Analysis of Autonomic Needs for Autonomic Leadership of Schools with Religious Culture in the Implementation of School-Based Management in the Era of Disruption

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ABSTRACT

This study aims to analyze the need for leadership autonomy for principals with religious culture in the implementation of school-based management in the era of disruption. A descriptive quantitative approach is used in research. This research was conducted using survey techniques. The sampling technique used purposive random sampling, with the sample in this study were 12 principals and 24 teachers of 12 Islamic-based elementary schools in Kediri City, East Java, Indonesia. Based on the needs analysis that has been carried out, this study concludes that skills development in the era of disruption in the criteria level is very much needed; adoption and development of information and communication technology at the required level of criteria; institutional development at the criteria level is urgently needed; decision-making autonomy at the criterion level is required; community involvement at the criteria level required; implementation of school-based management principles at the criteria level is urgently needed, and implementation of religious principles at the criterion level is urgently needed.

Keywords: leadership autonomy, school-based management, religious-based schools, disruption era

1. INTRODUCTION

The implementation of school-based management is a form of autonomy in education management for education units, in this case including school principals, teachers, and community representatives in the school committee. This has been regulated by Law Number 20 of 2003 concerning the National Education System in Article 51 paragraph 1 which states that the essence of Article 51 Paragraph 1 is a form of efforts to improve the quality of schools. Furthermore, school autonomy in this case can be interpreted as granting full authority independently to schools to carry out self-help activities, self-employment, self-funding, self-management, and self-sufficiency [1] - [4].

Decentralization or autonomy is intended to empower the role of schools and communities in dealing with educational problems in the field [5]. There are several driving factors of autonomy in education, namely the demands of the community to control the quality of education in schools, the assumption that a centralized educational structure cannot work well in increasing student participation in taking education in schools, the inability of the role of the bureaucracy in responding to school needs. and diverse communities, school

performance that is deemed unable to meet new demands from society, competition between institutions in obtaining assistance and funding [6], [7].

Principal leadership development is a form of expanding the capacity of school principals to carry out their leadership roles effectively and efficiently in schools [8], [9]. This allows for a collaborative process carried out by the principal in a productive leadership role and process. There are three important things in the leadership development of school principals, namely: (1) leadership development is directed at efforts to develop individual capacity; (2) looking for strategies that can make a person effective in leadership roles and processes; and (3) individuals can increase their leadership capacity with the basic assumption that each individual can learn and grow [10], [11].

The principal as the leader in the school can manage existing resources independently. Principals can involve the participation of all interest groups related to decision making to achieve school quality improvement [12] - [15]. Including the role of the principal in seeing the challenges and opportunities for educational development in an era of disruption. Where education is expected to be able to quickly adapt to changing times

through massive technological developments. Principal leadership is an important aspect of the implementation of school-based management [16] - [18].

Where the main things in leadership that can be carried out by the principal can be identified through: (1) behavior directing activities; (2) power relations activities with members; (3) the communication process in directing activity to achieve specific goals; (4) interaction between personnel to achieve specified results; (5) take the initiative in carrying out activities by maintaining job satisfaction; and (6) organizational activities to improve achievement and so on [10], [11], [19].

The attention of the Indonesian people towards religion-based schools is getting bigger [20]. This growth in attention is influenced by various factors, including (1) concern about the negative effects of the increasingly massive global era; (2) increasing the level of community activities to reduce the portion of their attention to their children; (3) awareness of the importance of higher religious values; and (4) increasing the achievement of religion-based schools themselves in various competitions [20], [21].

Religion-based school is one level of formal education under the auspices of religious institutions, which teaches general subjects and religion, carries out religious activities and religious culture [20], [22].

Religion-based schools are like other general education institutions that teach general subjects but religious lessons are taught more dominantly and students are also required to always practice or apply religious teachings in their daily activities or activities. In religion-based schools, principals are required to have good skills in integrating religious values into all school contexts, especially learning [23], [24].

Not all principals managed to do well, except those who have effective leadership behavior [25], [26]. Principals are required to have good skills in integrating religious values into all school contexts, especially learning [23], [24]. Not all principals managed to do well, except those who have effective leadership behavior [25], [26]. Principals are required to have good skills in integrating religious values into all school contexts, especially learning [23], [24].

Not all principals managed to do well, except those who have effective leadership behavior [25], [26]. The leadership autonomy that is given becomes the basis for the principal to achieve educational goals. To answer the challenges of change in the era of disruption, where demands for the quality of human resources generated through the implementation of educational programs will be increasingly complex.

The principal, with the authority he has, of course, must consider the principles contained in the concept of school-based management, namely, independence, transparency, community participation, increasing welfare, and improving school quality [10], [27]. This study aims to analyze the need for leadership autonomy for principals with religious culture in the implementation of school-based management in the era of disruption.

2. METHOD

A descriptive quantitative approach is used in research. This research was conducted using a survey technique, where the researcher collected information from respondents by providing a list of written questions or a questionnaire. The research data collection instrument used a closed questionnaire, a questionnaire was developed based on the theory underlying the research variables [28] - [30]. Before data collection, the research instrument was carried out by expert testing. The population of this study is an Islamic-based elementary school in Kediri, Indonesia.

The sampling technique used purposive random sampling. Purposive sampling was used for taking Islamic-based primary schools, while random sampling was for taking 1 school principal and 2 teachers from each school. Based on the use of these sampling techniques, the sample in this study were 12 principals and 24 teachers from 12 Islamic-based primary schools. Data analysis used descriptive analysis, by calculating the frequency and percentage for each section using the help of the SPSS 24.0 program. Descriptive analysis was conducted because to analyze the need for leadership autonomy for principals with religious culture in the implementation of techniques in the era of disruption.

3. RESULTS

The results of the descriptive analysis in this study include skills development in the era of disruption; adoption and development of information and communication technology; institutional development; decision-making autonomy; community involvement; implementation of school-based management principles; and implementation of religious principles. The descriptive results of the overall needs analysis for all aspects are shown in Table 1.

4. DISCUSSION

Based on Table 1, it can be explained that the level of needs for skills development in the era of disruption, obtained criteria are needed with a percentage of 67%, needed 33%, and the criteria are sometimes needed, not needed, and are not needed. Based on the data analysis in Table 1, it can be concluded that the percentage of skills development needs in an era of disruption in the criteria is needed. There is a need to develop effective leadership models for principals in an era of disruption.

Table 1 **Results of the Analysis of the Need for Autonomy for Leadership of School Principals with Religious Cultures in the Implementation of School-Based Management in the Era of Disruption**

Variable	Interval	Category	Freq	Percentage	Description
Skills Development in an Era of Disruption	59 - 70	Very needed	24	67%	Very needed
	47 - 58	Needed	12	33%	
	35 - 46	Sometimes it's needed	0	0%	
	23 - 34	Not needed	0	0%	
	11-22	Very unnecessary	0	0%	
Adoption and Development of Technology, Information, and Information	42 - 50	Very needed	17	47%	Needed
	34 - 41	Needed	19	53%	
	26 - 33	Sometimes it's needed	0	0%	
	18-25	Not needed	0	0%	
	10 - 17	Very unnecessary	0	0%	
Institutional Development	26 - 30	Very needed	25	69%	Very needed
	21 - 25	Needed	11	31%	
	16-20	Sometimes it's needed	0	0%	
	11 - 15	Not needed	0	0%	
	6 - 10	Very unnecessary	0	0%	
Decision-Making Autonomy	47 - 55	Very needed	10	28%	Needed
	38 - 46	Needed	21	58%	
	29 - 37	Sometimes it's needed	5	14%	
	20 - 28	Not needed	0	0%	
	11-19	Very unnecessary	0	0%	
Community Involvement	30 - 35	Very needed	5	14%	Needed
	24 - 29	Needed	23	64%	
	18-23	Sometimes it's needed	8	22%	
	12 - 17	Not needed	0	0%	
	6 - 11	Very unnecessary	0	0%	
Implementation of the Principles of SBM	194-230	Very needed	26	72%	Very needed
	157 - 193	Needed	10	28%	
	120 - 156	Sometimes it's needed	0	0%	
	83 - 119	Not needed	0	0%	
	46 - 82	Very unnecessary	0	0%	
Implementation of Religious Principles	76 - 90	Very needed	24	67%	Very needed
	61 - 75	Needed	12	33%	
	46 - 60	Sometimes it's needed	0	0%	
	31 - 45	Not needed	0	0%	
	16 - 30	Very unnecessary	0	0%	
N = 36					

Digital technology has an influence not only on the field of information technology but also on how schools are managed and what leadership styles are adopted [31], [32]. Leadership in the era of disruption is leadership in an era of disruption, where the leadership model applied by the principal and the ability of these leaders to inspire their subordinates to innovate and stick to their ideas.

Based on Table 1, it can be explained that the level of need for adoption and development of information and communication technology, obtained the criterion urgently needed with a percentage of 47%, needed 53%, and the criteria sometimes needed, not needed, and really not needed were not there. Based on the data analysis in Table 1, it can be concluded that the percentage of the

need for adoption and development of information and communication technology is in the required criteria.

Previous research found that the concept of effective leadership of school principals in the disruption era refers more to adaptation to massive digitalization that occurs in an era of disruption such as today [33], [34]. both academic and non-academic. Innovative approaches need to create value from digitizing, connected smart devices, and building new ways of communication and collaboration [35], [36]. The era of disruption is about competitiveness and innovation. Schools need to adapt their abilities to handle new challenges.

Based on Table 1, it can be explained that the level of need for institutional development, obtained criteria are really needed with a percentage of 69%, needed 31%, and the criteria are sometimes needed, not needed, and are not really needed. Based on the data analysis in Table 1, it can be concluded that the percentage of institutional development needs in the criteria is very much needed. Institutional development starts from the principal formulating the vision, mission and goals of the school, including the use of ICT in the management of school activities and learning.

Organizational structure can be interpreted as a formal organizational framework within which work tasks are divided, grouped and coordinated [37]. Meanwhile, according to Gibson et al. [38] organizational structure is a formal pattern that classifies people and jobs. Based on this opinion, the organizational structure is a form of the organization as a whole that describes the unity of the various segments and functions of the organization which are influenced by environmental conditions, size, type of technology and targets to be achieved. Based on this, the organizational structure and technology can be seen from the following, namely the main tasks and functions of organizational members, the organizational structure developed, work / organizing procedures, and the ICT used. type of technology and targets to be achieved.

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Based on Table 1, it can be explained that the level of need for decision-making autonomy, obtained criteria is really needed with a percentage of 28%, needed 58%, sometimes needed 14%, and not needed, and really not needed none. Based on the data analysis in Table 1, it can be concluded that the percentage of the need for decision-

making autonomy in the criteria is needed. The implementation of SBM needs to be accompanied by leadership autonomy based on organizational culture that utilizes information technology and has a religious culture [39], [40].

The autonomy of school principal decision-making can be seen from the following indicators; focusing on increasing efficiency and intensive communication in schools; focuses on individual engagement as a means of gaining commitment and developing a shared culture; focuses on identifying and promoting practices that result in improved student learning; implement autonomy in decision-making in the field of teaching management using ICT; carry out the autonomy of student management decision-making by using ICT; carry out autonomy in decision-making in the management of educators and education personnel by using ICT; implement autonomy in financial management decision-making using ICTs; carry out the autonomy of public relations management decision making by using ICT; carry out the autonomy of decision-making in the management of facilities and infrastructure by using ICT; implement autonomy in decision-making in the field of school culture and environment management by using ICT; and carry out the autonomy of office management decision making using ICT.

Based on Table 1, it can be explained that the level of need for community involvement, obtained criteria is needed with a percentage of 14%, 64% is needed, sometimes 22% is needed, and is not needed, and is not really needed. Based on the data analysis in Table 1, it can be concluded that the percentage of needs for community involvement in the criteria is needed. As it is known, the existence of schools cannot be separated from the community [41] - [43]. Forms of community participation, namely: (a) common perceptions of the community and the school about the importance of society in the implementation of education, (b) community involvement in making decisions about school development, (c) community involvement in the implementation of education in schools, (d) community involvement in carrying out assessments of school success, and (e) community involvement in being responsible for the success of schools [44], [45].

Based on Table 1, it can be explained that the level of need for the implementation of the MBS principle, obtained the criterion that is really needed with a percentage of 72%, 28% is needed, and the criteria are sometimes needed, not needed, and are not really needed. Based on the data analysis in Table 1, it can be concluded that the percentage of requirements for the implementation of the MBS principle in the criteria is very much needed. The principles of implementing SBM include: (1) independence, (2) justice, (3) openness, (4) partnership, (5) participatory, (6) efficiency, and (7) accountability [46]. The implementation of SBM

certainly needs to be balanced with an increase in welfare, both meeting the financial needs of schools, school infrastructure, and also increasing the welfare of school personnel. SBM is the principal's effort to optimize the independence of schools in improving school welfare. Meanwhile, in the aspect of improving school quality, school principals can make this happen through better work procedures.

Work procedures that can be measured through the following four points: (1) increasing the efficiency of resource use and assignment of staff, (2) increasing teacher professionalism, (3) innovating in curriculum implementation, and (4) improving the quality of learning in schools. These four things are what the principal feels can do in order to improve the quality of education in schools facing challenges and opportunities in the era of disruption [10], [27].

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Based on Table 1, it can be explained that the level of need for the implementation of religious principles, obtained criteria are needed with a percentage of 67%, needed 33%, and the criteria are sometimes needed, not needed, and are not really needed. Based on the data analysis in Table 1, it can be concluded that the percentage of requirements for implementing religious principles in the criteria is very much needed. In religion-based schools, school principals are required to have good skills in integrating religious values into all school contexts, especially learning [23], [24].

Leadership that applies religious principles, namely leadership that reflects the moral basis underlying decisions and actions. This leadership is deemed appropriate to be applied in an era of disruption, as currently there are two main points of leadership that apply religious principles, namely [8], [47], [48], namely: (1) personal values, something people hold personally, and is also an internalized demand (the unification of values in a person, which is an adjustment of beliefs,

values, attitudes, practices and rules that apply to a person) in behavior; and (2) commitment, defined as a sense of identification (trust in the organization's values), involvement (willingness to do one's best for the benefit of the organization), and loyalty (the desire to remain a member of the organization concerned).

5. CONCLUSION

The leadership of the school principal is important in implementing SBM. The implementation of school-based management is a form of autonomy in education management for education units, in this case including school principals, teachers, and community representatives in the school committee.

Based on the needs analysis that has been carried out, the conclusion of this study is that skills development in the era of disruption in the criteria level is very much needed; adoption and development of information and communication technology at the required level of criteria; institutional development at the criteria level is urgently needed; decision-making autonomy at the criterion level is required; community involvement at the criteria level required; implementation of school based management principles at the criteria level is urgently needed; and implementation of religious principles at the criterion level is urgently needed. In religion-based schools, school principals are required to have good skills in integrating religious values into all school contexts.

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