

Madrasah Principal's Leadership in the Face of an Era New Normal: Educational Technology Perspective

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Abstract:- The role of education in the new normal era, transforming undergoes various changes, one of which is the role and leadership of the principal is required to conform to the demands of the new normal era. The purpose of this research is to find out the leadership style of the principal in the face of the new normal era in the perspective of Education management. This research uses qualitative research methods with phenomenological approaches. Data collection techniques use observation, interview, and research documentation. Meanwhile, the research speakers are 6 principals and 1 supervisor at a private school in Kendari. The results illustrate that the leadership style of the principal who is democratic following the change, various knowledge and skills of the principal in the new normal era needs to be strengthened especially in the skills using technology and competence in entrepreneurship.

Keywords:- Principal, Leader, New Normal, Education.

I. INTRODUCTION

Life in the new normal era becomes a challenge in the world of education. With the existence of the new normal era can be characterized by various advances in the field of online. For example mobile, smartphones, internet computerized artificial intelligence data, and roboticization. In educational institutions demanded not only advances in science and technology, but education should be able to print quality human resources that can compete in local, national, and international settings. One of the efforts to improve the quality of education in the new normal era, the principal became a very important component to realize leadership in educational institutions. Educational institutions have a very important role in generating quality national education and being able to compete in this increasingly modern age. If an educational institution advances then education in Indonesia will also advance. In this case it will never escape the role of a principal. Principal as priest, leader, stakeholder in the school.

As the main driving motor for educational institutions, the principal must work optimally. Because of the good and bad an institution or organization can be influenced by the leadership style of a principal. The principal will also want a quality education. So the principal should also pay attention to the human resources (HR) that exist in the institution. In

the context of the Indonesian nation, improving the quality of education is the goal of development in the field of national education and is an integral part of indonesia's overall human quality improvement efforts.¹ The principal is the highest position in a school organization. In addition to being the principal leader is in charge of the activities carried out in the school. Principals have very high demands to lead all components in the school, both students, teachers, and employees. Principals as leaders and managers of schools have a very important role in dealing with the challenges of the new normal era at this time, therefore the principal is required to have a spirit of entrepreneurship, good at opening networks and partnerships with various stakeholders, such as school committees, business and industry (DUDI) and Non-Governmental Organizations (NGOs) as a form of synergy in implementing the program. Teachers should also start changing the system of educating from conventional/traditional to modern with 21st century learning models. Teachers today have to be teachers of the digital age because the students that have to face today are the digital generation that depends heavily on technology. The biggest challenge in the new normal era is how we can survive in the face of that era. The principal must have special skills in order to survive the tide of globalization and advance the school he leads. The currents of globalization and the advancement of 21st century learning must be well-matched. One example is that the change in the mindset of today's children is also the challenge of a principal and their staff in order to be able to get the best solution in tackling it. Looking at various problems in the world of education with the new normal era and learning of the 21st century is already the time, the principal is expected to innovate and have bright ideas in order to be able to understand the opportunities that occurred in the industrial revolution so as to come up with the right solution for the principal in the era of the industrial revolution. The headmaster's leadership challenge in the industrial revolution era is also expected to provide the right solution for the principal in carrying out his duties and functions in the new normal era and 21st century learning.

Currently, all principals are required to have various competencies, as stipulated in The Minister of National Education Regulation No. 13 of 2007 on Principal Standards, that the principal has competencies namely: personality, supervision, managerial, entrepreneurship, and social competence. The principal's leadership style according to Damsar in the book Sociology of Education is

autocratic leadership, *laissez faire*, and democratic. According to Haris, the principal's leadership style is divided into democratic, authoritarian, charismatic leadership, paternalistic leadership, expert leadership, *laissez faire* leadership. The various leadership styles of the principal have their own advantages and disadvantages, but what should be considered is that the implementation of the principal's leadership style must be adapted to the circumstances that occur in the current institution. Each principal is expected to have an ideal leadership style tailored to the conditions and demands of the times. But the problem is that not all principals have the ability to adjust to the demands of change, coupled with the principal's lack of knowledge of the principal's leadership reforms in the 21st century.

II. METHOD

The research method used in this article is qualitative research with phenomenological approach, researchers analyze the phenomenon of changes that occur in the world of education, thus engaging the principal to adapt to the changing demands of the world of education in the new normal era. The speakers in this study consisted of 6 people consisting of 5 informants and one key namely the Chief Superintendent at a private school in Kendari. Data retrieval techniques are carried out by observation, interview, and documentation. All data related to the principal's leadership is collected into one and analyzed in a description. As Miles and Huberman say "qualitative analysis activities consist of three flows: data reduction, data presentation, and withdrawal of conclusions or verification". Data analysis is done simultaneously during data collection until after data collection. Based on qualitative analysis researchers can draw the results of the study based on existing data related to the leadership of the principal in the face of the new normal era.

III. RESULTS AND DISCUSSIONS

Based on the findings of the results of the study shows the leadership style of the principal is very diverse, depending on the person of each in leading the institution. There is a principal who is very authoritarian to his subordinates. Here's a transcript of the interview with the source: "My leadership is very firm because the teacher if not given firmness then he will not be disciplined, all teachers obey my orders as principal and proven the work is done well" (Interview with ch speaker, on June 1, 2020). Based on the excerpts of the interview, it shows that the leadership carried out by the source is an authoritarian leadership style. The principal's authoritarian leadership style tends to use his power. Authoritarian leadership can be reviewed in Karl Marx's theory of conflict, seeing that authoritarian leadership will have absolute power in its hands, making it particularly vulnerable to conflict. Authoritarian principals dominate his leadership, assertively, leaders in this style strictly control the performance of their subordinates. Authoritarian principals do not make room for teachers, school staff, and all school residents to express opinions so that they are not included in the decision. In the

end it can add to problems in schools such as inappropriate school policies because they are not inherited, the parties are harmed or discriminated against, because the power of the principal is very high so it is at risk of corruption of school funds.

The charismatic leadership style characterized by the personality of a privileged leader has the authority and attractiveness that his subordinates adhere to, leaders who have strong power and trusted subordinates, charismatic leaders have the ability to influence his subordinates with his leadership style. Based on research, charismatic leadership styles are rare because they cannot be possessed by careless people. Fatherly leadership style is a leader's style that protects, protects, and helps its subordinates. A paternalist leader will always regard his subordinates as immature human beings, therefore the principal of this fatherly school always wants to be heard and know everything, so rarely gives his subordinates the opportunity to provide various changes, innovations or creations.

Expert leadership style is leadership based on expertise or skills, professional leaders are acquired through education level and experience. Judging by the length of the speaker's experience in serving as principal only a few people have long served as principals, on average being principals for 3-10 years and the average undergraduate education. Deliberation provides many participation opportunities for all school residents to channel various aspirations, criticisms, and suggestions that can build for the progress of the school. Democratic principals always embrace and protect their subordinates without discriminating against each other. Democratic principals can solve problems that occur in schools wisely and are decided together. These leaderships must be tailored to the current state of society's demands. Ideal leadership is born out of the competence possessed by the principal in leading his school. The competence of the principal has been found in the Regulation of the Minister of National Education No. 13 of 2007 on the Standards of the Principal, that the principal has competencies namely: personality, supervision, managerial, entrepreneurship, and social competence.

The competence of the principal's personality that researchers found included the following: the principal has noble morals; a mandate in carrying duties; discipline, high integrity; being open to renewal receiving criticism and advice; a strong desire for self-improvement; having an interest and talent as a principal. The principal becomes a role model for teachers, students, and all school residents so this personality competency is very important to the principal. Documentation of the principal's personality that can make the school atmosphere better. Personality competencies that the principal has.

According to Amar the honest principal is fair and trustworthy; humble and simple; believes in himself; is patient and his emotions are stable; helpful; motivator; and has expertise in the position of principal. Meanwhile, Toharudin & Ghufroni explained that the principal has a high discipline in working, responsibility, kinship, and

applying culture: smile, say hello, greetings to teachers and students. The right leadership style is done today, namely the principal who has a vision of a mission forward, confident, able to communicate ideas, can be exemplified, has idealism, inspiration, influence ability and is able to appreciate differences to be transformed into a common force. Based on the various personality of the principal that has been presented, it becomes a privilege as a leader who becomes a role model for the next generation of the nation. The important skills that the principal must have are managerial abilities, as well as those abilities include: the principal is able to lead the school; plan for school programs, curriculum, and various school policies; managing teachers, staff, students, and all school residents; good relationships with parents, school committees, and the community; managing facilities and infrastructure in schools; manage finances honestly transparently, and reliably; and can take the most out of technological advances in schools. In the new normal era the principal is required to have entrepreneurial competence, so as to give birth to a variety of creativity and innovation from teachers and students in the school. Based on the results of transcripts of interviews with narcissist, researchers found that entrepreneurial skills are very minimal in schools. "I do not have entrepreneurship in the school because the average learner is based on an inadequate economic background, so to implement an entrepreneurial school is quite difficult to do. But in the future I will create a cooperative for students in which there is an honesty stall". (Interview with ch source, on 2nd June 2020).

Based on the quote, it can be concluded that the principal has not been able to develop entrepreneurial skills in his school. Therefore, it needs help from various parties to be able to explore the potential that the school has, most principals do not know how to start, do not have capital, difficulty finding resources that are competence in the field of entrepreneurship. The school can work with the surrounding community that has Small and Medium Enterprises (SMEs) to collaborate to form a school business, so that it is hoped that the entrepreneurial skills that the principal has can make the school superior and independent. The competence of the principal is further related to the competency to carry out educational supervision in the school. Based on the results of interviews with the superintendent of private principals as follows: "As a superintendent I always inform the principal to be able to supervise independently and periodically, in order to improve the quality of education in the school. During this time, the principals think that the supervision task is the duty of the supervisor, even though the supervision activity is part of the principal's duties. The skills that the principal must have need to be improved so that they can improve their leadership qualities." (Interview with BM spokesperson, on 9 June 2020).

The principal plays an important role in monitoring education, it is in line with the results of the research conducted by Fitrah, the principal has an important role in making various efforts to improve the quality of education by monitoring, evaluation of programs oriented towards the

school's mission vision The last competency that the principal must have is social competence that can be seen from the cooperation between the principal and the community, schools are required to be able to participate in social activities and have social sensitivities in the surrounding environment.

Research on the readiness of principals in the new normal era has been conducted by Sugiarto, the results show that there needs to be a readiness of the principal's professionalism, the readiness of the principal in the face of challenges, as well as readiness in providing solutions to the problem of the headmaster's leadership challenges in the new normal era. Ideal leadership is leadership that follows the demands of the new normal era, leaders who follow technological developments to be able to influence, encourage, guide, direct, and mobilize others to implement and develop education and teaching in the new normal era today.

According to Education Technology, the principal must be the agent of change where the principal must follow the changes. But the rapid advancement of technology must still be balanced with the quality of human resources. The important task of principals in providing supplies to improve 21st century skills for teachers and students by having communication skills, creativity, collaboration, and critical in solving problems. In addition, students are expected to compensate for the negative impact of the progress of the times by doing positive activities. Management sees education as a miniature of society, therefore to create a quality society then starting from an educational institution. According to the theory of functional structure of society is an interconnected social system there is an education system, families, communities that synergize to achieve balance and harmony. Functional structure theory considers that the school has its own functions according to its duties and responsibilities. The principal in glasses of functional structural theory can perform his functions well. So that the leadership of the principal who is functional determines the progress of the educational institution he leads and can benefit the school residents especially for teachers. The results showed that the principal's leadership can affect the teacher's performance and motivation.

Therefore, it is no wonder that the milestone of educational progress is in the hands of the principal leadership. In an effort to improve the competence of the principal, one of them is by participating in workshop activities about the duties and obligations of the principal who can improve the quality of teachers and educators in the school he leads. In addition, principals can also continue higher education to renew their skills, participate in various education and trainings, seminars, and various supporting activities to provide reinforcement to the principal in his leadership.

IV. CONCLUSION

The principal's leadership style undergoes a transformation following the change, a more suitable

headmaster leadership style today that is with democratic leadership that can embrace teachers, students, school committees, guardians, and the community. In the study of educational sociology, the school must perform its functions properly so that the leadership of the principal can be the progress of the educational institution led. Being a professional principal is required to have personality competence, managerial, entrepreneurship, supervision, and social competence. The skills in dealing with the new normal era can be seen from the ability of the principal in the use of technology and entrepreneurial skills. The efforts made by the principal to improve themselves are by continuing their education, attending various trainings, seminars, workshops, and various supporting activities. There needs to be collaboration from various parties, especially policy makers, so that the principal can be a professional and qualified leader.

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