

Implementation of the Change Leadership Model of the Principal In Improving the Quality of Education

Aulia Riski¹, Diding Nurdin², Cepi Triatna³
University Pendidikan Indonesia
Bandung, Indonesia

auliariski45@upi.edu, didingnurdin@upi.edu, cepitiatna2015@upi.edu

Abstract — this research aimed to obtain information on how to implement the change leadership model of school principals in improving the quality of school education. The method used in this research is the descriptive method. This study took data using a qualitative approach with descriptive methods. The sampling technique used the Purpocefull technique as the data collection technique. This research was conducted at SDK 5 BPK Penabur Bandung, which is located on Jln. Guntur 34, Bandung City, West Java, 4026. The results of this study obtained information about how school principals at SDK 5 BPK Penabur Bandung implement change leadership models in their schools. This research implies that if this change leadership model is implemented in schools, it can improve leadership quality, which has implications for achieving the goals that have been planned previously

Keywords— Change leadership Model, School, Management, modernization era

INTRODUCTION

Changes and developments in science and technology that are increasingly advanced in the current era of globalization have given birth to a new lifestyle [1], where life is filled with competition so people and organizations within it need to improve themselves to keep up with the changes that are happening. Global changes like this also affect the world of education which must be able to adjust or adapt to existing changes to achieve predetermined educational goals [2]

Leadership is an important part of management, namely planning and organizing, but the main role of leadership is influencing others to achieve the goals that have been set [3]. This is evidence that leaders may be weak managers when poor planning causes the group to go in the wrong direction [4]. As a result, even though they can move the work team, they do not move towards achieving organizational goals. To respond to the challenges of globalization which is marked by the presence of very tight and sharp global competition [5].

Leadership is the process of influencing individual or group activities to achieve certain goals in certain situations. In influencing individual activities to achieve certain goals, a leader uses power, authority, influence, traits, and characteristics, and the goal is to increase the

productivity and morality of the group [6]. Power is the ability of a person to attract other people to do something. Power comes from legitimacy, goodness, and coercion [7]. Authority is a formal right to invite someone to do something. While traits and characteristics are personal characteristics that cause a person to be able to influence others [8]. Each source determined by a leader cannot be strictly separated [9]. All of these can lead to both success and failure of leadership.

The quality and success of education in schools are also largely determined by the success of the principal in managing the educational staff available in schools [10]. The school principal is responsible for organizing educational activities, school administration, developing other educational staff, and utilizing and maintaining facilities and infrastructure [11]. This becomes more important in line with the increasingly complex demands of the school principal's duties, which require more effective and efficient performance support. In his role as a leader, the principal must be able to pay attention to the needs and feelings of the people who work so that the teacher's performance is always maintained [12].

Principals have a strategic role to make changes in schools. Principals as leaders are required to have appropriate alternative solutions to improve existing school conditions [13]). However, making changes requires consideration and the right method. If a school principal

makes changes at school in an inappropriate way, it can become a big problem for the principal himself, teachers, staff, the education office, and the wider community [14]. Therefore, school principals need to integrate concepts, principles, and procedures to implement changes in schools, so that these changes can go well and naturally [15]. Changes in schools are directed at 3 targets, namely strengthening academic supervision in schools, developing the capacity of teaching staff in schools, and developing curriculum in schools. [16] Therefore, this change leadership material is combined with learning leadership.

Integrated change leadership with learning leadership is an effort to create new, better conditions [17]. If change leadership can be realized in schools, then the old culture will be replaced by a new culture [18]. The old mindset will be replaced by a new mindset [19]. The old behavior will be changed to the new behavior (Ajzen, 2020). Old habits will be replaced by new habits. The school has a new face. Schools that give birth to a new generation are better and better from time to time.

LITERATURE REVIEW

A. Definition of Leadership

There are many definitions of leadership, depending on the perspective used. Leadership can be defined based on its application to the military, sports, business, industrial education, and other fields. Defines leadership as the ability to influence a group of members to work toward goals and objectives [20]. Schriesheim [21] states that leadership is a process of social influence in which the leader seeks the voluntary participation of his subordinates to achieve organizational goals. The capacity to affect other group members' motivation or competency is described by the concept of leadership [22].

According to [23] a leader is "someone who can influence the behavior of other people or groups, regardless of the form of the reason". Furthermore, the definition of a leader according to [24] says that a leader is "someone who can influence other people". According to Wiles [25] "leadership is all forms of assistance that can be provided by someone for setting and achieving group goals". Meanwhile, Siagian [26] says leadership is a person's ability to influence other people, where subordinates will do what is the will of the leader even though the subordinate personally does not like it. In addition, J. Canon [27] says leadership is "the ability of superiors to influence the behavior of subordinates and the behavior of groups within the organization"

While the notion of a leader according to Fred E. Fieldler [28] a leader is "an individual in a group who provides direction and coordination tasks that are relevant to group activities". In addition, the definition of a leader is also explained by Henry Pratt Fairchild [29] states that a leader is someone who leads by initiating social behavior by managing, directing, organizing, or controlling the efforts and efforts of others through power. Meanwhile, according to a leader is a person who has special skills, with or without an official appointment can influence the group he leads, to make a joint effort leading to the achievement of certain goals [30].

Based on the understanding of the experts above, it can be concluded that a leader is a person who has special abilities that are better than others so that they can influence, direct and guide others to jointly carry out

certain activities to achieve a goal that has been set together.

B. The Duties of a Leader

A leader, of course, has tasks that must be carried out in his leadership, according to [31] put forward several tasks as a leader, including:

1. Understand the needs and wants of the group
2. From these desires, decisions can be made that are realistic and truly achievable
3. Convince the group about what is the decision, which is realistic and which is imaginary
4. Determine the methods that can be used to reach or determine these decisions.

Meanwhile, Edy Sutrisno [32] put forward several tasks as a leader, including:

1. As a counselor
2. As an instructor
3. Lead the meeting
4. Make decisions
5. Delegating authority

C. Change Leadership Model

The world is always changing. If the change is for the good, we need to welcome the change with joy. If we don't want to change, we can be left behind. We are lucky if today is better than yesterday. We will be doomed if today is worse than yesterday. We will lose if today is the same as yesterday. History records that there was a giant company in the telecommunications sector that eventually went bankrupt because it was late or did not want to make changes. On the other hand, companies and institutions that we used to know were small are now big because they are always making changes in all fields.

The rapid progress of the life of our society today in all fields and aspects of life has a broad impact on education. Schools as the smallest educational units that are the spearhead of national education, including the organization must also experience changes. Organizational changes in schools, for example, changes in technology, organizational structure, policies, and human and physical resources will require knowledge and skills as well as a new culture.

According to Wibowo [33] "change is a transformation from the current state to a state expected in the future, a better state. Change is a real manifestation of life that can encourage or motivate someone to change something to be different from before through a process that can happen anywhere and anytime. These changes can be managed by the leader through his leadership. Wibowo [33] mentions several roles of leaders in bringing change to their organizations including; (a) creating an effective working relationship; (b) a shift in the function of managers; (c)

leading by example; (d) influencing others people; (e) develop teamwork; (f) involving subordinates in decision making; (g) making empowerment of subordinates a way of life; and (h) build commitment. In addition to its big role in bringing about change, a leader must also have a mature strategy to make this change a reality. [34] declared that all organizations, including those in the field of education, undergo change.

Change leadership is an effort to create a change in the organization, to bring about changes that make all components in the organization unite and empathize with each other to bring about changes that are made to be more useful and have a positive value to the organization. Changes in the leadership system in schools should be able to make the quality of schools in serving community education better from time to time. Change leadership in the field of organization is the act of shifting an organization from current conditions to future conditions as desired to increase its effectiveness. Winardi "A leader is a person who sees more than others see, who sees further than others see and who sees before others see" [35]. Not all school members and stakeholders are aware of the current conditions. Not all of them know and can achieve the desired state. Some view the current condition of education and schools so gravely that this bad condition is allowed to go unpunished and even avoided (fixed mindset). But some see the bad condition as a challenge that must be faced and overcome (growth mindset).

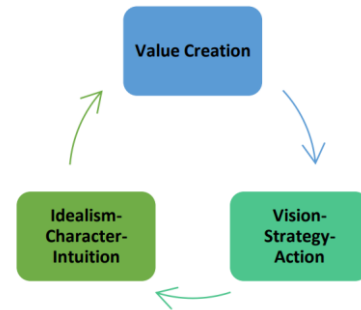
For example, many students complain that their school is not comfortable. The teachers kept an eye on them. Learning at school frustrates them, marginalizes them, and doesn't inspire them. Teachers complain about the inequality in quality and facilities between remote and urban schools, which makes them lazy to teach and makes excuses for them to teach as they are. Schools complain of a shortage of teachers, so they have to work hard to find honorary teachers. Parents of students complain about the hassle with the online system which harms them. Principals complained that the BOS funds were disbursed late, so they had to work hard to control the implementation and achievement of their work program. The regional head also complained that many incompetent teachers had ambitions to become school principals so that the position of school principal would be given to another official. Some see the current conditions as a challenge to do better, and more. They see it as a field for good deeds.

All of these conditions indicate the importance of change leadership. Change leadership, specifically in the field of education, can be interpreted as an effort to create new conditions so that the relationship between teachers and students develops.

D. Characteristics and Dimensions of the Change Leadership Model

Change leadership is an effort to translate a new cultural vision strategy from a school principal to every action of teachers and education staff in the school they lead. When viewed from the facts in schools, most of the principal's leadership problems are the gap between vision and action.

The characteristics of change leadership are described as follows:



In the training module for strengthening school principals, the Director General of Teachers and Education Personnel, and the Director of Education Personnel Development in 2019 regarding change leadership [36], there are 6 roles for school principals as change leaders in educational institutions, namely:

1. The Role of the Principal in Personality and Social Change (Humanizing)
2. The Role of the Principal in Learning Change (Cultural Catalyst)
3. The Role of the Principal in School Development Change (Community Builder)
4. The Role of the Principal in Change Resource Management (Framework Maker)
5. The Role of the Principal in Changing Learning Supervision (Friendly Challenger)
6. The Role of the Principal in Technology and Information Change (Technological Influencer)

METHODOLOGY

This research was conducted at SDK 5 BPK Penabur Bandung, which is located on Jln. Guntur 34, Bandung City, West Java, 4026. The time for this research was conducted on Thursday, April 7, 2022. This research uses a qualitative approach with descriptive methods. Straus and Corbin [37] explain qualitative research as a type of research that produces findings, where these findings cannot be achieved by statistical measures or other means of quantification or measurement. This type of research can be used to examine social life, history, behavior, etc.

The sampling technique uses the Purpocefull Sampling technique, where in purposeful sampling according to Patton in researchers deliberately choose individuals and

places to understand the phenomenon or research topic. While the descriptive approach aims to present a situation or phenomena exactly as it is [38].

Meanwhile, the data collection technique for this study used the One-on-One interview technique, which according to John Creswell [39] the One-on-One interview technique is the process of collecting data the way the researcher asks questions to one participant one by one by recording the answers. The parties interviewed by the researcher were the principal, vice principal, and several subject teachers. In testing the validity of the data, the researchers used a triangulation technique. Triangulation is a technique of checking the validity of data that utilizes something other than data, for checking purposes or as a comparison, according to Moleong [40]. The triangulation used by researchers is source triangulation and technique triangulation [41]. Both aim to test the validity of data related to leadership style, so data collection and testing are carried out on subordinates and superiors, as well as checking the suitability of the results of interviews and observations made during the research.

FINDING AND DISCUSSION

Based on the study and data analysis conducted by researchers at SDK 5 BPK Penabur Bandung, it can be explained that there were several activities carried out by the principal of SDK 5 BPK Penabur Bandung in implementing the Change Leadership Model in his school to improve the quality and quality of the school.

1. *Personality and Social Changes*

The Role of the Principal in Personality and Social Change as the principal of SDK 5 Penabur said "Start from yourself", he said. Before making changes in his school, a school principal must be willing to initiate changes in himself and his social life.

Based on the data obtained, the activities carried out by the school principal to make changes in this field are by, first, collaborating with the foundation, parents, teachers, and experts. This is done in the form of routine meetings held between the school principal and the committee, parents of students, and the teacher assembly which aims to strengthen relations and socialize and resolve issues that need to be discussed. Second, the principal also increases discipline at school, for example, the principal tries to be present on time before class begins, based on the results of interviews with several teachers, the discipline of the principal gives them the motivation to arrive on time at school and feel guilty when they arrive late to school. Third, school principals and foundations also often carry out activities that bring in experts to conduct training and workshops to improve the competence of existing human resources in schools.

2. *Learning Change*

The Role of the Principal in Learning Change (Cultural Catalyst) The heart of the school is in learning. When learning stops, the essence of school also stops. Learning that is done carelessly will graduate mediocre students.

The principal made several breakthroughs to make changes in the field of school learning. First, school principals and foundations often conduct effective learning workshops, to adapt to existing changes, such as online learning using existing information technology media. Second, the principal also guides and evaluates the learning curriculum, annual program, a semester program, and lesson plans made by the teacher to improve the quality of learning in schools, the teachers also really appreciate the principal who wants to guide and provide input when the teacher experiences difficulties in the learning process teaching. Third, in addition to technical matters, principals and foundations also give appreciation to teachers who have good competence and outstanding teachers. This also had a positive impact, as one of the teachers interviewed said they felt valued and appreciated, and increased teacher productivity.

3. *School Development Changes*

The Role of the Principal in School Development Change (Community Builder) Not only is self-developed but institutionally, schools must also be developed. Many schools have been around for a long time, but have minimal achievements. That is why institutional changes must be made. The principal should lead school members and committees to formulate the vision and mission of the school. They not only formulate but also prepare concrete steps and activities to achieve the school's vision and mission.

The principal is assisted by a foundation in providing and completing the school's physical facilities to achieve the vision and mission that has been planned, for example, the technology, computer, and network facilities needed by the teacher in the learning process. The principal and the school community are trying to launch a green and clean school to maintain the Adiwiyata school award that has been obtained. Not only physical development and learning but in this school, there is also habituation carried out through the morning prayer movement program and closing prayer after learning is over.

4. *Change Management*

The Role of the Principal in Change in Resource Management (Framework Maker) Improving the quality and productivity of educational staff is an integral part of the development of human resource management in an organization. The existence of education personnel in schools is a valuable asset for school development. The principal stated that the success of the school was

determined by the quality of the people in it. Changing a school is changing the people in it. Education staff will work optimally if the principal supports their career advancement by looking at what their actual competence is.

The principal of SDK 5 Penabur tries to develop the school by paying attention to the human resources in the school. Teacher relationships that were not previously intimate were established through outbound activities for teachers and education staff. Because the current pandemic did not break the spirit of establishing good relations between the principal and teachers, they continued to hold hybrid meetings, and usually after the meeting they continued eating together. In addition, all teachers and education staff are required to participate in emotional spiritual questioning (ESQ) activities in the form of morning reflections and closing prayers after the teaching and learning process is carried out. Furthermore, all schools also distribute tasks and authority to parties who are competent in their fields. So that everyone feels responsible, everyone participates in advancing the school.

5. *Changes in Learning*

The role of the Principal in Changes in Learning Supervision is related to the quality of leadership related to the national education standards that must be met by schools to produce better quality education.

Efforts made by the SDK 5 Penabur principal to improve the quality of learning by improving the professional quality of school principals and teachers, creating an innovative climate in schools, as well as through continuous academic supervision are carried out on an ongoing basis. The principal of SDK 5 Penabur makes efforts to develop the quality of learning in schools through change leadership by carrying out ongoing academic supervision activities for all teachers in all classes. Not only that, but the school principal also carries out managerial supervision to improve the quality of service for school administrative staff, libraries, cleaning, nursing, and security personnel, and also guidance and counseling teachers in schools. For school principals, observing how they work and directing them when they do not work as expected is routine work. The principal of SDK 5 Penabur believes that in this way, all residents in the school will work better and will provide better service from time to time. A mistake is not to be scolded and blamed but to be corrected and repaired. So directing, teaching, reminding, advising, and guiding all residents in schools is the door to improving the quality of both learning and services in schools.

6. *Changes in Technology and Information*

The Role of the Principal in Technology and Information Change (Technological Influencer) Clayton Christensen, a business administration figure from Harvard Business School said that the current era is an era of disruption which in simple language means disruption or disruption. The era of disruption filled with the rapid progress of information technology is a necessity that teachers must master technology to then use it as a supporting medium in learning activities. In learning, the use of learning media is very important for teachers to be able to convey learning material to students properly. Advances in technology today can be used as a means to solve learning problems.

Based on the results of research conducted by the author, the principal of SDK 5 Penabur is well aware that one of the skills that must be mastered by teachers in the 21st century is digital literacy. Therefore, to improve the ICT competence of teachers, the SDK 5 Penabur principal invited competent resource persons to train teachers in making power points, using the internet, and e-learning. As a result, the teachers felt happy with the training, because it turned out that mastering ICT could make it easier to deliver the material. In addition, this activity supports the demands of curriculum implementation where students must be able to find other sources of learning besides the teacher. The teacher guides students to find other learning resources via the internet with wifi facilities provided by the school.

CONCLUSION AND RECOMMENDATION

Based on the results of research conducted by the author on the implementation of the change leadership model by the principal of SDK 5 Penabur, Bandung City, it has been well implemented. However, it still needs better implementation, so that human resources and goals can be achieved more effectively and efficiently. The implementation of the change leadership model carried out by the SDK 5 Penabur school principal in Bandung includes several aspects, including:

1. Personality and Social Changes
2. Changes in Learning
3. Changes in School Development
4. Change in Human Resource Management
5. Changes in Learning Supervision
6. Changes in Technology and Information

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