



# School Principal Challenges As The Future Leader

<sup>1</sup>Deni Kadarsah, <sup>2</sup>Risbon Sianturi, <sup>3</sup>Desriani Rahmania

<sup>1</sup>Educational Administration,

<sup>1</sup>Indonesia University of Education, Bandung, Indonesia

**Abstract:** Agility in the fast eras bring the challenges but at the same time impacted several advantages in quality of education in terms of nowadays condition. The school principal remains the central source of leadership influence, Currently there are several skills need to be involved in school principal's leadership it is essentially lead to build professional growth in order to adapt to a new challenges and new purposes on curriculum, and solved school community issues before in this case is teacher intrinsic motivation. Nowadays the situations are more complex such fast eras in educational fields, so that the school principal orientation need to be directed into future leader skills that contain several skill, moreover this skills predicted can be enhancing school quality indicator. The aims of this study are to identify how school principal challenges on implementing future leader skills to the school community. Conducted by qualitative approach, study case, and using interview on collecting data, the subject of this study are school principal on duty and the previous decade from public and private school. The findings on this research are the school principal's challenges on implementing future leader skills generally are shifting paradigm, consistency, and fluctuated condition on implementing future leader skills caused by this leadership has a purpose to provide the internal core of awareness on changes to the school community. Specifically 1) strategic thinking, the school principal need to be able to be noticing efficiency on setting strategy while facing complex changing so that, it can build sense of optimism in school community 2) reflective thinking, the school principal need to be able reflecting on so many school concern 3) sense of sensitivity on school changes, school principal need to be able noticing appropriateness between school vision, mission, and the changes in order to build school on future perspective. The more willing principals are to spread leadership around, the better for the students.

**Index Terms – School Principal, Leadership, Future.**

## I. INTRODUCTION

Educational fields are one of the important things to be invested, in developed country education quality still facing many issues that impacted to the ideal output of education. The data about school literacy and the quality has shown on PISA score of Indonesia are still low even though there are improvement on the score in 2022 data, this means teacher, principal, and the policies from the top down need to be evaluated (Kemendikbud, 2023). Data shown that teacher extrinsic motivation is higher rather than the intrinsic motivation. Intrinsic motivation has a important roles such as awareness to be long life learner and strongly affected by the relatedness, autonomy, and competency (Ryan & Deci, 2000). Extrinsic motivation in teacher focusing on external factor, there are strong correlation with the school policies and managerial aspect from school principal. The intrinsic and extrinsic motivation as an indicator of good quality of education because can lead teacher, and school community focusing on the need to be long life learner that impact on professional growth quality. School principal as educational leader in their responsibility focusing on managerial and leadership so that, school principal has a central role in school to enhance the quality of education. Managerial could help to maintain extrinsic motivation in teacher and leadership could help to maintain intrinsic motivation in teacher (DeHart, 2011). The quality of school principal's leadership need to be examined because it help enhance the intrinsic motivation issues in school community especially teacher (Ahya et al., 2021). The school principal remains the central source of leadership influence (The Wallace Foundation, 2013). Currently there are several skills need to be involved in school principal's leadership it is

essentially lead to build professional growth in order to adapt to a new challenges and new purposes on curriculum, and solved school community issues before in this case is teacher intrinsic motivation. This case will be harder to surface because the factor of the obstacle also new, if the school principal cannot balancing managerial with a new perspective of leadership, that can leading with vision, positive stimulating, and be authentic role model this called future leader oriented in school community (Harvard Publishing, 2023).

As the core of school principal readiness to adapt to a new challenges in this 21st Era, there are leadership skills that need to be empowered which is 1) sense of sensitivity to the school changes for appropriate branding, 2) reflective thinking for fastening opportunities, and 3) strategic thinking for agility, those called as an integrated future leader skills (Harvard Publishing, 2023).

Those skills need to connect with networking ability to accelerate the goals, for example creating the sister school programs to build sense of sensitivity to the school changes this show that leader has a motivation to reach positive changes, because from that school community will learn from comparing element of the school from one and another that can be improve. On the contrary, the data show that the school principal facing challenges in integrating those skills because the changing is so fast moreover the new curriculum from the top down policies added more challenges (Cohen, 2015). Also approaching multigenerational school community could be a new challenging, while blending disparate groups into cohesive, high-performing teams can be challenging, the diverse experience and perspectives of different ages offer great potential for innovation (Artasya et al., 2024)

School principal as part of the school's foundation need to be aware of those skills it is important for education future perspective and their upwards quality (Hallinger, 2019). School principal as a leader in education has a central role to upgrading quality of managerial and leadership for better education quality, on the other hand school principal still need to improve their professional growth on leadership, because the educational system has a tendency to be more focus on curriculum (Rini et al., 2023). The Integrated future leader skills are transformative things that require school principal to be more concern on their professional role because it impacted to the entire school community (The Wallace Foundation, 2013). The process of professional growth on school principal needs to extent this as a new culture with optimism even though facing several challenges (LFL Team, 2021). So that, the aims of this study are to recognize how the school principal's ability to maintaining and facing challenges in implementing integrated future leader skills in order to reaching the goals.

### **Research Methodology**

Conducted by qualitative approach with a study case. Data collecting using interview and the data analysis using Miles & Hurbeman model which is data reduction, data display, and Conclusion drawing (Creswell, 2013). The current study's goals are to identify how school principal facing challenges in leading with integrating future leader skills approach. The subject of this research are four school principals from west java, there are one on duty school principal and the previous decade from two different schools type which is public and private school.

Table 1 Subject of The research

Aspect	School A Challenges (Public)		School B Challenges (Private)	
	On duty (Od-1)	Previous Decade (Pd-1)	On duty (Od-2)	Previous Decade (Pd-2)
Period	2020 – 2025	2015-2020	2022 -2024	2012-2021
Supervisor	1. Educational Ministry	1. Educational Ministry	1. Educational Ministry 2. Director of Company	1. Educational Ministry 2. Director of Company
Educational Backgroud	Bachelor of Educational	Bachelor of Educational	Master of Educational	Bachelor of Science

## RESULTS AND DISCUSSION

Based on the interview result there findings that can be classified as general and specific findings. The aspect of this research areas are the school principal challenges on implementing 1) sense of sensitivity to change 2) reflective thinking 3) strategic thinking and the adjustment or how the school principal face it while those things are need to combine with networking to accelerate the progress. The specific findings would be informed in the table below :

Table 2. Future Leadership Challenges

Aspect	School A Challenges (Public)		School B Challenges (Private)	
	On duty (Od-1)	Previous Decade (Pd-2)	On duty (Od-2)	Previous Decade (Pd-2)
Sense of sensitivity to changing	<ol style="list-style-type: none"> <li><b>Consistency</b> building positive chemistry in Meetings</li> <li>Ability to redifining things related to the goals with a future perspective</li> <li>Top down policies challenges and the ability of</li> </ol>	<ol style="list-style-type: none"> <li><b>Shifting</b> paradigm, shaping things to build awareness of the urge of changes</li> <li>Starting to conducting the new habbit which is future perspective</li> <li>The role model are still</li> </ol>	<ol style="list-style-type: none"> <li><b>Consistency</b> building positive chemistry in meetings session but focusing in evaluating teachers performances and and evaluating school programs</li> <li>Maintain the branding as compatible</li> </ol>	<ol style="list-style-type: none"> <li><b>Shifting</b> paradigm, shaping things to build awareness of the urge of changes</li> <li>Ability on bridging school community future goals concern and detail CPI on</li> </ol>

	classified issues as follows	separated, so exploring the new things could be difficult	school programs 3. Classified the new CPI from the company also top down policies to accelerate with appropriateness with school readiness	school programs from company 3. Developing programs based on market and school need analysis but it is matched but difficult to implement
Reflective Thinking	<ol style="list-style-type: none"> <li>1. Knowing the issues related to the educational inside and outside school</li> <li>2. Preparing instrument provided by ministry of education for school principal's reflection</li> <li>3. Reflecting awareness for school program as teacher flow and teacher spirit in self-actualization</li> <li>4. Reflecting that enhance positive affect on teaching experiences on teachers</li> </ol>	<ol style="list-style-type: none"> <li>1. Focusing school evaluation throughout external such as parents rather than school principal reflection on school internal reflection</li> <li>2. Reflective thinking considering advantages using 1 digital tools on school branding rather than conventional ones (new habit changes rapidly like social media, information system)</li> </ol>	<ol style="list-style-type: none"> <li>1. Knowing the issues related to the educational inside and outside school</li> <li>2. Preparing Reflecting data based on school program CPI for school principal assessment by company audit system</li> <li>3. Reflecting awareness for school program as teacher flow and teacher spirit in self-actualization</li> <li>4. Reflecting on school facilities and their improvement</li> </ol>	<ol style="list-style-type: none"> <li>1. Focusing school evaluation throughout external factor such as parents rather than school principal reflection on school internal reflection</li> <li>2. Reflective thinking on using specific digital tools, maintaining quality of website, social media, and offline event.</li> <li>3. Reflecting on the role of school history in firming</li> </ol>

		3. Reflection on changing securely into future perspective and strengthening the core of school identity		school identity
Strategic Thinking	<p>Implementing strategic thinking on :</p> <ol style="list-style-type: none"> <li>1. School year schedule time that focus on increasing teacher efficiency</li> <li>2. Settings achievable goals with commitment based, to increasing teachers optimism</li> <li>3. Building sense of improving culture through a simple habit for qualities</li> </ol>	<p>Implementing strategic thinking on :</p> <ol style="list-style-type: none"> <li>1. School year schedule time that focus on increasing teacher exploration to a new habit to build positive affect</li> <li>2. Settings achievable goals to increasing teacher optimism</li> <li>3. Building school vision and correlate it into personal improvement advantages from changes rather than shocking on it</li> </ol>	<p>Implementing strategic thinking on :</p> <ol style="list-style-type: none"> <li>1. Planning, budgeting, CPI standardization proven by company, but as school principal that has a future oriented, start to build an international exposure</li> <li>2. Creating a workshop with product result for school to build sense of up warding skills on school community such as hospitality, curriculum understanding, etc.</li> </ol>	<p>Implementing strategic thinking on :</p> <ol style="list-style-type: none"> <li>1. School year schedule time that focus on increasing teacher efficiency</li> <li>2. Settings achievable goals to increasing teacher optimism</li> <li>3. Building awareness to be productive not only at internal school also outside school to build teachers confident in showing school's existence</li> </ol>

From the result above generally it can be conclude that each future leader skills has their own challenges, 1) strategic thinking, the school principal need to be able to be noticing efficiency on setting strategy while facing complex changing so that, it can build sense of optimism in school community 2) reflective thinking, the school principal need to be able reflecting on so many school concern 3) sense of sensitivity on school changes, school principal need to be able noticing appropriateness between school vision, mission, and the changes in order to build school on future perspective. The more willing principals are to spread leadership around, the better for the students. One of the most striking findings of the universities of Minnesota and Toronto report is that effective leadership from all sources – principals, influential teachers, staff teams and others – is associated with better student performance on math and reading tests (The Wallace Foundation, 2013).

The challenges between public school and private school it can be conclude that integrating those future leader skills there are several things that containing challenges similarities which is upgrading human resources support by affection aspect in the leader concern into school activities context as a system rather than only upgrading the perspective by training, so that the leader personalities should be indeed in every school element such as policies and programs. The differences challenges between private school and public school is the public school has a concern on moreover on the private school the challenges is on the comprehend school readiness and reaching CPI target settings by the company into future perspective such as school vision that contain agility framework in the fast eras. Competitive agility is demanded from the outside and driven from the inside. Leaders who act with speed (Eva et al., 2019).

The challenges between on duty school principal and the previous decade in this case we name it as Od for on duty, the challenges is consistency what has been set by the school principal previous decade and maintain it in a mastering rather than awareness and Pd-1 shifting paradigm and the build the awareness of the urge of new changes and new habit there are a lot of things to carried that have to be accommodated because if there is one thing left out, it might a big issues while bridging the new paradigm between company, business analysis, and school community (Hamzah & Yusof, 2016).

Implementing this integrated future leader skills the challenges are not only from their internal self-factor but more into external self-factor, because future leader skills has result orientation to leading community through the core of internal awareness as tools to starting new future. Fluctuated condition on implementing future leader skills and their result it is because the internal core of awareness in school community especially teachers are one of personal factor so that, the school principal need to understand how to do communication through leadership with various personalities in group settings and multigenerational blending that concerning different issues such as the z generation has a tendency to has a coaching and room for improvement, when the z generation making mistake is crucial to school principal doing the coaching session focusing on their emotional support to help them see that failure are one of the learning experiences on the other hand, other

generation has a tendency to learning by doing, do the exploration on their own and learn from their own mistake also brave enough to see failure as a room from their improvement.

Schools principal has a good understanding on future leader skills, but found it hard to consistent implementing it and found it hard to shifting paradigm in early phase. Networking are facilitated school principal to has discussion forum and share the ideas for implementing integrated future leader skills, as support system that predict school principal's optimism and coaching each other (Sarwar et al., 2022). Resilience plays a critical role in adaptability and great leaders know how to nurture it (Eva et al., 2019). They also take responsibility for safeguarding their own well-being; for instance, by clarifying their priorities to balance work and personal commitment. School principal authenticity are need to be observe on implementing future leader skills, because they find it challenges to be optimist but they have to present as an optimist, so in this situation authenticity has a new paradigm that showing the concern from the heart not only forcing about reaching goals and created good human resources into combining difficulties and optimism at the same time in this perspective school principal's authenticity are shown as creating a safe room to share the difficulties and nurturing together the optimism by follow up the progress from each other (Ryan & Deci, 2000). On this situation there are several things that school principal try to solve in terms of implementing future leader skills for improving school community (Hidayat & Patras, 2023).

Evaluating programs in school are starting from teachers concern that the target and CPI are do able and hope it will be adjustment to prevent from the over task, in this role school principal bridging the concern from school community to the company. School principal prepare the firm data and give the possible solutions for both of them. Communication between the company and school community could be more serious because there are gap on point of view in this case both of them observe it based on different perspectives such as teachers tend to be from efficiency aspect and company from tend to be business aspect (Germain et al., 2023).

Based on those challenges school principal do several things as problem solving or adjustment process such as in consistency issues on strategic thinking, doing monthly meeting that required positive chemistry, motivation and skill upgrading not only problem solving brainstorm also redefining changes and the appropriateness with school identity and vision on sense of sensitivity to change by doing decision by influencing on a new culture that on still on the process to build. Intervention from top down such as school branding on sense of sensitivity to changes by giving the safe room or allowance to bring issues, and the school principal role are on classified the things as need to be follow or not. Maintaining quality of the program on reflective thinking such as doing evaluation after programs by reflecting each other, and noted it under the supervised also coaching session. Time issues on school changes and school programs schedule on strategic thinking such as setting purpose that to help teachers focusing on enhance their flow to so it build positive affect in upgrading skills. It can be concluded that implementing on integrated future leader skills has to be pay attention into many things while the obstacle are a lot rather than the to explore. Sense of

changing are good but we have to rethinking what works best and achievable with those certain conditions.

## REFERENCES

- [1] Ahya, M., Ahmad, S., & Fitriani, Y. (2021). The Role of Principal and Teacher Leadership to Improve the Quality of Learning in SMA Negeri 5 OKU. *Edunesia : Jurnal Ilmiah Pendidikan*, 2(2), 411–423. <https://doi.org/10.51276/edu.v2i2.134>
- [2] A. Michael Huberman, dan Matthew B. Miles. 2014. Analisis data Kualitatif Terj. Tjejep Rohidi. Jakarta: UI Pres
- Artasya, M. Siregar, B. Novianti, R. (2024). The Leadership Role Of An Effective School Principal. *Journal on Education* 06(02) pp. 14632-14638 E-ISSN: 2654-5497, P-ISSN: 2655-1365 Website: <http://jonedu.org/index.php/joe>
- [3] Creswell, J. W. (2013). Educational research: Planning, conducting, and evaluating quantitative and qualitative research. In *Educational Research*. Pearson.
- [4] Cohen, E. (2015). Principal Leadership Styles and Teacher and Principal Attitudes, Concerns and Competencies Regarding Inclusion. *Procedia - Social and Behavioral Sciences*, 186(2002), 758–764. <https://doi.org/10.1016/j.sbspro.2015.04.105>
- [5] Deci, E. L., & Ryan R.M. 2000. The What and Why of Goal Pursuit: Human Needs and the Self - Determination of Behavior. U.S: Lawrence Erlbaum Associates, Inc.
- [6] DeHart, C. A. (2011). A Comparison of Four Frameworks of Teacher Leadership. University of Tennessee, Knoxville]. [https://trace.tennessee.edu/utk\\_graddiss/1072](https://trace.tennessee.edu/utk_graddiss/1072)
- [7] Kementerian Pendidikan dan Kebudayaan. (2023). PISA Score Indonesia menuju pemulihan Indonesia. [ditpsd.kemdikbud.go.id/upload/filemanager/download/2023/LAPORAN\\_PISA\\_KEMENDIKBUDRISTEK.pdf](https://ditpsd.kemdikbud.go.id/upload/filemanager/download/2023/LAPORAN_PISA_KEMENDIKBUDRISTEK.pdf)
- [8] Nathan Eva, Mulyadi Robin, Sen Sendjaya, Dirk van Dierendonck, Robert C. Liden. (2019). Servant Leadership: A systematic review and call for future research, *The Leadership Quarterly*, 30, Issue 1, P111-132, ISSN 1048-9843, <https://doi.org/10.1016/j.leaqua.2018.07.004>.
- [9] Hallinger, P., Liu, S., & Piyaman, P. (2019). Does principal leadership make a difference in teacher professional learning? A comparative study China and Thailand. *Compare*, 49(3), 341–357. <https://doi.org/10.1080/03057925.2017.1407237>
- [10] Hallinger, P., Adams, D., Harris, A., & Suzette Jones, M. (2018). Review of conceptual models and methodologies in research on principal instructional leadership in Malaysia: A case of knowledge construction in a developing society. *Journal of Educational Administration*, 56(1), 104–126. <https://doi.org/10.1108/JEA-03-2017-0025>
- [11] Hamzah, N., Noor, M. A. M., & Yusof, H. (2016). Teacher Leadership Concept: A Review of Literature. *International Journal of Academic Research in Business and Social Sciences*, 6(12), 185–189. <https://doi.org/10.6007/ijarbss/v6-i12/2483>
- [12] Harvard Business Team. (2019). *Leading for Today and Tomorrow: Capabilities for a Changing World*. United States: Harvard Publishing
- [13] Hidayat, R. Patras, Y.E. (2023). The Role of Principal's Leadership and Learning Organization to Improve Teacher's Leadership. *Al-Ishlah: Jurnal Pendidikan* 15 (2), pp. 2134-2144 ISSN: 2087-9490 EISSN: 2597-940X, DOI: 10.35445/alishlah.v15i2.2642 <http://journal.staihubbulwathan.id/index.php/alishlah>
- [14] LFL Team. (2021). *Strengthening between leadership and learning*. University of Cambridge: Faculty of Education
- [15] Rini, P. et al. (2022). School Principal's Leadership Skills in 21st Century Based on Teacher Point View. *ICOPE 2022*, ASSEHR 746, pp. 557–571, 2023. [https://doi.org/10.2991/978-2-38476-060-2\\_52](https://doi.org/10.2991/978-2-38476-060-2_52)



- [16] Ryan, R.M., & Deci .E.L. 2000. Self Determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*.
- [17] Sarwar U, Tariq R and Yong QZ (2022) Principals' leadership styles and its impact on teachers' performance at college level. *Front. Psychol.* 13:919693. doi:10.3389/fpsyg.2022.919693
- [18] St. Germain, D., Scott, S., & Scott, D. E. (2023). Leadership impact on lecturer retention at university preparation programs in Malaysia. *International Journal for Leadership in Learning*, 23(1), 107–135. <https://doi.org/10.29173/ijll34>
- [19] Sunengsih, C. Anggarani, M. Amalia, M. 2019. Principal Leadership in the Implementation of Effective School Management. *Journal Upi: Mimbar Sekolah Dasar*, 6(1) 2019, 79-91 DOI:10.17509/mimbarsd.v6i1.15200
- [20] The Wallace Foundation. (2006). *Leadership for Learning: Making the connections among state, district and school policies and practices*. Wallace Foundation.

