Designing a Transglobal Leadership Model to Optimize Holistic Learning Within The Independent Learning Framework

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Abstract: The holistic learning strategy within the Merdeka Curriculum has not yet been fully effective, primarily due to the limited role of school leadership in fostering a collaborative and reflective learning ecosystem. Responding to this gap, this study proposes a Transglobal Leadership Model designed to support holistic learning aligned with the principles of Merdeka Belajar. The model integrates six core leadership intelligences (cognitive, emotional, moral, business, cultural, and global) positioning school principals as adaptive agents capable of navigating educational challenges in the VUCA (Volatility, Uncertainty, Complexity, and Ambiguity) era. Conducted in public high schools in Tomohon City, this qualitative study employed in-depth interviews, observations, and document analysis to examine how school leaders enact holistic learning values in practice. The findings reveal that collective behaviors namely awareness, commitment, and openness, are key drivers in optimizing holistic learning processes. These results broaden the theoretical landscape of educational leadership and offer strategic insights for strengthening principals' leadership capacity within the *Merdeka Belajar* framework. However, the study is limited by its narrow geographical scope and exclusive reliance on qualitative methods, which do not statistically validate the relationships between variables. Future research should employ mixed-methods approaches to test the model's validity and expand its applicability across diverse educational settings. The proposed model offers a leadership framework that is both globally adaptive and locally grounded, aligning with Indonesia's educational transformation imperatives.

Keywords: Transglobal Transformative Leadership; Model Development; Holistic Learning; Merdeka Belajar; Collective Behaviors.

INTRODUCTION

Rapid, complex, and uncertain global changes have placed the education sector at the center of unprecedented challenges (Gilead & Dishon, 2022; Webber & Scott, 2012). Commonly referred to as the VUCA era (Volatility, Uncertainty, Complexity, and Ambiguity) (R. E. Waller et al., 2019; Wang & Contino, 2024), this context demands an educational paradigm that is adaptive, inclusive, and responsive to dynamic global shifts (Srivastava, 2023). Within this

framework, Indonesia's Merdeka Belajar policy marks a transformative shift toward a learner-centered, contextual, and autonomy driven model (Hidayat et al., 2025; Hunaepi & Suharta, 2024), emphasizing character development and 21st-century skills to prepare graduates for global citizenship (Prastowo et al., 2020).

One of the core pillars of Merdeka Belajar is holistic learning, which aims to develop the cognitive, affective, and psychomotor domains, alongside social and spiritual competencies (AlAfnan, 2025; Hermawan et al., 2024). In practice, this approach is implemented through community-based projects and participatory learning strategies that foster leadership, empathy, and civic engagement (Cross Francis et al., 2019; Shqirat, 2024). However, realizing this vision at scale requires transformative school leadership capable of navigating not only pedagogical shifts but also the complexities of global interdependence.

In this context, the concept of transglobal leadership emerges as a strategic imperative. As articulated by (Sharkey et al., 2012), transglobal leadership represents an evolution from transformational and transactional leadership styles, characterized by its ability to operate across cultural, national, and systemic boundaries. It integrates six core intelligences: cognitive (analytical thinking), emotional (empathy and interpersonal skills), moral (ethical reasoning), business (strategic foresight), cultural (intercultural sensitivity), and global intelligence (geopolitical and legal awareness) (Pujiono et al., 2020; Sharkey et al., 2012). This leadership model has proven relevant in public administration (Afni et al., 2019), and educational contexts, where it is linked to increased organizational adaptability and stakeholder trust (Hermawati et al., 2019; Pujiono et al., 2020).

Despite these advancements, most educational leadership research remains rooted in traditional paradigms such as transformational (Shields & Hesbol, 2020), transactional (Berkovich & Eyal, 2021), or situational leadership (Tsolka, 2020; Zohair et al., 2021). A significant gap remains in conceptual and empirical frameworks that explicitly connect transglobal leadership to holistic learning, particularly within the unique sociocultural context of Indonesia's educational reform. Furthermore, although claims regarding the institutional benefits of global leadership are widespread, empirical validation remains limited and fragmented (Sudiro et al., 2023). Bridging this gap is essential to inform policy and practice in developing countries navigating complex global transitions.

Recent empirical findings in Gorontalo demonstrated that school principals applying transglobal leadership principles achieved 80.83% effectiveness in implementing flexible, innovative, and digital leadership during

the pandemic and ongoing globalization (Djafri, 2025). These results suggest that such leadership fosters environments conducive to technological innovation and adaptive learning. However, no formal model yet links transglobal leadership with holistic learning as an integrated and mutually reinforcing system.

This study responds to that need by developing a contextualized transglobal leadership model aligned with the Merdeka Belajar philosophy. Drawing on qualitative inquiry in public high schools in Tomohon City, this research explores how school leaders apply multi-intelligence leadership strategies to create inclusive, adaptive, and character-driven learning environments. In doing so, it contributes to both theory and practice by offering a framework that harmonizes global leadership competencies with local educational imperatives.

The key contribution of this research is the development of an educational leadership model that is globally aware, culturally inclusive, and practically aligned with internal educational reform. The model repositions school principals as pivotal agents in building resilient, value-based educational ecosystems that are adaptable to technological advances and global collaboration. It also aligns with 21st-century educational demands, preparing graduates to be not only academically capable but also ethical, collaborative, and globally minded. Skills such as critical thinking, creativity, and communication are embedded in the holistic learning process facilitated by this model.

By integrating VUCA challenges, Merdeka Belajar principles, holistic learning, and transglobal leadership into a unified framework, this research contributes both theoretically and practically to strengthening an equitable, resilient, and future-ready education system in Indonesia.

RESEARCH METHODOLOGY

This research employed a qualitative descriptive approach, which aims to systematically and factually describe phenomena occurring in the field based on actual events (Lim, 2025). Given the study's focus on the development of a contextualized transglobal leadership model that supports holistic learning within the Merdeka Belajar policy, this approach enables in-depth exploration of how school leaders interpret and apply multi-intelligence leadership strategies in their specific educational environments. Qualitative inquiry is particularly appropriate for capturing the complexity of leadership practices embedded in dynamic school contexts (Creswell & Poth, 2016).

The study was conducted in public senior high schools located in Tomohon City, a highland municipality in North Sulawesi, Indonesia. Despite

its geographical location in mountainous terrain, Tomohon has emerged as a regional center of educational development. The city is home to several higher education institutions both public and private and its senior high schools are considered more advanced compared to surrounding districts. Notably, several schools in Tomohon have established partnerships with international educational organizations, contributing to a forward-thinking educational climate. These contextual factors make Tomohon a compelling and relevant site for examining educational leadership practices that align with transglobal and holistic education values.

Sampling was conducted using a purposive strategy, with specific criteria to ensure relevance and richness of data. The selected schools had to (1) be public senior high schools located in Tomohon City; (2) demonstrate a dynamic implementation of national education policies, especially Merdeka Belajar; and (3) be led by principals engaged in innovation, global collaboration, or digital transformation initiatives (Campbell et al., 2020). These characteristics positioned the schools as ideal settings for studying how transglobal leadership manifests in real world educational practices. However, it is acknowledged that purposive sampling carries a risk of selection bias, as schools selected may disproportionately reflect high-performing or innovative cases. This limitation is recognized and mitigated by adopting triangulation and transparency in data collection and analysis.

The primary sources of data were the school principals and their vice principals. Data were collected through a combination of in-depth interviews, observations, and documentation analysis. Initial observations were conducted to understand the broader context of leadership and learning implementation. These observations focused on the principals' managerial behaviors and leadership styles, and were used to inform the design of semi-structured interview protocols. Interviews were conducted with principals and vice principals responsible for curriculum, student affairs, infrastructure, and public relations. All sessions were documented through field notes, photographs, and audio recordings.

Institutional documentation, including school vision and mission statements, annual programs, evaluation reports, and evidence of Merdeka Belajar implementation, was also analyzed. Data collection also incorporated focus group discussions to further clarify leadership patterns and collaborative decision-making processes.

The data analysis followed the interactive model of Miles and Huberman, consisting of four phases: (1) data collection, (2) data reduction, (3) data display, and (4) conclusion drawing (Dhakal, 2022). Thematic analysis was

used to identify patterns and generate categories related to leadership practices, ensuring theoretical saturation across cases. To enhance validity and reliability, source triangulation was employed by cross-verifying information from multiple informants and data sources directly involved in school leadership and instructional innovation.
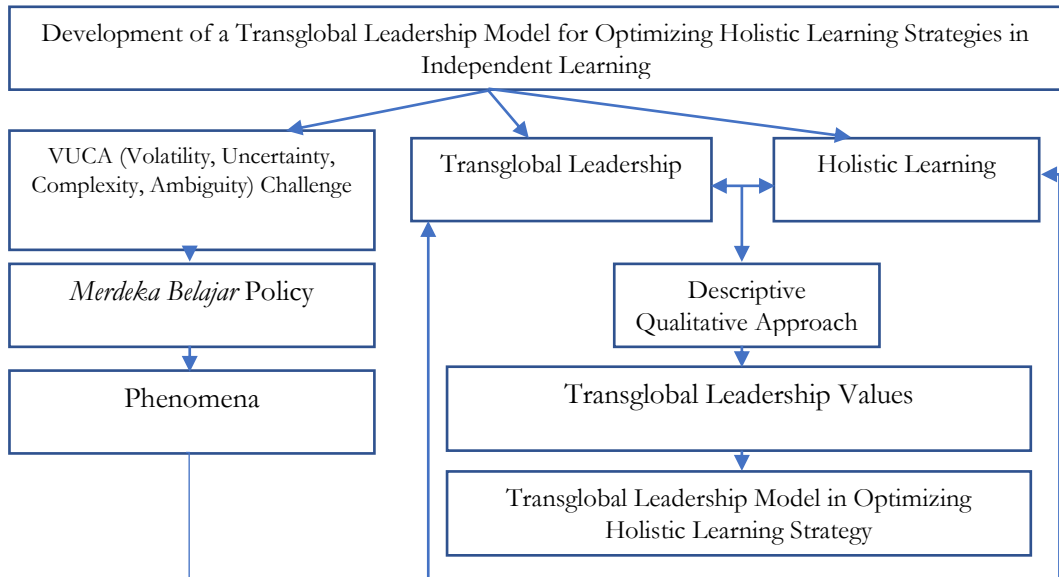

Figure 1. Conceptual Framework

RESULTS AND DISCUSSION

Holistic learning is an educational paradigm that integrates the simultaneous and synergistic development of students' cognitive, affective, psychomotor, and socio-spiritual dimensions. In the context of the VUCA era characterized by volatility, uncertainty, complexity, and ambiguity this approach has become increasingly relevant, as it prepares learners to be not only intellectually capable, but also adaptive, creative, and resilient in navigating rapid and unpredictable change. Theoretically, holistic learning is grounded in the principles of social constructivism, which positions students as active agents in constructing knowledge through interaction, exploration, and reflection. This paradigm demands a fundamental shift from teacher-centered to student-centered approaches, where teachers serve as facilitators who create participatory, reflective, collaborative, and contextually meaningful learning environments.

However, empirical realities in public senior high schools in Tomohon City reveal a paradox between structural readiness and the actual

implementation of holistic learning, which remains far from ideal. These schools exhibit significant infrastructural strengths, including well-equipped educational facilities, highly competent teachers in science and technology, special programs for high-achieving students, strong alumni networks, and strategic partnerships with leading domestic and international universities. Despite these structural advantages, they have yet to translate into pedagogical practices that reflect holistic learning principles.

A SWOT analysis revealed a critical gap between potential and practice. Learning remains dominated by teacher-centered methods, positioning students as passive recipients of information rather than as active constructors of knowledge. Teachers' awareness of holistic learning values is still low, as evidenced by the lack of real-world contextualization, interdisciplinary collaboration, and reflective teaching practices. Collaboration among teachers, and between teachers and school leaders, is suboptimal, resulting in fragmented and administratively driven instruction. The implementation of the Merdeka Curriculum has yet to fully embody the spirit of learner autonomy, and a culture of reflection has not been embedded as a core element of the learning ecosystem.

Table 1. SWOT Identification

Strengths	Weaknesses
1. School facilities are very adequate (laboratories, libraries, sports fields)	1. Learning is still teacher-centered, not student-centered
2. Teachers are competent in science & technology	2. Teachers' awareness of holistic learning principles is still low
3. Special class program for outstanding students	3. Collaboration between teachers and between teachers and principals is still minimal
4. Strong and inspiring alumni network	4. Implementation of Merdeka Curriculum is not yet optimal in learning practices
	5. Reflective culture in teaching and learning activities has not yet been built
Opportunities	**Threats**
1. Cooperation with domestic & foreign universities	1. Potential stagnation of innovation if school leadership is not adaptive
2. Development of project & experiment- based learning programs	2. Inequality in understanding and application of the curriculum among teachers
3. Increasing the role of alumni in academic & career mentoring	3. VUCA era challenges that demand contextual and adaptive learning

Source: Researcher's Process Results (2025)

A key factor contributing to the low quality of holistic learning implementation is the lack of strategic leadership at the school level. In many institutions, principals continue to carry out their roles in a procedural and administrative manner, without actively developing teachers' pedagogical capacities, fostering cross-professional collaboration, or cultivating a dynamic learning ecosystem. Despite having access to advanced facilities such as laboratories and multimedia rooms, instructional practices in several schools remain conventional and uninspired.

In contrast, there are schools that have successfully adopted innovative practices (Desfandi et al., 2016), such as project-based learning led by visionary school principals (King & Smith, 2020). In these schools, principals actively initiate weekly reflection forums that bring together teachers from various disciplines. These forums serve as dialogical spaces for evaluating teaching practices, developing interdisciplinary lesson plans, and monitoring student progress through a holistic lens. This type of leadership demonstrates three key roles of the school principal: as a visionary leader who perceives holistic learning as a future imperative; as a pedagogical catalyst who empowers teachers to move beyond conventional methods through coaching and micro-training; and as an architect of school culture who embeds values of collaboration, empathy, and inclusivity into the fabric of the school environment (Mustari & Nurhayati, 2024).

However, the majority of school principals in Tomohon still operate within a vertical, top-down leadership model, where teachers are treated as technical executors rather than intellectual partners. As a result, the space for innovation, pedagogical experimentation, and learning personalization remains severely limited. In this context, conventional leadership models whether transformational or situational are increasingly insufficient to address the complex and dynamic challenges of holistic learning implementation.

A new leadership framework is thus urgently needed one that is more adaptive, reflective, and contextually grounded (Quatro et al., 2007). Transglobal Leadership offers a promising response to this need. This model integrates six core dimensions of intelligence: cognitive, emotional, moral, cultural, business, and global (Pujiono et al., 2020; Sharkey et al., 2012). It is not only transboundary in terms of geography, but also demands that educational leaders possess cultural sensitivity, ethical discernment, strategic competence, and global awareness in building meaningful learning environments (Tichnor-Wagner & Manise, 2019).

When applied to the educational context, this model evolves into what can be termed Transglobal Transformative Leadership a form of leadership that

not only synthesizes multiple intelligences but is also explicitly directed toward shifting educational paradigms from teacher-centered instruction to student-centered holistic learning. This model emphasizes the cultivation of collective behaviors marked by awareness, commitment, and openness within the school community as critical conditions for meaningful and sustainable educational transformation.

Table 2. Integration of Transglobal Leadership and Holistic Learning Based on Miller's Framework

Dimension of Transglobal Leadership	Core Description	Holistic Learning Domain	Implications for Educational Practice
Cognitive Intelligence	Strategic, systematic, and reflective thinking abilities	Cognitive (Bloom et al., 1956; P. J. Miller, 2007)	Encourages problem-based learning, critical thinking, and curriculum innovation
Emotional Intelligence	Self-awareness, empathy, and emotional regulation	Affective (Bloom et al., 1956; Buchanan & Hyde, 2008)	Creates a caring classroom climate and fosters emotional dialogue between teachers and students
Moral Intelligence	Integrity, honesty, and commitment to values	Spiritual (P. J. Miller, 2007; R. Miller, 2002; Palmer, 2003)	Shapes value-based and ethical education, instilling responsibility and virtue
Cultural Intelligence	Sensitivity to differences in values, norms, and cultures	Affective–Spiritual (Buchanan & Hyde, 2008)	Cultivates tolerance, appreciation for diversity, and strengthens identity and meaning
Business Intelligence	Efficient resource management and sustainability orientation	Cognitive–Psychomotor (Buchanan & Hyde, 2008; P. J. Miller, 2007)	Connects learning with real-world contexts through projects, entrepreneurship, and experiential learning
Global Intelligence	Awareness of global issues, sustainability, and citizenship	Cognitive–Spiritual (R. Miller, 2002; Palmer, 2003)	Fosters global consciousness, instills ecological responsibility and global citizenship

The transglobal leadership model not only offers a framework for the professional development of school principals, but also provides a robust

conceptual foundation to support the success of holistic learning. For instance, cognitive intelligence contributes to strengthening the cognitive domain through reflective and strategic leadership, creating intellectually stimulating learning environments that foster critical thinking and problem-solving (Masumzadeh & Hajhosseini, 2019). Emotional intelligence and cultural intelligence are central to the development of the affective domain, enabling students to feel heard, understood, and valued in their diversity; together, these dimensions cultivate an inclusive, empathetic, and collaborative learning climate (Byrd & Indar, 2025; Lourenço et al., 2025). Moral intelligence serves as a key connector to the spiritual domain, as morally grounded leaders embed ethical values in decision-making and create space for students to view learning not merely as an academic pursuit, but as a meaningful life journey (Lennick & Kiel, 2011; Shapiro & Stefkovich, 2016; Strike, 2006). Global intelligence expands the spiritual horizon by promoting planetary responsibility and human solidarity, introducing students to issues of sustainability, global citizenship, and social awareness (Arruda, 2024; Mohanty et al., 2024; Spariosu, 2004). Meanwhile, business intelligence bridges learning with real-world contexts, especially through the strategic management of resources to develop project-based learning, entrepreneurship programs, and 21st-century skills (Rohm et al., 2021). This dimension reinforces psychomotor development, contextual learning, and students' adaptive capacity to face contemporary socio-economic challenges. Taken together, these six dimensions of transglobal leadership play an integral role in realizing the vision of holistic education one that humanizes learners and prepares them to live fully and meaningfully.

Development of a Transglobal Leadership Model to Optimize Holistic Learning Strategies within the Merdeka Belajar Framework

The analysis of holistic learning implementation in public high schools in Tomohon City underscores a key insight: the primary challenge lies not in the availability of curricula or educational resources, but in the insufficient leadership capacity to create a learning environment that is collaborative, reflective, and learner-centered. This highlights the urgent need for a leadership model that is not only administrative but also transformative and contextually responsive.

Amid the complex and unpredictable demands of 21st century education often referred to as the VUCA era (Volatility, Uncertainty, Complexity, Ambiguity) (R. E. Waller et al., 2019; Wang & Contino, 2024), a new leadership paradigm is essential: one that is adaptive, visionary, and grounded in values. Transglobal leadership offers such a paradigm. More than a continuation of transformational leadership, it emphasizes cross-cultural sensitivity, moral

integrity, emotional intelligence, and strategic foresight to shape a responsive and inclusive educational future (Barr & Nathenson, 2022; Hermawati et al., 2019).

The development of a transglobal leadership model structured around six core dimensions, aims to optimize the implementation of holistic learning strategies under the Merdeka Belajar curriculum. This model is systemic in nature, constructed through the integration of empirical field data, critical reflections on leadership practices, and a synthesis of contemporary leadership theories and progressive pedagogical approaches.

Figure 2. Conceptual Framework of the Transglobal-Transformative Leadership Model

Source: Developed by the author based on (Buchanan & Hyde, 2008; Hermawati et al., 2019; P. J. Miller, 2007; R. Miller, 2002; Palmer, 2003; Sharkey et al., 2012)

The Transglobal-Transformative Leadership Model is a conceptual synthesis that integrates transglobal leadership theory grounded in six core intelligences (cognitive, emotional, moral, cultural, business, and global) (Hermawati et al., 2019; Pujiono et al., 2020; Sharkey et al., 2012), with the principles of holistic learning within the Merdeka Curriculum framework. This model redefines the role of the school principal, positioning them not merely as an administrative manager, but as a transformational agent who actively shapes the collective behavior of school stakeholders through the cultivation of awareness, commitment, and openness.

By placing holistic learning strategies at the center of its intervention, the model aims to build a reflective, collaborative, and contextual educational ecosystem that prioritizes student potential, character development, and human-centered learning. Its uniqueness lies in the integration of globally adaptive leadership with transformative pedagogical praxis, offering a substantial response to the complex challenges of 21st century education.

Transglobal Transformative Leadership offers several conceptual advantages over other leadership models. First, it has an explicit orientation toward the transformation of holistic learning, rather than merely short-term adaptation or motivational influence. Second, it integrates six domains of intelligence within a transformative action framework, treating them not as isolated personality traits but as dynamic capacities for change. Third, its emphasis on collective behavior change makes it highly relevant to the need for cultural transformation within school organizations. Fourth, the model bridges global perspectives with local contexts, ensuring both relevance and applicability. Finally, it promotes sustainable transformation, changes that are deeply rooted and organically cultivated within school culture, rather than superficial shifts driven by external pressures.

The following table presents the correlation between the dimensions of transglobal leadership and the key elements of holistic learning, illustrating how their interaction fosters the development of a reflective, participatory, and contextually responsive educational environment:

Table 3. Relationship Between Transglobal Leadership Dimensions and Holistic Learning Elements

Transglobal Leadership Dimension	Holistic Learning Elements Supported	Form of Strategic Implementation in Schools
Cognitive Intelligence	Cognitive, Reflective	School leaders design long-term visions and curricula that stimulate critical thinking and problem-solving.
Emotional Intelligence	Affective, Collaborative	Principals foster empathy among school members through open communication and emotional support for both teachers and students.
Moral Intelligence	Values, Learning Ethics	Ethical and exemplary leadership is practiced to instill integrity in assessment processes and classroom learning.
Cultural	Inclusiveness,	Schools organize cross-cultural activities and

Intelligence	Multicultural Awareness	promote tolerance in diverse learning environments.
Business Intelligence	Psychomotor, Experiential	School resources are utilized to implement project-based programs and student entrepreneurship as tools for contextual learning.
Global Intelligence	Global Citizenship, Social Responsibility	Global issues such as sustainability and digital transformation are integrated into learning themes and cross-curricular activities.

The six dimensions of transglobal leadership are not merely a collection of conceptual skills, but serve as a foundational framework that can be internalized in educational practices. These dimensions link the vision and reality of the school by grounding leadership in holistic learning principles.

Cognitive Intelligence refers to the ability to think strategically, analyze the complexities of the education system, and develop a long-term contextual vision. A school principal with strong cognitive intelligence fosters a reflective culture, ensuring that learning becomes a critical and responsive process rather than a routine administrative task. This intelligence builds collective awareness to shift from instructional to transformative learning approaches.

Emotional Intelligence serves as the foundation for creating an empathetic and humane school climate. When principals can recognize and regulate emotional dynamics within themselves and across the school community, collaboration among teachers, students, and stakeholders flourishes. This nurtures collective commitment and fosters trust-based, participatory educational relationships, ultimately strengthening students' affective development.

Moral Intelligence reinforces the principal's alignment with humanistic values and ethical integrity. Morally grounded leadership is reflected not only in policies but also in daily actions that serve as role models. This dimension is critical in embedding values within the learning process ensuring that education cultivates both knowledge and ethical-spiritual awareness in students.

Cultural Intelligence is vital in diverse and pluralistic educational contexts. Principals who possess cultural sensitivity are better equipped to create inclusive learning environments that respect diversity. This promotes collective openness to difference and facilitates dialogue across social and cultural identities, enriching students' perspectives on citizenship and humanity.

Business Intelligence enables principals to manage educational resources effectively and efficiently in support of pedagogical innovation. While limited

resources are often cited as a barrier to educational reform, principals with business intelligence can identify strategic opportunities, forge partnerships, and allocate investments that directly enhance students' psychomotor skills and 21st century competencies.

Global Intelligence emphasizes the principal's capacity to interpret global trends and translate them into local innovations. Leaders with global intelligence integrate global issues such as climate change, digital transformation, and social justice into educational strategies that are both visionary and relevant. This cultivates a culture of innovation and positions schools as laboratories for preparing adaptive, globally minded citizens.

By internalizing these six dimensions through the lens of holistic leadership grounded in participation, contextual relevance, value integration, collaboration, and reflection schools foster collective behaviors characterized by awareness, commitment, and openness. These behaviors become the primary catalysts for strengthening holistic learning strategies that not only target cognitive achievement but also nurture students' character, resilience, and meaningful contributions to society.

Comparative Insight: How Is Transglobal Transformative Leadership Different?

In educational leadership literature, Transformational Leadership and Situational Leadership are among the most commonly adopted models by school principals. Both stress the importance of motivation, adaptability, and responsiveness. However, in the context of the VUCA era marked by volatility, uncertainty, complexity, and ambiguity and the implementation of the Merdeka Curriculum, the Transglobal Transformative Leadership model offers a more comprehensive and contextually responsive alternative.

While Transformational Leadership focuses on inspiring change through vision, charisma, and intellectual stimulation, it often overlooks cultural diversity, localized values, and the holistic development of students (Bass & Avolio, 1990; Deveshwar & Aneja, 2014; Moradi & H, 2016). Although effective in stable, formal organizations, this model may fall short in pluralistic and dynamically evolving educational settings like Indonesia.

Situational Leadership, on the other hand, emphasizes flexibility adapting leadership styles to match teacher competencies and readiness. Though valuable in managerial contexts, it tends to remain operational and lacks a robust value based framework (Thompson & Glasø, 2018). It does not adequately promote learning transformation or integrate dimensions such as moral

guidance, global awareness, or cultural responsiveness critical elements in the Merdeka Belajar paradigm.

In contrast, Transglobal Transformative Leadership is built upon six interconnected intelligences: cognitive, emotional, moral, cultural, business, and global (Hermawati et al., 2019). It does not rely solely on charisma or situational adjustments, but rather actively integrates educational values into a holistic leadership strategy. Principals adopting this model function not only as administrators or motivators but as strategic change agents. They craft transformative visions grounded in both local and global contexts, nurture collaborative and reflective learning cultures, model ethical behavior and intercultural respect, innovate resource management, and embed global issues such as digital ethics, environmental sustainability, and global citizenship into the school curriculum.

The following table compares the three leadership models in terms of scope, adaptability, and alignment with holistic learning goals:

Table 4. Comparison of Transformational, Situational, and Transglobal Transformative Leadership Models

Comparison Aspect	Transformational Leadership	Situational Leadership	Transglobal Transformative Leadership
Main Focus	Individual motivation and organizational transformation	Adjustment of leadership style based on situational context	Integration of multiple intelligences, global-local values, and holistic learning strategies
Key Dimensions	Charisma, inspiration, intellectual stimulation	Directive versus supportive behavior	Cognitive, emotional, moral, cultural, business, and global intelligences
Response to VUCA	Limited to internal motivation and short-term adaptation	Adaptive, but not strategically future-oriented	Adaptive, reflective, globally oriented, with a long-term strategic vision
Relationship to Holistic Learning	Not explicitly connected to pedagogical strategies	Context-aware, but with minimal integration of educational values	Directly aligned with cognitive, affective, ethical, and collaborative elements of the curriculum

Context of Implementation	Commonly used in formal and stable institutional settings	Effective in highly dynamic or rapidly changing environments	Highly relevant in globalized, culturally diverse, and reform-oriented educational contexts

This table aims to highlight the fundamental differences in orientation, key dimensions, and relevance among the three leadership models in relation to holistic learning and the challenges of 21st-century education, particularly within the context of Merdeka Belajar (Independent Learning).

The Transformational Leadership model focuses on individual motivation and organizational transformation through the power of charisma and inspiration (Barth-Farkas & Vera, 2014; K. Kariuki, 2021). While effective in mobilizing change within stable and formal contexts, it remains limited in responding to VUCA challenges, as it lacks an explicit long-term framework and does not directly align with holistic pedagogical strategies.

In contrast, Situational Leadership offers greater flexibility by adapting leadership styles to the readiness and needs of subordinates (Podgórska & Detko, 2023; Silverthorne & Wang, 2001; D. J. Waller et al., 1989). However, it tends to operate at a reactive and operational level, without providing a clear value framework or long-term educational vision. Its connection to holistic learning remains implicit and lacks integration with transformative educational values.

Meanwhile, Transglobal Transformative Leadership emerges as a more holistic and contextually responsive model. It integrates multiple forms of intelligence (cognitive, emotional, moral, cultural, business, and global) as the foundation for leadership that is not only adaptive and reflective but also strategically visionary. Its distinct strength lies in its explicit alignment with holistic learning principles, encompassing cognitive, affective, ethical, and collaborative dimensions within the curriculum. This model is particularly well-suited to education systems that are globalized, pluralistic, and undergoing reform such as Indonesia's current educational landscape.

CONCLUSION

The holistic learning strategy embedded within the Merdeka Curriculum can only be effectively optimized when supported by leadership that is adaptive, reflective, and transformative. The Transglobal Transformative Leadership Model, developed in this study through an analysis of public senior high schools in Tomohon City, presents a novel and comprehensive framework that explicitly integrates six dimensions of leadership intelligence (cognitive, emotional, moral,

cultural, business, and global) with core holistic learning principles such as participation, collaboration, reflectivity, and contextualization. What distinguishes this model from previous leadership paradigms, such as transformational and situational models, is its multidimensional approach, which directly links leadership practices to the full spectrum of holistic learning outcomes, including cognitive, affective, and ethical development. By repositioning school leadership from administrative management to a strategic pedagogical function, the model makes a significant theoretical contribution to the discourse on educational leadership. It offers a distinct value proposition: leadership as a catalyst for learning transformation within a VUCA-driven and culturally diverse educational landscape. Practically, the model serves as a foundation for leadership training programs, an instrument for evaluating leadership effectiveness, and a guide for reconstructing school culture in ways that are reflective, collaborative, and learner-centered. From a policy standpoint, it underscores the urgency of leadership development strategies grounded in transglobal values, those that are both locally rooted and globally adaptive thus aligning with the transformative vision of the Merdeka Curriculum. Furthermore, the model reinforces global educational priorities, particularly Sustainable Development Goal 4 (SDG 4) and UNESCO's Education for Sustainable Development (ESD) agenda, by emphasizing inclusive, values-based, and globally oriented education. Despite these contributions, the study has certain limitations, including a geographically limited focus and a reliance on qualitative methods. Future research is encouraged to employ mixed-methods approaches across diverse educational contexts and to conduct longitudinal studies to examine how transglobal leadership evolves in practice and influences systemic educational reform over time.

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