

Change Leadership for The Principal

Firyal Fatin Oktaviani

School of Postgraduate, Educational Administration

Universitas Pendidikan Indonesia

Bandung, Indonesia

firyal.16@upi.edu

Abstract — *This study aims to identify the characteristics of change leadership for school principals. This research used a qualitative approach and descriptive method. Interviews and literature review were used to support data acquisition. The results of this study identified the characteristics of change leadership and change leadership strategies in schools. This research has implications for uniting and fostering empathy for all components of the school organisation at SDN Pandeglang 1 in bringing about changes that are more beneficial and of good value to the school.*

Keywords: *change leadership, school principal, inclusive school*

I. INTRODUCTION

A leader's authority, personality, and strong dedication are required for change leadership. This is due to the fact that leading change, with all of its complexities and barriers, necessitates extra strength, confidence, self-assurance, and self-involvement. A leader must contribute to the achievement of organizational goals. Leaders will not be readily broken by hurdles and resistance in this manner. Leaders will be eager to face the challenges of change that they regard as a test of their leadership abilities.

Given the importance of organizational change efforts in the midst of a rapidly changing and frequently unsustainable environment, the strategic importance and importance of the target areas for change, as well as the complexity of factors that can stymie change efforts, organizational change cannot simply occur. Strong, visionary, intellectual, and development-oriented leadership is required to plan, engineer, and manage change. As a result of more rapid change and competition, companies must be able to compete in order to thrive in global competition.

The strategy for remaining competitive is to enhance organizational capability and human resources. Changing the organization and its human resources is one technique for adapting to the environment and ensuring the organization's survival and continuation. Changes in the organization reflect the fact that the organization, like an organism, must respond to external stimuli. These adjustments may include revitalizing organizational strategy, reorganizing organizational structures, or developing human resource behavior or competences.

In actuality, there are very few ordinary schools in Indonesia that provide inclusive education. This is due to a variety of obstacles and challenges, such as the limited number of Special Guidance Teachers or GPK who have received training, the fact that not all educators and education staff in schools understand behavior and how to teach and guide children with special needs [1], the possibility of resistance from parents or regular students to study together with children with special needs [2], and a lack of books or other learning resources.

The inclusive education program adheres to Minister of National Education Regulation Number 70 of 2009 [3], which addresses inclusive education for children with disabilities who have the potential for intelligence and/or particular capabilities. In fact, article 4 expressly states that "the Regency/City government appoints at least one elementary school, one junior high school, and one secondary education unit to provide inclusive education that must accept students," (1).

Based on this description, this research intends to reveal the implementation of change leadership in the implementation of inclusive schools in public schools, which is still rarely applied even though it has been regulated in the ministry regulations.

II. LITERATURE REVIEW

A. Understanding and Concepts of Change Leadership

According to Leroy Eims (1996), author and leadership specialist, a leader is someone who sees more than others, sees further than others, and sees before others [4]. Cahyono (2019: 6) defines change leadership as an effort to effect change in an organization [5]. This tries to bring about change by uniting and empathizing with all components of the organization in bringing about change that is more useful and has good value for the organization. In the organizational field, change leadership is the act of transferring an organization from current conditions to future conditions in order to boost its effectiveness [6]. According to the definitions above, a leader must be more capable than his followers. In this period of change, visionary leadership is required to determine the organization's future goals professionally. The current scenario and conditions necessitate a vision for the organization as anticipation and projection for an uncertain future. A vision is founded on a desire to make changes, and a mission is entrusted with assisting in the realization of that vision.

In general, change leadership is an endeavor by a school administrator to bring new ideas to the school community [7]. The school principal must have a clear vision and mission in order for all parties to be content with the current vision and purpose. A school administrator must be responsive to field conditions so that unpleasant events do not occur and change leadership can be implemented successfully. Not all students are aware of what is going on at their school right now. And not all of them are capable of creating the appropriate educational environment. Change leadership must focus on the effectiveness of the school principal's performance in order to establish comfortable new conditions.

B. Characteristics of Change Leadership

Change will not be achieved by raising a risk-averse individual [8]. Because avoiding risks will result in risks in the future. Leaders are those who shape and shape themselves to be risk takers. Leadership is regarded as a vital driving factor for an organization capable of establishing a new culture that is responsive to change. This suggests that improvements can be accomplished with the ability of leaders to acquire leadership expertise. A leader must be capable of bettering one's life, nation, and progeny. Not only utilizing his position to create an impression or demonstrate his dominance, let alone leave a legacy of destruction. Leaders who construct the future are needed, not those who simply distribute presents and then pass on issues to their successors. Leaders must create contrast from and to (From-To) in order for the leader to understand where he is and what his great goal is. As a result, change agents are required. Characteristics of change leadership are:

1. There are values to fight for, values derived from knowledge, experience, and contemplation, whether from oneself or others.
2. Must have an idealistic spirit and character established in school.

A change leader must meet certain conditions in order to do their tasks effectively [9]. This is consistent with Stogdill's (1992) belief that a leader must have the following strengths:

1. Capacity
Intelligence, alertness, speaking ability, authenticity and judgment.
2. Performance
Bachelor's degrees, science, achievements in sports and athletics, etc.
3. Responsibility
Independent, initiative, diligent, tenacious, self-confident, aggressive, and has the desire to excel.
4. Participation
Active, has high sociability, able to socialize, cooperative, adaptable, and has a sense of humor.
5. Status

Has a somewhat high socioeconomic status, is well-known, and well-liked.

The school principal's role as a partner for school change is determined by his competencies [10], which are as follows:

1. As a social and personality transformation at school.
2. As a result of a shift in teaching and learning environments.
3. As a shift in the evolution of a school community.
4. As the architect of a strong structure within the school.
5. As a shift in school entrepreneurship, schools can grow.
6. As a shift in learning supervision, pleasant challenges are provided.
7. As a result of changes in information technology in education and learning.

C. Change Leadership Strategy

"The future is largely unknowable," as Roy Amara observed [11], or as Shane stated, "the further one looks into the future, the more blurry the future appears" [12]. With these future conditions, leadership will be critical in navigating a fast changing environment. As a result, change-oriented leadership is required. Change leaders must have a strategy in place to ensure that the change process goes as planned [13]. Change leaders can employ the following strategies:

1. Accelerate future-oriented transformation.
2. Leaders must be capable of being the focal point of change.
3. Have a clear plan for leading change.
4. Leaders can strike a balance between change and existing continuity.
5. Leaders can improve their followers' satisfaction.

Change-oriented behavior, according to Hoy and Miskel (2008), consists of scanning and analyzing various external events, articulating an appealing vision, proposing creative programs, calling for change, and forming coalitions to support and implement various changes [14]. What leaders of change can accomplish is:

1. Recognize the current reality (understanding).
2. Adjust yourself to this new reality.
3. Express gratitude.

A leader who wishes to make changes must continually be on the lookout for situations that necessitate change, be open to new ideas, and be prepared to support the execution of these new ideas in real life [15]. According to these demands, a change agent is not only a leader who is ready to adapt to change, but also a leader who is willing to implement the change himself when it is judged necessary. The change process, according to Lewin, is divided into three stages:

1. Unfreezing
Undoing entails weakening the forces striving to keep the status quo in place, usually by presenting a provoking situation or incident that causes people to acknowledge the need for change and seek answers.
2. Moving
Mobilization entails the formation of new behaviors, values, and attitudes through structural modifications, as well as a number of basic changes in human resources and development strategies. This stage seeks to alter people's behavior.
3. Refreezing.
Lewin assumed that unless companies drive change, they will revert to their old methods of doing things. By "refreezing" the organization to its new point of equilibrium. Lewin proposes, in particular, creating new systems and procedures to support and sustain these changes. Leaders, to borrow Kotter's phrase, engage in the basic pattern of change: see, feel, and change. They see and find the community's key problems in their area, they feel how the problems in the community require significant care, and then they make improvements.

III. METHODOLOGY

This research uses a qualitative approach with descriptive methods. Researchers collected research data by conducting interviews and supported by literature studies in refining the research.

IV. RESULTS AND DISCUSSION

Based on the study and data analysis conducted by researchers at Pandeglang 1 Public Elementary School, it can be explained that there were several activities carried out by the principal of Pandeglang 1 Public Elementary School in implementing the Change Leadership Model in his school to implementing inclusive school programs.

1. *Characteristics of Principal Change Leadership*

According to the principle of Pandeglang 1 Public Elementary School, having a clear vision is a crucial attribute that must be present in change leadership. Change agents must have a strong and clear vision of the desired change direction. This vision must be capable of inspiring and motivating others. Creating a clear vision is a key step in determining an inclusive school's goals and direction. Inclusion, fairness, and equity in education must be reflected in the vision. Its goal is to provide clear direction on what the school hopes to achieve and how the school intends to provide an inclusive environment for all pupils.

The traits exhibited by the principal of Pandeglang 1 Public Elementary School are consistent with the thesis of Pratama, Marsidin, and Sabandi (2020) on change

leadership characteristics. Pandeglang 1 Public Elementary School's principal has values that he aims for in the form of inclusive school principles. Aside from that, the principal of Pandeglang 1 Public Elementary School has an idealistic spirit and a strong desire to establish inclusive schools.

2. *Principal Change Leadership Strategy*

Implementing change leadership through inclusive school policies, according to the principal of SD Negeri Pandeglang 1, is a significant challenge in ensuring that every student has the opportunity to study and grow optimally. The following are the techniques used by the principal of SD Negeri Pandeglang 1 to integrate change leadership into inclusive school policies:

1. Develop a vision and mission for an inclusive school
Pandeglang 1 Public Elementary School's principal created a distinct inclusion vision and objective for the school. This vision and goal represent a dedication to delivering an inclusive education to all children, including those with special needs.
2. Support teachers to take part in inclusion training
The principal of Pandeglang 1 Public Elementary School ensures that teachers have the necessary training to help students with specific needs. This announcement is related to curriculum differentiation and inclusive learning strategies.
3. Partner with students' parents
The principal of SD Negeri Pandeglang 1 communicates with parents of children with special needs on a regular basis. Principals work closely with parents to ensure that these adjustments are supported both at home and at school.
4. Create an inclusive school policy
Pandeglang 1 Public Elementary School's principal establishes a defined inclusion policy and supporting operational processes. This policy is intended to address issues that may arise during student placement, the use of assistive devices, and special support.
5. Overcoming challenges and obstacles
Pandeglang 1 Public Elementary School's principal identifies and overcomes problems that may arise when implementing inclusive schools. This could be due to instructor opposition, a lack of resources, or implementation ambiguity.
6. Get involved in an inclusive school community
Teachers are involved in the Inclusion KKG (Teacher Working Group) by the principal of SD Negeri Pandeglang 1. This is intended to assist instructors in adopting inclusive education.
7. Sustainability evaluation

The principal of SD Negeri Pandeglang 1 is constantly evaluating and improving the inclusion policy. Because the principle believes that there is no ideal solution to inclusion, it is critical to always seek ways to improve the quality of inclusive schools.

The method implemented by the principal of SD Negeri Pandeglang 1 is consistent with the idea of Kusumaningrum, Sumarsono, and Gunawan (2020) regarding change leaders' techniques. The school principal accelerates transformation by creating an inclusive vision and purpose statement. At SD Negeri Pandeglang 1, the principal has clearly defined procedures for creating an inclusive school, such as involving staff in inclusion training and inclusion KKG activities, as well as collaborating with students' parents. School principals strike a balance between change and continuity by establishing clear rules about inclusive classrooms. The principal improves the school community's satisfaction by performing regular reviews.

The transformation leader must be visionary because he can see far enough ahead to know which way the organization must go. Setting a course after developing a future vision and then unifying individuals by sharing that goal and inspiring them to overcome hurdles. All of this is accomplished without the need for authoritarianism. Despite the fact that the change leader encourages members to contribute ideas, the leadership stick stays in his hands. A leader is a change agent who constantly attempts to bring about change. A change leader is astute and capable of forging new paths to leave the past behind in order to build a better future. Change is defined as a shift in circumstances from time A to time B, with conditions at time B being greater, better, higher, and more perfect than situations at time A.

V. CONCLUSION

Based on this research, it was found that the leadership characteristics of the principal of SD Negeri Pandeglang 1 in the realization of the goals of inclusive schools have been developed since the beginning of his tenure. The change leadership strategies of the principal of SD Negeri Pandeglang 1 are developing the vision and mission of the inclusive school, supporting teachers to attend inclusion training, collaborating with parents, creating inclusive school policies, overcoming challenges and barriers, engaging in the inclusive school community, and evaluating sustainability. And SD Negeri 2 Pandeglang became the first inclusive school in the district. He decided to use the change leadership paradigm to lead SD Negeri Pandeglang 1 based on this experience. This research has implications for uniting and empathizing with all components of the school organization at SD Negeri Pandeglang 1 in bringing changes that are more beneficial and valuable to the school. More research is needed to determine the development of numerous tactics employed by Pandeglang 1 State Elementary School's

principal.

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