

## **Progressive Leadership in Primary Education of Kartasura in the Era Global Computing**

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Article History: Received on 5 June 2023, Revised on 28 July 2023,

Published on 11 August 2023

**Abstract:** The condition of education is an increasingly advanced technology; teachers are required to be able to keep up with the development of information and communication. Thinking about the importance of educational leadership is seen as the most important need. This research aims to find out how leaders try to influence group members about specific situations. This research was conducted using the descriptive qualitative method with a case study design. The research subjects were the principal, curriculum principal, student affairs vice principal, and teachers. Data collection techniques were interviews, observation, and documentation. Data validity checking techniques were carried out using triangulation techniques and sources. Data analysis techniques were carried out with data reduction steps, data presentation, and conclusion drawing). The results showed that: progressive educational leadership strategies in facilitating change and innovation in schools conducted workshops for teachers of all subjects and the principal's implementation in the educational evaluation was conducted active weekly.

**Keywords:** Computing, Implementation, Leadership, Progressive

### **A. Introduction**

The condition of education is increasingly advanced technology, teachers are required to be able to keep up with the development of information and communication. Thinking about the importance of progressive leadership is seen as the most important need. Progressive leadership in schools is becoming increasingly important (Maruf et al., 2022; Asdlori et al., 2023), especially in the era of globalization and information technology which is growing rapidly (Triwiyanto et al., 2023). Schools as educational institutions have an important role in preparing the younger generation to face future challenges, which require creative, innovative leaders who can develop new ideas.

Progressive leadership in schools can create a creative and innovative learning environment where students feel heard and valued, thus improving student motivation and learning outcomes. In addition, progressive leadership can also

improve cooperation between teachers and students in achieving better learning goals. Progressive leadership refers to a leadership style that focuses on innovation, creativity, and positive change (Trinova et al., 2022; Trihastuti et al., 2021). Progressive leaders strive to create a work environment that allows employees to actively contribute and feel involved in achieving organizational goals (Yusuf & Yulianeu, 2022). They focus on providing opportunities for growth and development for their employees and strive to create an inclusive and welcoming environment for everyone. Progressive leaders also consider input and feedback from their employees, using data and facts to make better decisions. In addition, they often encourage collaboration and effective teamwork and strive to create a culture that is oriented towards learning and constantly improving performance.

The characteristics of progressive leadership in facing the era of globalization at the basic education level are conceptual and practical, outlined in leadership programs and strategies at the school or educational institution level. Progressive educational leadership offers solutions to face the challenges of the globalization era at the basic education level. Progressive leadership emphasizes innovation, positive change, and continuous learning (Nafindra & Rifqi, 2022; Timang et al., 2021).

Research by (Gümüş, Gümüş, et al., 2019) entitled "Progressive Leadership of Principals in Improving the Quality of Basic Education at SD Negeri 2 Kembangan, Klaten". This study aims to determine how the progressive leadership of the principal can improve the quality of basic education at SD Negeri 2 Kembangan, Klaten. According to (Engin, 2020) the current Industrial Revolution 4.0 certainly has a huge impact on the educational leadership of school leaders. This research uses a descriptive qualitative approach with the type of literature study, data obtained through various references to national and international journals, and research results that have relevance to what the author is doing. The results of this study indicate that leadership follows the development of technology. In addition, the principal also plays a role in improving the quality of educators, several things must be done by the principal in improving quality.

The study aims to find out how the progressive leadership of school principals can improve the quality of education in primary schools. suggests that the progressive leadership of school principals can improve the quality of education in primary schools in a sustainable way. Through an approach that focuses on developing individual potential, progressive leadership can create a conducive learning environment and encourage active participation from teachers, students, and parents in the education process (Mansur et al, 2019). Based on initial preliminary studies through interviews with the head of SDIT Al Kautsar, there is a progressive leadership that innovates. The principal always provides opportunities for teachers and employees to develop skills, so that schools can improve quality continuously following the times.

However, there are still many challenges in implementing progressive leadership, such as resistance from teachers and staff, lack of resources and budget,

and rigid education policies that do not support the development of creativity and innovation (Gümüş, Bellibaş, et al., 2019)

Therefore, research on progressive leadership is becoming increasingly important to assist schools in developing appropriate leadership strategies in the face of challenges and changes. This research can provide insights into how a school can develop a creative and innovative learning culture, as well as encourage students and teachers to develop new skills and take initiative in implementing learning. Based on this description, the researcher will conduct research on Progressive Leadership Characteristics in the Era of Global Computing at the Basic Education Level at SDIT Al Kautsar Kartasura (Sekolah et al., 2019).

## **B. Methods**

The research used a qualitative approach. Bogdan Biklen \defines qualitative research with a case study approach, to provide an in-depth understanding of the characteristics of progressive leadership at the basic education level at SDIT Al Kautsar Kartasura in facing the era of Global Computing (Anita & Astuti, 2022). The research data collection used interviews, observations, and documentation studies. In connection with this, Satori & Komariah state that qualitative research focuses on phenomena that exist in the field (Indonesia, 2022). Data validity checking techniques are carried out using triangulation of techniques and sources. Data analysis techniques are carried out with data reduction steps, data presentation, and conclusion drawing, Miles and Huberman (Håkansson Lindqvist & Pettersson, 2019).

## **C. Results and Discussion**

Based on the research that has been carried out, the results of the research include.

### **Progressive educational leadership strategies in facilitating change and innovation in schools**

In this section, the researcher explains the results of the study, namely, Progressive educational leadership strategies in facilitating change and innovation in schools include; vision and mission, innovative idea facilitators, teacher and employee training, leadership meetings, collaborative culture, learning creativity, innovative human resources, assessment mechanisms. Vision and mission are included in planning by research deliberative dialogue (Hash, 2020) i.e., engaging in accuracy, transparency, accountability, encouraging, prioritizing safety; supporting justice, honesty, and equity; and engaging in an ethic of care

First, with the vision and mission, the school's goals will be achieved well, with the results of faith and piety and achievements in science and technology, and students of Al Kautsar Kartasura Integrated Islamic Elementary School (SDIT) have Islamic character. Through modern global digital transformation research and the transition to a digital economy and digital society (Ronzhina et al., 2021). The interview with student affairs explained that it has been well achieved, our mission is

to increase the appreciation and observation of Islamic teachings, carry out learning and guidance effectively, creatively, and innovatively by using friendly behavior, cooperation, and exemplary. Establishing student creativity while being able to implement their knowledge. Organizing a comprehensive learning system, encouraging and developing a lifestyle with Islamic character, creating and developing a lifestyle with Islamic character, and caring for the environment (Ilmu et al., 2019).

Second, the principal in providing facilities for teachers in expressing creative ideas, and our principal provides opportunities for teachers to provide their innovative ideas, which are collected in the teacher discussion forum so that in making decisions on what will be taken the innovative ideas are discussed with other teachers. (Lee & Liou, 2018). The facilitator of innovative school ideas, the teachers provide their innovative ideas, and are collected in the teacher discussion forum, so that in making decisions the innovative ideas are discussed at RAPIM (Leadership Meeting consisting of six fields, curriculum, student affairs, infrastructure, public relations, human resources, worship and principal. The research aims to determine how the principal's leadership approach in dealing with the digital era 4.0 (Wening & Santosa, 2020).

Third, Teacher and employee workshops are activities that aim to provide training, learning, or skills improvement to teachers and employees in an organization or institution. This workshop can be conducted in various fields, such as education, management, leadership, technology, interpersonal skills, and so on. The researcher wanted to know the materials, discussion facilities, and practical examples to help participants understand and apply the concepts taught in the workshop. (Hallinger, 2017). The workshop program is followed by the workshop, for example, religious material about learning innovation using LCD, the facilities we provide LCD, and material according to student lessons. Teachers are given training on how to use LCDs and innovative learning processes with these facilities and workshops once a month for positions within the school, related to the Muhammadiyah, independent learning curriculum, and innovative teachers (Barakat & Kensler, 2020). The teachers at SDAI Surakarta participated in the growth mindset training. The study aimed to find out how to design professional development with a temporary platform and examples of successful further teacher training efforts to bring computing into core content classes (Tofel-Grehl et al., 2018).

Fourth, A Leadership Meeting is a gathering held by leaders or upper management of an organization or company (Juliana et al., 2022). This meeting has the purpose of discussing strategic issues, decision making, planning, performance evaluation, coordination, and direction for the organization as a whole. The researcher was interested in finding out what was talked about at the leadership meeting (Muhammad Yusuf & M. Sayyidul Abrori, 2022). Every Tuesday from 8 to 11 a.m., the school holds leadership meetings to discuss general evaluations and to discuss the upcoming events that are coming up under the authority of each head of SDIT Al-Kautsar Surakarta (Barakat et al., 2018). leaders are given the freedom to organize and

carry out the duties of leadership meetings once a week on Tuesdays from 8 to 11 discussing general evaluations and discussing the closest activities that are the closest events and meeting activities invite curriculum, student affairs, infrastructure, public relations, human resources, worship and principals (Kepemimpinan, 2020). SDIT Al-Kautsar Surakarta to provide input for creative ideas in improving quality, especially in the implementation of learning. Aims to describe teacher competencies, identify teacher challenges, and analyse the role of training in developing teacher competencies in the era of the industrial revolution 4.0 (Fitriyah, 2019).

Fifth, collaborative culture refers to a work or organizational environment where collaboration, teamwork, and sharing of information and knowledge are valued and encouraged. It involves an open, inclusive, and mutually supportive approach to working together to achieve common goals. Researchers want to know what collaboration in activities is to achieve the goals of SDIT Al-Kautsar Surakarta. (Atasoy, 2020). Collaborative culture consists of meeting activities inviting curriculum, student affairs, infrastructure, public relations, human resources, worship, and the principal of SD Kartasura. Learning creativity includes project-based learning, art, games, technology, collaboration, outdoor, question-based, story, discovery, and design. Researchers want to know the learning innovation with a computational design that teachers do for students (Hallinger, 2019). The purpose of the study was to reveal the efforts of Islamic religious education teachers at the elementary school level in improving their digital competence amid the strengthening of the use of new technology in learning (Habibah, 2022).

Sixth, learning creativity is an innovative approach to learning. Examples include project-based learning, art, games, technology, collaboration, outdoor, question-based, story, discovery, and design. Researchers want to know the learning innovation with a computational design that teachers do for students. (Dopson et al., 2019). Human Resources (HR) whose first leadership innovation lasted 1 year because it was temporary with the concept of management still traditional, the program was still simple, the concept of Admission of New Learners (PPDB) was still manual, IT was still simple, there was no system yet. The second principal was Mr. Hadi Suharto, with 300 students. The principal in 2012-2024 with 300 students reached about 700 students with the concept of school management, more modern, branding school programs, the concept of New Student Admission is already IT / online based, developing the use of IT in schools, making a good system in schools (Amerika, 2018). The ninth assessment mechanism is that the implementation of supervision is carried out twice a year or every semester. The assessment carried out is an assessment of the implementation of teacher learning in carrying out learning, innovation in teaching, creativity in delivering material, teacher attendance, and completeness in teaching materials. Heck, (Andriani et al., 2018) that research that bureaucracy offers a more realistic and deeper engagement with issues of power, and its rejection, except as a target of criticism, deliberately ignores important and enduring aspects of leading organizations. It concluded that educational leaders need to engage positively with the bureaucracy if they are to transform education (Cunningham et al., 2019).

### **Implementation of Progressive Leadership Characteristics of Principals**

In this section, researchers explain the results of the study, namely, the implementation of progressive leadership characteristics of school principals including; innovation and creativity, collaboration and networking, a culture of innovation, cross-disciplinary thinking, resources and support, adopting educational technology, and freedom to experiment.

First, innovative human resources refer to individuals who can create and implement new ideas, creative solutions, and innovative approaches in the work environment. They can adapt to change, take risks, and think outside the box to achieve better results. Researchers wanted to know the changes in human resources during the establishment of the school. Teacher supervision assessment is conducted by the principal every certain period. SDIT Al-Kautsar Surakarta conducts an assessment within a certain period. Researchers want to know what is assessed in the implementation of supervision (Ilmu et al., 2019). Innovation and Creativity, as a progressive leader, the principal can encourage innovation and creativity in education, researchers want to know the steps of the principal of SDIT Al-Kautsar in implementing progressive leadership characteristics. So that it requires collaboration, it explains that collaboration activities between teachers and students are very close, and share their creative ideas so that they can keep up with the development of innovations in the academic and skills fields at SDIT Al-Kautsar Kartasura (Rabi et al., 2018). Supported by the results of observations at schools, progressive leaders can play a central role in building collaborations and networks, for example, strong partnerships with students in learning, digitalization collaboration forums, using Google Meet, student partnership programs with other institutions, promotion of innovative student culture and positive relationships with students' teachers and guardians (Island et al., 2021).

**Table 1. Differences between the Second Period and the Third Period of Principal Leadership**

<b>Second Period</b>	<b>Third Period</b>
The concept of management is still traditional	The concept of school management, more modern.
The program is still simple	School branding programs
The concept of Acceptance of New Students is still manual.	The concept of Acceptance of New Students is IT/online based
IT is still simple	Development of the use of IT in schools
No system yet	Making a good system in schools

Secondly, extracurricular activities are one of the tools for introducing students to social relationships. In it, there is an education Emateri lesson. Departing from this thought, SDIT Muhammadiyah Al-Kautsar organizes various extracurricular activities, including. Extracurricular activities outside of class time are an integral part of the school curriculum. These are activities that all students must participate in as part of their comprehensive development. Compulsory extracurriculars are usually designed to develop students' skills, interests, and personalities outside the academic context, such as sports, arts, or social activities. Mandatory extracurriculars conducted at SDIT Al-Kautsar include; Hizbul Wathan, Tapak Suci, and Lifeskills. Supported by images of web screenshots <https://alkautsarjaya.sch.id/program-sekolah/> (Kepemimpinan, 2020). Optional extracurricular activities are activities outside of class hours that are provided as an option for students. These are activities that are not compulsory for all students to participate in, but they can choose to participate according to their interests and passions. Elective extracurriculars can cover a wide range of areas, such as literature clubs, music clubs, dance clubs, specific sports, computers, debating, or social organizations. The aim is to allow students to develop their special interests, explore their talents, and interact with other students who have similar interests. Some optional extras that the researcher got from observation, interviews, and documentation on the web, are as follows. (Leadership, 2020)

The three, Extracurricular Robotics is an activity outside of class hours that involves the development and application of skills in robotics. These activities are usually carried out in schools or other educational institutions and aim to expand students' knowledge and skills in technology, engineering, and programming. Researchers want to know about various aspects related to robotics (Purwanto & Evicasari, 2021). Frameworks according to (Kong, 2021) aim to propose a framework for e-Learning in school education that is used in extracurricular assessment. Fifth, Extracurricular Robotics is an activity outside of class hours that involves the development and application of skills in robotics. These activities are usually conducted in schools or other educational institutions and aim to expand students' knowledge and skills in technology, engineering, and programming. The researcher wanted to know about various aspects related to robotics. Participation in extracurricular Robotics can provide many benefits for students. They can develop technical skills, creativity, problem-solving, teamwork, as well as self-confidence. In addition, they can also broaden their horizons about the world of technology and prepare themselves for careers in fields related to robotics and engineering (Zuldesiah et al., 2021).

The four active weeks of teachers in the morning do pray together, namely reading Al-Fatihah, Asmaul Husna, and learning prayers. The principal also provides additional knowledge and advice before students do learning, after the ceremony. Teacher's Tahfidz Deposit (Kong, 2021) aims to propose a framework for e-Learning in school education. In addition, there is Ramen (Rabu Mengaji) researchers found during observation that the abbreviation of ramen is Wednesday Recitation. Activities carried out by SDIT Al-Kautsar teachers in deepening Muhammadiyah. In

implementing religious activities so that they can run with the same view. The evaluation is carried out by the Kajian KAMIS Pagi (KaKaP) spiritual inspiration which is carried out every Thursday, the implementation is by inviting senior ustadz from outside the school to provide spiritual knowledge about morals fiqh that must be known to have guidance and direction in life based on the sunnah of Rasulullah SAW (Translated et al., 2022).

Fifth, tahfidz teacher activities outside of learning, coordinating teachers in the implementation of Al-Qur'an memorization deposit activities. Teachers are role models for their students, by modelling tahfidz activities so that students are also enthusiastic about carrying out tahfidz Al-Qur'an. Deposits are held once a week to make it more conducive and efficient (Suhartawan, 2021).

Sixth, employee routine coordination at SD Kartasura involves a process of cooperation and collaboration among all staff at the school. Although I did not have specific information about SDIT Al-Kautsar Kartasura, the researcher found some general aspects related to the routine coordination of employees in primary schools. aims to assess the training needs of teachers in using digital tools for education, such as the basis for the development of ICT improvement training in preparation for online classroom implementation (Marycon et al., 2020). In addition, it aims to initiate and assist with website-based school digitalization for teachers and employees (Fitria et al., 2021).

Employees at SD Kartasura may have regular meetings, be it weekly or monthly, to share information, report on the progress of projects or tasks, as well as discuss problems or challenges faced in the context of education and school administration. Aims to develop an electronic module (E-Module) based on project-based learning integrated with hyper-chem computing media on molecular shape material. Effective communication between employees is a key element in routine coordination. Employees should be able to communicate openly and clearly with each other, whether through face-to-face meetings, emails, text messages, or other digital communication platforms. Effective communication enables the timely exchange of information and ensures a common understanding among employees. (Siregar & Harahap, 2020). Second, it aims to promote computational or informatics-based thinking to teachers, students, and the wider community with online application methods (Suyono et al., 2021).

Eighth, the Work Schedule and Tasks i.e., the routine coordination of employees at SD Kartasura include assigning tasks and setting work schedules. Each employee will have specific responsibilities, such as teaching in the classroom, managing administration, supervising extracurricular activities, or performing other tasks required in the operation of the school. A good schedule setting ensures that all tasks can be completed efficiently and optimizes the use of resources. This study intends to examine the teacher's capacity to design and use digital-based learning media, as well as the teacher's ability to design learning media on a predetermined timetable (Yuliana, 2021).



Collaboration between employees needs to actively collaborate, especially in an educational context. They can share ideas, teaching strategies, and resources to create quality learning experiences for students. Collaboration can happen through team meetings, joint projects, or even through online platforms that allow employees to share resources and information. Evaluation and improvement of employees' regular coordination also involve evaluating performance and efforts to improve the quality of education in the school. SD Karartasura may have an evaluation process that involves classroom observations, student assessments, or peer evaluations. The results of these evaluations can be used as a basis for providing feedback to employees and designing appropriate professional development programs.

#### **D. Conclusion**

The assumptions of progressive educational leadership strategies in facilitating change and innovation in schools are that the vision and mission still need implications in terms of administration, the facilitator of innovative ideas needs peer discussion, teacher and employee training is held on a scale to be systematized, leadership meetings need other teachers to accompany in these activities, collaborative culture is good enough but it is better to be held consistently, the creativity of computing-based learning with elementary school children still needs to be given innovation with interesting things, innovative Human Resources is already running but needs collaboration with experts from outside the school, the assessment mechanism is already computing-based, but still uses paper to calculate. The vision and mission are included in the planning that is following the research deliberative dialog. Specifically, engaging in accuracy, transparency, and accountability; encouraging and emphasizing safety; supporting justice, honesty, and equity; and practicing an ethic of caring (Hash, 2020).

The research assumptions are that the implementation of progressive leadership characteristics of school principals includes; innovation and creativity need to be improved, collaboration and networking, and a culture of innovation need to be given an example in every culture, interdisciplinary thinking and resources and support need to be taken from outside the school for better quality, adopting educational technology should be done by conducting comparative studies to more advanced schools, and freedom to experiment.

#### **E. Acknowledgement**

Special thanks are due to the school of SD Kartasura. Especially to the school, curriculum representatives, and teachers who have been willing to be research sources. Authors should present a list of acknowledgments at the end. Any financial or non-financial support for this research should be acknowledged.

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