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School Leadership Strategy and Strategic Planning in Early Childhood Education at the Industrial Revolution 4.0 Era in Character Building (*Case Study at Tri Daya Cimahi Kindergarten*)

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Abstract. The Industrial Revolution 4.0 had a significant impact on education system including Early Childhood Education. There are many worries of community, that industrial revolution 4.0 will change the culture of the school and eliminate the character values. Therefore, leadership strategy is needed, in order to be able to empower all elements to jointly face it, with strategic steps so that schools are able to develop children's potential and character building. Besides, the Industrial Revolution 4.0 Era need strategic planning to realize the quality of schools with character building oriented. This study aims to describe how leadership strategies and strategic planning in Early Childhood Education in the industrial revolution 4.0 era are able to build the children's character. This study uses a qualitative approach with method of case study in Tri Daya Kindergarten Cimahi. The results showed that the Principal's Leadership Strategy and Strategic Planning in Tri Daya Kindergarten of Cimahi had a very crucial to face the industrial revolution 4.0 era in realizing competent, technology-oriented, quality of early childhood education in character building. Conclusion of this research, that the principal's leadership strategy and strategic planning in the industrial revolution 4.0 era have a great influence on the children's character building.

Keywords: Leadership Strategy, Strategic Planning, Early Childhood Education, Industrial Revolution 4.0, Character Building

INTRODUCTION ~ The rapid development of science and technology brings changes to education field. The various of learning in digital system or digitizing the education system, shows that the digital technology is play a role in the education system. The development of digital technology in the education system is inseparable from the influence of globalization, known as the industrial revolution 4.0. Professor Klaus Schwab who is an economist through his book entitled "*The Fourth Industrial Revolution*". Introducing the industrial revolution for the first time, that the industrial revolution 4.0 has changed the lives, mindsets and ways of working of people (World Economic Forum, 2015).

The influence of the industrial revolution is greatly felt by the education field, including early childhood education (PAUD) as the smallest part of the education system in Indonesia. The existence of the industrial revolution 4.0 has a positive impact that is increasingly advanced and developing learning systems, but also has a negative impact on schools if they are unable to answer the challenges that arise, namely the eliminate of the character values of children who have been being built. Character becomes one of the important pillars needed in facing the era of the industrial revolution 4.0 (World Economic Forum, 2015). Therefore, building character is not an easy because it will face various challenges, and this is what faced the Indonesian people in the era of the industrial revolution 4.0 (Sutarna, 2018: 162). We know that with globalization that

happened has fade character values, moral decadences, and systematic crime.

This situation also indicates that the inculcation of moral values, norms and character building has not been a major concern in the learning process at school. In fact, UU No 20 Year 2003 concerning National Education System, and PP Number 15, 2005 and UU No 14 Year 2005 concerning Teachers and Lecturers mandates that teacher competencies must be able to carry out pedagogical, professional, personal, and learning social as a whole so that it can be an example for students and society. Education in the perspective of the national education system basically forms a whole person, that is, a person who is both character and intelligent.

Jalal (2011) states that character building is motivated by national issues which become the background of the importance of the nation's character education, namely: (1) the crisis of national leadership; (2) rampant corruption; (3) elite conflict; (4) waning humanity; (5) rampant crime; (6) the number of drug users and the like; (7) disorientation and not yet lived up to Pancasila values; (8) limitations of integrated policy tools in realizing the values of Pancasila; (9) shifting ethical values in national and state life; (10) waning awareness of national cultural values; (11) the threat of national disintegration; and (12) weakening national independence.

Early childhood education as an institution for developing children's potential and character building, in the industrial revolutionary must be able to adapt to the development of digital technology that cannot be denied anymore. Early childhood education must be able to build children's character in the midst of the changes that occur, where information obtained must be able to add insight, develop skills, create something useful, respect each other and strengthen character. In line with this Gardner (2006) put forward five thought abilities needed for the future (global era) which he called the Five Minds for the Future. (1) The Disciplined Mind, (2) The Synthesizing Mind, (3) The Creating Mind, (4) The Respectful Mind, (5) The Ethical Mind, this opinion shows the importance of character in the future.

Therefore, what must be done by early childhood education is, how the influence of the industrial revolution 4.0 era can be an opportunity for schools to develop but be able to build the values of children's character. To realize this, a strong leadership from a principal is needed which is implemented in the form of a leadership strategy in the school. Leadership strategy is the process of providing the direction and inspiration needed to create and implement an organization's vision, mission, and strategy to achieve organizational goals (Nurhadi, 2019).

In the industrial revolution 4.0era the principal's leadership strategy in early childhood education became a very crucial thing because it would determine the direction and purpose of where the institution would be taken, what would be developed and maintained. In accordance with the demands of the industrial revolution 4.0 that the digitalization of the education system has become a necessity, the leadership strategy must be oriented towards empowering all elements of the school to jointly take advantage of these opportunities to develop and improve school quality and build the character of children with technological insights. So that children are able to recognize and utilize technology to strengthen their character.

In implementation of leadership strategy the principal must involve all elements both internal and external of the organization. The leader must have great credibility and reputation, so he can inspire and motivate everyone. Leaders must motivate and inspire everyone in every second of their lives, to get excited and rise together with new changes. The leader must make everyone realize that change is important, to change things that are outdated with new things that are appropriate for civilization.

In the industrial revolution 4.0 era, strategic planning is needed which is a planning process that is compiled and used to determine and achieve organizational goals. There are three steps taken by school stakeholders in strategic planning. First, determine the vision, mission, values, and goals and objectives of the organization in accordance with needs. Vision is a far-sighted, comprehensive, and massive power of vision which is an abstract thought power that has a very powerful power and can break through all boundaries of place, space and time. Vision is also seen as a view or our environment will enable our tremendous future success. Understanding the vision implies that meaningful success in the future is largely determined by the ability of people to look at the environment carefully. These environmental factors determine the success in reaching the future (Danim, 2012: 71). The vision of an organization must be developed by taking into account the results of environmental observations and the main activities of the organization. Vision is formulated in sentences that are easy to understand and show an organizational situation in the long run (ranging from 5-10 years).

Meanwhile the mission was developed from the main activities of the organization by taking into account the vision that has been set. It can be said, mission is the important things that must be done by organizations in achieving the vision. Meanwhile, the goals and objectives are the direction or circumstances that will be sought to be achieved by the organization in the medium or short period of time. The medium time period ranges from 2 to 3 years while the short time period is the maximum time period of 1 year. The goals

and objectives must be based on the vision of the organization. If the organization has units or parts, the goals and objectives can be the goals and objectives of each unit or section.

The preparation of goals and objectives must also consider the priorities of the organization based on the results of environmental observations. Every year, there must be an increase in the achievement of goals and objectives. The technique of writing goals and objectives must be stated in sentences compiled by the SMART method which stands for Specific, Measurable, Attainable, Responsible, Time Frame. Second, determine the quality standards and quality assurance of products or services of the organization. Quality can be said to exist if a service meets existing specifications.

Crosby defines quality as something that is in accordance with the requirements or standardized (Hadith and Nurhayati, 2012: 85). Quality is also a way that determines whether a product or service conforms to standards or not (Sallis, 2010: 53). To determine the quality of products or services produced by an organization must be determined quality standards (Tilaar, 2006: 35). The quality standard itself is a minimum specification of a product or service. Quality standards are determined based on organizational goals and objectives that have been determined based on the organization's vision. So when quality standards are met, the goals

and objectives of the organization have been achieved. When the goals and objectives are achieved, it can be said that the organization's vision is also achieved.

Third, determine the evaluation instruments to measure the achievement of quality standards for the organization's products or services (Sallis, 2010: 215). Evaluation is part of quality assurance. Evaluations are carried out using evaluation instruments. The evaluation instrument as part of quality assurance is a tool to control the quality of the product or service so that it meets the specified quality standards. So, the purpose of determining the evaluation instrument is to find out the level of achievement of the specified quality standards (Sukmadinata, 2006). Evaluation instruments are determined based on evaluation techniques used by an organization.

Therefore, this research is important to do, while the purpose of this study aims to describe about how the principal's strategy and strategic planning in the Tri Daya Kindergarten of Cimahiin the era of the industrial revolution 4.0 in building children's character.

METHOD

This Research uses a qualitative approach with methodof the case study in Tri Daya Cimahi Kindergarten. The research instrument is the researcher himself. Data collection techniques used were interviews, observation, and

documentation. Data sources include all stakeholders of TK Tri DayaCimahi. Data triangulation is done to ensure data validity. The data analysis used is data analysis. Data were analyzed from the research process in the field until the end of data collection using data analysis techniques proposed by Creswell (2014).

RESULTS AND DISCUSSION

Leadership Strategy of Tri Daya Kindergarten of Cimahi Principal in the Industrial Revolutionary Era in Building the Character of Children

Philosophical Leadership Strategy

The principal of Tri Daya Kindergarten of Cimahiis an outstanding school principal, has a philosophical leadership that is oriented to religious values, he considers that serving children and preparing children to be a generation of noble and intelligent morals is an obligation of Allah SWT. Philosophically, for him to work is worship. Therefore, school principals always try to develop themselves and give encouragement to teachers to continue to evaluate for future improvements. This certainly is an inspiration for all educators and education personnel, parents and community members in the Tri DayaCimahi Kindergarten.

This is in line with the concept of leadership proposed by Wulandari, et al, (2019) that the leader is a person who must always do self-reflection, encourage exemplary spirits, and inspire subordinates. Other philosophical values that must be adhered to and been a way of working at the Principal of Tri Daya Cimahi Kindergarten, namely: honesty and fairness. Honesty is always instilled and exemplified in every style, behavior and practice of leading in school by saying that what we say, must according to what we do, or in other words do what you say and say what you do. The principal said that if you want to be respected and followed by others, then one word that you should not break is honest.

Exemplary and Discipline Strategy

In Daily Life In terms of exemplary attitudes, the Head of the Tri Daya Kindergarten of CimahiSchool shows an attitude that can be an example for all school residents in life in the school environment. Exemplary is done 1) The principal always comes to school earlier than the teacher and students, half an hour before the lesson begins the principal is already at school, 2) The principal always be friendly and greet every teacher and student and parents of students, with the word -word "Assalamualikum" every time you meet with other people, 3) The headmaster always puts himself as a friend as well as a guide for teachers and other education personnel as well as students and parents of students.

Effective Management Basedon TechnologyStrategies

The principal of Tri Daya Kindergarten always utilizes technology in every activity program, so that any activities that can be discussed online can be quickly implemented. All administration is neatly

organized, and the format is available in one application, when we need a report card form, just enter the Tri Daya information system application, you can get it by clicking on what is needed. All child development is already in the application, the teacher only needs to enter the child's data, child development, activity program. Where someday is needed can be taken quickly. This is in accordance with the principles of the industrial revolution where the digitization of the education system has been applied.

Innovative Instructional Leadership Strategy

Instructional leadership of Head of Kindergarten Tri DayaCimahi, leads to creative efforts and continuous improvement in the learning process at school. This is evident from the behavior shown as follows.

- The school always has innovative ideas / ideas and is disseminated to all teachers. At the time of the interview, he firmly stated that learning is the main orientation that becomes thought and hopes and challenges in advancing the school.

- The principal always strives to develop a local curriculum based on regional needs and develop learning support services through the provision of learning lessons that can help students learn. Curriculum development behavior related to local needs is evident from the efforts of school principals to give an understanding to all teachers about Regional Regulation

Number 3 of 2009 concerning Alqur'an Education in schools so that the policy of memorizing and memorizing the Qur'an is born.

- The principal's leadership in responding to various developments and innovations in learning has been very active and has always sought to obtain information about the changes. This is evident from the way he always plays himself to pick up the ball in order to early get information on various updates and changes that occur in the learning process. This was demonstrated among others by inviting experts from tertiary institutions to get information and disseminating it to all educators.

Quality Leadership Strategy

Principal's leadership behavior in Tri Daya Kindergarten of Cimahi which leads to quality leadership in schools appears from the following behavior.

- In order to transform a school into a quality school, the principal attempts to formulate quality standards, quality policies, quality guidelines, and operational standard procedures) for all activities in the school.

- As a leader the principal becomes the first person to apply all standards in carrying out their duties. In their behavior, the principal shows a strong commitment to the standards agreed upon with the teachers and stated in the quality standard, aka-demik standard and SOP.

- The principal is committed and always strives to improve teacher

professionalism continuously through various means, such as bringing experts, figures, and others to school.

Teacher Empowerment and Educational Personnel Strategy

The empowerment of teachers and educational staff at Tri Daya Kindergarten of Cimahiis one of the key factors that receives serious attention by the school principal. The headmaster in his leadership makes every effort to involve all staff in various activities in the school. He considers the involvement of all school members as one way of bringing all school members to be responsible for school activities and achieving the vision and mission of the school. The Industrial Revolution Era 4.0 was marked by artificial intelligence, super computers, genetic engineering, nanotechnology, automatic cars, and innovation (Mukhlasin, 2019).

School principals in early childhood education must be able to play their leadership strategies to answer the challenges of the industrial 4.0 revolution , so as to be able to make the industrial revolution 4.0 an opportunity for schools to develop into future schools that always prioritize the values of children's character. The above research results through interviews, observations and documentation studies show that Tri Daya Kindergarten has been able to answer global challenges by implementing strategies that focus on

the development of children's character values. This is in line with the opinion of Budiwibowo (2013) that the success of principals in the era of the industrial revolution 4.0 is when they are able to develop character values amid the era of globalization. Therefore, the leadership strategy in Tri Daya Kindergarten of Cimahishould be an example for other early childhood education.

Strategic Planning in Tri Daya Kindergarten of Cimahiin the the Industrial Revolution 4.0 in Building the Character of Children

The strategic planning process to shape the character of early childhood in kindergarten or RA is done after analyzing the external environment and an analysis of the internal environment (Abraham, 2004). Based on the results of interviews and documentation can be obtained data related to the strategic planning process to shape the character of children in kindergarten Tri DayaCimahi as follows: Based on the wishes of the guardians of students, the management of TK Tri DayaCimahi focuses on the provision of early childhood services in the formation of early childhood characters. In fact, it became the flagship program in Tri DayaCimahi Kindergarten. So, it can be said that the character build program for young children in Tri Daya Kindergarten of Cimahiis a superior program that is determined based on the desires and needs of student guardians.

There are at least two reasons why the Tri Daya Kindergarten of Cimahifocuses on shaping early childhood character. First, because the basis or foundation of life for children is character. If the child is characterized from an early age, then when they are teenagers, they will be individuals who have character as well. Individuals with character are able to face the challenges of the times. The Tri Daya Kindergarten of Cimahisees that character building is very appropriate if carried out early because at that time children need guidance from parents and teachers to know which actions are good and which actions are bad. In addition, children also need encouragement from parents and teachers so that they can get used to doing various kindnesses to others.

Second, because early childhood is a time of formation, namely the formation of personality or character of children. When a child's character is formed early on, then in the future the child will become an individual with character as well. It can be said, the formation of character as well as building the foundation of a house. The house will stand firm if it has a strong foundation. Children in the future can face various challenges in life when they have become individuals with character. Character values internalized to early childhood in Tri Daya Kindergarten of Cimahiare Islamic character values. Islamic character values are various character values that are in accordance with Islamic teachings. The various values of Islamic character include: (1)

obedience to Allah SWT, the Messenger of Allah, parents, and teachers and employees; (2) courage in playing and behaving and making decisions; (3) caring for others and the environment; (4) independence in completing daily tasks; (5) discipline in the family and kindergarten environment; (6) honesty when establishing relationships with oneself and others; (7) self confidence when playing and in acting or behaving; (8) perseverance in learning.

Compliance becomes an Islamic character value that is prioritized in the formation of early childhood character in TK Tri DayaCimahi. This is because the values of other Islamic characters can be realized when the child has become an obedient person first. Child compliance can also make it easier for teachers to familiarize young children with behavior in accordance with the teachings of Islam.

Early Childood education services that focus on the character building in Tri Daya Kindergarten Cimahiaccording to the vision, mission, and goals of the Islamic Kindergarten. The vision of TriDaya Kindergarten Cimahiis "to produce a generation that is pious, healthy, intelligent and useful". While the Tri Daya Kindergarten of Cimahimission include: (1) instilling moral and religious values; (2) accustoming children to live according to Islamic morals; (3) optimally developing children's talents, interests and potentials; (4) training children to care about the environment.

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Then the purpose of Tri Daya Kindergarten of Cimahiis to help lay the foundation for the development of attitudes, knowledge, skills, and creativity as well as the religious experience needed by students to adjust to their environment and for further growth and development.The vision, mission, and goals of Tri Daya Kindergarten of Cimahiwere formulated and established through teacher and employee work meetings which were also attended by representatives of the Tri Daya Foundation and school committee. The wishes of the student guardians become the main input material in the preparation.

Based on the vision, mission and goals of the Tri Daya Kindergarten of Cimahithat has been set then a quality assurance for Tri Daya Kindergarten of Cimahigraduates was arranged. The quality assurance was prepared by the development team from the Tri Daya Foundation. The Tri Daya Kindergarten of Cimahisubsequently becomes the party that embodies the quality assurance.

The character that was built in TK Tri DayaCimahi in the era of the industrial revolution 4.0

Tri Daya Kindergarten of Cimahias an early childhood education institution with global vision, always pays attention to how the character of children is formed. The school wants that Tri Daya Kindergarten must become a kind-minded global kindergarten. The characters to be built by TK Tri DayaCimahi are as follows:

Religious

This character is built through habituation every day, starting from congregational prayers, praying, memorization and also and habituation of other characters such as saying greetings, marching, kissing hands and others The value of religious character reflects the faith in God Almighty which is manifested in the behavior of carrying out religious teachings and beliefs, respecting religious differences, upholding a tolerant attitude towards the implementation of religious worship and other beliefs, living in harmony and peace with followers of other religions (Zahri Harun, 2013).

Nationalists and homeland love

This character is a developed value, where children are always given the attitude of loving their country and are able to give the best to their country with diligent and seminay learning. The value of nationalist character is a way of thinking, behaving, and doing that shows loyalty, care, and high respect for the language, physical environment, social, cultural, economic, and political of the nation, placing the interests of the nation and state above self and group interests (Zahri Harun, 2013).

Independent and entrepreneurial

The value of independent character and entrepreneurial spirit is an attitude and behavior that does not depend on others and uses all energy, thoughts, time to realize hopes, dreams and ideals. Independent sub-values include work ethic (hard work), resilient resilience,

fighting spirit, professional, creative, courage, and become lifelong learners.

Cooperation and Help Each Other

This character value reflects the act of appreciating the spirit of cooperation and working together to solve common problems, establish communication and friendship, provide assistance / help to people in need. The mutual cooperation sub-values include respect, cooperation, inclusion, commitment to joint decisions, consensus agreement, help, solidarity, empathy, anti-discrimination, anti-violence, and voluntary attitudes.

Honest and responsible

The value of honesty character is the value that underlies behavior based on efforts to make himself a person who can always be trusted in words, actions, and work, has a commitment and loyalty to human and moral values. The five main values of character are not values that stand up and develop individually but values that interact with each other, which develop dynamically and form personal wholeness.

Religious values as a reflection of faith and devotion to God Almighty are fully realized in the form of worship in accordance with their respective religions and beliefs and in the form of inter-human life as groups, communities, and nations. In life as a society and nation religious values are meant to underlie and merge in the main values of nationalism, independence, mutual cooperation, and integrity.

Technology-minded

Tri Daya Kindergarten of Cimahihas developed technology in every learning. In every learning, children not only get classical learning, but they are also given learning through learning videos that contain role models with the aim to build children's character, in addition to that children are also given learning through computers, and there is a process interaction between the child and the teacher or with other children through the chat application provided by the school. Children are also given ways to create skills that are practiced through video and others.

Character is identical with personality orcharacteristic of a person that comes from the formations received from the environment, such as family from childhood and innate since birth (Mu'in: 2013). In line with the above opinion, the Director General of Islamic Education Ministry of Religion of the Republic of Indonesia argues that character can be interpreted as the totality of inherent personal characteristics and can be identified on individual behavior that is unique, meaning that it can distinguish between the nature of one individual with another (Mulyasa: 2011).

The character education is a deliberate effort to help someone understand all the mental, moral, and character traits that are able to make a person as a person of character (Megawangi: 2007). For all of this, there needs to be strengthening so that the character in the nation and

character are maintained in the modern era of this revolution. The values developed at Tri Daya Kindergarten of Cimahiare in line with the Movement for Strengthening Character Education (PPK), namely religious, nationalist, independent, integrity and mutual cooperation values.

CONCLUSION

The industrial revolution 4.0 era are globalization influence, education as the main pillar of human resource development has a strategic role in creating intelligent, independent, and noble human resources. Character development must start from pre-school education in this case Early Childhood Education (PAUD). Tri Daya Kindergarten as an Early Childhood Education institution has been able to answer the challenges of globalization by utilizing technology as a source to form children who are cognitively strong, have skills, able to create something useful and have character. The principal of Tri Daya Kindergarten has a leadership strategy that is demonstrated in daily life ranging from philosophical, exemplary, disciplined, effective management with a technological perspective, quality leadership, and instructional leadership. The strategic planning process is carried out by first analyze of internal and external of organization. Management of the Tri DayaCimahi Kindergarten, focusing on the implementation that is implemented in the character building and this is a superior program.

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