

SUPPORTING INFORMATION AND COMMUNICATION TECHNOLOGIES (ICT) ON THE PRACTICE OF LEADERSHIP OF MULTIPLE SCHOOLS

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Abstract. Dual leadership is leadership that is carried out by a leader in leading two educational institutions at once, to be able to lead both institutions a leader must be highly skilled in managing educational institutions. Utilization of ICT is also very necessary in the practice of dual leadership. The method used in this study is a qualitative descriptive method. The data collection technique was carried out by interview, observation, and documentation techniques. The results of this study indicate that: 1) The principal has implemented the use of ICT in dual leadership practice, but it has not been maximized, this is due to the lack of adequate infrastructure at the school, the principal's busy schedule, both attending meetings, attending training courses which cause the principal to the school has not been able to carry out its leadership in the two institutions properly, and 2) the mastery of information Communication Technologies is not maximized.

Keywords: Supporting ICT, Dual leadership

INTRODUCTION

Education is a deliberate effort planned to achieve a desired goal. The purpose of education itself is to improve the quality of human resources. the leadership of the school principal has an important role to play in realizing the quality of human resources. The effectiveness of the school organization is largely determined by the leadership of the school principal. which is the main task of the principal (Nur Kholis: 120). The principal already has the responsibility to advance the quality of schools such as improving the quality of students and making teachers professional in the teaching and learning process in class.

According to Daryanto in (Hardi Tambunan, et al, 113) states that a learning leadership is the head. schools must be able to provide excellent service to students so that students can develop their inner talents and be able to face a challenge in the future. Principals must also carry out dual leadership, namely providing the best service to students and fostering teachers so that they can carry out maximum service to students. school principals are also required to have leadership skills managerial skills and learning skills.

The principal is one of the components of education that has the most important role in improving the quality of education. For this reason, the principal must know the tasks that must be carried out. The duties of the school principal as stated by Wah jsumidjo (2007: 97) are (1) the principal works with and through other people. The principal acts as a channel of communication in the school environment. (2) The principal is responsible and accountable. The principal acts and is responsible for all actions taken by subordinates. Actions carried out by teachers, students, staff, and parents of students cannot be separated from the responsibility of the principal. (3) With limited time and resources, a school principal must be able to deal with various problems. With all the limitations, a school principal must be able to arrange assignments quickly and be able to prioritize if there is a conflict between the interests of subordinates and the interests of the school. (4) The principal must think analytically and conceptually. The principal must be able to solve the

problem through an analysis, then solve the problem with a feasible solution. And must be able to see each task as a whole that is interrelated. (5) The principal is a mediator or intermediary. In the school environment as an organization it consists of people who have different backgrounds which can cause conflict, for that the principal must mediate in the conflict. (6) The principal is a politician. Principals must be able to build cooperative relationships through persuasion and compromise approaches. (7) The principal is a diplomat. In various kinds of meetings the principal is the official representative of the school he leads.

(8) Principals make difficult decisions. There is no single organization that runs smoothly without problems. So is school as an organization is not free from problems and difficulties, and if difficulties occur the principal is expected to act as a person who can solve these difficult problems.

However, it is found that in an educational institution a principal doubles in two institutions at the same time, this kind of thing can be called the leadership of multiple school principals, even though a leader should have maximum focus on what he leads, if it is not led properly it will not be effective and will not be achieved. goals that have been set. It is very difficult in this dual leadership if a leader does not have the ability and soul of leadership, then to become a leader one must have high ability and be able to manage both institutions well. so that the two institutions achieve the expected goals.

In this case Sporting ICT in the leadership of dual school principals is needed to be able to manage two schools at once, besides that ICT is used by schools for the management of education, manpower, funding, infrastructure, and communication with external parties. As stated in the RENSTRA of the Ministry of National Education, it is the utilization of Information and Communication Technology (ICT) in education, whether it is integrating ICT in learning, using ICT in managing education management, or using ICT in various educational activities (Jardiknas, 2007).

Based on the explanation above, the author is interested in studying more deeply about ICT Supporting on the Leadership of Dual Principals. Case studies at Ma'arif NU Jatinegara Vocational School and Lebaksiu Taruna Bangsa Vocational School.

RESEARCH METHOD

The method used is descriptive-analytic qualitative method. Technique. data collection is done by technique, observation and documentation study. In the interview technique, the researcher first prepares questions that will be used as a guide in conducting the interview, but does not ignore the questions that arise immediately during the interview. Observation is the activity of researchers who go directly to the field to observe the behavior and activities of individuals at the research location.

The objects observed were activities at schools and facilities at SMK Ma'arif NU 1 Jatinegara and SMK Taruna Bangsa Lebaksiu, observing the process of learning activities using ICT in schools. And copying documents, namely aiming to obtain written data which is carried out by searching, documents, books and magazines related to research.

Meanwhile, in analyzing the data used is analysis with descriptive interpretation. Data analysis techniques use unitization, data categorization, and data interpretation. The data validation tests included extending participation, observation persistence, triangulation, peer checking, negative case analysis, adequacy of references, checking member details, auditing for dependability criteria and auditing for certainty criteria (Moleong, 2011).

RESULT AND ANALYSIS

1.1 Natural Background of SMK Ma'arif NU 1 Jatinegara

SMK Ma'arif NU 1 Jatinegara was established in 2010 which is one of the educational units with a SMK level in Cerih, Kec. Jatinegara, Kab. Tegal, Central Java. In carrying out its activities,

SMK Ma'arif NU 1 Jatinegara is under the Ministry of Education and Culture. SMK Ma'arif is here as a solution for the world education to produce individuals with character, knowledge, religion, good morals, independent, creative, and innovative.

Lebaksiu Taruna Bangsa Vocational School was established in 2019 as an educational unit with a SMK level in Kajen Kec. Lebaksiu district. Tegal, Taruna Bangsa Vocational School is here as a solution for people who are less able to finance Education at the vocational secondary level,

1.2 ICT Supporting on Dual Principal Leadership Practices

The Principal of SMK Ma'arif NU 1 Jatinegara concurrently holds a leadership position with SMK Taruna Bangsa Lebaksiu. In this case Sporting ICT in the leadership of dual school principals is needed to be able to manage two schools at once, in addition to the use of Information and Communication Technology (ICT) in education, both integrating ICT in learning, using ICT in management of education management, as well as the use of ICT in various educational activities. Based on the data obtained and analyzed, the results of the research can be presented as follows:

Results of Observations and interviews with the author when in the field of Supporting ICT at SMK Ma'arif NU 1 Jatinegara, the authors see that when integrating ICT in learning it is still not optimal because there are still limited facilities from schools that support the learning process such as there is only one school projector, and there are still limited computers in school laboratories, even though vocational high schools should provide more computers, especially in this school there is a computer network engineering major that requires students to do more practice at school which is not enough if you only rely on conventional learning. The use of ICT in learning at Ma'arif NU Vocational School there are some teachers who use Whatsapp in learning to send material 1 day before learning begins so that students study first before starting learning. In the management of ICT Supporting Education Management at SMK Ma'arif NU 1 Jatinegara it is quite good because there are school computer facilities and the staff already have personal laptops, although there are still staff who are not optimal in mastering technology, besides that there is already a teacher attendance in the form of fingerprints capable of providing very accurate record reports, starting from the hours of arrival, rest hours, and return hours, Ma'arif NU 1 Jatinegara Vocational School already has website schools that will facilitate schools in various ways related to information dissemination media. While the use of ICT in various educational activities such as teacher council meetings, parents of SMK Ma'arif NU have utilized ICT such as the availability of projectors that are used for displaying meeting material during meetings or if time and distance are not possible such as during a pandemic Covid-19 principals use the media zoom in a teacher council meeting.

Unlike the case with Taruna Bangsa Lebaksiu Vocational School. Based on the results of observations and interviews in the field, the authors see Supporting ICT at Taruna Bangsa Lebaksiu Vocational School, during the learning process of teachers at Taruna Bangsa Vocational School, many have used ICT in learning, the teachers themselves took the initiative to utilize ICT in learning. although the facilities are inadequate, students at SMK Taruna Bangsa in the learning process already use projectors to display PPT, watch videos before practice etc. In the management of ICT Supporting Education Management at Taruna Bangsa Lebaksiu Vocational School it is quite good because there are school computer facilities and the staff also have personal laptops, but at Taruna Bangsa Vocational School there is still no teacher attendance so there are some teachers who lack discipline both in and out hours go home and this SMK does not yet have a School Website. Just like in SMK Taruna Bangsa uses ICT in various educational activities such as teacher council meetings, parents of students at Taruna Bangsa Lebaksiu Vocational School have also made use of ICT such as the availability of projectors that are used for displaying meeting material during meetings or if time and distance are not possible such as during a pandemic Covid-19 principals use the media zoom in a teacher council meeting.

1.3 Constraints of supporting ICT in practice Leadership beauty SMK Ma'arif NU 1 Katinegara

Limited computers and LCDs as learning media (Computers and LCDs are not yet available in every learning room), There are still teachers who are less skilled at operating computers and LCDs, teachers still use a monotonous learning model.

Not many teachers write on the school's WEB, researchers obtain data that on the school's WEB there are still certain teachers or it is still limited to general information, meaning that the WEB has not been used as a learning medium.

CONCLUSION

Supporting ICT in the practice of Principal Leadership Less than optimal, this is evidenced by the lack of procurement of ICT infrastructure. This is because school principals do not focus enough on leading two institutions at once, there are still many teachers who are not proficient in utilizing ICT in the learning process.

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