

School Leadership to Encounter Society 5.0: The School Leaders Strategies

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Abstract— The transformation of education in society 5.0 has become a challenge faced by school leaders, the sudden change pushes leaders to find the best solution to maintain the existence of their school. This article aims to provide the possible strategies for school leaders to use to encounter society 5.0. Society 5.0 can be defined as the new era of social balance with a human-centered integration with cyberspace and physical space. Best believes that advanced technology serves as a catalyst to achieve the nation's education goals. School leaders have the role of driving and directing the school to step forward to face society 5.0 using advanced technology and effective leadership. Effective leadership is supported by the right decision-making and efficient strategies. The writer obtains some strategies through works of a literature review from relevant sources. This article set out five strategies that can be used by school leaders to encounter society 5.0; leadership roles, curriculum development strategies, educator empowerment strategies, relationship & partnership development strategies, and school management & school entrepreneurship development strategies

Keywords— — *educational leadership; education in society 5.0; school leader strategies*

INTRODUCTION

One The development of technology and information causes disrupting events that change society's perspective and way of life. A society living in the era of disruption has a tendency to use cyberspace assistance instead of doing it in the real world, including in economic activities, education, socio-cultural, and so forth. This tendency raises various kinds of innovations that cause uncertainty and ambiguity in the industrial world. Human values could be eroded due to the invasion of the industrial revolution. The Japanese government came up with the concept of a new society that is considered capable of compensating for the existing industrial revolution i.e., society 5.0. The concept of a super smart society or society 5.0 is a new community order concept

that highlights the human side (human-centered) in running a technology-based life [1].

The society 5.0 came up to be a solution to the problem of human-centered economic development (human-centric society). Society expected to integrate information from cyberspace (cyberspace) and the real world, so as to get accurate, relevant, and quality results. This concept is also expected to solve social problems because it can provide the needs of various communities regardless of territory, gender and age so that all groups can feel the same comfort. In society 5.0, each individual has the same opportunity to develop his potential [1]. This concept is a challenge for Indonesia in carrying out national development, especially in the development of national education which is more or less changed due to technological and information development.

Today, Indonesian education is entering the online learning trend with digital and internet technological assistance as a connecting network [2]. The Indonesian government has issued policies in supporting Distance Learning that directed the nation's generation of learning era Society 5.0. Schools as executors of education are required to be able to adapt and innovate in dealing with this educational transformation. One educational practitioner believes that Indonesia needs paradigm changes in education to face the society 5.0 [3]. Quality educators, good school management, and educational leadership have an important role in creating superior schools. His true leadership is an art that can change according to the development and demands of the organization.

According to references [4], there are two things that must be done in facing the society 5.0 era i.e., adaptation and competence. Schools are required to be able to create students who have 21st-century skills and have a Pancasila profile by utilizing the progress of science and technology. To carrying out the role, schools need a leader who is able to direct and encourage schools to progress and develop in accordance with the demands of the times. Required a leader who are able to increase the quality and quantity of educator through sustainable

development program and able to manage the school management [3]. The principal as a school leaders take an important role to deal with educational transformation in the society 5.0. This article discusses the strategies that could be used by school leaders in dealing with educational transformation in the Society 5.0.

METHODOLOGY

This article is compiled using the literature study method using content analysis techniques. The preparation of the article begins with gathering information from relevant sources, analyzing content, processing information obtained, and then concluding it. Sources are obtained from online articles that are relevant to the discussion.

FINDING AND DISCUSSION

Academic In dealing with the transformation of the education of the society 5.0, the school leaders must also make some adjustments. Adjustments tend to lead to change, both changes in the style or direction of leadership, and changes in school management which include curriculum renewal, teacher empowerment, development of relationships, and good relations to creative efforts through school entrepreneurship. The adjustment strategies for educational transformation that could be used by the school leaders is described as follows:

A. Leadership Roles

The role of leadership is essential to creating good management functions, leaders are responsible for influencing, directing, guiding, and encouraging followers to achieve organizational goals. The sudden change of technology and information development also affects the situation in various sectors, including the education sector. Educational transformation due to the disruption of the industrial revolution 4.0 began to demand that school leaders be more creative in forming collaboration and communication within the scope of school management [5]. Utilization of technology and information in the society 5.0 should be able to help educators in achieving educational goals, but in reality, many educators are still not mastering the technology. The role of the school leaders came up as an inspiration and model for educators to continue to improve their competence as an educator.

The transformational leadership is considered to be used by the school leaders in facing the society 5.0. The transformational leadership is able to raise awareness and enthusiasm and expected inspire others to strive for their ability to help the realization of organizational goals. School leaders shall create professional development and empowerment programs to improve their own abilities and potential. Transformational leaders are required to be able to build good collaboration and cooperation between school residents using positive communication. Transformational leaders are required to be able to identify school needs and be able to provide solutions to existing problems. This would affect a positive work atmosphere, reference [6] shows that transformational leadership has a positive influence on OCB (Organizational Citizenship Behavior). OCB refers to the behavior of school residents who voluntarily do certain jobs to help the achievement of organizational goals, even though is not their duty or responsibility.

B. Curriculum Development Strategies

The curriculum needs to be developed to fit with the needs of the school, it has become the role of the school leaders to develop the curriculum and keep track of the implementation of learning in schools. Curriculum prototype 2022 and freedom learning program (*merdeka belajar*) provide flexibility for schools to design creative and innovative learning to fit with the needs of the school. The freedom learning refers to freedom in interpreting the basic competencies of the national curriculum, this program allows students to choose the preferred and free field of study to learn independently and creatively [3]. In this situation, educators have an important role in creating active and meaningful learning for their students. Class administration tasks such as lesson plans are made as simple as possible with only one sheet of paper. The nation's final assessment is replaced by a assessment that is designed not only to measure the competencies of students but also attitudes and skills.

Curriculum development emphasizes the improvement of the 21st-century skills of students i.e., critical thinking skills, creative thinking skills, the ability to collaborate and communicate, and the ability to solve problems. The expected competencies in learning planning are communication, collaboration, digital literacy, technology literacy, and life skills. The life skills competencies such as initiative, self-direction, global understanding, and social responsibility [7]. According to reference [7], there are several subjects in the projection of the education curriculum in the society 5.0 i.e.,

character education, critical thinking ability, creativity and innovation, and the ability to apply technology and information in helping work. For this reason, the principal as a school leader is required to be able to develop the curriculum according to the needs of the school while still paying attention to the essential material and competency achievements expected by national education.

C. Educator Empowerment Strategies

The educator empowerment program is important to be carried out by the principal as school leaders to improve the professional competence of educators and education personnel. The freedom learning program emphasizes the development of students, but it cannot be denied that the role of educators in striving for these developments is also needed. To teach 21st-century skills to students, educators should master 21st-century skills. Thus, the learning process will take place smoothly and educational goals will be achieved. According to reference [7], learning in the society 5.0 requires educators who have core competence, including educational competence, competence in research, competence for digital, competence in globalization, and competence in future strategies. To achieve this, training and development activities are needed for educators, such as workshops in improving the ability of digital literacy to educators [8].

Training and development for educators can also be done to develop the ability in planning and managing effective learning. The learning approach that is often used by educators in improving the 21st-century skills of students is the TPACK (Technological Pedagogic Content Knowledge) approach. While the learning models that are often used are PBL (Problem Based Learning) and PJBL (Project Based Learning) models [9]. Case-based learning improves the ability of students in solving problems [7]. Training and development are carried out through workshop activities, on-the-job/off-the-job training, seminars, workshops, and further studies. School leaders should provide and facilitate educators and educators to develop their competencies in order to achieve educational goals in society 5.0.

D. Relationship and Partnership Development Strategies

Schools are intended to fulfill the needs and demands of the society, therefore it takes an active role in the society to support the sustainability of learning. Support can be shown by curriculum development assistance, educators and education staff assistance, facilities and

infrastructure assistance, and financing assistance. [10]. The assistance is expected to improve the quality of education in the school. The role of the school leaders is to build good relations and cooperation with the community. The first step that can be taken is to involve the surrounding community in making school decisions, such as in the decision in developing the curriculum in accordance with the needs of the community. Socialization can be used to introduce superior school programs or activities while building a good brand image in the community. The cooperation can be present through discussion activities organized by the school, taking place by describing the conditions of the school real related to the weaknesses and strengths they have.

A good relationship with society is meant to show the school accountability and other program development that has been designed [10]. A good relationship is also able to improve the system and flow of education in schools because focuses on the school's improvement and develops the follow-up system. Thus, schools could create a management that is able to provide effective and oriented services to the needs of students as one part of society. Partnerships could be done by cooperating with business units in the environment around the school. Partnerships are not merely related to finance, but also related to professional services that can be utilized by schools to support learning [11]. The examples such as providing educational tools and materials, providing learning infrastructure, as well as implementing training and development activities for teachers. The school leaders should be able to see and utilize all sources that are able to support and overcome limitations in carrying out the implementation of education.

E. School Management and Entrepreneurship Development Strategies

School management is an activity related to school management and administration to aim for the organization's goals. This activity is intended to help the sustainability of learning in schools. One of the strategies that could be applied by school leaders in managing school management is to implement School-Based Management (SBM). SBM is a concept that gives autonomy to schools in regulating and directing school members to achieve the educational and organization goals. Strategies that have been shown above could be applied through the SBM, because it involves all the components of the school's process. [12]. The active role of the school's components is believed to be able to improve the quality of school education. SBM also

supports the development of educators because they pay attention to the learning needs to answer the demands of the community. Through SBM, a democratic, transparent and accountable school culture can be built so that it can be a brand image for the surrounding audience.

Entrepreneurship activities could be embodied in MBS by presenting school creative business units. The school leaders could form a creative program that involves students and educators, intended to foster creativity and the spirit of entrepreneurs in their students. Thus, created a superior school program both academic and non-academic that is able to compete with other schools [13]. The entrepreneurship program is able to prepare students to have provisions in continuing their lives in the future. Programs can challenge educators to create creative learning based on entrepreneurs. The entrepreneur program is expected to get support from the surrounding community, both in the form of assistance in the provision and as consumers in sales. According to reference [14], values, attitudes, and enthusiasm in entrepreneurship programs could be used in the development of human resources in schools. The development of human resources such as skills in solving problems and skills for creative thinking.

CONCLUSION AND RECOMMENDATION

A. Subang Conclusions

The sudden change in technology and information causes disruption. The sudden change creates uncertainty in various aspects, including in the education aspect. Society 5.0 is the concept of a new social order that was initiated by the Japanese Government by highlighting the human side of running a technology-based life. This concept is expected to be able to answer the needs of the community and solve social problems that occur. The era of society 5.0 has had an impact on the world of education, by changing the way learning habits. The educator is no longer an all-knowing person but becomes a facilitator in charge of managing the class. Students would easily access materials and teaching materials in learning by utilizing technology. However, there are still problems and obstacles to embodying learning in this society 5.0. The barriers such as educators who are less competent in applying technology to their learning, as well as other competencies demanded by the 21st-century.

The principal as the school leader is required to be able to answer these problems. The school leaders is also responsible for directing and encouraging schools to face

the transformation of education that occurs. Therefore, it is necessary to make the right decisions and effective strategies. The strategies that could be used to face the society 5.0 are as follows: relating to the role of leadership, curriculum development, empowerment of educators and education, development and partnership with the community, and the development of school management and entrepreneurship.

B. Suggestions

Surely there will be obstacles in its application, it is hoped that the school leader would be able to adapt and be able to see the opportunities that exist. The school leaders are expected to be creative and innovative in solving the school's problems. It is hoped that this research would be used as an inspiration for further researchers to examine the application of the principal's leadership strategy in facing the society 5.0 relating to supporting factors and strategy inhibiting factors.

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