
**EFFECTIVE LEADERSHIP OF SCHOOLS PRINCIPAL IN THE MILLENNIAL ERA:A
LITERATURE REVIEW**

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ABSTRACT

The millennial era is also termed an era of disruption characterized by technology based on artificial skills that impact on education as a whole. The impact can be seen in the characteristics that are raised including creative and innovative, critical thinking, integrating knowledge, easy to get information, communicative and collaborative, respecting differences of opinion and lifelong education. The main objective of this research is to find out thoroughly and get a picture of the school principal's leadership to face the impact of the millennial era. This study uses a qualitative method that can provide in-depth theoretical analysis results. The results showed that the perspective of the school principal's leadership in the millennial era would involve all parts related to the school, both inside and outside the school. All parts of management namely planning and organization, decision making and policy oversight can be discussed democratically between the school principal and all school staff. Thus, the school principal is expected to be able to have effective managerial skills so that the role of the school principal is able to guide high productivity and quality school development. In the end, the effective leadership of the school principal with his abilities can guarantee a quality school in the millennial.

Key Words: Millennial era, effective leadership, school principal.

1. INTRODUCTION

The progress of information, communication, and transportation sectors as the sign of the millennial era. This progress influence on human life to change their mindset and basic daily activities. As industrial age 4.0, that technology has become the most significant thing to determining of dynamics in our life.

Industrial age 4.0 born from the transformation of computer technology only into artificial intelligence (AI) technologies. This makes industry era 4.0 also known as "disruption". The disruption era is characterized by four things, accelerative and massive (volatility), uncertainty, complexity, and ambiguity. (Lemoine, Hackett, & Richardson, 2017, pp. 549-568) Changes that occur in the era of disruption will also have a significant impact on the education field. Changes that occurred in the disruption era certainly have a significant impact on education.

Teachers have to understand in this disruption era to anticipate future negative consequences. Teacher as a facilitator has to deeply understand to know what future conditions needs. They

should be at the forefront to maximizing of self-potential of the student to have to increasing of their expertise to compete in future uncertain lives (Draxler, 2008, pp. 146-149).

There are several characteristics of education in the millennial era, such as creative and innovative, nature of critical thinking, integration of science, easy to get knowledge, communicative and collaborative spirit, respect differences of opinion, and lifelong education. (Hasibuan & Prastowo, 2019, p. 26). Besides, nowadays trends in education is an innovation of learning models. Was known as blended learning. This learning method will integrate technological sophistication by human capabilities. Blended learning is a combination of virtual based learning with face to face in the class. (Wilson, 2018) This method effectively than relying on only one method learning model. Nevertheless, we cannot deny the shortcomings with it.

Various challenges are a necessity to face of education field in the 21st century. Instead of being a barrier, challenges should be a moment to push ahead us to go forward. Thus, to produce the quality output in the midst of various education challenges will needs managerial qualified skills. Leadership plays a role in determining and directing of education field at this point.

Indonesian graduates were less competent in various fields, such as communicating, socializing, and cooperation, the study report. Even though, in the disruption era, this part is very important for everybody. (Scott, 2015, p. 11) Indonesian education is still holding to report score rather than improving students' abilities by practice or direct implementation of subjects interest. Japan for example, students' graduation is determined by how far they can create electronic and robotic objects. (Cloro, 2009, pp. 5-6). It is means that Indonesian education is not ready yet to face of disruption era. Therefore, effective leadership is needed. The goal is that the education field is ready to face all of the risks due to the industry of 4.0 and produce an excellent output.

Education leadership is not far from the school principal roles, although the involvement of bureaucrats cannot be ruled out. The main figure to pushes for development and actualizing school progress is the responsibility of the school principal. Furthermore, Mulyasa gives an expression that the principal role was very complex. School principal is not only as a leader, but also as an educator, manager, administrator, supervisor, innovator, and motivator in the school (Mulyasa, 2012, p. 98).

To guarding the quality of education in this millennial era is not as smooth as the information flow, many obstacles must be faced. The school principal's efforts as a representative of the bureaucrats to implementing a role in improving the quality of education to be in line is like playing a puzzle game. Sometimes the school principal has to do try and error of school management systems, push and pull of innovation products, even a school principal has to rise and fall the system to make physical and psychological resilience balance of school members. According to the facts, the problem is not always to effort by the school principal that will be able to compensate for the speed of character change of education caused by the changing of an era.

Many factors faced school principal to breaking down and overcoming the problems of education in their schools. Certainly, by multiple role of school headmasters as educational

leaders are not easy to run optimally. The limitations of the school principal to understanding their role can occur due to various factors, including nescience, low of awareness to carry out the role, have not found the right method to carry out their role and could also be connection misunderstanding between roles and the demands of change an era. To make good quality if it is necessary to bring up the idea of reform of the school principal's leadership pattern.

This study aims to describe the effectiveness of school principal leadership in the millennial era by using library sources as evidence-based. The results of the study are expected to be able to enrich insights, especially for education practitioners about various alternative perspectives of leadership in the millennial era.

2. RESEARCH METHODS

Types of research

This research is qualitative. Literature review is used by researchers in reviewing the focus of research which focuses on in-depth analysis of the theory and presented the strength of concepts to answer the research questions (Nazir, 2005, p. 63). There are several steps were taken in this research process. a) first stage, including determining the focus of research, adjusting the paradigm of the theory, and exploratory research tools; b) the stage of work, including gathering literature material related to the school principal's leadership patterns.

Qualitative methods maximize the potential for reading to explore extensively understanding meaning and correlated concepts that focus on the research. (L.J.Moleong, 1992).

Data Collecting

This research data is sourced from the literature on leadership and school principal leadership principal, from books and the empirical research results that have been published in various journals. From many data sources found in print paper and online form, the researchers chose data sources that were relevant and their objectivity could be accounted for.

Data Analysis

The data analysis stage starts from the selecting and sorting data sources obtained from various sources. Data sources that match the criteria are selected and used as data sources, while irrelevant data sources will be discarded.

The next step is to interpret the data by following the problem context, then check the validity of the data by double-checking the data sources to obtained relevant reference materials. To focus on the research and data collection have to know that data is truly valid as a basis to provide the meaning of data or not. In other words, it reveals a logical correlation between theory and current reality (Miles & Huberman, 1992, p. 26); d) the stage of writing is the activity of compiling the research results from all the process activities of data collection up to giving the meaning of the data.

The written conclusions show that the core of the analysis and meaning of concepts that reveal a new understanding of the formulation of effective leadership patterns in the millennial era. So that they truly illustrate the expected conditions (Neuman, 2006, p. 124).

3. FINDINGS AND DISCUSSION

School Principal Leadership

The school principal's leadership has many perspectives from the opinions of many figures. To parse the meaning of the school principal's leadership will be divided into two meanings as leadership concept and principal itself understanding. Robins defines leadership as a process of ability to influence other people or groups to achieve their goals. (Stephen R. P., 2003, p. 63). Stoner defines leadership as a process of directing and influencing the task-related activities of group members (Stoner, 1989, p. 459). Another side opinion from Robins perspective, Tery's leadership is more emphasis on individual leaders. Individuals who can encourage their staff to work together voluntarily to carry out tasks to achieve what the leader going to (Terry, 1997, pp. 410-411).

Cole (1997, p. 51) said that leadership is interpreted as an organization dynamic process in which a person influences others to help voluntarily to improve their tasks in a set situation. On another hand, perspectives on the meaning of leadership than before, " leadership as influences the art or process of influencing people so that they will strive willingly and enthusiastically toward the achievement of goals (Weinrich & Koontz, 1998, p. 473). A leadership can be an art, and also a knowledge. In short, the meaning of leadership is an abstract concept, but it cannot be denied that the results are can be seen and measurable.

The leadership will be successful when a leader can understand our behavior. There is a statement that reveals that the leadership perspective in company managers or organization in detail that asks somebody to work by understanding the behavior at first, this part is very important to understand. (Stephen R. P., 2002, p. 109) In the next studies stated that the best way of lead workers is based on employees themselves, leaders, and existing of the situations. Not so much different from the leadership meaning above, that the situation faced by the leader has their uniqueness. How much the willingness and team ability to carry out their work without strict supervision is the impact of the unique leadership style. (Dharma, 2004, pp. 147-148).

The meaning of the principal in this study is the school principal in a school appointed by an institution, foundation, or government that is adjusted to the form of school management. If the two meanings are combined into the school principal leadership is become the highest leadership effort to influencing, encouraging, guiding and mobilizing staff, students, parents and other relevant parties to work together to achieve their goals (National, 1999, p. 11).

Thus, the school principal's efforts to influence containing the existence of a strategy. How does a school principal make a strategy to be able to influence teachers and related parties to work together to reach school goals. The school principal 's strategy is not necessarily the same each school because difference place has different conditions. Strategies become important to an effort of optimization of the role in order to be effective in achieving the expected goals.

Especially the millennial era that requires school principal leaders to rack their brains to find an innovative strategy to optimized support leader role in running leadership in the school. It is can be realized to make the best quality service.

Effective Leadership of school principal in millennial era

Leadership in the education field can be represented by the school principal. In this context, the leader is not only having to succeed, but also have to be effective to influence others to move forward without coercion. As Blanchard said that if managers both successful and effective, their influence tends to lead to long-run productivity and organization development (Syafaruddin, 2002, p. 62).

Michigan University report the research in 1967, about the effectiveness of leadership. The finding is that effective leadership is determined by the structure instating (the way of leaders describe their relationships with members in determining organizational patterns, communication, methods, and procedures) and consideration (mutual trust, mutual respect, and mutual warmth each other's). Besides, the effectiveness of leadership is also determined by the level of resistance. The more resistant of school head leader to others member the lower their effectiveness of work (Yukl, 2002, p. 49).

Facing the disruption era is needed for work collaboration. The education field will reach maximum results when all of the education elements move collectively. Try as much more possible to vary the ideals more realize. Thus, a school principal must be able to work effectively. Pay attention to all of the elements to move forward together. The school principal has to involve all parties both inside and outside the school. The school planning, decision-making, and school policy processes are discussed democratically between the school principal and all staff.

Leadership with intelligence only is not enough without have of six competencies when mandated to be the leader of the school. Thus, leadership in the disruption era is very complex. Because, must lead teaching, self-development, renewal, school management, and relationships with the community. Another thing that is also important is literacy ability. More focus on the management of information mastered wisely in preparing himself to balance the demands era.

The educational leadership in the disruption era can be successful if contain several aspects. First, act as a role model of the lesson. Second, prioritizing of team building. Third, creating collaboration between schools and the community. Fourth, building teacher professionalism. Fifth, encourage school environment innovation. When these aspects are complete, our education field will be ready to compete in this disruption era by producing competent output in their respective fields. (Hindal, Reid, & Whitehead, 2013).

4. CONCLUSION

Through an analysis process and in-depth study of the school principal's perspective of leadership in the millennial era was carried out in this study, the author can conclude that involving all parties by carrying out a democratic pattern is important by the school principal to

perform of his role. The school principal 's leadership perspective in the millennial era prioritizes to work collaborative patterns, no longer on power authority to develop the imposition of rules. Uncomplicated bureaucracy and highly representative humanistic communication patterns are applied to the current leadership strategy. In other words, effective leadership can be a strategic formulation of the principals on the school principal in the millennial era.

School principal's leadership in the millennial era context has a central role as a developer and successor to a civilization of values. Intellectual intelligence does not an absolute need for a school principal. Personality character and social intelligence become an inherent part of the school principal. Because the school principal is a role model for the whole of the school community.

In the end, the school principal is open to innovation in carrying out his leadership, synergizing the various potentials he has, to determine the quality of education to harmony in the development and demands of this era. The school principal does not stop to improve himself, improve qualified competence through literacy skills, able to see innovation opportunities towards quality and excellent education in the millennial era.

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