



PRINCIPAL LEADERSHIP AND TEACHER PERFORMANCE IN IMPROVING THE QUALITY OF SCHOOLS IN INDUSTRY 4.0 ERA

Ahmad Tarmidzi Hasibuan¹, Khoirun Nisa Lubis², Icha Peratiwi Sihotang³, Munawwaroh Sibagariang⁴

^{1,2,3,4} Department of Madrasah Ibtidaiyah Teacher Education, Faculty of Tarbiyah and Teacher Training, UIN Sumatera Utara

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ABSTRACT

The advancement of educational quality has to align with the advancement of the nation's civilization as capitalization in the future. As we enter the industrial revolution, the quality of education must improve. However, in order to increase the quality of schools today, the principal's influence and the successes of educators are required, because the principal is the school's leader and has authority in the school. Appropriate leadership is the force that bridges the changing demands of Industry 4.0. every leader is required to keep abreast of technological developments so that they can lead, improve, control, direct, and motivate their members who participate in organizing and improving educational learning in the era of the industrial revolution 4.0. This study aims to identify the quality of school principals in their leadership and teacher performance when improving school quality according to changing times, especially in the 4.0 era. The design applied to this research is a qualitative method. The results of this discussion came to the conclusion that school principals and the performance of teachers must be able to use technology in schools because it is very much needed in the current era of the digital revolution 4.0, it is necessary to realize existing potential and improve and explore the need for readiness of school leaders to face the challenges of the digital revolution 4.0.

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Corresponding Author:

Icha Peratiwi Sihotang

Email: ichaqueen017@gmail.com

INTRODUCTION

The influence of the school principal is very much needed and needed in implementing effective management in the sense that we are able to form and maximize school leadership that leads to management. The principal is one of the movers, establishes school policies, determines how to implement the goals and objectives of school education in general, which ultimately leads to the quality of teaching.

As with formal educational institutions, schools play an important role in maintaining education, especially in efforts to educate the nation's life. This is reflected in the mandate of education whose purpose is contained in law Number 20 of 2003 concerning the National Education System Article 3, which reads "the task of national education is to develop skills and form a valuable national character". Forming the development of national activities. With the aim of developing religious abilities based on the one and only God, character, perfect intellect, wisdom, skill, innovation, independence, democracy and responsibility. So it can be concluded that education is the main capital that is very important to improve the development of national civilization through human resources.

It was at this time that the shape of the world became increasingly visible, which very quickly changed the culture of society which was motivated by the use of technology. That's where education policies or school principals are naturally capable and open to the current era. The Industrial Revolution 4.0 also offers opportunities and resistance for each country to strengthen narrow battles in each country.

This can bring about the integration of multiple technologies with skills in empowering individuals as well as society to make dreams come true. These disturbances become reforms to be able to demand future workers to adapt to the environment and develop, the quality of natural resources and also the choice of education. The quality of education cannot be separated from 3 parts, namely deposit, procedure and product. These contributions include school principals, staff, educators, students, funds, tools, facilities, predictions, representation and school goals. This input creates a process of high-quality pedagogic change when coordination and harmonization and integration of inputs occur harmoniously to create pleasant conditions for learning so as to increase ambition and desire to practice and really strengthen students and school achievement. The 3 parts are indistinguishable because they are a coherent, influencing, determining and demanding unit. Meanwhile, school performance is the result of a process. School achievement can be assessed in terms of excellence, efficiency, creativity, effectiveness, renewal, superiority of school activities and morale.

Efforts to improve quality in the 4.0 revolution era include implementation which is very necessary for educational institutions. In improving education the role of the principal is needed. Among the changes in performance in the 4.0 era, namely maximizing effective capacity, critical needs as high as continuing to learn and advanced technology, requires new policies in leading education. According to the changing times, there is always a core (drive) of its own. In this era, it is developing very rapidly so that it takes a leader who masters and uses technology in his leadership so that he achieves the desired organizational goals, especially when increasing school degrees. In schools, school principals have a very important role to meet demand in the 4.0 revolution era

Education has duties and responsibilities in advancing the quality of education by instilling various elements, be it principals, educators, administrative staff who also have the commitment and convenience of parents in utilizing educational services. Education services must offer continuously and continually evaluate activities within the school in considering the

composition of the performance that has been achieved and not achieved and make continuous improvements. Quality schools are a good ethical environment for educational services, student-centered, actively participating in every educational action, assessment is carried out on an ongoing basis.

The principal plays a strategic role in improving the quality of education, starting with the leader. The principal is a fundamental part of education, especially in improving the quality of schools. In facing the progress of the times, one of the keys is to prepare for digital development. In addition, human resources must also develop, especially school principals in the education sector.

The benchmark for a school is not only seen from the results of accreditation and credits obtained by the university, but also from the results of the teacher qualification exam (UKG) and supporting facilities. From this it can be seen the progress and improvement of schools based on their strengths and weaknesses so that they can achieve quality goals in education. There are several aspects that affect school performance, including school habits, school leaders, educational conditions, equipment, facilities, educator effectiveness, and finances. This discussion focuses on the leadership of school principals and the effectiveness of educators in educational performance. Coconut school leadership is an important position in obtaining educational direction, because the leadership model has a great influence and even determines the progress of the school. As head of a school organization and career civil servant, the main role of the school principal is to assume responsibility for fostering and coaching educators and education staff. The principal's duties are described in detail, namely,

The supervisory function is to make school plans, improve schools according to the needs of the times, collaborate with education to obtain quality resources, transition management and improve education so that it is better, familiarize and maintain an innovative school atmosphere for students, control educators, staff, tools, facilities maximum infrastructure, the school establishes relationships with the community, learning resources, helps apprentices to develop their skills, uses the curriculum to achieve the desired educational goals, uses school funds according to needs that can be accounted for, explained clearly and efficiently, manages the school facilities section and procedures school reports in program improvement as well as decision making, observations, considerations, school activity reports and next steps

The principal's responsibilities include planning an academic counseling program to improve teachers' professional abilities, guiding teachers academically with appropriate counseling methods, and monitoring the conclusion of education at educational organizations according to their expertise. In order to be a good leader, a school principal is expected to be able to properly control all school members in order to achieve educational goals, motivate, meet the needs and respect students. In the success of a school, the principal plays a very important role. Starting with directing employees, communicating with students, managing schools, helping curriculum and staff development. With such great responsibility, a strong principal becomes no stranger to developing a good school environment. However, in fact in schools there are still

many principals who have not been successful in optimizing and improving educational performance.

This situation is caused by various factors, a) low personality which can be seen through a lack of encouragement and enthusiasm, as well as the application of skills while on duty, b) low insight, desire and expertise in leading competent and quality schools (especially among school leaders who have no experience). This factor often leads to a lack of confidence in the manager's job performance. c) the principal is very weak in leading especially in the preparation and implementation of school activity schedules, d) the principal lacks control over administrative staff in providing information, e) the school's assessment of learning procedure activities is weak.

In addition to the factors above, the role of the school principal is also very influential in improving school quality. The activity of an educator must be in context with his work. The expertise of a teacher determines an outcome of the quality of the school, because in the process of education in schools the teacher becomes the closest person to students. It is the teacher who forms students well to gain knowledge, skills, personality, behavior and spiritual etiquette.

So it really needs a teacher who has expertise, skills, and a strong commitment to carry out his professional duties. Ideally, an educator must do his best with certain provisions in creating a superior and outstanding school, namely, a) Educators strive to continuously improve teaching and learning activities for the needs of students, b) Educators must be able to teach or master all subjects to students, c) Educators evaluate students from observation activities to student results, d) Educators must be able to think openly about their duties and also learn from what has passed, e) Educators must learn professionally in their community environment.

In fact, the ability of educators is still far from optimal, seen from the statement that educators recognize that teaching is a daily activity so they often neglect the priority of teaching. Based on this research, it can be explained that some of the problems of educators' abilities when teaching, namely a) learning activities are monotonous so that students are easily bored and not interested in learning, b) learning is emphasized more on the cognitive domain, rather than the affective and psychomotor domains, c) there is no variations in learning both in terms of methods, models as well as places for learning, d) there are still teachers who are not disciplined in time to start learning in class. To improve the quality of school principals as leaders as well as teacher performance is very much needed, teacher performance will increase when they have leaders in schools who are very firm, so that the quality of the school will be even better.

In accordance with the interview that was conducted with the school principal on May 18 2023, in facing the 4.0 era school principals must not be left behind in using IT because their students are already familiar with the world of IT. United in developing IT is needed in encouraging educational achievement. In addition to students, school principals require special strategies in advancing the achievements of educators as well as their employees, because many students already understand IT in this 4.0 era.

METHOD

This type of research is field research. Researchers collect data that is used as a reference in accordance with field conditions that are directly related to complete and detailed data collection so that it can be described properly, making the findings of this study in accordance with field conditions at the research location.

Miles and Huberman explain it narratively, that this research is qualitative in nature. Because it accurately retells the phenomena seen in the field and uses critical analysis methods. By utilizing a variety of tools available today, qualitative research is a research approach that takes place in a natural setting with the aim of interpreting a phenomenon or event. The aim of qualitative research is to learn about people's daily activities and provide narrative explanations about them. Given that the purpose of qualitative research is to clarify facts or phenomena (Fadli, 2021).

In this study, we conducted interviews with MIN 1 Medan teachers. The purpose of the interview section of the study was first and foremost to bring the participants' personal thoughts and beliefs to the surface. As a result, there was plenty of room for principals and teachers to move forward with topics on their own initiative, as well as opportunities for them to reflect on their own experiences. The author transcribed and analyzed the interviews, and themes were derived from this study.

FINDINGS AND DISCUSSION

DISCUSSION

The results of this study indicate that a leader must be able to handle IT and have good character, because currently there are very large differences in learning techniques in using IT as in the 4.0 era. This study states that a leader in a school has difficulty mastering technology. This research is related to the vigilance of school principals in dealing with 4.0. it was found that school leaders must be ready to face challenges, be prepared to obtain and face all difficulties in the 4.0 era in order to improve learning discipline. In growing and supporting activities in schools so that they run well, school principals must be able to manage and also have the power to improve IT in schools. Considering that a quality leader is a leader who can master IT in 4.0.

Furthermore, in facing the 4.0 era, we need good leadership capital, principals who follow the range of technology, can change, advance, control, lead their members to apply and improve learning in the 4.0 era, so that the principal can know the needs desired by the school. Related to the findings of previous research, it shows that school principals have a big influence on the quality of education. Principals have an advantage in optimizing themselves and using the tools used. Skills, understanding, as well as character possessed by school principals, school goals have an important role in selecting school principals in the 4.0 era, considering work and the results of collaboration with its members, free to express opinions, kinship and new discoveries.

Managers must be qualified to lead educational organizations. Leadership is the key to school success, meaning that school leaders play a very big role in school success in achieving successful school goals if they understand it. The existence of a school as a very complex and unique organization is capable of taking on the role of a leader or principal as the person in charge of school management.

One indicator of the success of a school principal is the quality of education in the school he leads. Quality can be seen from the educational process and educational outcomes, so that the quality of education is considered good if it meets national education standards. A quality process exists when all training components are integrated directly into the training process itself. Improving the quality of learning in schools is the duty of school principals to meet the demands of the 4.0 era, but cannot be separated from the contribution of teachers as educators, in the role of staff and all school members.

The leadership role in empowering schools is to provide teachers with ICT training so they know how to use it. Furthermore, in the context of educational outcomes, the quality of education refers to the performance of school institutions over a period of one year. Period (Ismail, 2018). Achievement of results is inseparable from the goals, vision and mission of the school. Therefore, education must be further developed in the future so that education can develop the potential of students to be competitive in the Industrial Revolution 4.0 era.

Conversely, challenges or obstacles to school education institutions can help produce brilliant intellectuals to realize the ideals of the nation. In addition, there are many other factors that hinder the achievement of the quality of a leader, which can hinder the performance of school leaders in improving their quality and improving the quality of educational institutions, especially the schools they lead.

The results of the planning for school principal leadership at MIN 1 Medan demonstrate that:

- (a) The program made at this school refers to the Minister of Education and Culture and has adhered to the independent learning curriculum made by the Ministry of Education and Culture;
- (b) providing teacher training on the new curriculum, namely the independent learning curriculum; and
- (c) providing and realizing all support and facilities for student learning as well as teaching materials.
- (d) School leaders provide teachers directions on how to create innovative teaching methods. Examples include creating a power presentation (ppt) that emphasizes creativity, sparks students' interest, and clearly has an educational component, and conducting routine inspections of buildings and infrastructure that are thought to not have adequately supported learning activities.
- (e) Monitoring the principal According to the findings about the principal's supervision at Medan MIN 1 school, the principal supervises both directly and indirectly. Direct

supervision, or seeing the instructor teach in front of the class, occurs when the principal is present. The goal of indirect supervision, or monitoring done without the teacher's awareness, is to determine how well teaching and learning activities go in the classroom.

- (f) The principle will lead and offer advice to make the learning process more suitable if the teaching method is ineffective or has flaws; Because of the numerous outside obligations that the school principal must meet, oversight is not properly carried out. The effectiveness of monitoring is not usually 100 percent. Usually 60% to 75%. The principal has a strict agenda that must be followed since it is vital and must be done.

Principals, according to the results of MIN 1 Medan's evaluation of school leaders,

- (a) The agenda for the school's annual meeting includes the clinical assessments and clinical supervision that school principals do twice a year (once every six months);
- (b) The principal of the school conducts private assessments of instructors who work directly under his or her direct supervision (four eyes);
- (c) The principal of the school gathers information on the performance and proficiency of teachers while they are in the classroom in order to evaluate them and provide suggestions for future teacher changes;
- (d) If the assessment shows that the teaching and learning processes need to be changed because they are no longer effective, the school principle gives the evaluation that direction.

Meanwhile for support and challenges for the school program, the results pertaining to the obstructive factors and supportive factors for the implementation of the school program reveal that:

- (a) The primary obstructive factors, namely: internal factors from the school principal himself, such as: absence from overseeing the learning process due to illness or an educational agenda from the education office. Such as leading coaching sessions, going to principals' meetings, etc. As a principal of a school, this might impede the implementation procedure and provide guidance; the infrastructure of MIN 1 Medan is still being fully realized to support the learning process in all school-related activities, which is one of the supporting aspects in clause. such as addressing the lack of stationery in the classroom, providing student and instructor resource books, teaching facilities, projectors, and other things demonstrates that:
 - a. school principals give instructions to staff members and teachers to always be punctual and motivated;
 - b. school principals encourage teachers to participate in teacher professional development both inside and outside of schools; and
 - c. the school principal controls the presence, discipline, and effectiveness of teacher learning for students at school.

- (b) Supporting factors include, namely: the infrastructure of MIN 1 Medan continues to be realized as much as possible to support the learning process in all school activities. such as: meeting the shortage of stationery in class, adding books for students, books for teaching materials, teaching facilities, projectors and others. shows that:
- a. School principals provide direction to subordinates and teachers to always be disciplined with time and also motivate teachers to continue to improve learning innovations;
 - b. School principals encourage teachers to take part in teacher professional development both outside and inside schools;
 - c. The school principal conditions the presence, discipline and effectiveness of teacher learning for students at school.

CONCLUSION

Executives who are struggling with the evolution of the Industrial Revolution 4.0 era must be prepared to keep up with the times. The principal's leadership is carried out, but still pays attention to the situation, conditions and local wisdom that exists in the school environment he leads. There must be a common understanding and commitment between the client and all parties.

Efforts that can be made by managers to improve the quality of human resources in the ICT field will be able to make the organization a reference and guide for others. The implementation of the school principal has the full support of the school community and school goals can be achieved quickly and precisely in accordance with the desired goal, namely improving school quality.

The willingness of school leaders to face the challenges of the Industrial Revolution 4.0 era and propose solutions to the problems of the Industrial Revolution 4.0 era to improve the quality of education in schools. Efforts that must be made by the principal through his leadership are increasing and exploring potential, strengthening teacher potential in the learning process, having a clear schedule for carrying out tasks, building strong, fair and ethical interpersonal relationships. efficient, effective, accountable and responsible, and working with a management team that covers all parts of the school, developing school leadership programs or teacher services so that they are able to continue to elevate schools and produce quality graduates.

Principals must continue to strive to complete tools and facilities in schools so that they can help develop teaching and learning activities so that school quality continues to improve. With regard to teacher activities, competencies must be continuously developed in accordance with professional needs, so that learning is not monotonous and boring, but is accompanied by various tools in delivering material.

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