

Implementation of Principal Instructional Leadership in Facilitating Learning Independency Policy on 4.0 Industrial Era Orientation in Indonesia

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ABSTRACT

Lately, the issue of learning independence, as sparked by the Minister of Education and Culture of the Republic of Indonesia, reaps the pros and cons, both of which develop massiv. The presence of a headmaster who serves effectively is a critical and organic factor in facilitating the learning independency of 4.0 industry oriented. The purpose of this research is to know: (1) the concept of independent learning according to the excellent schools with the predicate of different status, especially in the context of the industrial era 4.0; (2) the managerial and leadership roles played by the principal in facilitating the independence of industry-based learning 4.0; and (3) the application of managerial roles and leadership of the principal in facilitating the independence of industry-based learning 4.0. As a result of this research, the principal understands the concept of learning independency policy by effectively applying for leader and manager roles. In implementing the learning independency policy, the principal plays a balanced role as a learning manager and leader. The principal is always adaptive to changing times as challenges and opportunities in improving the quality of learning. The principal also applies a remote leadership model by utilizing the sophistication of technology so that the principal can still provide direction and control teacher performance in any place at any time.

Keywords: Learning Management, Instructional Leadership, Principal, Learning Independency Policy

1. INTRODUCTION

Recently, the issue of learning independence, as sparked by the Minister of Education and Culture of the Republic of Indonesia, reaped the pros and cons, both of which developed massively. Freedom of learning is freedom of thought. Moreover, especially the essence of freedom of thought, this should be in teachers first. Without happening in teachers, it is impossible to happen in students," Nadiem said in the National Standards of Education Discussion, at Century Park Hotel, Central Jakarta on Friday, December 13, 2019.

The statement of the Minister of Education and Culture of the Republic of Indonesia means that the students and teachers need the availability of adequate facilities in order for the independence of learning to run correctly. Of course, an essential component as a provider of such facilities is the principal. An effectively functioning principal is a critical and

organic effort to improve the school's quality. Other components such as facilities and infrastructure, curriculum, financing, public relations, student, and school culture will not function to the maximum without the presence of a practical principal [3]–[5]. The principal's significant presence can ensure that quality education and school services can run to the maximum as expected of all school internal and external parties.

As the education world evolved, it changed. By the current state of the Industrial Revolution era 4.0, the education world [4], [5]. In utilizing technology, the principal's education leadership's role becomes necessary to guide the learning process. The principal is required to perform his leadership role effectively and efficiently with the integration of his [6]–[8]. It is all a lot of activities utilizing technology, so it can be said to enter the digital *age*. In addition to being required to have leadership skills, principals are also

required to have managerial competencies. Because in this *digital age* to manage schools requires a stage of planning until evaluation. As managers and leaders, principals need to have excellent leadership skills, useful for a change.

The importance of a change mindset and the implementation of managerial and leadership roles in facilitating digital age-based learning independence should be emphasized. Principals must have the ability to work in school management areas digitally. The implementation of managerial roles and instructional leadership in schools, especially in the area, will not go well while the orientation is only on the efforts of digitizing the two aspects, regardless of aspects of the peculiarities [13]–[15]. There are often different formulations about the excellence of schools in each area. It is natural because each region has a different carrying capacity [16], [17].

The orientation of independence of learning to the trends of the industrial era 4.0 by not integrating local wisdom values will not have a strong support capacity, especially from the communities in which the school is located. Therefore, the concept of excellence should still refer to the implementation of managerial roles and instructional leadership based on local wisdom while juxtaposed with industry era trends 4.0 [22]–[24]. Based on the study, the purpose of this research is to know (1) the concept of independent learning according to the excellent schools with the predicate of different status, especially in the context of the industrial era 4.0, (2) the managerial and leadership roles played by principals in facilitating the independence of industry-based learning 4.0, and (3) the application of managerial roles and leadership of principals in facilitating the independence of industry-based learning 4.0.

2. METHODS

This research uses a qualitative approach. The data collection techniques used in this study are in-depth interviews. The research site is located in two districts/cities in two different provinces, namely Tana Tidung Regency (Summit) of North Kalimantan Province, and Bondowoso Regency and Malang City of East Java Province. The study's location is based on an initial field poll conducted by the research team.

The step of this research was done by collecting data from the field, then analyzing the data on the first, second, and third sites, namely the flagship schools in Tana Tidung Regency of North Kalimantan, Bondowoso Regency, and Malang City. Analysis conducted on all three sites yielded provisional findings, which then carried out a comparison of the data that the three sites would later find.

The informants in this study were principals and teachers. Data validity checks are used to account for the data that has been obtained. Data validity checks

are carried out credibly, with credibility checking the validity of the data is sufficient. This credibility includes member checks, increased diligence, and adequacy of reference materials. As for data analysis, researchers use cross-site analysis techniques.

3. RESULTS

The results of research that have been conducted by researchers in Tana Tidung Regency, Bondowoso Regency, and Malang city have various problems in translating and implementing learning independency policies. The problem is the perspective of principals in each district who are diverse in understanding the concept, the role of the principal as manager and leader, and the leadership and management model that is felt to be appropriate in implementing independent learning policies.

In Tana Tidung Regency of North Kalimantan, the principal responded to the learning independency policy by implementing it in school learning activities through the Student Activity Sheet (LAS). Through LAS during the long-distance learning period during the Covid 19 virus pandemic, the principal partnered with students' parents to carry out learning activities. The principal acts as a role model of study friends for parents of students in accompanying students to study at home. Support on the budget is provided for the allocation of internet packages, and a form of supervision carried out by the principal is to conduct study assistance with a visit to the home of the learner. While motivating teacher performance, the principal builds on the teacher's commitment to adapt to the learning model under the learning independency policy by including them in training, rewarding outstanding teachers, and visiting schools that have implemented learning independency.

In Bondowoso District, the principal translated the independent learning policy as a new challenge and a new learning model in the school. The principal realizes the implementation of an independent learning policy through effective school management, where the principal focuses on improving teachers' competence in understanding the context of learning independency through the activities of the teacher profession union and the principal in socializing the policy of learning independency. The principal plays his role as a school leader by exemplary teachers in their respective schools to implement independent learning policies through many things. They are preparation of learning independency program (RPP) plans based on learning independency, independent assessment instruments of learning, inventory of supporting infrastructure facilities, and several other activities that are perceived to support the implementation of independent learning in schools.

The principal translates the implementation of Malang's learning independency policy by

implementing the policy following the existing policy in Malang City. Its implementation follows instructions given by the local Education Office. The principal translates the learning independency policy as a central policy tailored to existing local conditions and wisdom. In its implementation, the principal gives teachers the freedom to develop RPP, assessment instruments, and learning models that are felt appropriate by teachers oriented towards the self-development of students according to their respective interests and talents. The principal also seeks to improve the competence of teachers in the implementation of learning independency policies by inviting teachers to participate in scientific forums online, building teacher awareness of their duties, subjects, and functions, and encouraging teachers to be creative in compiling scientific work related to learning independency and working with external parties in developing independent learning models of learning in schools.

4. DISCUSSION

4.1 The Concept of Learning independency According to Excellent schools With Different Status Predicates, Especially in the Context of Industrial Era 4.0

As a school manager, the principal has conceptual skills in translating learning independency policies as a challenge and an opportunity for the school to develop a learning model that suits current and future needs. Based on theoretical and practical studies, the principal's two roles as a leader and manager are critical to the school's success in implementing a new policy that is fundamentally legal from central to regionally binding. So inevitably, the principal must implement the policy in their[18].

In understanding the concept of independent learning policy, both principals in Tana Tidung District, Bondowoso Regency, and Malang city have the same perception that as principals they have an essential role to be able to translate the policy through leadership orientation as well as managerial activities that are a reference for teachers in the school to implement it into learning activities. The principal's orientation towards learning independency policy is key to improving the quality of learning in schools as a whole amid the challenges of globalization and modernization in the era of industrial revolution[19], [9], [20].

Principals in the three regions understand their role as managers to improve teacher performance in improving their productivity. The principal not only motivates but also meets the supporting prerequisites for improving teacher performance in implementing independent learning policies in schools such as: (1) improving teacher work skills; (2) delegate work following teacher workload; (3) conducive work

environment; (4) fulfillment of teacher rights; (5) social security for teachers; (6) a humanist work environment; and (7) harmonious working relationships are prerequisites that principals must meet to spur teacher performance [21].

4.2 Managerial and Leadership Role Played by Principals in Facilitating the Independence of Industry-Based Learning 4.0

There are five critical roles performed by principals in implementing learning independency policies. The four roles are inspiring others, mentoring others, supervising others, ensuring follow-through, and facilitating group process. The principal, as a leader and manager at the school, has a role as an inspirator. It means that the principal needs to prepare vision, mission, action, and provide teachers with practical guidance in implementing free school learning [22], [8], [23], [24].

The principal is a mentor. The findings of research in Tana Tidung District, Bondowoso Regency, and Malang city that the principal plays his role as a leader by exemplary for teachers in understanding and implementing learning independency policies. Under the principal's role as a mentor, which is to appreciate the action initiatives taken by teachers because teachers understand what their needs are like in learning independency activities in schools, the principal describes himself *as a role model* for teachers in implementing the policy, gives teachers freedom in developing learning, and dares to risk any changes made in the[22], [23], [25]. Furthermore, the principal plays his role as a supervisor by building active communication with teachers by identifying problems in implementing learning independency policies, planning teacher competency improvement activities, assisting teachers in improving their performance, providing input on teachers' initiatives, and evaluating agreed indicators success.

The principal ensures follow-up to activities that support learning independency policies in schools, such as drawing up follow-up plans for learning activities in schools and evaluating activities supporting independent learning policies in schools. Furthermore, the principal facilitates the group's work by ensuring that the mutually agreed inputs in a forum meeting or deliberation related to the independent learning policy can go[26]–[28] during the pandemic as it is today with direct face-to-face limitations due to physical distancing to prevent the spread of the Covid 19 virus. Principals need to adapt to leadership models and remote management by utilizing supportive technologies to keep things going well in promoting free school learning policies.

4.3 Implementation of Managerial Role and Principal Leadership in Facilitating the Independence of Industry-Based Learning 4.0

Facing a pandemic like today does not reduce the burden on principals in consolidating school management to keep running effectively and efficiently. It is especially true in implementing a learning independency policy, even though face-to-face learning is temporarily filled with learning activities remotely or online. Therefore the principal needs to devise a leadership and managerial model [32], [26].

Based on the findings in Tana Tidung Regency, Bondowoso Regency, and Malang City, managerial activities and leadership of the principal continue to run by utilizing existing communication technology. Where it is done by the principal to ensure that the school activities continue to run well even though it is carried out remotely because it limits face-to-face activities in the time of the Covid 19 virus pandemic as it is today. Of course, with these conditions, the principal needs to develop a management and leadership model that is by the era of industrial revolution 4.0 based on the sophistication of information and communication technology as it is today as a form of the principal's commitment in ensuring the entire school program continues to run effectively and efficiently that can be done anywhere [33], [34].

The remote leadership model is considered to be the right model for the principal. The model in which the principal's leadership and managerial behavior are applied based on the high intensity of communication that should be done by the principal to both teachers, education personnel, and stakeholders in coordinating and consulting on the policies that will be decided by the principal including the implementation of learning independency policy. Therefore, leadership activities are carried out through the utilization of digital tools. The performance of the principal in carrying out leadership and managerial roles is not limited to the aspect of physical attendance in the school. Instead, it is emphasized in the presence of leadership values that remain well conveyed to teachers in implementing learning independency-based learning utilizing existing digital [23], [28].

5. CONCLUSION

Freedom of learning is a condition deliberately created for the creation of comfortable, optional, talent-based and interest-based learning activities, and local wisdom and oriented towards the future of quality learners. Based on the results and discussions, this study concludes that the principal understands the concept of learning independency policy by effectively applying leader and manager. The

principal's role in implementing the learning independency policy is to play a balanced role as a manager and leader in translating the vision, mission, and actions. Teachers are acting towards implementing learning independency policies, adaptive principals to changing times as challenges and opportunities in improving the quality of learning by implementing remote leadership models utilizing technological sophistication so that principals can still instruct and control teacher performance anytime and anywhere.

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