ability of facilitating students' competence in using time effectively, doing quality-oriented tasks with full of responsibility, doing any works with better target, and emphasizing on values in doing those tasks					
	Ready in developing assessment ways as the ability of doing academic evaluation on how student express reasons, their learning process and outcomes					
	Ready in developing competence as the ability of doing communication both in written and spoken, organizing information, utilizing technology, managing stress, differences and conflict					