Training for Improving the Leadership of Schools in the Era of Disruption

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Abstract: Principal leadership skills training in this era of disruption was held in Tumpang District, Malang Regency, East Java Province, Indonesia. This activity aims to: (1) assist principals as well as teachers in understanding leadership and learning models in an era of disruption; (2) the factors that shape leadership and learning behavior in the era of disruption; and (3) indicators that mark leadership and learning effective in the era of disruption. The methods used are lectures, discussions, questions and answers, and assignments which are integrated into the strategy of training activities. The results of this activity are: (1) principal leadership skills and teacher learning skills improved significantly after attending the training; (2) training has a positive impact on awakening and increasing participant motivation during and after training activities; (3) participants are satisfied with the presentation of the resource person during the training; and (4) all participants still wish to follow up on the results of the training.

Keywords: training, leadership, school principal, disruption era

1. INTRODUCTION

Principals and teachers have an important role in the process of improving the quality of learning in an era of sophisticated technological developments like today. Principals and teachers are required to be adaptive to changes marked by the digitization of all human activities in all fields, including in education. Therefore, principals and teachers need to understand the context of change which is called the corruption era. The principal as a leader or leader in the school will certainly be a role model for teachers in implementing learning that is deemed appropriate to today's developments (Bafadal 2016; Hallinger 2009; Hallinger et al. 2015; Octavia and Savira 2017; Salo, Nylund, and Stjernstrøm 2015).

Because the leadership applied by the principal is the key to the success of implementing learning in schools because the principal has a role to regulate and direct teachers to carry out learning activities in accordance with the applicable curriculum, vision and mission of the school. Including how teachers are asked to be adaptive to existing changes (Ahmad 2018; Brazer and Bauer 2013; Muliawaty 2019; Sim 2011; Subasman 2019). Principal leadership itself is a form of action taken by the principal in seeing the situations and conditions being faced in order to develop a productive work environment in schools.

Of course, the goal is to make teachers always productive, innovative, and creative in developing learning activities in the classroom which aim at increasing the learning outcomes achieved by students. The principal can be said to be a key figure in determining the quality of education implemented in schools (Arifin, Juharyanto, Mustiningsih, & Taufiq 2018). So important is the role of the principal in an effort to improve the quality of learning, the principal needs to have awareness and humanist principles to be adaptive to all forms of change that occur as a challenge for improving the quality of learning in the future.

As a catalyst in schools, of course the principal will try and strive actively to make various kinds of breakthroughs of thought and action to improve the quality of education. If the principal is able to implement this, the principal can be said to be an effective school principal because he is able to read opportunities amid the challenges of increasingly massive changing times where all forms of human activity begin to switch from conventional to digital. Like the current situation of the Covid-19 virus pandemic where face-to-face learning activities temporarily become distance learning through the use of technology (Bafadal et al. 2019; Juharyanto, 2017b; Saputra et al. 2020; Saputra 2020).

This does not rule out the possibility of happening again in the future. Therefore, the principal needs to understand what the use of technology is like in learning activities and school management so that the essence of education itself is not lost. The principal with his role as a leader needs to understand the context of change in this era of disruption in its entirety in helping teachers understand and implement learning models that are in accordance with the needs of the current era of disruption.

Therefore, service activities undertaken to assist principals in understanding: (1) what kind of models principals leadership considered ideal in the era of disruption; (2) what are the factors that support the principal in implementing effective leadership in the era of disruption; and (3) what are the indicators of the successful implementation of school principal leadership in the era of disruption. Of course, this is a global problem faced by all school principals, including principals who are on the east side and are on the outskirts of Malang Regency, Indonesia, which is known as a tourist area, because of its geographical location because it is close to Mount Bromo and Semeru as favorite destination for tourists.

Of course, this must be balanced with equal distribution of the quality of education in the region. where the ultimate goal of implementing learning activities in schools is to help students who are in the area to have adequate life skills and be able to take advantage of the potential around their homes. Therefore, it is necessary to upgrade knowledge for principals in understanding as well as applying the leadership of school principals who are considered ideal in the era of disruption through activities to increase the leadership skills of principals in the era of disruption so that school principals are able to apply leadership models in the era of disruption. can support the application of the leadership model, and the indicators that measure the success of the leadership applied by the principal.

2. METHOD

The targets of this activity are school principals and elementary school teachers in Tumpang District, Malang Regency, East Java Province, Indonesia. This activity was carried out by the Teacher Building, Education Office of Tumpang District, Malang Regency, East Java Province, Indonesia. The form of the service activities carried out is training to improve leadership skills of school principals and learning of elementary school teachers in the era of disruption, as an effort to assist principals and teachers in understanding leadership that is considered ideal in the era of disruption. In order to optimize the success of the training activities, the methods used are: (1) lectures; (2) discussion; (3) questions and answers; (4) explanation of the principal's leadership model in the era of disruption; and (5) assignments. Where some of these methods are integrated in the training strategy.

The stages of this training activity are divided into three stages. The first stage, the initial preparation stage, at this stage there are several activities carried out, namely program introduction, preparation of activity guides, and training agendas. The introduction of the program involved the Malang District Education Office, Indonesia, as a community service partner and liaison with school principals and teachers. This activity begins with an activity to explain the concept of principal leadership in the era of disruption about the challenges and opportunities that will be faced by principals and teachers in the era of disruption. Then proceed with the preparation of guidelines and training agendas on models, factors and indicators of principal leadership in the era of disruption.

In the second stage, training activities are carried out face-to-face and follow and implement the Covid-19 preventive health protocol. This activity was attended by 20 school principals and 20 elementary school teachers. Stage is me doing the exposure of concept models of school leadership in the era of disruption, the factors that support the application of models of school leadership in the era of disruption, and indicators of success in the era of school leadership disruption.

The third stage is evaluation. In the evaluation stage, it is carried out to evaluate the process and results of the training activities carried out. Process evaluation is carried out to see what the overall training process is like. While the evaluation of the results was carried out to see what the understanding of principals and teachers was like in improving leadership skills of principals and learning in the era of disruption. The evaluation of the results is obtained from the pre-test and post-test question sheets that have been filled in by the principal and teachers as training participants.

3. RESULTS

Through several methods, strategies, and techniques presented, exemplified, and practiced by the principal as a training participant during the training activities, the substantive results of the activities can be described in two forms, namely the results of direct activities and the results of indirect activities. The results of direct activities, based on the results of the analysis, there was an increase in the understanding and skills of the principal in understanding the leadership of the principal in the era of disruption in the form of a model of principal leadership in the era of disruption, the factors that support the leadership of the principal in the era of disruption, and the indicators achieved the leadership of the principal in the era of disruption. Based on Table 1, participants consisting of 20 school principals achieved an average pre-test score of 53.0 in the good category, with a significant increase based on the post-test results of 82.0 in the very good category.

The description of these results is supported by the results of the value difference test before and after the training, before the difference test using the Paired sample T-test is carried out, first the data is tested for normality using the Kolmogorov-Smirnov Test. Based on Table 2, the pre-test and post-test data are known to be normal. Different test was performed using Paired sample T-test with the help of SPSS 24.0. Based on Table 3, it is known the sign value. by $0.00 < 0.05$; This shows that there are significant differences in the leadership skills of school principals in the era of disruption for school principals before and after attending training.

Table 1 Frequency Distribution of Value Pre-Test and Post-Test Principal Leadership in the Era of disruptions

Score	Interval	Category	f	Mean	Note
Pre-Test	0 - 25	Not very good	2	53.0	Well
	26 - 50	Not good	7		
	51 - 75	Well	9		
	76 - 100	Very good	2		
Post-Test	0 - 25	Not very good	0	82.0	Very good
	26 - 50	Not good	0		
	51 - 75	Well	6		
	76 - 100	Very good	14		
N = 20					

Table 2 The Pre-Test and Post-Test Normality Test for Principal Leadership in the Era of Disruption

N		Pre	Post
		20	20
Normal Parameters [a, b]	Mean	53.0000	82.0000
	Std. Deviation	20,79980	16,67018
Most Extreme Differences	Absolute	0.176	0.188
	Positive	0.175	0.188
	Negative	-0.176	-0.162
Statistical Test		0.176	0.188
Asymp. Sig. (2-tailed)		0.105	0.061

Table 3 Paired Sample T-Test Results for School Principal Leadership in the Era of Disruption

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Mean Error	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre - Post	-29.00000	14.90320	3,33246	-29.97491	-16.02509	-6,902	19	0.000

While the results of the activities indirectly include: (1) in general, the implementation of training to improve leadership skills of school principals in this era of disruption has a positive impact on the development and increasing motivation of school principals as training participants during and after training; (2) participants are satisfied with the presentation of the resource persons during the training in terms of the aspects of mastery of the material, mastery of the participants and the class, the selection and implementation of methods and strategies, as well as the clarity of information conveyed by the speakers, including the proximity of the resource persons to the training participants; and (3) all participants still have the desire to follow up on the results of the training, especially in the enthusiasm and enthusiasm of the participants to take part in further training related to improving the leadership skills of school principals in an era of disruption for school principals.

4. DISCUSSION

The principal needs to receive guidance in the form of training to increase understanding and at the same time implement ideal principal leadership in an era of disruption. This is an effort to improve and optimize the performance of school principals in carrying out their duties and improve the quality of learning in schools which also has an impact on increasing learning outcomes obtained by students. considering that the principal is often faced with various problems related to the leadership and work climate that exists in the school environment.

Including how the principal sees the changing times in the modernization era, such as today, which is marked by massive technological developments in the era of disruption as a challenge as well as an opportunity in developing an appropriate learning model including fostering teachers in schools. The principal can be said to

be successful if he is able to show his role as a successful leader influenced by effective teacher support and development and effective school management. The duties and responsibilities carried out by the principal will be increasingly complex as a result of the influence of globalization that changes people's behavior. The principal needs to gain sufficient insight in dealing with it all.

Teachers have an equally important role in adaptive efforts to technology as a new learning medium in the era of disruption. As the spearhead of learning activities at school, the role of the teacher is not just to convey learning material at the level of students' cognitive contextual abilities. However, teachers also act as agents who internalize character values and life skills for students so that they become complete human beings. Humans who are not only capable of cognitive aspects but also affective and psychomotor in accordance with the goals of education itself (Mahardhani 2015; Muhammad 2017; Octavia and Savira 2017; Sunarsih 2017).

Therefore, in the midst of the changing times with massive technological sophistication, it is so easy for humans to physically cut boundaries. As learning can be done anywhere and without physical space limits. Of course, this provides convenience as well as a challenge for teachers. Are they able to be adaptive to the use of technology as well as how teachers can elaborate on this into learning activities in schools? So that the learning activities carried out do not lose their essence, namely to help students have skills academically and in behaving and acting in accordance with the values and culture that exist in society.

This is a challenge for school principals and teachers in facing a changing situation in an era that is often known as the industrial revolution era 4.0 as a challenge as well as an opportunity in developing the quality of education (Robinson, Lloyd, and Rowe 2008; Wahlstrom

and Louis 2008; Zubaidah, 2016). Therefore, principals and teachers need to be fostered on an ongoing basis in understanding the concept and also being able to apply it practically in schools in adaptive learning activities to the use of technology.

Because it returns to the goal of education itself, which is not just the transfer of knowledge, but also how school principals and teachers transfer moral and social values to students so that they become superior people and have life skills. Principals and teachers must understand that the change in the learning paradigm at this time is no longer a teacher center where the teacher is the center and learning resource but has turned into student centered learning, namely learning activities that involve the active role of students and take advantage of everything around the school environment as a source. learning (Arifin et al. 2018; Bafadal et al. 2019; Juharyanto 2017a).

5. CONCLUSION

Based on the description and the results of the implementation of this training activity, it can be concluded that: (1) the leadership skills of school principals in the era of disruption increased significantly after attending the training; (2) the principal's understanding of the supporting factors for school principal leadership in the era of disruption increased significantly after attending training; (3) understanding of school principals related to the success indicators of school principal leadership in the era of disruption increased significantly after attending training; (4) in general, the implementation of training has a positive impact on building and increasing participant motivation during and after the activity; (5) participants are satisfied with the presentation of the resource person during the training; and (6) all participants still have the desire to follow up on the results of the training, especially in their enthusiasm for conducting further training.

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