THE LEADERSHIP OF SCHOOL PRINCIPAL IN THE EDUCATION ERA 4.0

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Abstract

Terminologically, the word 'leader' comes from the word "lead" which means to guide/to give guidance. Etymologically, a leader is a person or figure who has the **ability** to influence or persuade other parties to take action so as to achieve common goals. Thus, a leader is someone who is able to lead, that is to control, guide, direct, and influence others to take action in order to achieve a specified goal. The school principal can be defined as the leader of the school or institution where lessons are given and received. Currently, the world is entering what is called the Industrial Revolution 4.0., thus education in Indonesia is also leaning towards it. As a leader, there are several characteristics of the principal that are in line with this era of education 4.0. The principal must be creative, innovative, open, and able to make the right decisions against all changes and demands in the 4.0 era.
Keywords : Leadership, School Principal, Industrial Revolution Era 4.0, Education Era 4.0.

Abstrak

Menurut istilah, pemimpin berasal dari kata "pimpin" yang berarti bimbing/tuntun. Secara etimologi, pemimpin adalah orang atau sosok yang memiliki kemampuan untuk mempengaruhi atau membujuk pihak lain untuk melakukan tindakan sehingga mencapai tujuan bersama. Sehingga, pemimpin adalah seseorang yang mampu untuk memimpin yakni mengontrol, membimbing, menuntun, dan mempengaruhi orang lain untuk melakukan tindakan agar tercapai suatu tujuan yang ditentukan. Kepala sekolah di suatu sekolah dapat diartikan pemimpin sekolah atau lembaga tempat menerima dan memberi pelajaran. Saat ini dunia memasuki yang namanya Revolusi Industri 4.0. sehingga pendidikan di Indonesia juga mengarah pada pendidikan 4.0. Sebagai seorang pemimpin, terdapat beberapa ciri kepala sekolah yang sesuai dengan era pendidikan 4.0 ini. Kepala sekolah harus kreatif, inovatif, terbuka dan dapat mengambil keputusan yang tepat terhadap segala perubahan dan tuntutan dalam era 4.0.
Kata Kunci : *Kepemimpinan, Kepala Sekolah, Era Revolusi Industri 4.0, Era Pendidikan 4.0.*

INTRODUCTION

Terminologically, the word 'leader' comes from the word "lead" which means to guide/to give guidance. Therefore, there are two parties involved, namely the party "being led" and the party "leading". Etymologically, a leader is a person or figure who has the ability to influence or persuade other parties to take action so as to achieve common goals (Surahman, 2015). It can be concluded that a leader is someone who is able to lead, that is to control, guide, direct, and influence others to take action in order to achieve a specified goal.

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In organizations, leadership is important in building relationships between individuals and forming performance patterns in achieving organizational goals. The influence of leadership on organizational effectiveness can be seen as a direct and indirect leadership effect (Wulandari, 2019).

A principal is a leader in the school organization. The principal is a teacher who has the ability to lead and manage all aspects and resources in a school so that they can be maximally utilized so that they can achieve common goals (Wahjosumidjo, 2011).

According to Kamidin (2010), a school principal who has experience in carrying out his duties, his performance will be faster, easier, more precise, and integrated. This is in line with the opinion of Soetjipto (2007), namely that someone who has a lot of work experience will have more extensive knowledge and increased skills.

The changing time has an impact in all fields. One of them is in the field of education. Changes in times have had an influence on changes in the education system in Indonesia (Risdianto, 2019). The education system is designed to be able to create superior and competitive human resources. Achieving these goals requires good leadership from a leader. Currently, the development of education is influenced by the industrial revolution that is happening in the world. This is because changes in the economic order have an impact on the

educational system indirectly in a country (Risdianto, 2019). Currently, the world is entering an era called the Industrial Revolution Era 4.0.

Signs of the Industrial Revolution 4.0 Era are artificial intelligence, genetic engineering, nanotechnology, supercomputers, and automatic cars. These changes have an impact on the economy, government, industry, politics, and education. In the current era, it is increasingly clear that the world has turned into a global village (Satya, 2018).

Minister of Research, Technology and Higher Education (Mohammad Nasir) in the official website of Ristekdikti (2018) stated that stakeholders must respond quickly to the challenges of the 4.0 industrial revolution so that Indonesia can compete in this global competition. In line with this, Muhajir Efendy, Minister of Education and Culture mentioned that the capital needed to face the Industrial Revolution Era 4.0 is students who have the ability to think critically, creatively, innovatively, have skills in communication, and are confident (Wulandari, 2019).

Based on the description above, this paper will discuss how leadership is needed in facing the Industrial Revolution Era 4.0, especially in the world of education which is later called leadership in the Education Era 4.0.

METHOD

This research uses a qualitative descriptive approach with a research library type, which collects data in the form of scientific papers or other literature which aims to be the object of research (Creswell, 2010). The data collection technique used is literature data collection which is library materials that are coherent with the object of discussion (Pratama, 2019). The data analysis used is content analysis, which is to discuss more deeply the contents of written or printed information in the mass media (Krippendorfr, 1993).

RESULT AND DISCUSSION

In the era of the Industrial Revolution 4.0, the development of technology in the form of the internet made many things limitless. This era will change various fields, including science and technology (science and technology) as well as higher education. Therefore, to face the challenge in the current era, a leader who is brave and able to read opportunities regarding any changes that may occur as a result of the Industrial Revolution 4.0 Era is needed.

Currently, the Indonesian government is carrying out various steps based on a road map called Making Indonesia 4.0. This aims to achieve the national vision of taking advantage of various opportunities in the Industrial Revolution Era 4.0. One of the visions of Making Indonesia 4.0 is to place Indonesia in the top 10 countries with the strongest economies in the world by 2030 (Satya, 2018).

To achieve one of these visions, it is necessary to improve the quality of human resources (HR), which is also one of the 10 priorities of Indonesia's 4.0 making program. In an effort to improve human resources, Indonesia has plans to change the education curriculum by emphasizing STEAM (Science, Technology, Engineering, the Arts, and Mathematics). It aims to align the national education curriculum with industry needs in the future. In its implementation, Indonesia will cooperate with the government and foreign industry players to take advantage of the availability of human resources in accelerating the transfer of capabilities. (Hartanto, 2018).

Education era 4.0 focuses on 4 things, namely creativity, critical thinking, communication, and collaboration (4Cs).

Figure 1. Skills 4.0 era

Meanwhile, the abilities that must be possessed in era 4.0 are Leadership, Communication, Digital Literacy, Entrepreneurship, Emotional Intelligence,

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Problem Solving, Team-working, and Global Citizenship. Meanwhile, in the education field in Indonesia there are currently 3 issues, they are character education, vocational education, and innovation (Wibawa, 2018).

A principal is a teacher who has the duty to lead a school organization, where a school is a place of interaction between teachers and students as instructors and recipients of lessons, parents who have certain expectations, and graduate users as the recipients of satisfaction (Wulandari, 2019).

In facing the Education Era 4.0, the principal as a leader must have strong core competencies. In addition, they also have soft skills such as Critical Thinking, communication, creativity, and collaboration. As a leader, the principal acts as a role model of character, which provides inspiration. To achieve the skills needed in the 4.0 era, learning trends must also be adjusted, one of which is through integrated learning such as blended learning. Blended learning is learning that integrates the use of technology during the learning process. Blended learning allows reflection on learning (Wibawa, 2018). Therefore, the principal as a school leader must be open to all learning models that are in accordance with the challenges of the current era, be able to change strategies and learning models that are in accordance with the demands of the times and technology, and be able to provide support for improving the learning model applied.

The school principal plays an important role in the Education Era 4.0. The Education Revolution 4.0 in the industrial revolution era occurred because of the existence of innovative products. According to KBBI (Kamus Besar Bahasa Indonesia or Comprehensive Dictionary of Indonesian Language), innovation is the establishment or introduction of new things. Rogers (2015) states that innovation is "an idea, practice, or object perceived as new by the individual". Meanwhile, according to (Sasongko & Sahono, 2016) innovation is a creative activity that can generate new ideas, notions, activities, objects, or items that are beneficial to humans. Accordingly, it can be concluded that innovation is a positive, creative effort to produce new and useful things for life. Therefore, it takes a principal figure who is able to adapt to all forms of changes or innovations that occur around him. In addition, school principals must also innovate in producing human resources who are able to answer the challenges of this 4.0 era.

The hallmark of the Industrial Revolution Era 4.0 is an automation robot, which means that the production process no longer relies on mass (the number of people) but is replaced by a robotic system. This is because the robot system can work more effectively and efficiently than humans. Therefore, the principal in the education era 4.0, apart from having the ability to adapt,

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must also have the sensitivity/ability to see new opportunities that can be developed with the occurrence of this era of robot automation.

One of the features of industrial transformation 4.0 is the replacement of the retail sector with e-commerce. According to the statistics of digital marketing research institutes, the number of active smartphone users in Indonesia currently reaches more than 100 million people. From this data, it can be seen that technology users have become part of the life of Indonesian society. This was marked by the appearance of several start-ups. In the world of education, especially in Indonesia, currently, there have been start-ups that have taken the opportunities in the education sector such as Ruangguru. This means a challenge for school principals in the education era 4.0 to be able to change strategies and learning models in accordance with the demands of contemporary developments and technology. It can be said that technology has transformed as well as the world of education. Therefore, the next principal needed is a principal who has quick decision-making. In addition, a principal can choose and develop their potential (Nugroho, 2019).

Technological advances have both positive and negative impacts. So it is necessary to have a wise attitude in responding to technological developments, especially in the era of Revolution 4.0 in the education sector. In order to have a positive impact, all the changes that have occurred should be able to encourage the world of education to bring forth creativity, hence creating an educational process that produces qualified, professional, and character prospective teachers. This is expected to create superior, quality, character, and competitive human resources. Therefore, the principal must have the ability to improve the human resources of his subordinates and be able to improve the ability and develop the human resources of his team members properly. In addition, leaders must also be courageous, willing to accept, encourage, and motivate the team to provide feedback on their leadership for mutual progress (Nugroho, 2019).

CONCLUSION

The principal as a school leader must have the leadership needed in the era of the industrial revolution 4.0. First, the principal must be open to all learning models that are in accordance with the challenges of the current era, be able to change strategies and learning models that are suitable for the demands of contemporary developments and technology, and be able to provide support for improving the learning model applied. Second, the principal must be able to adapt to all forms of change or innovation that occur around him. In addition, school principals must also innovate in producing

human resources who are able to answer the challenges of the 4.0 era. Third, having the ability to adapt must also have the sensitivity/ability to see new opportunities that can be developed with the era of robot automation. Fourth, have quick decision-making and can develop further available potential. Fifth, the principal must have the ability to improve the human resources of his subordinates, be able to improve the ability, and develop the human resources of his team members properly. Sixth, the principal is brave, willing to accept, encourage, and motivate the team to provide feedback on their leadership for mutual progress.

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