

LEADERSHIP OF SCHOOLS IN THE MANAGEMENT PERSPECTIVE OF ISLAMIC EDUCATION IN THE 21st CENTURY

KEPEMIMPINAN SEKOLAH DALAM PERSPEKTIF MANAJEMEN PENDIDIKAN ISLAM ABAD 21

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Abstract

The leadership of school principals in the 21st century is a formidable challenge where all educational processes have evolved to become increasingly sophisticated, so that the demands of being a principal have become a necessity for an institution to meet all the needs of the institution. The purpose of this research is to provide solutions for school principals in facing an increasingly changing era and so that institutions can be better prepared to deal with all these changes. Therefore, based on the results of the analysis, conclusions are obtained that answer the problems of this research, namely: 1) Understanding the leadership of the principal. 2) the responsibility of the principal in developing schools 3) the problems of the principal of the 21st century. 4). the principal's leadership process in influencing resources 5) teacher efficiency when replaced by robots. The method used in this paper is a qualitative method based on field studies with descriptive-qualitative analysis. Every era or era has opportunities and challenges that must be answered, therefore the principal as the highest peak in an agency must of course have high qualifications and capacities. Because with qualified qualifications and capacity these opportunities and challenges can be resolved properly.

Keywords: Principal, Responsibilities, Influence Process, teacher

Abstrak

Kepemimpinan kepala sekolah di abad 21 merupakan tantangan yang berat dimana semua proses pendidikan telah berevolusi menjadi semakin canggih, sehingga tuntutan menjadi kepala sekolah sudah menjadi kebutuhan suatu lembaga untuk memenuhi segala kebutuhan lembaga tersebut. Tujuan dari penelitian ini adalah untuk memberikan solusi bagi kepala sekolah dalam menghadapi era yang semakin berubah dan agar institusi dapat lebih siap menghadapi semua perubahan tersebut. Oleh karena itu, berdasarkan hasil analisis diperoleh kesimpulan yang menjawab permasalahan penelitian ini, yaitu: 1) Memahami kepemimpinan kepala sekolah. 2) tanggung jawab kepala sekolah dalam mengembangkan sekolah 3) masalah kepala sekolah abad 21. 4). proses kepemimpinan kepala sekolah dalam mempengaruhi sumber daya 5) efisiensi guru ketika digantikan oleh robot. Metode yang digunakan dalam penulisan ini adalah metode kualitatif berdasarkan studi lapangan dengan analisis deskriptif-kualitatif. Setiap era atau era memiliki peluang dan tantangan yang harus dijawab, oleh karena itu kepala sekolah sebagai puncak tertinggi dalam suatu instansi tentunya harus memiliki kualifikasi dan kapasitas yang tinggi. Karena dengan kualifikasi dan kapasitas yang mumpuni peluang dan tantangan tersebut dapat teratasi dengan baik.

Kata kunci: Kepala Sekolah, Tanggung Jawab, Proses Pengaruh, Guru

Introduction

The crucial problem currently faced by many school principals, especially in the city of Ambon, is when a leader is not very updated on access to rules, that schools, especially the curriculum, often have policy changes, so that sometimes school principals are late in adjusting developments or extraordinary educational paradigms. quickly in Indonesia (Kusnadi HI Umar) so how to update the information to the leaders and develop the school. Principals of schools/madrasas are required to have at least five competencies according to the Minister of Education and Culture Number 13 of 2007 concerning the standards of principals or madrasas, namely personality competencies, managerial competencies, entrepreneurial competencies, supervisory competencies, and social competencies.(Hidayat 2019:62)

Ibn Khaldun once conveyed regarding the characteristics of leaders and leadership characteristics as well as the characteristics of ideal government in his book entitled *Al-Muqoddimah* that the criteria figures as described above include; First, knowledge in carrying out orders, either through experience or otherwise. Second, that is fair. Third, ability, which is the path of the leader. Fourth, physically and mentally healthy. In addition, there are also spiritual characteristics in terms of morals and mental leadership. Because the success of the leader itself is determined by the personality or character he has. (Ibn Khaldun. 158) of course from the description above Leadership becomes a very important role to serve as a barometer of progress or not an organization,

Among them is that a leader must have a paternalistic leadership character so that subordinates and the organization can work with their wishes due to being inspired or motivated by the temperament, actions, and statements of the leader, or the type of democratic leadership in which a leader makes policies based on joint decisions. Departing from that all types of leadership can be used according to the needs and situations in which the organization or institution of a leader is located, it is necessary to have all the power possessed by a leader to be used and utilized as best as possible.

The phenomenon and development of school principals themselves in the 21st century is also quite heavy where the acceleration of information is an obligation to master it so that if left behind will greatly hamper the institution or organization to carry out the mandate of the law to make the life of the nation easier, therefore this study aims to answer a number of problems that arise. faced by principals of the 21st century this time, namely: 1) the definition of the principal 2) the principal's responsibility in developing schools. 3) the problems of principals in the 21st century. 4) the process of principals' leadership in influencing resources. 5) teacher efficiency when replaced with robots.

Method

Principals of the 21st century, of course, must adapt to the acceleration of information in the 21st century where everything is sophisticated and prioritizes fast access to information so that schools can change, this study is intended to determine the extent of the duties and effectiveness of principals in the 21st century in leading the school, both being a leader for teachers, as well as being a leader for students and also regarding all solutions that can lead the institution to the solution. So the research method used is qualitative qualitative research based on field studies with descriptive-qualitative analysis. By using interviews, documentation where the sample study of the principals interviewed is the principal of MAN Ambon in leading the school.

Result And Discussion

Understanding and concepts of Leadership to Schools

The principal is a leadership position that cannot be filled by just anyone based on certain considerations. Therefore, the principal is essentially a formal official who is appointed through processes and procedures based on applicable regulations.

Yusak is a must that a school principal must have high knowledge and skills according to his responsibilities at school. The principal must also have creative ideas in school development with the teaching staff regarding the creativity that will be applied in schools.

The principal is the key to the school management system. Starting from maintaining a positive school climate, encouraging educators to be enthusiastic in increasing their competence, embracing all educators and staff to work well for the condition of the school environment and most importantly the role of the principal in motivating students to have achievements who are the holders of formal authority for their schools.(Hidayat 2019:62)

The managerial competencies that school principals should have are 1) preparing school/madrasah plans, 2) developing school or madrasah organizations according to needs 3) leading in order to empower school/madrasah resources, 4) change management and utilization of school/madrasah resources towards learning organizations effective, 5) creating a conducive and innovative school/madrasah climate for students, 6) managing teachers and staff in the context of optimally utilizing human resources

Principal Responsibilities in School Development

Basically, before we know what the principal's responsibility is in developing schools, it is necessary to know that the principal has several responsibilities and roles including: States person, leadership, education leadership, organization leadership, Administrative leadership, supervisory leadership and team leadership. (Usman, 2010) the personality of a principal is required to have noble character, trust in his duties, discipline and high integrity, be open to criticism and suggestions in self-development, interests and talents as a principal. Become a role model for teachers, students and all school members so that this personality competence becomes very important. Have an honest, fair and trustworthy personality, humble and simple, believe in yourself, patient and stable in emotions,

The principal's responsibility in carrying out his duties has many abilities, namely managerial abilities which are required to be able to lead schools, plan school programs, curriculum, and school policies, manage teachers, staff, students and all school residents to build relationships with parents, school committees , as well as the community, management of infrastructure, honest, transparent and reliable economic management by utilizing advanced technology(Jannah 2020:135)

A leader in developing a school, after having this ability, is then required to know the responsibilities of the principal in developing a school, which must be known, namely the principal who is able to prepare and develop good (RPS), flexibility and space for students, teachers, educators in finding , build, shape, apply, and develop science, technology, art, in everyday life. The development of the duties of the principal of the school in accordance with the vision and mission so that it is used as a benchmark. Improved coordination, communication, supervision. (Kerr: 2005)

There are many strategies that can be carried out by school principals including making 1) services to the root organization environment creating a comfortable atmosphere for the organizational community. 2) by conducting socialization related to the policies to be implemented. 3) conduct training if needed to improve the quality of the required resources

21st Century Principal Problems

Departing from the field study that the author did at Madrasah Aliyah Negeri Ambon, namely. Among them are the basic problems that often occur, namely the instructions and

performance of subordinates which are far from optimal, of course, this problem inevitably has to be handled by the principal. The role of the principal as the initiator or pioneer in all lines must be held accountable. Not only as a giver of orders, but also demanded as a reliable executor. The expertise of a principal in carrying out resource management, be it human resources, infrastructure and so on, must be a leadership character.

MomentWe are in the 21st century, of course, there are many differences between this century and the previous century. The 21st century makes information technology the main focus. It's no wonder that technology and informatics are developing rapidly in the current era. Openness or globalization that occurs in the 21st century demands that humans be able to improve their quality so that they can manage their organizations professionally in order to achieve optimal goals.(Hidayat 2019:64–65). The changes that occur in the 21st century according to Trilling and Fadel (2009) are: (a) a small world, because it is connected by technology and transportation; (b) rapid growth for information technology and media services; (c) global economic growth that affects employment and income changes; (d) emphasis on resource management; water, food, and energy; (e) cooperation in environmental management; (f) increased security against privacy, security against terrorists; and (g) economic needs to compete in global competition(Hidayat 2019:65)

Samewith the above description, the principal of the Madrasah Aliyah Negeri also said; that there are still so many madrasah principals in Ambon city who do not pay attention to changes in rules, curriculum. As a result, solving this problem takes a very long time. The most prominent identity of the 21st century itself is the linking of the world of science with technology, the positive connotation of which is the dissemination of education is very massive, but behind this success, the shadow of a new problem also appears like a dam whose surface is destroyed.

the principal's leadership process in influencing resources

A. Principal Leadership In Influencing Teachers

Teacher development is needed because of the skills, creativity, knowledge, and careful attitude in dealing with all changes. Professional guidance carried out by school principals for teaching and learning processes and outcomes. Principals are required to improve teacher professionalism, where the concept of training itself can also be carried out through inservice training, empowerment of deliberation. Development of teachers according to SNP according to rohiat, namely: increasing competence in the field of curriculum, 2) increasing competence in the field of learning management, 3) increasing competence in the field of developing learning strategies, 4) increasing competence in learning media, 5) increasing the use of ICT (computers, devices, internet, ITC equipment, 6) increasing competence in CAR, increasing competence in language.

Teacher certification workshops can also be conducted, in this case also determining teacher eligibility. 2) increase teacher professionalism 3) Raise prices.

Conclusion

The leadership process in the 21st century can be sought to be effective as long as the principal can have the criteria and characters that have been determined for a school principal, then the characters such as States person, leadership, education leadership, organization leadership, Administrative leadership, supervisory leadership and team leadership. If there is a character like this in a 21st century principal, it can be ascertained that the school or institution is running quite well then in planning school programs, curricula, and school policies, managing teachers, staff, students and all school members in a relationship with parents. , school committees, as well as the community, management of infrastructure, economic management

Then the principal can also develop schools that focus on teachers so that they can be professional in teaching to be able to produce students who have brilliant achievements.

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