

Leadership Education in the Digital Age

by Rini Andriani, Hasyim Rahma Dewi, Afri Tantri

Submission date: 16-Dec-2022 03:09PM (UTC+0700)

Submission ID: 1982704671

File name: JCES_NOV2022_RINI_ANDRIANI_DKK.pdf (197.66K)

Word count: 2492

Character count: 14352



Leadership Education in the Digital Age

Rini Andriani^{1,2,3,4,5,6,7,8,9,10,11,12,13,14}, Hasyim^{2a,b,c,d}, Rahma Dewi^{b,d,e}, Afri Tantri^{b,c,d}, Nurkadri^{c,d,e}
SMK N 10 Medan, Jln. Teuku Cik Ditiro no. 57, Medan Sumatera Utara 20152 Indonesia
Universitas Negeri Medan Jln. Willem Iskandar, Medan Sumatera Utara 20221 Indonesia
e-mail: riniandriani0179@gmail.com¹, hasyimesty@unimed.ac.id², rahmadewi@unimed.ac.id,
nurkadri@unimed.ac.id

Abstract

Leaders or leaders of an educational institution as people who are used to deciding what is right or most appropriate in certain situations, especially in the education policy itself. Of course, in the current era of the Industrial Revolution 4.0, policy is all about elements and values. The match is in the section itself. From individuals to world interests, their infrastructure must be properly managed. Education is actually a means to advance human civilization, plays an open role in this Industrial Revolution era, and must comply with aims and objectives without being constrained by regional interests. To prevent this very rapid development from being hampered or misdirected, we really need a very optimal role. New education policies need to be developed easily and quickly, but still put humanity first. This is of course the realm of education.

Keywords: Leadership, Education, Industrial Revolution, Digital Age

8 responding author: riniandriani0179@gmail.com

Artikel Info:

Submitted: 13/05/2022

Revised: 01/07/2022

Accepted: 29/11/2022

Published: 30/11/2022

How to Cite: Andriani, R., Hasyim., Dewi, R., Tantri, A., Nurkadri (2022). Leadership Education In The Digital Age.

Journal Coaching Education Sports. 2(2). 1-8. <https://doi.org/10.31599/jces.v3i2.1154>

Author's Contribution: a) Research Design; b) Data Collection; c) Statistical Analysis; d) Preparation of Manuscripts; e) Fund Collection



Journal Coaching Education Sports is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/).

A. Introduction

Leadership is the ability to influence people to achieve organizational goals (Diana Darmawati et al., 2017). A leader must have a visionary soul, full of passion, creative, flexible, full of inspiration, innovative, brave, imaginative, like to try, spark change, and have personal power (Fadhli, 2017).

In addition to the above leadership characteristics consist of several special personal characteristics, such as intelligence, values and appearance (Cahyati et al., 2020). Where are the physical characteristics such as energy in the personality of having full confidence in the leader (Sinulingga & Pertiwi, 2019). Leadership involves the process of influencing goal setting for an organization, motivating followers to achieve goals, and influencing groups and their culture (Novian et al., 2020). Leadership is a formal position that requires facilities and services from members to be served (Nasution, 2016).

Leadership consists of both authoritarian and democratic leaders, who tend to centralize authority and rely on legitimate and beneficial coercion to govern their subordinates (Hogan & Sherman, 2020). Democratic leaders, on the other hand, are leaders who delegate authority to others, promote certainty, and rely on strength and professional references to governing their

subordinates (Phaneuf et al., 2016).

In various kinds of literature, leadership can be studied from three angles: (1) Characteristic approach or characteristic approach, or unique characteristics. (2) The style or action approach in reading or the style approach. (3) Approach to unforeseen circumstances (Bertrand & Rodela, 2018). In subsequent developments, research has focused more on how to become an effective leader, including developing awareness of mental abilities to become a professional and moral leader (Wibowo, 2011).

B. Method

The author in this study uses library research, where the author focuses more on issues that are currently developing around Educational Leadership in the Digital Era, by reviewing sociological and political approaches. In the data collection technique, the author uses identifying a discourse from books, articles, magazines, journals, or obtaining information from others to find things in the form of notes, books, transcripts, and so on related to educational leadership in the digital era.

As for the author in collecting data using methods of reviewing a document: First, the writer conducts an appropriate study such as literature with material to be examined, Second the author after obtaining the data that has been collected

then the data will be analyzed through descriptive method data according to what the author understands.

C. Result and Discussion

a. School leadership

In education, leaders are needed to provide direction so that education runs well and smoothly. Education should be lived like an organization where the leader becomes the commander in directing how education should be carried out.

Leadership must understand how the leader is, starting from what is meant by a leader, goals, how the leader works, the rights of the dreamer (Wahyudin et al., 2018). We must know this. Not only for prospective leaders but also members, prospective leaders to real leaders (Junita, 2020).

Educational leadership is the ability to drive the implementation of education, so that the educational goals that have been set can be achieved effectively and efficiently (Herliana, 2017). Educational leadership is the ability to influence and move others to achieve educational goals freely and voluntarily (Gea et al., 2019). The principal of the school is the head of education. In his position as the official head of education, the school principal is officially appointed, and appointed so that he is responsible for managing teaching, staffing, student affairs,

buildings and grounds (facilities and infrastructure), finance, and the relationship between educational institutions and the community, in addition to his duties in supervising education and teaching (Bertrand & Rodela, 2018).

Unlike other organizations, educational institutions are a form of moral organization that is different from other forms of organization (Bangun, 2016). As an organization, the success of educational institutions is not only determined by educational leadership, but also by other educational staff and the process of the educational institution itself. (Republic of Indonesia, 2005). Educational leadership is obliged to coordinate educational staff in educational institutions to ensure the proper application of regulations in educational institutions (Mukhlisin, 2019).

According to (Cogalyt & Karadag, 2014) Educational leadership is obliged to coordinate educational staff in educational institutions to ensure the proper application of regulations in educational institutions

b. Educational Leadership Functions

The main function of educational leaders according to (Diana Darmawati et al., 2017) is a group for learning to decide and work, including 1. Leaders help create an atmosphere of brotherhood and cooperation with a sense of freedom. 2. Leaders help groups organize themselves.

That is, participating in providing inspiration and support to the group as they set and explain their goals. 3.3. The leader helps the group establish work procedures. That is, helping the group analyze the situation and determine which procedure is most effective and efficient. 4. The leader is responsible for taking it, determined by the group. 5.5. Managers are responsible for developing and maintaining the existence of the organization

In addition, leaders must also do the following: 1. The work is easy and hassle-free because it can create a good atmosphere of cooperation and brotherhood. 2. You can organize in groups to achieve your goals. 3.3. You can create work methods for groups by looking at the environment so that they can choose more efficient and effective methods of being responsible for handling cases with groups and leading groups fairly.

c. Leadership In The Digital Age

In the digital era, especially in the revolutionary era 4.0, the use of digital technology is not an absolute determinant of an organization's competitive ability to adapt to the demands of environmental change. (Mukhlisin, 2019). Technology will increase productivity through physical and digital assistance systems, but will not replace human capabilities (Junita & Agilitas, 2021).

Leadership is a complex social process and is adaptive, covering 3 things, namely: Leaders, followers, and situations (Diana Darmawati et al., 2017). This definition means that leadership is a top-down process. The leader's task is to minimize the gap between the goals set and the actualization of their achievements (Cahyati et al., 2020).

In line with the disruption of industry 4.0, the leadership approach in managing organizations is undergoing reconceptualization. Digitalization has a major impact on change and the innovation process, the contribution of leaders to organizational performance is very significant through various decision choices in assessing the organizational environmental situation (Fadhli, 2017). Innovation-oriented decision-making and practice support within organizations. This can be done, among others, by conditioning cross-functional team collaboration and a work culture based on the innovation and creativity of members of the organization. The direction of organizational members is goal-oriented with flexible rules because the use of digital technology replaces standard routines.

Leadership in the digital era has the character of sharing leadership with members of an independent team-based organization, Leadership in the digital era

must have change capabilities, including the ability of leaders to quickly identify changes in the internal and external environment, and respond to changes that arise by making various adjustments to working conditions and processes.

Leaders in the digital era determine organizational visions that are aligned with the needs of the digital era later, by creating a roadmap to turn vision and mission into action to ensure the sustainability and effectiveness of change in the long term. Below is a picture of leadership attributes in the digital era, including:

1. Change Capability
2. System thinking and energetic
3. Shared Leadership and Independent Teamwork.
4. Flexibility
5. Entrepreneurial Leadership
6. Managing Knowledge
7. Integrated Connector
8. Managing Conflict
9. Technology Accelerator.

D. Conclusion

Leadership is generally defined as an ability in readiness possessed by a person to be able to influence, encourage, invite, guide, move, direct, and if necessary force people or groups to accept influence so that they can help achieve a goal. Educational

leadership is an especially important ability. can influence and regulate the movement and implementation of education to achieve goals effectively and efficiently.

Educational leadership is the ability to drive the implementation of education so that the educational goals that have been set can be achieved effectively and efficiently.

Educational leadership is the ability to influence and move others to achieve educational goals freely and voluntarily.

Leadership in the digital era has the character of sharing leadership with members of an independent team-based organization. Leadership in the digital era must have change capabilities including the ability of leaders to quickly identify changes in the internal and external environment, and respond to changes that arise by making various adjustments to conditions and work processes, Leaders in the digital era determine organizational visions that are aligned with the needs of the digital era then, by creating a roadmap to turn the vision and mission into action to ensure the sustainability and effectiveness of the change in the long term.

E. Acknowledgments

The author would like to thank all parties who have helped carry out this research, even though this research is a literature

study.

F. Conflict of Interest

No Conflict of Interest

Reference

- Bangun, S. Y. (2016). Peran Pendidikan Jasmani dan Olahraga pada Lembaga Pendidikan di Indonesia. *Jurnal Publikasi Pendidikan*, 6(3), 156–167. <https://doi.org/10.26858/publikan.v6i3.2270>
- Bertrand, M., & Rodela, K. C. (2018). *A Framework for Rethinking Educational Leadership in the Margins: Implications for Social Justice Leadership Preparation*. 10–37. <https://doi.org/10.1177/1942775117739414>
- Cahyati, S., Kusumawati, I., & Irianto, D. P. (2020). Gaya Kepemimpinan Pelatih Hapkido Daerah Istimewa Yogyakarta. *Journal of Sport and Health*, 1(2), 77–83. <http://ejurnal.mercubuana-yogya.ac.id/index.php/psikologi/index>
- Cogalty, N., & Karadag, E. (2014). *School Leadership and Organizational Justice: A Meta-Analysis with Turkey Representative Sample*. 2. <https://doi.org/10.5296/ije.v6i1.4865>
- Diana Darmawati, T., Rahayu, A. R., & R.C. (2017). Leadership Guru Pendidikan Jasmani Olahraga dan Kesehatan di SMP Ogan Komering Ulu Timur Sumatera Selatan. *Journal of Physical Education and Sports*, 6(2), 108–116. <https://journal.unnes.ac.id/sju/index.php/jpes/article/view/17359>
- Fadhli, M. (2017). Manajemen Peningkatan Mutu Pendidikan. *Tadbir: Jurnal Studi Manajemen Pendidikan*, 1(2), 215–241. <https://doi.org/10.29240/jsmp.v1i2.295>
- Gea, B. P., Putrawan, I. M., & Miarsyah, M. (2019). Biological Teachers Motivation Based On School Leadership And Self-Eficacy. *International Journal Of Engineering Technologies And Management*, 6(5).
- Herliana, M. N. (2017). Hubungan Peran Kepemimpinan Kepala Sekolah, Iklim Organisasi Sekolah dan Kinerja Guru Dengan Prestasi Belajar Pendidikan Jasmani Olahraga Kesehatan Siswa SMP Negeri Se-Kota Tasikmalaya. *Journal Sport Area*, 2(2), 44–52. [https://doi.org/10.25299/sportarea.2017.vol2\(2\).880](https://doi.org/10.25299/sportarea.2017.vol2(2).880)
- Hogan, R., & Sherman, R. A. (2020). Personality theory and the nature of human nature. *Personality and Individual Differences*, 152(8), 1–5. <https://doi.org/10.1016/j.paid.2019.10>

- 9561
- Junita, A. (2020). *Kepemimpinan agile 4.0*.
- Junita, A., & Agilitas, T. (2021). *KEPEMIMPINAN AGILE 4.0. Leadership Di Era Digital*, 37.
- Mukhlisin, A. (2019). Kepemimpinan Pendidikan Di Era Revolusi Industri 4.0. *Jurnal Tawadhu*, 3(1), 674–692.
- Nasution, W. N. (2016). Kepemimpinan pendidikan di sekolah. *Jurnal Tarbiyah*, 22(1).
- Novian, G., Purnamasari, I., & Noors, M. (2020). Hubungan gaya Kepemimpinan Pelatih Dengan Prestasi Atlet Taekwondo. *Gladi: Jurnal Ilmu Keolahragaan*, 11(02), 151–164.
<https://doi.org/10.21009/GJIK.112.08>
- Phaneuf, J. É., Boudrias, J. S., Rousseau, V., & Brunelle, É. (2016). Personality and transformational leadership: The moderating effect of organizational context. *Personality and Individual Differences*, 102, 30–35.
<https://doi.org/10.1016/j.paid.2016.06.052>
- Republic of Indonesia. (2005). Undang-Undang Republik Indonesia, Tentang Guru dan Dosen. In *Pemerintah Indonesia* (pp. 1–50).
<http://sumberdaya.ristekdikti.go.id/wp-content/uploads/2016/02/uu-nomor-14-tahun-2005-ttg-guru-dan-dosen.pdf>
- Sinulingga, A., & Pertiwi, D. (2019). Profesionalisme guru pendidikan jasmani dari kepemimpinan kepala sekolah , budaya sekolah hingga motivasi kerja guru. *Jurnal SPORTIF : Jurnal Penelitian Pembelajaran*, 5(2), 296–311.
https://doi.org/10.29407/js_unpgri.v5i2.13113
- Wahyudin, U., Bahrudin, E., & Sa'diyah, M. (2018). Pola Kepemimpinan Kepala Sekolah Dalam Membangun Akhlak Peserta Didik. *Tawazun: Jurnal Pendidikan Islam*, 11(1), 52–74.
<https://doi.org/10.32832/tawazun.v11i1.1659>
- Wibowo, U. B. (2011). Teori Kepemimpinan. *Badan Kepegawaian Daerah Kota Yogyakarta [Skripsi]. [Internet]. [Diunduh 26 September 2017]. Tersedia Pada: Http://Staff. Uny. Ac. Id/Sites/Default/Files/Tmp/C, 20201113.*

Leadership Education in the Digital Age

ORIGINALITY REPORT

22%

SIMILARITY INDEX

15%

INTERNET SOURCES

12%

PUBLICATIONS

7%

STUDENT PAPERS

PRIMARY SOURCES

1	Submitted to International Islamic University Malaysia Student Paper	3%
2	journal.umpo.ac.id Internet Source	3%
3	Amir Supriadi. "Korelasi Persepsi Kinestetik dan Rasa Percaya Diri Terhadap Hasil Tendangan Penalti Sepak Bola", Journal Coaching Education Sports, 2022 Publication	3%
4	Ari Wibowo Kurniawan, Yufa Fajrin Nadhifah. "Pelaksanaan Pembelajaran Pendidikan Jasmani Olahraga Kesehatan Berbasis Daring Siswa SMA", Journal Coaching Education Sports, 2022 Publication	2%
5	www.researchgate.net Internet Source	2%
6	www.sciencegate.app Internet Source	2%

7	Submitted to Program Pascasarjana Universitas Negeri Yogyakarta Student Paper	1 %
8	Sigit Wahyudin, Lokananta Teguh Hari Wiguno, Ari Wibowo Kurniawan. "Development Of Floor Gymnastic Learning Device Based On Articulate Storyline Application", Journal Coaching Education Sports, 2022 Publication	1 %
9	file.umj.ac.id Internet Source	1 %
10	Submitted to Konsorsium Turnitin Relawan Jurnal Indonesia Student Paper	1 %
11	Submitted to Universitas Muhammadiyah Ponorogo Student Paper	1 %
12	ojs.unimal.ac.id Internet Source	1 %
13	repository.stp-bandung.ac.id Internet Source	<1 %
14	Rifqi Aufan, Abdul Haris Handokko. "Design Aktifitas Fisik Dan Lafit Berbasis Android Untuk Meningkatkan Kebugaran Jasmani Para	<1 %

Lansia", Journal Coaching Education Sports, 2022

Publication

15

jurnal.uns.ac.id

Internet Source

<1 %

Exclude quotes Off

Exclude matches Off

Exclude bibliography On