

Transforming Education Management Strategies for Realizing Innovation and Creativity Based Schools

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Abstract

Rapid changes in the globalized world require the education system to not only adapt, but also be able to create a learning environment that encourages innovation and creativity. This research discusses the transformation of education management strategies as a strategic approach in building schools based on innovation and creativity. The main objective of this study is to describe how adaptive and transformative managerial strategies can support the creation of an educational ecosystem that is dynamic, responsive and relevant to the challenges of the times. The research approach is qualitative with literature study and case analysis methods that focus on best practices in education management in various innovative institutions. The results show that the success of education management transformation depends on several key factors, including visionary leadership, close collaboration between stakeholders, strategic use of technology, strengthening reflective culture, and supporting the professional development of teachers and school staff. In addition, flexibility in the curriculum and project-based learning approaches are also an important part of supporting learners' creativity. This research provides theoretical and practical contributions in the field of education management, as well as offering strategic recommendations for policy makers and education actors in designing and implementing strategies that can realize schools as centers of innovation and creativity

Keywords: *Education-Management, Strategic-Transformation, Innovation, Creativity, Transformative-Leadership*

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Introduction

The changing times characterized by rapid technological development, massive information flows, and the dynamics of global labor market needs require the education system to not only be adaptive, but also transformative. It is no longer enough for schools to produce graduates with basic cognitive abilities, such as memorization and understanding, but must also be able to foster critical thinking skills, the ability to work together in teams (collaborative), effective communication skills, and high creativity - the four main competencies in facing the challenges of the 21st century (Nurdyansyah, 2016; Raharjo, 2018; Azizah, 2019). These competencies become the foundation in shaping a generation that is not only ready to work, but also ready to face changes with innovative solutions. In this context, schools based on innovation and creativity are relevant ideal models, because they are able to create



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learning ecosystems that encourage exploration, courage to try new things, and independent and collaborative problem solving. This educational model opens up space for students to become active subjects in the learning process, not only as recipients of knowledge, but also as creators of ideas and solutions. School transformation towards a more innovative approach is no longer an option, but an urgent need to prepare future generations that are superior and globally competitive. To realize such a school, fundamental changes in education management strategies are needed. Conventional management strategies that are administrative, centralized, and lack participation are considered less able to respond to the needs of the times. Therefore, the transformation of education management strategies into a more flexible, collaborative and individual potential development-oriented approach is very important. The role of the principal as a transformative leader, the integration of technology in management and learning, and the strengthening of a school culture that supports experimentation and innovation are key components in this change (Inviolata, 2025; Murni, 2024; Sigiyuwanta, 2024).

There are limited studies that specifically and systematically examine the transformation of education management strategies as the main foundation in building innovation and creativity-based schools, especially in the context of developing countries such as Indonesia. Most previous studies tend to be fragmented, with a dominant focus on micro aspects such as learning innovations at the classroom level, curriculum development or the influence of principal leadership in a more general context. These studies rarely directly link changes at the managerial level with the formation of a school ecosystem that structurally, culturally and strategically supports the birth of sustainable educational innovation. In fact, in the context of a changing world and required to be adaptive to technological disruption, the transformation of education management is a crucial element that can strengthen school competitiveness while increasing the relevance of education to the needs of the 21st century. This void becomes even more significant when placed in the context of developing countries, where structural challenges, resource limitations and institutional capacity gaps are still the main obstacles in implementing systemic educational innovations. Therefore, this research is here to bridge the gap by offering a conceptual and analytical framework that places managerial transformation as the central point in shaping future schools that are adaptive, creative and oriented towards lifelong learning.

This research lies in the holistic approach offered in understanding and designing educational management transformation in the era of disruption. Different from previous studies that tend to highlight certain aspects separately such as school leadership, technology utilization, or teacher professional development, this study integratively combines various strategic elements that are intertwined, namely transformative leadership, adaptive organizational culture, active stakeholder participation, continuous professional development, and reconstruction of the vision and mission of educational institutions. This integration not only enriches the theoretical perspectives on education management, but also presents a more comprehensive approach in creating a learning environment that is innovative, collaborative and responsive to learners' needs and global challenges. This research does not stop at the conceptual level, but also seeks to formulate a managerial strategy model that is applicable and contextual, taking into account the social, cultural and policy realities of education in developing countries such as Indonesia. The model is designed to be flexible to be adapted at various levels of educational institutions, whether primary, secondary or tertiary, and can be used as a strategic reference in the decision-making process at the school level and in the formulation of national education policy. Thus, the main contribution of this research lies in its ability to bridge the gap between theory and practice and encourage the creation of a school management system capable of transforming potential into sustainable innovation.

Thus, this study aims to explore in depth and formulate strategies for transforming education management that can encourage the formation of a school ecosystem based on innovation and creativity. The main focus of this study is to explore how a transformative managerial approach can shape a learning environment that is not only adaptive to change, but also proactive in creating sustainable renewal. Through a holistic approach that includes dimensions of leadership, organizational culture, technology utilization, human resource development, and multi-stakeholder collaboration, this study aims to develop a strategic model that is relevant to the needs of 21st century education, especially in the context of developing countries such as Indonesia. This study is expected to make a significant contribution in two main areas. First, in the theoretical realm, this study enriches the scholarship of education management by offering a systemic and integrative perspective on the school transformation process. Second, in the practical realm, the results of this study can serve as a reference for stakeholders

at the school, local government and national levels in designing educational policies, leadership strategies and institutional development programs that are more contextual and sustainable. With this approach, it is expected that schools will not only become places of formal learning, but also centers of social innovation capable of producing a generation of lifelong learners who are ready to face global challenges.

Methodology

This research uses a qualitative approach with a literature study method as the main basis for data collection and analysis. The literature study was chosen because it was considered the most appropriate to explore, understand and synthesize various concepts, theories and relevant empirical findings related to the transformation of education management strategies in forming innovation and creativity-based schools. Through this method, researchers can identify trends, research gaps, and managerial models that have been applied in various educational contexts. The data sources in this study came from valid and verified scientific literature, such as academic journals of national and international repute, major reference books in the field of education management, research reports, conference proceedings, and education policy documents. The inclusion criteria used included literature published within the last 15 years (2010-2025), relevant to the topic of education management transformation, and explicitly discussing the linkages between management, innovation and creativity in the school environment.

Data collection procedures were conducted through systematic searches on academic databases such as Google Scholar, Scopus, ScienceDirect, and ERIC, using keywords such as educational management transformation, innovation in schools, creativity-based learning, transformational leadership in education, and school improvement strategies. The literature obtained was then thematically analyzed to identify the main patterns, differences in approaches, and potential integration between concepts that can form a framework for innovation and creativity-based education management strategies. The results of this literature analysis are used to formulate conceptual models and strategic recommendations that can be adapted to the context of schools in Indonesia and other developing countries. Thus, this method not only provides a strong theoretical basis but also enriches the understanding of best practices that have proven effective in creating innovative and transformative schools.

Results and Discussions

Besides transformative leadership, the literature also highlights the importance of professional capacity development as part of innovative education management strategies (Buchori, 2024; Permatasari, 2023; Latifah, 2024). This capacity development includes continuous training for teachers, improving information technology competencies and providing collaborative spaces for sharing best practices. Successful transformation of management strategies is usually underpinned by a support system that enables teachers to continuously learn and adapt to change. In this case, the role of school management is to create mechanisms that facilitate collective and reflective learning, which in turn strengthens pedagogical practices and student learning outcomes. The transformation of education management also demands the integration of technology in the teaching-learning process. In today's digital era, educational innovation cannot be separated from the utilization of technology as a tool to expand access to information, improve learning efficiency and enrich students' learning experience (Manan, 2023; Harini, 2023; Fauzi, 2024). A review of the literature shows that schools that have successfully transformed are those that are able to strategically integrate technology in the curriculum and assessment system, and ensure that all stakeholders have adequate digital literacy. This shows that innovation is not only about new ideas, but also how they are implemented effectively and inclusively.

Organizational culture change in schools is an important aspect in the transformation of education management strategies (Munir, 2024; Wahyudi, 2023; Firdaus, 2025). A school culture that supports innovation is characterized by openness to change, collaboration among personnel, and a spirit of continuous improvement. It is found in the literature that schools that successfully build this kind of culture tend to have high levels of job satisfaction among teachers, as well as better academic achievement among students. Therefore, building an adaptive and participatory organizational culture is a key prerequisite for making schools a sustainable innovation ecosystem. The results of the literature review confirm that the transformation of education management strategies cannot be done partially. It is a holistic process involving long-term vision, strong leadership, systemic support and active participation of the entire school community. With a holistic and collaborative approach, this

transformation can become a solid foundation in building schools that are not only responsive to change but also pioneers in creating innovative educational solutions that are relevant to future needs.

An organizational culture that supports innovation is not formed instantly, but is the result of a long process involving a shared commitment between school leaders, teachers, students and all stakeholders. This cultural literacy needs to be instilled consistently through school policies that favor meaningful learning, active involvement of school members in decision-making, and the creation of an inclusive and supportive working environment. For example, giving teachers the space to design and test new learning approaches without excessive pressure from the end result will foster a sense of ownership of the innovation process. Thus, innovation does not become a burden, but grows as a necessity born from reflection and a sense of responsibility for improving the quality of education. In the context of an organizational culture that encourages innovation, it is important that leadership is able to become a role model in the application of these progressive values (Edward, 2024; Adriansyah, 2022). The principal as the central figure needs to demonstrate openness to new ideas, willingness to listen to the aspirations of school members, and the ability to build a working atmosphere that encourages cross-role collaboration. Participative and empathic leadership will create a safe psychological climate where every member of the school community feels valued and empowered to contribute. With this kind of leadership, the transformation of organizational culture becomes more than just jargon, but is actually realized in daily practice in the school environment.

An organizational culture that supports innovation is also strongly influenced by the way schools manage knowledge and information (Farwitawati, 2022; Fitria, 2023; Hasibuan, 2024). Organizational learning-oriented schools actively encourage the exchange of ideas, documentation of good practices and collective reflection as part of the institutional learning cycle. For example, internal discussion forums, teacher learning communities or lesson study activities can be effective means of strengthening an innovative culture and improving the quality of teacher professionalism. In the long run, this knowledge management system strengthens the competitiveness of schools because it is able to adaptively respond to learning challenges based on data and real experiences in the field. Equally important, support for innovation also needs to be manifested in the form of flexible and visionary internal school policies and regulations. Schools need to have a structure that allows for change, such as an evaluation system that emphasizes process over results, a budget mechanism that supports innovative projects, and success indicators that are not only quantitative but also qualitative. With adaptive policies, schools can more easily respond to the needs of the times and accommodate various initiatives that emerge from below (bottom-up innovation). This is in line with the views in various studies that emphasize the importance of the balance between structures and agents in creating sustainable change. Finally, an organizational culture that supports innovation must be maintained through a continuous process of evaluation and reflection. Evaluation is not only to assess results, but also to understand the process and improve the strategies used. Schools that are able to build a reflective culture will learn more quickly from experience, strengthen good practices and systematically improve weaknesses (Ansyah, 2024; Ajepri, 2022; Santika, 2020). In this context, an innovative culture is not static, but continues to develop following the dynamic needs of students, technological developments, and the changing demands of society. Thus, schools can function as social laboratories that actively produce relevant knowledge, values and practices to shape future generations that are creative, adaptive and visionary.

The success of technology integration in education management is highly dependent on the readiness of digital infrastructure and technological literacy of all school members (Baharuddin, 2024; Zakaria, 2024; Rofi'ah, 2024). Schools need to ensure the availability of adequate hardware and software, stable internet connectivity and responsive technical support. In addition, continuous training for teachers and education personnel is crucial so that they are able to make the most of technology, not only as a tool, but as an integral part of learning strategies and school management. Without the support of adequate digital competencies, even sophisticated technology will lose its effectiveness and even potentially add to the administrative workload. Technology integration also requires a change in mindset in the educational environment. Digital transformation is not just about replacing traditional media with digital ones, but involves changing the way of thinking about the learning process, the role of teachers and the position of students in the education process. Teachers are no longer the only source of information, but function as learning facilitators who are able to direct students in exploring various digital sources and platforms (Adedo, 2024; Hariyadi, 2023). Students are also encouraged to become

independent learners who are able to search, evaluate and process information critically. In this context, the use of technology encourages a paradigm shift from teacher-centered to learner-centered learning.

In addition to strengthening learning and internal management, technology also opens up a wider space for parental and community involvement in the education ecosystem. Through digital communication portals, parents can monitor their children's learning progress directly, obtain information on school activities and provide active feedback. This engagement strengthens the relationship between home and school and creates a more integrated learning environment. In some cases, technology also enables schools to build strategic partnerships with other institutions such as universities, industry and the local community to widen access to resources and create mutually beneficial collaboration opportunities. It is important for schools to have a clear and ethical technology governance policy. With the massive use of technology, data security, learner privacy, and ethics in the use of digital media are issues that cannot be ignored. Schools must develop internal regulations that govern the wise use of technology, including the use of social media, protection of personal data, and prevention of misuse of digital information. Digital literacy that is developed not only in technical aspects, but also in moral and social aspects, is the key to forming responsible digital citizens.

Effective digital transformation also requires a data-driven evaluative approach. Technology enables schools to conduct evidence-based monitoring and evaluation, where data collected automatically through various platforms can be processed into strategic information. This data is not only used to assess academic performance but also to identify trends in student behavior, the effectiveness of teaching methods and the efficiency of school operations. Thus, managerial decision-making becomes more targeted, responsive and based on measurable real needs. With all its potential, the integration of technology in education management is not only a response to the demands of the times, but also an entry point for creating a future education system that is inclusive, flexible and adaptive. Schools are no longer just places of learning, but evolve into centers of innovation and talent development that prepare young people to face the challenges of the 21st century. Therefore, digital transformation must be seen as a long-term investment that requires strategic vision, collective commitment, and the courage to continue innovating amidst rapid and complex changes.

The success of teachers' professional development is strongly influenced by a supportive work environment and organizational culture (Ramadhan, 2023; Handayani, 2021). Schools as learning institutions need to provide a conducive space for teachers' professional growth, not only through formal training, but also through recognition of their contributions and initiatives in developing teaching practices. Rewarding teacher innovation, whether in the form of symbolic appreciation or opportunities to share in a wider forum, can increase intrinsic motivation and build self-confidence. Strong managerial support is also needed to ensure that any CPD (Continuing Professional Development) program is truly relevant to the context of teachers' work and addresses the increasingly complex learning needs of students. A differentiated approach to teacher professional development is also important. Not all teachers have the same needs, interests and readiness levels for training. Therefore, school management needs to design CPD programs that are flexible, personalized and data-driven. For example, the use of a teacher professional needs assessment can help schools identify areas that need specific strengthening, making training interventions more targeted and impactful. In some cases, the use of technology also enables training to be online, modular and self-paced, allowing teachers to learn at their own pace and time.

Equally important is strengthening the role of teacher learning communities as a driving force for continuous professional development. These communities can be strategic platforms for strengthening collaboration, sharing good practices and addressing learning challenges collectively. By focusing on shared reflection and the development of contextual solutions, learning communities not only strengthen individual teachers' competencies but also improve the capacity of the institution as a whole. Such communities promote a culture of healthy discussion, trust and mutual support - which in turn creates a vibrant and sustainable learning ecosystem in schools. In a broader framework, teacher professional development also needs to be supported by visionary and long-term oriented education policies. The government and education institutions need to design certification, incentive and career promotion systems that encourage teachers to continue learning and innovating. Recognition of the teaching profession as a scientific and reflective profession should be reflected in policy structures that encourage classroom action research, scientific publications, and teacher participation in academic forums and educational conferences. Thus, teacher professional development is not only technical, but also part of a systemic process of empowering and improving the quality of the profession. Finally, an

investment in teacher development is a direct investment in the quality of education itself. Competent, reflective and continuously growing teachers will create learning that is not only high quality but also relevant to future needs. In the context of innovation-oriented school transformation, teachers are not merely curriculum implementers but architects of change with vision, creativity and dedication in shaping a generation of lifelong learners. Therefore, teacher capacity building should be placed as the main pillar in a progressive and transformative education managerial strategy.

In the transformation of education management, collaboration and active participation of stakeholders are essential. Systemic change in school management cannot be effective if it relies solely on internal institutions. Support from various parties outside the school-such as parents, business and industry, local communities, non-governmental organizations, and higher education institutions-is key in creating a holistic and competitive education ecosystem. This cross-sector collaboration not only strengthens the legitimacy of school programs but also enables the development of innovative initiatives such as community-based projects, idea incubation and student entrepreneurship, industry internships, and social service activities that involve the entire community ecosystem. This external participation broadens the horizons of learners' thoughts and experiences, while encouraging a more contextualized, meaningful and applicable learning process to real life. In the modern strategic management paradigm, multi-stakeholder engagement is seen as an important element in building inclusive, resilient and sustainable educational institutions. This approach also strengthens the sense of belonging to the school as a center of community development, creates mutually reinforcing collaborative networks and facilitates the exchange of resources, ideas and expertise between the parties involved. Thus, the transformation of future-oriented education management cannot be separated from the strategic role of integrated and sustainable cross-sector collaboration.

This discussion emphasizes that the transformation of education management strategies cannot be done partially or separately, but must be holistic, integrative, and long-term oriented. Schools cannot only focus on innovations in the classroom without touching fundamental aspects such as governance, organizational structure, and support systems that support the sustainability of these innovations. Learning innovation will be more effective and sustainable if it is supported by a management system that is transformative and adaptive to change. The novelty of this research lies in the integration of five strategic components-transformative leadership, innovative organizational culture, utilization of digital technology, sustainable human resource development, and multi-stakeholder external collaboration-formulated as a unified education management model. The five elements do not stand alone, but are intertwined and form a dynamic, progressive school ecosystem that supports systemic innovation and creativity. This approach closes the gap from previous studies that tend to be fragmentary, where aspects of education management are still understood separately between the administrative and pedagogical domains. By taking a systemic and integrative approach, this model not only makes a theoretical contribution to the development of educational management literature, but also offers a practical framework for stakeholders in designing school management policies and strategies that are relevant to the challenges and demands of the 21st century.

Thus, the results of this study offer a new and comprehensive understanding of how educational management strategies should be structured and implemented in the context of increasingly complex and dynamic changes. It is not enough for schools to be reactive to change; what is needed is a strategic vision that enables schools to become centers of innovation and agents of social change. A transformative education management strategy must be able to build an ecosystem that supports lifelong learning, fosters a spirit of exploration, and encourages the active participation of all school members. In this framework, schools function not only as a place for knowledge transfer, but also as a collaborative space that facilitates the growth of individuals intellectually, socially, emotionally and spiritually. By placing visionary leadership, progressive organizational culture, relevant technology, continuous teacher professional development, and cross-sector strategic partnerships as the main pillars, this management model is expected to be able to answer the challenges of the future of education. Therefore, these findings not only have academic value in enriching the education management literature, but also provide practical contributions for policy designers, school leaders and the education community in creating competitive, inclusive and humanistic schools of the future.

Conclusions

Transformation of education management strategies is an important prerequisite in realizing innovation and creativity-based schools. Based on the literature review, it was found that the success of this transformation depends on the synergy between five key strategic elements: transformative leadership, adaptive organizational culture, technology integration, continuous professional development and collaboration with stakeholders. A visionary and inspiring principal acts as a change agent who is able to direct the entire school community towards a work culture that supports experimentation, reflection and continuous growth. An organizational culture that values learning from mistakes and encourages the courage to innovate is an important foundation in creating a dynamic and productive school space. The integration of technology in management and learning accelerates the process of adapting to the demands of the digital era, while providing convenience in data-based decision-making. Meanwhile, consistent and contextualized teacher capacity building enables the transformation of learning to be more creative, collaborative and relevant to students' needs. On the other hand, the active involvement of stakeholders, both internal and external, strengthens the legitimacy of schools as social institutions that are responsive to environmental changes. This research makes theoretical and practical contributions by offering a holistic approach to education management transformation. The novelty of the research lies in the integration of cross-elements in one systemic and applicable managerial strategy framework, especially in the context of schools in developing countries such as Indonesia. Therefore, to create schools as centers of innovation and creativity, a paradigm shift in education management is needed from the administrative-conventional approach to a collaborative, reflective and future-oriented model.

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