



# Educator Competency and Capacity Development Model in the 21st Century Era (Study of Principal and Teacher Leadership Models in the Indonesian National Education Program "Merdeka Belajar")

Idi Jahidi<sup>1</sup>, Desi Indrawati<sup>2</sup>

<sup>1</sup>Entrepreneurship Department, BINUS Business School Undergraduate Program, Bina Nusantara University, Indonesia.

<sup>2</sup>Language Center, Computer Science Department, Faculty of Humanities, Bina Nusantara University, Indonesia.

(Received: 08 January 2024

Revised: 28 February

Accepted: 26 March)

## KEYWORDS

Principal and Teacher, Competency and Capacity, Leadership, Indonesian National Education Program, "Merdeka Belajar".

## ABSTRACT:

The era of the 21st Century and Society 5.0 impacts all countries, including Indonesia, which is competing to improve various fields of life, economy, socio-cultural, politics, defense, security, and others. In addition to facing the demands of the 21st century and society 5.0, Indonesia has also experienced a learning crisis over the past 10-15 years, which has resulted in education falling further behind with learning loss and increasing learning gaps between regions and socio-economic groups. The COVID-19 pandemic exacerbates this situation. In this paper, the author examines conceptually and empirically how Indonesia is improving to restore the condition of education so that the vision, mission and objectives of Indonesian National Education can be achieved. The Indonesian government restored this learning through the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia launched the "Merdeka Belajar Program" episode 15: Independent Curriculum and Independent Teaching Platform. Implementing the Merdeka Belajar Program is supported by developing the competence and capacity of educators with the leadership model of principals and teachers. Principals and teachers have clear roles and functions in managing educational potential and resources effectively and efficiently to optimally develop students' potential, initiative, ability, and independence. Principals and educators are both leaders, namely principals as leaders of education units and educators as leaders in the learning process. Both must have the competence and capacity to fulfill their duties and obligations following their respective roles and functions.

## 1. Introduction:

This is the Age of Disruption, meaning many aspects of human life will change. According to (Sayyidi & Sidiq, 2020), this era of disruption or fundamental change has positive and negative impacts. According to Maghfiroh and Sholeh, 2022, these changes must be addressed wisely to become benefits and challenges for society, both by policy makers and policy implementers. It was further explained that the Society 5.0 era rolled out by Japan requires technology in all aspects of life. The human ability to communicate, collaborate, think and reason critically, innovate, and be creative will make humans able to adapt and survive. Humans can optimize their intellectual abilities to keep up with science and technology's rapid and robust development.

This impacts all countries competing to improve various fields of life, economic, socio-

cultural, political, defense, security, etc. Indonesia is no exception to improving and improving various aspects of life. In the aspect of education, in the era of the 21st century and society 5.0, Indonesia is cleaning up with a 21st-century learning paradigm that emphasizes the ability of students to be able to communicate, collaborate, think and reason critically, innovate and be creative by connecting science with the real world (contextual), and mastering information technology. Indonesia needs a transformation of learning to improve the quality of education. Therefore, the Ministry of Education and Culture of the Republic of Indonesia established a new policy, which is independent learning.

The concept of independent learning initiated by Nadiem Anwar Makarim as the Minister of Education and Research and Technology of the Republic of Indonesia (Daryanto and Suryanto, 2022) means freedom of thought. It is further explained that



when freedom of thought is interpreted as freedom of educators in thinking, they can think about how good and interesting the learning process is, think about good learning models and strategies, think about the right methods and approaches in the learning process, think about the right assessment and assessment, and think about student output as expected, both in terms of knowledge, skills, and attitudes, to improve the quality of education in Indonesia.

This freedom of thought requires answers with concrete steps. The answer does not have to be the same, and it may vary according to the conditions, circumstances, developments, and experiences educators possess (contextual). Educators are given the freedom to think about determining the right steps to be able to answer all thoughts about the educational problems faced. Educators can determine the right treatment with no too far intervention from other parties, but still based and can be accounted for.

In addition, learning independence is made to change the concept of learning from an educator-centered learning system to a learner-centered one. Learners have freedom in learning based on their learning readiness, learning profile, interests, and talents. So that learners can choose and determine the ideals and direction of their future life according to their needs, characteristics, readiness/development, experience/environment (contextual). In this case, the educator's freedom of thought is based on accountability and centered on students.

Independent learning can be a challenge and an opportunity for educators to change the learning process in the 21st century and society 5.0 era. Therefore, educators must always improve their competence and capacity to answer these challenges and opportunities. Educators must have the readiness to make education better and more meaningful. With better and more meaningful education, it can not only make changes in the mindset and lives of students but can have a wider impact on progress and increase the value of the nation's competitiveness.

Based on the above rationale, this article examines the model of developing the competence and capacity of educators in the 21st century, what are the challenges and opportunities for Indonesian National Education, and what is the leadership model of school principals and teachers in the Indonesian National Education program "Merdeka Belajar"?

## 21<sup>st</sup> Century Challenges and Opportunities

The 21st century has led to an interconnected world where globalization, information communication technology, and the explosion of knowledge have made the world a smaller place. The rapid development of technology has made the world

change rapidly, and education is no exception. Technology has become integral to life and learning in the 21st century. The ease of access to a myriad of information and knowledge in this era is an unprecedented challenge. Technology has enabled everyone to access the best material experts anywhere in the world and has made it easier to teach anything to anyone in an easy way (Rawung et al., 2021). Society is changing quickly, yet the formal education process is still stuck with its 19th-century structure. These changes require research into new forms of learning and have important implications for education policymakers (Malik, 2018).

The world of 21st-century education is about how to make skilled learners able to compete in the new era with the many sources of information available. According to Nwagwu (2020), learners' skills in the 21st century are more emphasized in their creativity, communication, and ability to think critically and collaborate in problem-solving, which must be implemented in all curriculum mapping and strategic planning. Educators in the 21st century need to act as mentors for their students and be empowered as facilitators/motivators of learning rather than as providers and givers of all information. The ease of access to information at this time can make it easier for learners to know and even understand more topics and be one step ahead of just receiving information (Nwankwoala, 2013).

## "Merdeka Mengajar" Program in Indonesian National Education

To realize superior Human Resources (HR), the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia is transforming education with the "Merdeka Belajar" Program, which has the Pancasila Student Profile by Nadiem Makarim, Minister of Education and Culture. This program is presented as a form of learning to implement an innovative learning process and achieve learner-oriented learning outcomes that include knowledge, skills, and attitudes (Kemdikbudristek RI, 2020).

According to Daryanto and Bambang (2022), Minister of Education and Research and Technology Nadiem Makarim rolled out the concept of Merdeka Belajar, which means freedom of thought. Implementers of the education system in Indonesia are given the freedom to overcome various challenges faced in a based and accountable manner.

- a. It is further explained that there are 4 main education policies related to the concept of "Merdeka Belajar," namely:
- b. Changes in the National Examination (UN) to the Minimum Competency Assessment and Character



- Survey, which consists of the ability to reason using language (literacy), mathematics (numeracy), and strengthening character education.
- c. Submission of the National Standardized School Examination (USBN) to schools so that schools and teachers are more independent in assessing student learning outcomes
  - d. Simplification of the Learning Implementation Plan (RPP), which is divided into 3 core components, namely learning objectives, learning activities, and assessment
  - e. Zoning regulations in the admission of new learners (PPDB) to address equity in access and quality of education.

The concept of "Merdeka Belajar" is a place for educators and students to dare to express, try, act, and collaborate to become better. The explanation and development stages of the Pancasila student strengthening project include dimensions, elements, and sub-elements of the Pancasila Student Profile and are then loaded through the Merdeka Curriculum. In 2021, educational units began implementing the Merdeka Curriculum based on the Amendment to the Decree of the Minister of Education, Culture, Research and Technology Number 56 / 2022 concerning Guidelines for Curriculum Implementation in the Context of Learning Recovery. Thus, the competence of human resources in Indonesia is expected to be able to prepare for the challenges of rapid social, cultural and technological changes following the times.

## Competencies and Capacities of 21<sup>st</sup> Century Educator

The characteristics of the 21st century demand the utilization of information and communication technology in education. The nation's aspiration to realize a prosperous and happy Indonesian society, with an honorable and equal position with other nations in the global world, through the formation of a society consisting of quality human resources is the goal of national education in the 21st century (BSNP, 2010). This major transformation certainly has consequences for teachers as educators who must develop appropriate learning approaches and strategies through increased competence. Educators in the 21st century must be educators who cannot only teach well but can increase effectiveness and develop innovations in the learning process in line with the challenges of the times. Based on Law Number 14 of 2005, the basis for developing teacher competence is divided into pedagogical, personality, social, and professional competence.

According to the International Society for Technology in Education (Daryanto and Suryanto,

2022), the skills of 21st-century educators are focused on 5 competencies, namely the ability to facilitate and encourage creative and innovative thinking in students, develop and adapt technology in the digital era learning experiences, model ways of learning in the digital era, encourage and become role models in using digital information technology, and participate in professional development and leadership. In addition, in organizing education, educators are expected to rely on the four pillars of learning promoted by the UNESCO International Commission on Education: learning to know, learning to do, learning to be, and learning to live together. These 4 pillars require educators to be creative and actively improve their abilities.

The basic concept of 21st-century educators requires educators to prepare their students to live in the era of digital disruption. Educators, as learning planners, must be able to elaborate the entire process in the classroom according to the targets set by the curriculum, the character of students, and other needs adapted to developments in the 21st century (Wardani and Budiadnya, 2023). In this century, educators are required not only to master the scientific disciplines they have. Still, they must master their epistemology, understand their students' characteristics, and choose appropriate learning and evaluation methods to smooth the 21st-century learning process (Daryanto and Suryanto, 2022).

## 21<sup>st</sup> Century Principal Leadership

According to Budiati et al. (2016), leadership can build a shared commitment between leaders and subordinates. Joint commitment allows easy collaboration and lightens the workload so that the vision, mission, and goals can be achieved as well as possible. Leaders can also be an example as a leader who has the capacity and capability to grow and develop their subordinates' capacity and ability to achieve the vision, mission, and goals. Furthermore, leadership can motivate and provide trust and authority in decision-making through delegation of authority. This moves and directs subordinates in completing work tasks with high spirits, inspiring, enthusiastic, optimistic, innovative and creative, and creating independence.

In moving and inspiring educators to achieve the vision, mission, and goals that have been set, principals can use a variety of leadership models, such as leadership based on trait theory (Trait theory), leadership based on behavior (Behavior theory), leadership based on the situation (situational theory), transactional leadership (transactional leadership), leadership transformation (transformational leadership), and others (Mark Walker's in Goethals and Sorenson, 2006). Trait-based leadership theory



assumes that the individual is at the center of leadership. Not all other people have traits such as physical strength, intelligence, skills, attitudes, etc. These can be considered for leadership positions (Robbins, 2001). Leadership behavior theory describes two main dimensions of leader behavior: initiating structure refers to the leader's behavior in describing the relationship between himself and members of the workgroup and forming working group members, communication channels, methods or procedures that are well established. Meanwhile, consideration refers to behavior that shows friendship, mutual trust, respect, and warmth in the relationship between leaders and workgroup members. In behavioral leadership theory, Hersey et al. (1996) state that effective leader behavior depends on the specific situation or environment that characterizes it. Effective leaders can adapt their behavioral style to the needs of followers and the situation. Later, Hersey developed situational leadership theory, that effective leader behavior depends on the specific situation or environment that characterizes it. Effective leaders can adapt their behavioral style to the needs of followers and the situation. In another leadership theory, transactional leadership allows leaders to motivate and influence subordinates by exchanging rewards for certain performances. In a transaction, subordinates are promised to be rewarded if they can complete their tasks according to the agreement made together (Bass, 2006). In transformational leadership theory (Bass and Riggio, 2006), leaders and subordinates share the same perception to optimize their efforts toward the organization's goals. In this way, trust, pride, commitment, respect, and loyalty to superiors are expected to grow so that they can optimize their efforts and performance better than usual. In summary, transformational leaders seek to transform the vision into a shared vision so that they (subordinates plus leaders) work to make it a reality.

The 21st-century era of education is very important, which can guarantee the quality of students with the knowledge, skills, and creative and innovative attitudes. Learners are skilled in using and utilizing technology and, communication and information media, able to work and survive by using and utilizing their life skills. There are also characteristics of the 21st-century era: Information that is available anywhere and can be accessed anytime; Computing that is getting faster; Automation that replaces routine jobs; and Communication that can be done from anywhere and everywhere (Litbang Kemdikbud, 2013).

Therefore, according to Hidayat et al. (2019), in the 21st-century era, principals must:

1. Take on the role of learning leader

2. Improve teachers' professional skills and develop leadership opportunities
3. Focus on team building
4. Build school collaboration with the community
5. Display leadership quality in their school.

## Educational Challenges and Opportunities and Strategies for Achievement

The International Organization for Economic Cooperation and Development (OECD) conducts the Programme for International Student Assessment (PISA) study, which aims to encourage countries to learn from each other about education systems so that they can effectively build better and more inclusive school systems (Balitbang Kemdikbud RI, 2018). On December 3, 2019, the Programme for International Student Assessment (PISA) results showed that 70% of 15-year-old students fell below the minimum competency in understanding simple reading or applying basic mathematical concepts. These PISA scores have not improved significantly in the last ten to fifteen years. The study shows large gaps between regions and socio-economic groups in the quality of learning. The COVID-19 pandemic exacerbates this. This learning crisis has resulted in education falling further behind with learning loss and increasing learning gaps between regions and socio-economic groups. The Ministry of Education, Culture, Research and Technology (Kemendikbudristek) launched Merdeka Belajar Episode Fifteen: Merdeka Curriculum and Merdeka Mengajar Platform to restore learning.

Furthermore, Minister of Education and Research Nadiem Anwar Makarim emphasized the importance of curriculum simplification in the form of curriculum in special conditions (emergency curriculum). "The simplification of this emergency curriculum is effective in mitigating learning lag. The effectiveness of the curriculum in special conditions will further strengthen the importance of changing the curriculum design and implementation strategy more comprehensively. The direction of curriculum change contained in Merdeka Belajar Episode 15 is a more flexible curriculum structure, focusing on essential material, providing flexibility for teachers to use various teaching tools according to the needs and characteristics of students, and applications that provide various references for teachers to continue to develop teaching practices independently and share good practices. Education units can determine three curricula to be selected or not forced. The first option is the full 2013 Curriculum, and the second option is the Emergency Curriculum, the simplified 2013 Curriculum, and the third option is the Merdeka Curriculum.



Merdeka Curriculum supports the vision of Indonesian education, namely, realizing an advanced Indonesia that is sovereign and independent. It has a personality through the creation of Pancasila learners who are critically reasoning, creative, independent, faithful, devoted to God Almighty, and have noble character, cooperation, and global diversity as part of learning recovery efforts. The Merdeka Curriculum (previously referred to as the prototype curriculum) was developed as a more flexible curriculum framework, focusing on essential materials and developing learners' character and competencies.

Based on the source of the Teacher Information Centre of the Ministry of Education, Culture and Research (2023), in detail, it explains the characteristics, learning principles, implementation of learning, and support for implementing an Merdeka Curriculum for education units.

## Characteristics of the Merdeka Curriculum

The following are characteristics of an Merdeka Curriculum seen as realizing learning recovery:

- Focus on essential material so that learning is more in-depth,
- More time for competency and character development through group learning around real contexts (Pancasila Learner Profile Strengthening Project)
- Learning outcomes per phase and flexible lesson hours encourage enjoyable learning relevant to learner needs and education unit conditions.
- Provides flexibility for educators and support for teaching tools and training materials to develop unit curriculum and implement quality learning.
- Promoting cooperation with all parties to support the implementation of the Merdeka Curriculum.

## Learning Principles in the Merdeka Curriculum

The Merdeka curriculum includes the following three types of learning activities:

- Intra-curricular learning is carried out in a differentiated manner so that students have enough time to explore concepts and strengthen competencies. This also provides flexibility for teachers to choose teaching tools that suit the needs and characteristics of their students.
- Co-curricular learning in the form of a project to strengthen the Pancasila Student Profile, based on the principle of interdisciplinary

learning oriented towards character development and general competence.

- Extracurricular learning is carried out following students' interests and the teaching unit's resources.

Education units translate learning outcomes by developing an operational curriculum and learning plans that follow the learning needs of students and the characteristics of each education unit. Educators can manage the content of learning outcomes as a separate subject, thematic, integration, or block system.

The allocation of lesson hours in the curriculum structure is written in one year. It is complemented by suggestions for allocating lesson hours if delivered regularly/weekly.

## Learning Implementation

Learning implementation in the Merdeka Curriculum is a cycle that goes through the following three stages:

### 1. Diagnostic assessment

Teachers conduct an initial assessment to recognize students' potential, characteristics, needs, developmental stages, and stages of learning achievement. The assessment is generally carried out at the beginning of the learning year so that the results can be used to plan further the learning methods that should be used.

### 2. Planning

Teachers organize the learning process according to the diagnostic assessment results and group students based on ability levels.

### 3. Learning

During the learning process, the teacher will conduct periodic formative assessments to track students' learning progress and adjust learning methods, if necessary. At the end of the learning process, teachers can also conduct summative assessments to evaluate the achievement of learning objectives.

## Support for Implementation of Merdeka Curriculum for Education Units

In the implementation of Merdeka Curriculum, Kemdikbudristek provides facilities and support in the form of:

- Merdeka Mengajar Platform: Provides a variety of training topics on the Merdeka Curriculum to various teaching tool references (Guidelines, Learning Outcomes and Learning Objectives Flow) and other learning resources that can be accessed independently or in groups anytime and anywhere.



- b. Webinar Series (from the Centre and Regions): The Ministry of Education and Culture and the Technical Implementation Units in the regions organize a webinar series on the implementation of the Merdeka Curriculum to share good practices and the latest information for teachers, heads of education units and education stakeholders.
- c. Learning Community: Learning Communities can facilitate the process of reflection, learning, and sharing in learning and implementing the Merdeka Curriculum. Educators at the Education Unit level, Regional Level and Online Community can form learning communities jointly.
- d. Resource Persons Sharing Good Practices (Recommendations from the Centre): Resource persons come from educators who have implemented the Merdeka Curriculum and have been selected. Good practice-sharing resource persons can be contacted through the Merdeka Mengajar Platform.
- e. Development Partner: Organizations/institutions/businesses/industries that independently and voluntarily support community learning at the local or education unit levels.
- f. Helpdesk: Educators and heads of education units can submit questions and confirm understanding through the helpdesk.

Implementing the Merdeka Curriculum in education units is an independent choice by adjusting the readiness and characteristics of the education unit. Registration for implementing the Merdeka Curriculum and the choice of categories do not reflect the achievements or performance of the local government or education unit. The education office is expected to help disseminate information and provide the support education units need in registering and implementing the Merdeka Curriculum.

According to Jubaedah (2022), the independent learning program was designed as part of the efforts of the Indonesian Ministry of Education, Culture, and Research and Technology to overcome the learning crisis that we have long faced and which has been exacerbated by the pandemic. This crisis is characterized by low student achievement, even in basic subjects such as reading. Furthermore, according to (Puslitjak, 2020), students' low achievement is due to a significant decrease in teaching and learning intensity, both in terms of the number of school days per week and the average number of hours per day. During the COVID-19 pandemic with the Distance

Learning (PJJ) model, students usually study 2 to 4 days a week, especially junior high school students, high school students, and vocational school students. Jubaedah further explained that the independent learning curriculum is a curriculum for developing and implementing emergency programs designed to respond to the impact of the COVID-19 pandemic. Independent learning is an approach so students can choose the subjects they are interested in. The independent learning program focuses more on essential material and develops students' skills gradually. Learning must be more thorough, meaningful, unhurried, and fun.

The independent learning program aims to be able to catch up due to the crisis and the COVID-19 pandemic to create superior Human Resources (HR) through a policy of strengthening the role of education units and education personnel. According to Jubaedah (2022), this policy is implemented through four corrective actions. First, improving infrastructure and technology. Second, improving policies, procedures and funding and providing greater autonomy to education units. Third, improving leadership capacity, community and culture. Fourth, improving the curriculum (Merdeka Curriculum), pedagogy and assessment.

The Merdeka Curriculum has the main characteristics of project-based learning to develop soft skills and character based on the Pancasila learner profile. Second, it focuses on the content needed to provide sufficient time to learn basic skills such as literacy and numeracy. Third, there is flexibility for teachers to do differentiated learning based on learners' abilities and to adapt to local context and content.

With its independent curriculum, the concept of independent learning has three elements: commitment to goals, independence in making learning choices, reflection on the process, and learning outcomes. To realize this program, educators who are free to learn are needed. Educators must be able to respond to these changes as challenges and opportunities to prepare themselves by increasing their competence and capacity as educators in line with the demands of the 21st century and society 5.0.

### **Improving the Competence and Capacity of Educators in the 21<sup>st</sup> Century Era**

In the era of the 21st century, international demands on the role and function of teachers are increasingly severe. According to Daryanto and Suryanto (2022), educators are expected to be able to organize a learning process that rests on and implements the four pillars of learning recommended by the UNESCO International Commission, namely:

- a. Learning to know



- b. Learning to do
- c. Learning to be
- d. Learning to live together

He further explained that the four pillars require educators to be creative, work diligently, and be able and willing to improve their competence and capacity. The following active and creative roles are expected of an educator:

- a. Educators must master science as a product and process. Educators truly understand the scientific disciplines they explore and pursue as ways of knowing. Educators must not only be users of science but also understand and master the epistemology of the scientific discipline.
- b. Educators must recognize and understand students who have characteristics as individuals experiencing growth and development, both in their thinking, social and emotional development, and moral development.
- c. Educators can understand education as a process of habituation or civilization so that they can choose and determine learning and assessment models that impact the realization of the transformation process of knowledge, skills, attitudes, and values in the learning process.
- d. Educators also play a role in activities related to education administration, self (self-oriented), and activities related from a psychological point of view.

In the success of the independent learning program, educators are the key. In the independent learning program, educators who are free to learn are also needed. As educators who are free to learn, they can express their roles and functions in implementing an Merdeka Curriculum. According to Jubaedah (2022), independent learning educators have characteristics including:

**1) Seeking Self-Depth**

Teachers naturally keep learning and continue learning to improve and develop themselves so that in carrying out their duties, they will positively impact students.

**2) Draw Not Only Conclusions But Also Wisdom**

Wise teachers are those who teach according to learners' needs. Teachers who can demonstrate moral behavior that benefits learners, the school, and the community.

**3) Develop Their Main Tasks and Functions**

The duties and functions of teachers include learning resources, facilitators, learning managers, demonstrators, mentors, motivators, and assessors. Teachers are tasked and responsible for educating, teaching and training.

**4) Develop Their Career Profession**

The way teachers develop themselves to become professional teachers is by continuing their education to a higher level, being active in KKG (Teacher Working Group) and teacher community activities, and participating in various kinds of training, seminars, webinars, workshops, and workshops that support teaching quality, increasing digital literacy, peer observation and self-evaluation, and being productive in writing scientific papers (KTI).

**5) Expressing Opinions and Organization**

Teachers actively argue and participate in teacher organization activities, including MGMP. MGMP, as a teachers' association, plays a strategic role in improving and strengthening teachers' skills through discussions and training.

**6) Maintain Self-Respect**

Prioritizing fulfilling obligations over demanding rights. This attitude shows the noble responsibility of a teacher. Teachers who maintain self-respect do not like demanding benefits but neglect to fulfill their obligations.

**7) Empowers**

Teachers carry out empowerment programs, and teachers participate in upgrading activities or training specifically for teachers to improve teacher competence. Then, in carrying out learning management, by paying special attention to each characteristic of each student. Teachers also equip themselves with adequate material mastery in the learning process by actively conducting literacy from various relevant sources.

Based on Government Regulation of the Republic of Indonesia Number 57 of 2021 concerning National Education Standards, education in Indonesia requires national standards that require adjustments to the dynamics and development of science, technology, and community life to improve the quality of education. In Article 3, the National Education Standards include:

- a. Graduate competency standards
- b. Content standards
- c. Process standards
- d. Education assessment standards
- e. Education personnel standards
- f. Standards of facilities and infrastructure
- g. Management standards
- h. Financing standards

As stated above, the success of the independent learning program is key to the quality of educators and, in this case, the education personnel standard and its implementation based on management standards. Article 20, paragraph 1, states that educator standards are the minimum criteria for competence and qualifications possessed by educators to carry out their



duties and functions as role models, learning designers, facilitators, and motivators of students. In paragraph 2, the minimum criteria for educator competence, as referred to in paragraph (1), include pedagogic, personality, social, and professional competence. The management standards are regulated in Article 31, and Ministerial Regulation regulates further provisions regarding management standards.

Based on the Regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 47 of 2023 concerning Management Standards in Early Childhood Education, Primary Education and Secondary Education, to implement the provisions of Article 31 of Government Regulation Number 57 of 2021 concerning National Education Standards, it is necessary to stipulate the Regulation of the Minister of Education, Culture, Research and Technology concerning Management Standards in Early Childhood Education, Primary Education and Secondary Education. Article 2 states that education management standards are used as guidelines for education units in managing the potential and resources of education effectively and efficiently to optimally develop students' potential, initiative, ability and independence.

Thus, principals and teachers have clear roles and functions in managing the potential and resources of education effectively and efficiently to optimally develop students' potential, initiative, ability, and independence. Principals and educators are both leaders, namely principals as leaders of education units and educators as leaders in the learning process. Both must have the competence and capacity to carry out their duties and obligations under their roles and functions.

**The Principal's Leadership Role in Improving Teacher Competence and Capacity**

Principals have a role and function as leaders in managing the potential and resources of education effectively and efficiently. School principals must be able to implement School-Based Management/Madrasah in the management of education units. Therefore, they must have competence, capacity, and quality as school principals. According to Herawan (2022), the elements of the quality leadership process include:

- Demonstrate leadership
- Building awareness
- Establishing open lines of communication
- Creating motivation to achieve goals
- Focus on the customer
- Develop teamwork
- Provide support, training and education
- Building responsiveness and trust

- Creating an environment that promotes continuous improvement
- Using a team that implements the process

In addition, quality leaders can measure the performance of subordinates in the organization they manage (Arcaro, 2006). It is further explained that quality leaders can move and inspire their subordinates to move together in achieving the organization's vision, mission, and goals. Principals with quality leadership will always motivate and target educators to achieve the performance set.

In implementing the national education standards, quality school principals must also have standards as principals. Based on Minister of National Education Regulation No. 40 of 2021 concerning the Assignment of Teachers as Principals, Article 2 that teachers who are assigned as principals must fulfill the following requirements:

- Have academic qualifications of at least undergraduate (S-1) or diploma four (D-IV) from a university and an accredited study program
- Have an Educator Certificate and Activator Teacher Certificate
- Have a rank of at least young stylist level III/b for teachers who are civil servants
- Has a position level of at least first expert Teacher for Teachers who are government employees with work agreements
- Has a teacher performance appraisal result of at least Good for the last 2 (two) years for each appraisal element
- Have managerial experience of at least 2 (two) years in education units, education organizations, and education communities
- Physically, mentally, and mentally healthy and free of narcotics, psychotropic substances, and other addictive substances based on a certificate from a government hospital
- Has never been subject to moderate and severe disciplinary punishment per the provisions of laws and regulations
- Not currently a suspect, defendant, or has never been a convict
- Have a maximum age of 56 (fifty-six) years at the time of assignment as Principal

Article 25, paragraphs 1-2, states that the Principal's career development is part of the Teacher's career development, carried out per the provisions of laws and regulations. As referred to in paragraph (1), career coaching is at least in performance appraisal, capacity building, and promotion in teacher functional positions. Principal leadership career coaching to improve teacher competence and capacity is regulated in Regulation of the Director General of Teachers and Education Personnel Number 6565/B/GT/2020



concerning Competency Models in Teacher Professional Development. Article 4, paragraph 1, states that the competency model is used for:

- a. Development of materials and assessments in teacher professional education programs
- b. Developing technical competency instruments for teacher promotion
- c. Development of materials and assessments in teacher education programs
- d. Development of materials and assessments in the education and training of prospective school principals and prospective school supervisors

Article 4, paragraph 2, that competency models can also be used for:

- a. Development of assessment instruments in the selection program for outstanding teachers, principals and school supervisors
- b. Ongoing coaching for teachers, principals and school supervisors.

Article 5, paragraph 1, that the Competency Model, as referred to in Article 4, consists of:

- a. Teacher competency model
- b. School leadership competency model

Article 5, paragraph 2, that the teacher competency model, as referred to in paragraph

1 letter a, includes the categories:

- a. Professional knowledge
- b. Professional learning practices
- c. Professional development

Article 5, paragraph 3, that the school leadership competency model, as referred to in paragraph (1) letter b, includes the categories:

- a. Development of self and others
- b. Leadership of learning
- c. School management leadership
- d. School development leadership

According to Tilaar (1998), the 21st century era is characterized by rapid change, difficult to predict and forecast, unique and complex. People's lives have changed a lot due to the desire for a better way of thinking, formulating ideas, analyzing problems, and making decisions. This is meant to be a challenge for school principals, so they make a breakthrough in thinking if they want quality achievements.

## 2. Conclusion

As a conclusion to this paper, the era of the 21st century, the era of society 5.0 or the era of change, must be addressed wisely so that it becomes an advantage and a challenge for society, both by policymakers and policy implementers. In the era of the 21st century and society 5.0, the Indonesian state is cleaning up with a 21st-century learning paradigm that

emphasizes the ability of students to be able to communicate, collaborate, think and reason critically, innovate and be creative by connecting science with the real world (contextual), and mastering information technology. On the one hand, Indonesian education faces the challenges and opportunities of the 21st century and society's 5.0 era. On the other hand, the learning crisis and Covid 19 have resulted in education falling further behind with learning loss, increasing learning gaps between regions and socio-economic groups. The Ministry of Education, Culture, Research and Technology (Kemendikbudristek) launched Merdeka Belajar Episode Fifteen: Merdeka Curriculum and Merdeka Mengajar Platform to restore learning.

The success of the Merdeka Curriculum and the Independent Teaching Platform requires school principals and educators to have clear roles and functions in managing educational potential and resources effectively and efficiently to optimally develop students' potential, initiative, ability, and independence. Principals and educators are both leaders, namely principals as leaders of education units and educators as leaders in the learning process. Both must be competent and capable of carrying out their duties and obligations by their roles and functions.

## References

1. Arcaro, Jerome s. 2006. Pendidikan Berbasis Mutu. Edisi Terjemahan. Jakrta: Pustaka Pelajar.
2. Badan Penelitian dan Pengembangan Kementerian Pendidikan dan Kebudayaan RI. 2018. Programme for International Student Assessment (PISA). Jakarta: Kemdikbud RI.
3. Bass, B.M. 2008. The Bass Handbook of Leadership (Theory, Research, and Managerial Applications). Fourth Edition. New York: Free Press A Division of Simon & Schuster, Inc.
4. Bass, B.M. and Riggio Ronald E. 2006. Transformational Leadership. Second Edition. New Jersey: Lawrence Erlbaum Associates, Inc.
5. Badan Standar Nasional Pendidikan. 2010. Paradigma Pendidikan Nasional Abad XXI. Jakarta: BSNP.
6. Budiati, Ayuning, Indah, Diani, dan Jahidi, Idi. 2016. "Transformational Leadership in Nonprofit Organization", Proceedings of the International Conference on Ethics in Governance (ICONEG 2016), Desember 2016, ISBN 978-94-6252-321-0 ISSN 2352-5398, tersedia di <https://www.atlantispress.com/proceedings/iconeg-16/25874255>.
7. Darayanto, dan Suryanto, Bambang. 2022. Pembelajaran Abad 21. Edisi Revisi. Yogyakarta: Gava Media.



8. Goethals, George R. and Sorenson, Georgia L.J. 2006. *The Quest for A General Theory of Leadership* (New Horizon in Leadership Studies). Massachusetts USA: Edward Elgar Publishing, Inc.
9. Herawan, Endang. 2014. "Kepemimpinan Mutu Kepala Sekolah dalam Meningkatkan Mutu Pendidikan". *Pedagogia Jurnal Ilmu Pendidikan*. e.ISSN 2579-7700, p.ISSN 1693-5276, Vol. 12, No 2, Tahun 2014, h. 51-59. Bandung: FIP Universitas Pendidikan Indonesia. Tersedia pada laman <https://ejournal.upi.edu/index.php/pedagogia/article/view/3329>.
10. Hersey, Paul, Kennet H. Blanchard and Dewey F Johnson. 1996. *Management of Organizational Behavior*. New Jersey: Prentice Hall International Inc.
11. Jubaedah, Nurul. 2022. *Kurikulum Merdeka Belajar : Apa yang harus kita persiapkan*. Edisi 9 Juni 2022. Jakarta: retizen.republika. Tersedia pada laman <https://retizen.republika.co.id/posts/152898/merdeka-belajar-apa-yang-harus-kita-persiapkan>.
12. Kemdikbud RI. 2020. *Buku Panduan Merdeka Belajar – Kampus Merdeka*. Jakarta: Direktorat Jenderal Pendidikan Tinggi Kemdikbud RI. Tersedia di laman <https://dikti.kemdikbud.go.id/wp-content/uploads/2020/04/Buku-Panduan-Merdeka-Belajar-Kampus-Merdeka-2020>
13. Litbang Kemdikbud. 2013. *Kurikulum 2013: Pergeseran Paradigma Belajar Abad-21*. <http://litbang.kemdikbud.go.id/index.php/index-beritakurikulum/243-kurikulum-2013-pergeseran-paradigmabelajar-abad-21>. Diakses pada tanggal 1 Desember 2018.
14. Pusat Informasi Guru Kemdikbudristek RI. 2023. *Latar Belakang Kurikulum Merdeka*. Jakarta: Kemdikbud RI. Tersedian di laman <https://pusatinformasi.guru.kemdikbud.go.id/hc/en-us/articles/6824331505561-Latar-Belakang-Kurikulum-Merdeka>.
15. Sayyidi, S., & Sidiq, M. A. H. (2020). Reaktualisasi Pendidikan Karakter di Era Disrupsi. *Bidayatuna: Jurnal Pendidikan Guru Mandrasah Ibtidaiyah*, 3(1), 105. <https://doi.org/10.36835/bidayatuna.v3i01.520>
16. Maghfiroh Nailyl, dan Sholeh Muhammad. 2021. "Implementasi Kurikulum Merdeka Belajar Kampus Merdeka Dalam Menghadapi Era Disrupsi Dan Era Society 5.0". *Jurnal Inspirasi manajemen Pendidikan*. ISSN. Vol 9 N0. 5 Tahun 2021. 2252-8253. Tersedia pada laman <https://ejournal.unesa.ac.id/index.php/inspirasi-manajemen-pendidikan/article/view/44137>.
17. Malik, Ranbir Singh. 2018. Educational Challenges in 21<sup>st</sup> Century and Sustainable Development. *Journal of Sustainable Education and Research*. Vol. 2 No. 1. 9-20.
18. Nwagwu, L. (2020). Principals' 21st century challenges in the management of secondary school system In Nigeria. *Journal of Educational Management*, 1(1), 181-196.
19. Nwankwoala, H. N. L. (2013). The role of school administrators and teachers in the provision of peace education for national development. In L. A. Adesanya (Ed.). *Peace Education for Social Reconstruction*. Nigeria: Franco-Ola Printers.
20. Peraturan Pemerintah Republik Indonesia Nomor 57 Tahun 2021 Tentang Standar Nasional Pendidikan.
21. Peraturan Menteri Pendidikan Kebudayaan Riset dan Teknologi Republik Indonesia Nomor 47 Tahun 2023 Tentang Standar Pengelolaan pada Pendidikan Usia Dini, Jenjang Pendidikan Dasar, dan Jenjang Pendidikan Menengah
22. Peraturan Menteri Pendidikan Nasional Nomor 40 Tahun 2021 Tentang Penugasan Guru Sebagai Kepala Sekolah.
23. Peraturan Direktur Jenderal Guru dan Tenaga Kependidikan Nomor 6565/B/GT/2020 tentang Model Kompetensi dalam Pengembangan Profesi Guru.
24. Puslitjak. 2020. *Laporan Kinerja Puslitjak 2020*. Jakarta: Balitbang dan Pembukuan Kemendikbud RI. Tersedia di laman [https://pskp.kemdikbud.go.id/uploads/dokumen\\_institusi/2021-03-03/1614754283Laporan\\_Kinerja\\_Puslitjak\\_TA\\_2020.pdf](https://pskp.kemdikbud.go.id/uploads/dokumen_institusi/2021-03-03/1614754283Laporan_Kinerja_Puslitjak_TA_2020.pdf).
25. Pusat Informasi Guru Kemdikbudristek RI (2023). <https://pusatinformasi.guru.kemdikbud.go.id/hc/en-us/articles/6824331505561-Latar-Belakang-Kurikulum-Merdeka>
26. Rawung, Willem Hanny., Katuuk, Deitje A., Rotty, Viktory N.J., Lengkong, Jeffry S.J. 2021. *Kurikulum dan Tantangannya pada Abad 21*. *Jurnal Bahana Manajemen Pendidikan*. Vol. 10 No. 1, pp 29-34.
27. Robbins, Stephen P. 2001. *Organizational Behavior*. 9<sup>th</sup> edition. Prentice Hall International.
28. Tilaar, H.A.R. 1998. *Manajemen Pendidikan Nasional*. Kajian Pendidikan Masa Depan. Bandung: Remaja Rosda Karya.
29. Wardani, Dewi Ayu Wisnu, dan Budiadnya, Putu. 2023. Analisis Kompetensi Guru di Abad 21. *Jurnal WIdya Aksara*. Vol. 28 No. 1 pp 62-69.