Study Program Leader's Strategy in Implementing Digital-Based Learning System

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Abstract— **The aim of this research is to find out the strategy of the study program leader in implementing the learning system in the study program environment. The approach used in this research is qualitative with a descriptive method and collective data technique with an interview, and observation. The results of the study indicate that the strategy used by the study program leaders is to improve human resources in the form of training for lecturers so that they are able to adapt to the development of an increasingly advanced learning system. This is because lecturers still feel difficult to deal with system changes that have been digitized. Based on the research results, the study program leaders should continue to innovate in providing massive training for lecturers to train their creativity and skills in dealing with system changes**

Keywords— *Study Program Leader Strategy, Implementation of Learning System*

INTRODUCTION

Recently, The Strategy of Study Program Leaders in Implementing a Digital Based Learning System requires leaders, especially in the scope of the study program to think more creatively and innovative in implementing a digital learning system. In addition, lecturers as users of a learning system must be able to race and align digital technology systems that exist in this situation. During the pandemic situation 2 years ago, the online learning system seemed to be a challenge for each individual's creativity in using technology to develop education. Especially in terms of operational management of education which also has to adapt to all-digital work operational system. After the pandemic was over, the existence of digital learning systems was considered to be advancing rapidly, especially in controlling the learning system so the use of digital technology was considered effective in controlling the system from all directions.

The role of the study program coordinator as a controller is considered capable of implementing a learning system that continues to develop, in order to control and evaluate the implementation of the learning system that occurs within the scope of the study program according to their duties and authorities [1]. As a leader in a managerial group or organization, a leader is required to have a leader's sense or skills starting from an understanding of theory and basic technique of leadership, visionary leadership, understanding of situation work and group members, understanding of the purpose and common insert, evaluative, motivated, useful, has knowledge and others [2]. Besides that, study program leaders are also expected to be able to create strategies that can be carried out by visionary leader is leaders who have the ability to create and articulate a realistic and trustworthy system [3].

According to Bashori (2020) the development of the current strategic environment requires leaders to have a solid leadership attitude and be able to anticipate future developments, and develop a vision, mission, and strategy for developing policy steps. Meanwhile, the strategy itself can be defined as a series of systematic plans but can also mean tactics and art, and can be said to be making decisions to achieve organizational goals effectively and efficiently [3].

Digital leadership in education refers to the integration of a portfolio of technologies, tools and instruments like: Internet of Things (IoT), e-platforms (webinars) social media, Artificial Intelligence, Big Data, Machine Learning. Higher education is without doubt a type of organization that can be promoted by digitalization not only with the integration of new technologies but also by the transformation of traditional [4]. Today's digital technology continues to change rapidly, in this case a leader needs good management in ensuring the quality of study programs to match the goals of the institution [5]. In practice, often a leader experiences problems in

controlling system inconsistencies, thus making lecturers feel difficult in following a system that is still changing.

Nowadays, many studies discussing of leadership strategies as references for this research, including Leader Strategies in Digital Leadership in the Digital Disruption Era, 21st Century Leadership Strategies: Visionary, Creative, Innovative and Emotionally Intelligent, Leadership Communication Strategies and Conflict Management with the LCCVASE Concept (Listening, Clarifying, Verifying, Action Solving, Evaluation), Kindergarten Principal's Strategy in Improving Education Quality, Principal's Leadership Strategy in the Digital 4.0 Era, Principal's Leadership Strategy in Optimizing Teacher Performance.

Based on that references, this research will focus on how the study program strategy in the implementation digital-based system with factual conditions and situations.

METHODOLOGY

The approach in this study uses a descriptive qualitative approach with data collection techniques by interview and observation. The respondents of this research is three study program coordinator from the Coordinator of the Elementary School Teacher Education Study Program (PGSD), the Coordinator of the Pancasila and Civic Education Study Program (PPKn), and the Coordinator of the Islamic Education Study Program (PAI) at University Buana Perjuangan Karawang. In addition, researchers also made observations and interviewed the third coordinator study program about how to implement their strategies in digital learning systems.

FINDING AND DISCUSSION

Digitalization has had such a big impact on human life. Various sectors of life experienced changes and progress thanks to the technology presented in this era. Even the involvement of information and communication technology in the world of education today is no longer an option, but an absolute necessity that must be owned and utilized at the tertiary level, one of which is in terms of learning systems [6]

In an article entitled Leadership Types and Digital Leadership in Higher Education: Behavioral Data Analysis from the University of Patras in Greece, the opinion of Cortellazzo, Bruni, and Zampieri (2019), states that in recent years, digital technology has changed information, values and management and encourage organizations, except for business but also educational settings to change their work processes and adopt radical and innovative changes in their structures and functions. Digital leadership in education today refers to the integration of a portfolio of technologies, tools, and instruments such as Internet of Things (IoT), electronic platforms (webinars), social media, Artificial Intelligence, Big Data, and Machine Learning[4]. Based on the theory above, it can be seen that in the current new normal era, every tertiary institution is competing to make digital learning one of the digitization strategies in higher education institutions. For example, at University Buana Perjuangan Karawang, during a pandemic, used the Buana Online Course (BOC) in its learning system. BOC is an online learning facility during a pandemic which is an innovation of online learning media owned by the University as an internal means of carrying out lectures during a pandemic[7].

Even in the end, when the Covid-19 outbreak began to be resolved, the presence of BOC was still used as a tool when the blended learning system was used and became one of the strategies for implementing learning in the new normal period. However, in its implementation, educators still have difficulty adapting to the learning system used. Blended learning itself combines two learning strategies, namely learning activities carried out in different places with unlimited time or known as asynchronous and face-to-face learning known as synchronous learning[8].

Based on the results of research by researchers using interview techniques with the three study program coordinators including the Elementary School Teacher Education Study Program, Pancasila and Civic Education Study Program, and Islamic Education Study Program, the main problem that has occurred in the implementation of the learning system so far is the difficulty of lectures in adapting to digitalization of learning. Before the pandemic, lecturers do more direct or face-to-face learning with students. The system used by lecturers is not difficult because it adapts to the situation and conditions of each lecturer. However, problems occurred when the pandemic hit, and lecturers were unable to carry out learning as usual. A large number of applications are used and the system which still has many deficiencies makes it difficult for lecturers to switch to the learning system implemented by the institution. Lack of socialization and massive assistance, makes lecturers feel that the existing system is too forced and makes lecturers feel burdened.

The researcher then, interviewed the three study programs to find out how the strategies of the study program coordinators were used in implementing the digital learning system. From the results of the interviews, a strategy was found that led to increasing human resources and updating the facilities and infrastructure used in the implementation of the learning system.

Referring to the results of interviews with coordinators from the Pancasila and Civic Education Study Program, it can be concluded that there is no specific strategy for implementing the existing system. According to Salmaa (2020) the role and function of the study programs are monitoring the course of learning when the implementation experiences an obstacle such as the lecturer experiencing difficulties in carrying out the learning system, the study program will then carry out a gradual evaluation regarding the obstacles that occur. Furthermore, the Coordinating Study Program will report these obstacles to the relevant department, in this case, the e-learning division to then propose an increase in human resources through workshops or special training for supporting lecturers in the study program environment, by calling expert staff in the field of learning systems. In addition, the coordinator of the study program also evaluates the learning system infrastructure facilities by submitting infrastructure facilities to support lecturers in implementing the learning system. On this occasion, a leader can use the leader's formal authority which is interpreted in efforts to organize, direct, and control subordinates who are responsible so that all parts of the work can be coordinated to achieve goals. As seen from the characteristics, a leader must be someone who is able to grow and develop all the best in his subordinates [9].

Another strategy carried out by the Elementary School Teacher Education Coordinating Study Program is to hold regular meetings regarding problems that occur when lecturers use the learning system, then provide guidance to lecturers in using the learning system. Furthermore, the study program coordinator will monitor and evaluate learning in the current semester. The results of monitoring and evaluation are followed up by providing assistance and sharing to lecturers regarding the obstacles that occur when using the learning system. By using this strategy, an organization will gain a strong position in its environment because the organization has better knowledge and experience in carrying out approaches to meeting needs in the environment the organization is in [10].

Meanwhile, as was the case with the two previous study program coordinators, the strategy implemented by the Islamic Religious Education Study Program Coordinator was not much different from that carried out by the two previous study programs. Socialization and assistance for every update that occurs in the learning system are carried out so that lecturers as users are able to carry out learning easily without having to feel burdened with digitalization which has begun to be implemented by institutions

CONCLUSION AND RECOMMENDATION

The conclusion of this study is that each study program coordinator has similarities in the strategy used in implementing a digital learning system by conducting massive mentoring and training for lecturers, as a strategy for study program coordinators to improve the quality of human resources for lecturers in study program environments. In addition, providing motivation, especially for lecturers when experiencing difficulties, continues to be carried out to improve the performance and responsibilities of lecturers. In order to create a study program environment that is positive and contributes to each other in the development of the study program, the three study programs have the same goal of developing human resources within the scope of the study program and making educators who are highly creative and have the skills to innovate in carrying out the Tri Dharma of Higher Education.

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