Principal's Visionary Leadership in Improving PAI Teachers' Pedagogic Competence in The Era of Society 5.0

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ABSTRACT

The challenges of the times are increasingly developing so that they become a benchmark for the progress of an educational institution. The principal must provide something new to his educators in schools in the era of increasingly rapid globalization. Visionary leadership is inseparable from the relationship between charismatic leaders in leading in the era of the Industrial Revolution 5.0. The purpose of this study explores the role of visionary leadership of principals in improving the pedagogical abilities of Islamic Religious Education (PAI) instructors in the era of Society 5.0. This era demands the integration of sophisticated technology in education, which requires an increase in the pedagogical competence of teachers. Through library research, this article identifies effective strategies in the context of visionary leadership to improve the quality of PAI learning. The results of the study indicate that visionary principals play a role in directing and inspiring PAI teachers to utilize technology and innovative learning methods.

Keywords: Leadership, Pedagogical Competence, Islamic Education Teacher, Society 5.0

ABSTRAK

Tantangan zaman semakin berkembang sehingga menjadi tolak ukur dalam kemajuan sebuah lembaga kependidikan. Kepala sekolah harus memberikan hal baru kepada pendidiknya di sekolah pada era globalisai yang semakin pesat. Kepemimpinan yang visioner tidak terlepas dari kaitan pemimpin tipe kharismatik dalam memimpin dalam era Revolusi Industri 5.0. Tujuan penelitian ini mengeksplorasi peran kepemimpinan visioner kepala sekolah dalam meningkatkan kemampuan pedagogi instruktur Pendidikan Agama Islam (PAI) di era Society 5.0. Era ini menuntut integrasi teknologi canggih dalam pendidikan, yang memerlukan peningkatan kompetensi pedagogik guru. Melalui penelitian pustaka (library research), artikel ini mengidentifikasi strategi-strategi yang efektif dalam konteks kepemimpinan visioner untuk meningkatkan kualitas pembelajaran PAI. Hasil penelitian menunjukkan bahwa kepala sekolah visioner berperan dalam mengarahkan dan menginspirasi guru PAI untuk memanfaatkan teknologi dan metode pembelajaran inovatif.

Kata kunci: *Kepemimpinan Visioner, Kompetensi Pedagogik, Guru PAI, Society 5.0*

A. INTRODUCTION

One of the criteria for educational progress is related to visionary leadership. So it needs to be considered in running the wheels of education in an educational institution or school. This is as explained that part of it there are several types of leadership that are mastered in terms of forming teacher competencies, especially Islamic Religious Education teachers or what we know as the abbreviation PAI teachers.

A visionary leader has something that can regulate effectiveness in education, one of the implementations of School Based Management (SBM) and transformative leadership that assumes the effectiveness and efficiency of institutions to achieve quality madrasahs is an important part of becoming a visionary leader. (Sukino, 2016) Given the current pace of development, Indonesian society still faces a number of educational challenges, one of which is how to organize education that can overcome all obstacles. As the world prepares After going through the Industrial Revolution 4.0, Indonesia is now going through the Industrial Revolution 5.0 and needs to keep up with the progress of science and technology that has become commonplace in society (Noviti, 2018).

Managing education is considered difficult, requiring careful consideration and analysis to ensure that teaching is delivered accurately and in line with the goals that have been set. In achieving educational goals, the role of educational leaders is very important. So that in the world of education, leadership needs to be considered as in terms of the vision that must be possessed by the leader.The current challenge for the Indonesian nation's generation is the rapid flow of globalization in leadership, so that there is a need for visionary leadership (Joni Iskandar, 2021).

Visionary leadership cannot be separated from the charismatic type of leader in leading in the Industrial Revolution 5.0 era.In the explanation of Imron Muttaqin (2020:165) which the author has translated into Indonesian, it specifically mentions the types of charismatic, transformative, and democratic leadership. The characteristics of visionary leadership include having and authoritative leadership character in maintaining Islamic Boarding School education and development; maintaining traditions, local principles and interacting with global values; having internal and external networks such as genealogy, ideological, historical, intellectual, theological, and spiritual networks in serving Islam and Indonesia.

Strategy development and implementation are highly dependent on leadership attributes. Leadership has the task of inspiring and encouraging cooperation between company members in order to realize the organization's mission. (Jabbar & Hussein, 2020). It functions as a liaison between the body of the institution and its heart. Therefore, it is the obedience of leaders to their words that drives the success of the institution, which is the result of wise choices made during strategy development and implementation. Referring to Jabbar and Hussein (2020; Shobirin, 2016).

In terms of performance direction and how to achieve it, leaders provide guidance. institutions are generally tasked with communicating the institution's mission, using the reflection process, creating strategies, and overseeing their implementation. (Rusdiana & Jahari, 2020). In addition to directing subordinates towards execution and the style of obtaining it, leadership is also tasked with fostering social interaction and increasing employee morale for the successful completion of organizational tasks. Here, strategic leadership is a process that, with the right plan, transforms an organization into a profitable business, therefore the role of leadership is to uplift and motivate. teamwork among business members. (Khoirussalim & Sidiq, 2021).

Effective leadership for principals should aim to improve teacher effectiveness by providing capacity building initiatives to education professionals (Amri & Suwandi, 2023). At the educational unit level, the principal is a leader in education and needs to have a solid leadership foundation. To become the head of a leadership institution, the principal needs to have the necessary qualities, talents, and personality traits. (Purawanto, 2019).

In short, civilization 5.0 refers to a civilization that can utilize the discoveries of the Industrial Revolution 4.0 era, including robots, big data, artificial intelligence (AI), and the Internet of Things (internet of things). To solve various social challenges and problems and improve human life. Another way to conceptualize Humans is at the center of a technology-driven society called Society 5.0. Teachers must be digitally savvy and imaginative thinkers in the era of society 5.0. According to Zulfikar Alimuddin, director of Hafecs (Highly Functioning Education Consulting Services), educators must be more innovative and involved in society 5.0, or class 5.0. (Alimuddin, 2019).

B. METHOD

Research techniques must be used when writing scientific articles because the data presented must have high credibility. Therefore, this study uses qualitative methodology and library research techniques based on the naturalistic paradigm. As far as is known, the sources of research data are various literature references, such as books, e-books, scientific journal articles, theses, dissertations, and other library sources. The stages in carrying out a literature study are collecting the necessary materials, organizing the library, making a schedule, and reading and documenting research materials.(Mustika, 2014)

However, researchers are still considering its application to the research project under consideration. In addition, a thorough and in-depth analysis of the data collected from various literature sources is carried out to provide critical ideas about the researcher's research findings.

C. RESULT AND DISCUSION

1. **Visionary Leadership in Improving the Pedagogical Competence of Islamic Religious Education Teachers**

   The findings of the literature review show that, in the Society 5.0 period, the visionary leadership of the principal plays an important role in improving the pedagogical skills of Islamic Religious Education (PAI) teachers. The following are some crucial elements of visionary leadership that have proven effective in improving the pedagogical skills of PAI teachers:

   a. **Developing a Clear Vision and Mission**

   The principal as a prominent educational leader has a different and motivating perspective on the assimilation of technology into the classroom. This vision The principal, as a well-known figure in the field of education, has different perspectives and views emphasizing long-term development, which involves improving the pedagogical skills of Islamic Religious Education teachers, in addition to academic success in the near future. After that, the vision was successfully conveyed to each student, fostering a sense of unity and dedication to realize it.(Ginanjar & Purwanto, 2022)

   Success in creating a clear vision and goals can be determined by several things,

such as:

a. Goal Achievement: Specific and measurable goals are essential to achieving a well-defined vision. Student academic achievement, teacher competency improvement, and other indicators indicate that goals have been achieved.

b. Commitment: Using a clear vision will help instructors, students, and parents become more committed to the goal of achieving this goal.

c. Shared Understanding, A well-defined Vision should enhance everyone in the school's understanding of the goals and paths to follow.

d. Clear Strategy: The school's plan to achieve these goals must be guided by a clear vision.(Djati et al., 2023)

Schools can have the right goals and clear direction by having a clear vision. Along with increasing the awareness and dedication of teachers and students to achieve this goal, this vision can also help guide the decisions and methods taken by the school. In addition, a well-defined vision can help improve teaching standards and improve student academic performance.

Another opinion says that visionary leadership has several characteristics, namely:1. Teachers have a vision in terms of leadership, 2. Have responsibility and are strong about the risks they will experience to provide the best for their school, 3. Are sensitive to their environment at school, 4. Are ready to meet the needs of their students at school in providing services, 5. Have good exemplary attitudes such as discipline, honesty, diligence, and demonstrate extraordinary behavior. (Joni Iskandar and Imron Muttaqin, 2022)

Therefore, the first step in developing a technology-focused school that can improve academic performance and educational quality is to clearly define the school's vision and mission.

b. Continuing Professional Training and Development

Offering ongoing training to PAI instructors is a key strategy used by forward-thinking principals. This course focuses on how to leverage technology for learning, including:

a. Utilizing e-learning tools and resources. During this training, Islamic Religious Education teachers learn how to use e-learning platforms and tools, which can help develop more engaging and successful teaching methods. Teachers can use e-learning platforms and tools to organize content, create quizzes, and provide feedback to students more quickly and efficiently.(Asnyoto & Roesminingsih, 2016)

b. Creating engaging and interactive digital materials. During this workshop, Islamic Religious Education teachers receive guidance on how to create engaging and dynamic digital content that can increase student engagement and enhance learning objectives. Gamification, simulations, and films are examples of interactive digital content that can be used to enhance student understanding of the subject.

c. Advanced technology-based teaching methods. Innovative technology-based learning strategies are provided to Islamic Religious Education teachers during the program, which can help them improve the effectiveness of their teaching. These methods can involve the application of data analysis, virtual reality, or augmented reality to enhance the examination and assessment of learning outcomes.(Hidayah et al., 1997)

To ensure that Islamic Religious Education teachers always have the latest

information and skills in utilizing educational technology, this training is carried out routinely.

2. Utilization of Technology in Learning

The visionary principal encourages Islamic Religious Education teachers to utilize technology optimally in the learning process. This includes the use of software and hardware, such as educational applications and tablets and PCs, projectors, and social media. The use of this technology aims to increase student engagement, make learning more interactive, and facilitate a deeper understanding of concepts.

The use of technology in Islamic Religious Education by Islamic Religious Education teachers can increase the effectiveness and efficiency of the learning process. Based on this strategy, Islamic Religious Education teachers are expected to use various hard and soft methods to increase student engagement and make learning more interactive. Some examples of useful handheld devices are computers, tablets, and projectors. In contrast, low-tech tools such as educational applications and social media can help teachers develop engaging and dynamic digital content and facilitate student and teacher communication.(Education et al., 2019)

The use of technology in Islamic Religious Education learning can help teachers in several ways. First, technology can help teachers organize materials and make presentations more effective. Second, technology can help teachers create more interactive quizzes and tests, and provide feedback to students more quickly and efficiently. Third, technology can help teachers develop interactive and engaging digital content, to help students understand the material more easily. learned. In addition, the use of technology in Islamic Religious Education learning can also help teachers increase student engagement.(Salsabila et al., 2022)

Teachers can easily engage students in the learning process by making learning more interesting and interactive through the use of social media and educational applications. To make it easier for students to ask questions and get help when needed, technology can also help lecturers communicate with their students. The use of technology in Islamic Religious Education learning has become increasingly accepted and popular in recent years. Technology has been used by many Islamic Religious Education teachers to increase student happiness and improve the quality of teaching. Therefore, it is hoped that the application of technology in Islamic Religious Education learning will continue to develop and be integrated into successful learning plans.(Andini et al., 2021)

3. Technology Based Curriculum Development

In curriculum development, there are several things that need to be considered as explained. The factors that must be considered are the content of the curriculum, the curriculum implementation model, and curriculum evaluation adjusted to the needs of students, the world of work, and society. To realize this, Islamic Religious Education teachers must be able to apply a contextual approach by following the principles of constructivist learning, by implementing active learning strategies, and using sophisticated technological media and facilities. (Sukino, 2023)

The integration of technology into the Islamic Religious Education curriculum is facilitated by forward-thinking principals. This involves creating educational resources that are relevant to the digital age, such as digital ethics, the use of technology from an Islamic perspective, and the use of religious principles in a digital environment. Students

are able to understand and apply religious concepts in a more relevant and contextual way with the help of a curriculum that incorporates this technology.(Finamore et al., 2021)

Some examples of curriculum-integrated educational resources that are appropriate for the digital age are.

a. Digital ethics: This content teaches students how to use technology morally and ethically and avoid risks and dangers that can harm religious principles.

b. The use of technology from an Islamic perspective: This curriculum explains to students how technology can be used to foster religious values and increase faith and obedience.

c. Applying religious principles in a digital environment: This content teaches students how to apply religious principles in a digital environment, including how to leverage technology to raise social awareness.

Visionary principals can help students understand and apply religious lessons more relevantly and contextually by incorporating technology into the Islamic Religious Education curriculum. In addition, by utilizing technology in the classroom, children can gain important digital literacy to adapt to an increasingly complex modern society.(Andini et al., 2021)

4. Periodic Evaluation and Feedback

Evaluation and feedback are an important part of the curriculum and leadership in schools.In terms of curriculum in schools, it is not necessary to replace the existing curriculum, but to try to provide development with rational, constructive, and dialogical approaches. Meanwhile, in terms of leadership, schools must begin to prepare a visionary and transformative leadership model (Sukino, 2017).

To ensure continuous improvement, the pedagogical competence of Islamic Religious Education teachers is evaluated regularly. Innovative principals use a range of assessment instruments, including performance evaluations, student and peer feedback, and classroom observations. Evaluation findings are applied to identify areas for development and to create relevant programs for additional learning. Continuous assessment and constructive criticism are essential to improving the quality of Islamic Religious Education teachers' teaching. To ensure continuous improvement, progressive principals assess the pedagogical competence of Islamic Religious Education teachers regularly. This assessment is complemented by a range of instruments, including:

a. During in-class observations, the PAI teacher's capacity to oversee the class, create resources, and boost student engagement is evaluated by the principal or assessment team.

b. Performance review, Based on factors including teaching skills, content development, and ability to improve student learning outcomes, the principal or evaluation team evaluates the performance of Islamic Religious Education teachers.

c. Student feedback: Students provide comments on Islamic Religious Education teachers' teaching, highlighting how teachers understand students' needs, create resources, and increase student engagement.

d. Peer feedback: Teachers' capacity to create content, increase student engagement, and improve student learning outcomes is evaluated by other Islamic Religious Education teachers.

Evaluation findings are applied to identify areas for development and to create

relevant programs for additional learning. As a result, PAI educators can improve their teaching and produce better results.

In this situation, visionary leadership highlights the value of a comprehensive, long-term strategy to improve the pedagogical competence of PAI instructors. Forward-thinking school administrators not only prioritize short-term results but also equip educators to handle future changes and obstacles. This strategy fosters a creative and flexible learning environment that benefits both educators and learners.

D. CONCLUSION

Visionary leadership The principal plays an important role in improving the pedagogical skills of Islamic Religious Education teachers in the Society 5.0 era. With a clear vision, continuous training, use of technology, collaboration, and evaluation, the principal can spearhead effective reforms that significantly affect the quality of Islamic Religious Education learning. The implications of these findings suggest that principals need to develop visionary leadership skills to face obstacles and take advantage of the possibilities provided by technological advances in education.

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