The Roles of Headmasters' Leadership In Preparing Professional Teachers for Generation Z Students

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Abstract

The purpose of this research is to understand the headmasters' roles in preparing professional teachers for student of Generation Z. The result of this research, "first" is the roles of headmaster's leadership can be seen from 4 (four) aspects, which are as educator, manager, administrator, and supervisor. "Second" professional teachers in preparing Generation Z students are those who mastering the curriculum, mastering the teching material, using various learning methods, and discipline. "Third" Generation Z is those who know about technology.

Keywords: headmasters, leadership, professional teachers, Generation Z.

Introduction

School is the unity of the learning process itself, so there is a need for breakthrough to improve the quality of the school such as trainings to improve the teachers' quality, periodic improvement of the curriculum, improvement of educational facilities and infrastructure, and improvement of the management-based school. Schools Improvement is the best solution to improve the quality of education through schools. Furthermore, the role of leadership in schools improvement is also very substansial, because the direction of schools improvement is influenced by the pattern of the leadership.

The development of increasingly advanced technology also affects the learning process, such as on the media, props, learning resources, and so on. This is highly influences the roles of professional headmasters and teachers in preparing Generation Z students. It is influences the roles of headmasters as educators, teachers, administrators, supervisors and also the ability to develop the teachers, the ability to follow developments in the field of education. Also influences teachers' roles in mastering the teaching material, skills in using multi-learning methods as the best solution to improve the quality of education through schools.

International Colloquium: Opportunities and Challenges on Education Management in 21st Century
May 8th, 2018, Hatyai University, Hatyai, Thailand

19

Theoretical Framework

The headmaster is a functional teacher who is assigned to lead a school in which the learning process is organized, or where there is an interaction between the teachers who giving the lesson and the students who receiving the lesson (Wahjosumidjo, 2002). Meanwhile, according to Rahman, et al (2006), the headmaster is a teacher (functional position) who is appointed to occupy a structural position (headmaster) in school.

As stated in Government Regulation 28 of 1990, Article 12 paragraph 1 that the headmaster is responsible for the implementation of educational activities, school administration, development of other educational personnel, and the utilization and maintenance of facilities and infrastructure.

According Sergiovani, et al (1987), essentially the existence of the headmaster has two main functions for the school he managed. First, the headmaster as an administrator. In this function, the headmaster is in charge of carrying out educational administration functions of the school. And these tasks include administrative and operative management. Second, the headmaster as an educator. In this function, the headmaster is in charge of carrying out educational functions in school.

The roles of the headmaster's leadership needed are as a manager and a leader of education in school. These two roles represent balance and support among one another (Sergiovanni, 1987). Education can not be separated from the roles of teachers, because teacher is the spearhead of education (Chatib, 2013). According to Jamaluddin (1978) teacher is educator, the adult responsible for providing guidance or assistance to the students in the development of body and soul to reach maturity, able to stand on their own performing their duties as Allah's *khalifah* (representative of Allah) on earth, as social and individual beings that are able to stand on their own. (Helmi, 2015) said that teacher is an educator, mentor, coach, and curriculum developer who can create a conducive learning environment and atmosphere, that is fun, exciting, giving a sense of security, giving students space to think actively, creatively, and innovatively in exploring and elaborating their abilities. Mulyasa (2005) stated that Educators must have academic qualifications and competencies as learning agents, physically and mentally healthy, and have the ability to realize the goals of national education. Meanwhile, according to the Law no.14 of 2005, about Teachers and Lecturers, the teacher is a professional educator with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating learners on early childhood education through the formal path of primary and secondary education.

International Colloquium: Opportunities and Challenges on Education Management in 21st Century
May 8th, 2018, Hatyai University, Hatyai, Thailand

20

Result and Discussion

Professional Teachers Characteristics

A professional teacher is a determinant factor in the quality of educational process. In order to become professional teachers, they must be able to find their identity and actualize themselves according to the abilities and rules of professional teachers (Helmi, 2015). Therefore, the teachers in this era of information and communication technology are not just teaching (transfer of knowledge) but must be able to be a learning manager, means that every teacher is expected to create learning conditions that can challenge students' creativity and activities, motivate students, using multimedia, multimethod, and multiresource to achieve the expected learning objectives. According to the Law number 20 of 2003 "that the position of teachers as professionals aims to implement the national education system and realize the goals of national education, which is the development of learners potential to be a human being who believes and cautious to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and citizen of democratic and responsible ". The characteristics of professional teachers include the following: mastering the curriculum, mastering the teaching material, skillful using multiple methods of learning, having discipline in the widest sense.

Mastering the curriculum; a teacher should master and run a curriculum that is already set by the government. The curriculum in question is a series of plans and arrangements concerning objectives, content, and instructional materials as well as ways being used as guidelines for the implementation of learning activities to achieve specific educational goals. (Law number 20 of 2003). With this curriculum, educators understand how to teach well according to the development of learners' mindset. Mastering the teaching material; lesson is a series of materials taught by educators in the classroom, this lesson is very important for learners to get information, thus educators should master all the subject matter that they convey to the students. If the educators do not master the material they have conveyed, then the delivery of material or information is ineffective or not realized.

Skillful in using multiple learning methods; teaching methods are the way educators deliver or teach learners, where appropriate teaching methods can encourage learners to be more active in learning and can also make students easily understand what is being taught, also adjustment of conditions and atmosphere are indispensable in the process of teaching. Having discipline in the widest sense; educators should be disciplined in carrying out the task that they run, the discipline in here means discipline of time, educators should come on time when doing their duties, thus this time discipline can be role models or examples to be followed by learners.

Characteristics of Generation Z

According to Tapscott (Islami, 2016), the Generation Z is a group generation that was born from 1998 to 2009. Generation Z is a generation of technology. They have come

International Colloquium: Opportunities and Challenges on Education Management in 21st Century
May 8th, 2018, Hatyai University, Hatyai, Thailand

21

to know the internet and the web along with their life since they were little. Generation Z has been introduced to the world of social pages since childhood. Generation Z is the one born when technology has mastered the world, therefore this generation is known as the silent generation, the quiet generation, and the internet generation. Generation Z also called iGeneration or internet Generation (Putra, 2016).

Generation Z has similarities with Generation Y, but the Generation Z is able to apply all activities in one time (multi tasking) such as: run social media using a phone, browsing using a PC, and listen to music using a headset. Whatever is done mostly related to the virtual world. Since childhood this generation is familiar with technology and familiar with advanced gadgets that indirectly affect their personality. In fact, their technological capabilities seem innate from birth. When platforms like Facebook and Twitter first came out, millennials and older generations used them without thinking of the impact. Over time, they realize that indulgence in the public eye could easily haunt them. Generation Z has learned from these mistakes and opted for a platform that is more private and non-permanent. Generation Z is known to be more independent than the previous generation. They do not wait for parents to teach things, or tell them how to make decisions. When translated into the workplace, this generation evolves to choose to work and learn on their own. Without a doubt, the Generation Z will be the most diverse generation entering the workforce in United States history. They consist of various parts of racial or ethnic minority groups. They are also brought up to better receive and respect the environment than the previous generations. Generation Z places money and jobs on the priority list. Of course, they want to make a difference, but living and growing is more important.

Dill (Putra, 2016) stated that Forbes Magazine conducted a survey of the Generation Z in North and South America, Africa, Europe, Asia and Middle East. 49 thousand children were asked. From the basis of the results it can be said that the Generation Z is the first real global generation. Smartphones and social media are not seen as devices and platforms, but more on the way of life. It sounds crazy, but some research supports this claim. A study by Goldman Sachs found that nearly half of Gen Zers connected online for 10 hours or more per day. Another study found that one fifth of Z Gen has negative symptoms when being kept away from their smartphone devices. Quick complacent is not a word that reflects the Generation Z. A total of 75% of Generation Z is even interested in holding multiple positions at once in a company, if that accelerates their career.

Headmasters's Roles in Preparing Generation Z
With the era development, educational institutions especially schools and more precisely the headmasters as leader need to pay attention and prepare the roles as what the best for the employees and students, so that all students can deal and use their time well in the millennial era, students are able to contribute positively to the schools. The roles are as follows: as educator, manager, administrator, supervisor, leader, innovator, motivator (Mulyasa, 2007).

International Colloquium: Opportunities and Challenges on Education Management in 21st Century
May 8th, 2018, Hatyai University, Hatyai, Thailand

22

The role of educator, headmaster plays a role in the character formation based on the values of educators such as: the ability to teach/guide students, the ability to guide teachers, the ability to develop teachers, the ability to follow developments in the field of education. The role of the headmaster as an educator is expected to guide the Generation Z in order to utilize the technology, and can anticipate the good and bad of learning the technology.

The role of manager, headmaster plays a role in managing resources to achieve institutional goals effectively and efficiently, thus the headmaster is expected to have: the ability to prepare the program, the ability to arrange school organization, the ability to motivate teachers, the ability to optimize the means of education. The role of the headmaster as a manager is expected to motivate and mobilize, so that teachers can develop Generation Z's way of thinking.

The role of administrator, headmaster plays a role in managing the administrative system in school effectively and efficiently, thus the headmaster is expected to have the ability to manage the administration of Learning Process/Counseling Guidance, the ability to manage students administration, the ability to manage the personnel administration, the ability to manage financial administration, the ability to manage the administration of infrastructure facilities, the ability to manage mailings administrative.

The role of supervisor, headmaster must have: the ability to prepare an educational supervision program, the ability to implement a supervisory program, the ability to utilize the results of the supervisor. The role of the headmaster as a supervisor is expected to facilitate the facilities and infrastructure of Generation Z in order to grow and expand knowledge.

The role of leader, headmaster plays a role in influencing people to work together in achieving shared vision and goals. So the headmaster must: have a strong personality, ability to provide clean, transparent, and professional services, understand the condition of the school community. The role of the headmaster as a leader is expected to lead the Generation Z with good order, discipline, and open opinions.

The role of innovator, headmaster is a dynamic and creative person who is not trapped in the routine, thus having: the ability to carry out reformation (change for the better), the ability to implement the latest policy in the field of education. The headmaster's role as innovator is expected to develop Generation Z's way of thinking so as not to be fixed and keep growing, by liberates the students' creativity but still accompanied and supervised by the teachers.

The role of motivator, headmaster must be able to give encouragement so that all educational components can develop professionally, thus the headmaster must have: ability to organize work environment (physical), ability to set work/learning atmosphere, ability to give decision toward school citizen. The role as a motivator in

International Colloquium: Opportunities and Challenges on Education Management in 21st Century
May 8th, 2018, Hatyai University, Hatyai, Thailand

23

preparing the Generation Z, it is expected that the headmaster can set the learning atmosphere, giving priority to the implementation by giving encouragement to the Generation Z to be more useful.

Schools' Role in Preparing Generation Z

Educational institutions or schools are currently being filled with Generation Zers, the awareness of school managers (headmasters, teachers and employees) to face the Generation Z is crucial. Because the school is an institution that is trusted to prepare future generations. When the school is still applying the same learning model for the last 10 years without attention to the development of the times, certainly this Generation Z will not be well educated. Then what should be done by educational institutions in educating the Generation Z is first use information technology. One of the characteristics of Generation Z is productive when stay being connected to internet and social media. Therefore schools should utilize this technology as a learning medium for students to remain productive. Using smartphones in learning is one example to keep students productive. Learning through social media should be developed in schools. Because the children of Generation Z tend to be active in social media, then we should be wiser to use social media as a place to learn, for example, create a learning group in Facebook, WhatsApp, and so on, thus by social media students can learn anywhere and anytime. The Writers imagine if a lot of teachers apply it, there will be many learners in cafes, malls, hangout places that have internet connection, at home or wherever they are, the students will access the task given by teachers and explore it through the digital world. Second is learning methods. Generation Z is comfortable working in a globalized world. In their minds they have a lot of information that they already stored. In their brain there are too many variables to connect. The schools' duty is to give them the provision to connect the variables, and even filter the variables that are not beneficial to their life. Learning methods that place learners as objects are no longer able to educate the Generation Z. Teachers should have the ability to develop Higher Order Thingking Skill (HOTS). Where students are taught to think critically, logically, reflectively, metacognitively, think creatively and be given the task that allows learners to connect the various variables in the problem and analyze the solution. Lower Order Thingking Skill (LOTS) learning model that relies on memorization or directly applying the formula without the need for further thinking should begin to be reduced in school.

Conclusion

Based on the above discussion, the headmasters' roles in preparing professional teachers for the Generation Z are as an educator, manager, administrator, supervisor, leader, innovator, and motivator. This can not be separated from one another, interrelated both in preparing professional teachers and preparing Generation Z students, in which headmasters, teachers and students also support each other for the implementation of quality education. Teachers are mastering the curriculum,

International Colloquium: Opportunities and Challenges on Education Management in 21st Century
May 8th, 2018, Hatyai University, Hatyai, Thailand

24

mastering the teaching material, and also skilled in using multi methods of learning. Likewise, students who are independent and mastering the social media.

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International Colloquium: Opportunities and Challenges on Education Management in 21st Century
May 8th, 2018, Hatyai University, Hatyai, Thailand

25

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International Colloquium: Opportunities and Challenges on Education Management in 21st Century
May 8th, 2018, Hatyai University, Hatyai, Thailand

26