INNOVATIVE STRATEGIES IN LEARNING DESIGN BASED ON STRENGTHENING LEADERSHIP SKILLS

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Abstract:

This study aims to describe Innovative Strategies in Learning Design Based on Leadership Skill Enhancement. This objective is grounded in the developments of the globalization era and Industry 4.0, where the challenges faced by leaders and educators in educational institutions are becoming increasingly complex. Changes in the field of education, technological advancements, student diversity, and rising societal demands require school leaders to adapt and respond to changes rapidly. Research on educational leadership in institutions is becoming increasingly relevant and urgent to explore. To gather data for this study, a qualitative approach with a case study design was employed. The research setting was located at MA Nurul Jadid Paiton, Probolinggo, and the study was conducted from October 10 to December 10, 2024. Data collection techniques utilized snowball sampling, with primary and secondary sources as the data basis. Data were collected through participant observation, in-depth interviews, and documentation. The data analysis technique followed the Miles and Huberman model, which includes data reduction, data display, and conclusion drawing. The results of this study indicate that Innovative Strategies in Learning Design Based on Leadership Skill Enhancement at MA Nurul Jadid Paiton, Probolinggo, include: Competency Standards Development,Training and Development, Mentorship and Coaching, and Monitoring and Evaluation. The design of leadership skills in learning plays a crucial role in creating an effective learning environment and empowering leaders who can effectively manage the learning process.

Keywords: Innovative Strategies, Design, Educational, Leadership Skills

INTRODUCTION

Leadership in education is all activities in an effort to influence individuals in the educational environment in certain situations so that they, through cooperative efforts, are willing to work responsibly and sincerely in order to achieve the educational goals that have been set (Mundiri & Sholehah, 2020). Educational institutions play an important role in making national education quality and able to compete in this global era. If educational institutions advance, Indonesian education will also advance. In educational institutions, of course, we cannot be separated from teaching staff who act as actors, priests, leaders, facilitators, motivators, evaluators and stakeholders in the learning process in the classroom (Benty et al., 2022).

Learning leadership is important to apply in schools because of its ability to build a learning community for its citizens and even be able to make the school a learning school. Learning schools have the following behaviors: empowering school members as optimally as possible, facilitating school members to continue learning and

re-learning, encouraging the independence of each school member, giving authority and responsibility to school members, encouraging school members to be accountable for processes and work results, encouraging teamwork that is (compact, intelligent, dynamic, harmonious, and agile or responsive to the main customer, namely students), inviting the school community to make the school focus on student services, inviting the school community to be ready and familiar with facing change, invite the school community to systems thinking, inviting school members to commit to quality excellence, and inviting school members to make continuous improvements (Usman & Eko Raharjo, 2013).

Leadership in learning has a very important role in improving the quality of education, because it will be able to improve the quality of learning. Good leadership can help improve the quality of learning by providing direction, guidance and support to teachers and students (Damanik, 2019). Good leadership in learning will be able to increase learning motivation. Good leadership can motivate teachers and students in the learning process, so that it can increase enthusiasm and motivation for learning (Usman & Eko Raharjo, 2013).

In this dynamic era, the challenges faced by leaders and educational staff in educational institutions are increasingly complex. Changes in the world of education, technological developments, student diversity, and increasingly high societal demands require school leaders to adapt and face changes quickly. Therefore, research on learning leadership in educational institutions is becoming increasingly relevant and urgent to explore (Hallinger, 2011).

In some educational institutions, there are still problems regarding leadership in learning, which can cover various complex aspects. The following are several problems that often arise in the context of leadership in learning: First, lack of understanding of the role and responsibilities of a leader in the educational context (Damanik, 2019), second, complexity in managing educational components, such as management, human resources, and curriculum. third, the absence of an effective organizational unity in the learning and teaching process (Mundiri et al., 2021). Fourth, the problem of inappropriate delegation of authority in Islamic educational institutions. Fifth, there is insufficient understanding of the nature of leaders, types of leadership, and factors that influence leadership in education. Sixth, challenges in responding to crises, such as the Covid-19 pandemic, and ensuring the smooth running of distance learning, attention to vulnerable groups, and evaluation of learning outcomes (Mubarok, 2022).

Madrasah Aliyah (MA) Nurul Jadid is one of the formal educational institutions at the high school level which is characterized by religion which is under the auspices of the Nurul Jadid Islamic Boarding School Paiton Probolinggo, namely Madrasah Aliyah Nurul Jadid (MANJ) which was officially established in 1977, with a decree. Nurul-Jadid Foundation dated January 1 1978 with Decree Number: 0407/YNJ/A.III/I/1978. (D. MA.NJ Profile. 2024). Madrasah Aliyah (MA) Nurul Jadid received registered status from the Department of Religion in 1980 with Decree number: L.m/3/222/1980, and currently has an A (Excellent) accreditation, by BAN – S/M with a score of 97, dated 30 October 2010, and Certificate serial number 006357(D. MANJ Profile. 2024).

Learning leadership at MA Nurul Jadid Paiton Probolinggo is still not running optimally, there are still many teachers who are not able to organize and lead the learning process optimally and effectively (W.01,02/11/24).

To address problems regarding learning leadership in educational institutions in general and in MA. Nurul Jadid Paiton Probolinggo, specifically there are several solutions, including systematically designing learning leadership skills. Learning leadership is leadership that focuses on learning which in detail includes: (1) curriculum, (2) teaching and learning process, (3) assessment, (4) assessment, (5) teacher development, (6) excellent service in learning, and (7) building learning communities in schools (Muhammad, 2017).

Instructional leadership is a strong attention to teaching and learning including professional learning by teachers according to student development. Strategies to

improve learning effectively are: (a) modeling, (b) monitoring, (c) professional dialogue and discussion. Modeling means that the school principal's example becomes an example or model that is imitated by the teachers in the school he leads. Monitoring means monitoring the teacher's work in class when the teacher carries out the learning process in class and utilizing the results of this monitoring for further guidance. professional dialogue and discussion means discussing actively, interactively, effectively, aspirationally, inspiringly, productively, democratically and scientifically about the results of performance assessments and follow-up plans to improve the quality of student learning processes and outcomes (Logho, 2016).

Kepemimpinan pembelajaran memiliki peranan yang penting dalam mengoptimalkan peran staf dan menciptakan lingkungan pembelajaran yang kondusif bagi pembelajaran disekolah(Kulsum et al., 2024).

Learning leadership in educational institutions is crucial in achieving quality education goals. The role of leadership in establishing an effective learning environment and empowering the entire school community cannot be underestimated. School leaders have an important role in directing the learning vision and strategy, motivating and supporting teachers, and ensuring optimal achievement of student learning outcomes (Lumban Gaol & Siahaan, 2021). In dealing with leadership issues in learning, it is important to involve various related parties, such as educational leaders, teachers, students, parents and the community, and adopt a collaborative and inclusive approach to achieve sustainable improvement (Muzakki et al., 2024).

Researchers describe several research results with the aim of avoiding similarities in research themes or repetition of research. Previous research includes: Mita Septiana and Dian Hidayati about teacher leadership in learning in the digital era (Septiana & Hidayati, 2022), Ramdanil Mubarok, about teachers as leaders in the classroom in limited face-to-face learning (PTMT) (Mubarok, 2022), Richards d, researching leadership for learning in higher education: the student perspective (Richards, 2012), Muhammad A researched the Teacher Leadership Model in the Classroom Learning Process in Elementary/MI level (Muhammad, 2017), Murphy J, Elliott S, Goldring E researched Leadership for learning: A research-based model and taxonomy of behaviors (Murphy et al., 2007)

Based on the previous research above, the novelty of the research is that the researcher's focus in his research discusses innovative strategies in learning design based on strengthening leadership skills in madrasas.

The aim of this research is to investigate innovative strategies in learning design based on strengthening leadership skills in MA. Nurul Jadid Paiton Probolinggo, and its impact on the quality of education and student learning outcomes. This research aims to identify key factors that influence the effectiveness of learning leadership, as well as efforts that can be taken to improve leadership performance at the educational institution level.

RESEARCH METHODS

Research method The research method is a series of processes or steps carried out in a planned and systematic manner with the aim of getting a solution to a problem or getting answers to certain questions (Subadi, 2018). This research uses a qualitative approach and a case study type of research. for this reason, this research was conducted to describe, understand and interpret phenomena, events, cases and social activities regarding Innovative Strategies in Learning Design Based on Strengthening Leadership Skills at MA Nurul Jadid Paiton Probolinggo.

In simple terms, it can be said that the aim of qualitative research is to find answers to a phenomenon or question through the systematic application of scientific procedures using a qualitative approach. Denzin and Lincoln state that qualitative research is research that uses a natural background, with the aim of interpreting phenomena that occur and is carried out by involving various methods available in qualitative research (Sugawara & Nikaido, 2014a).

This research was carried out at MA Nurul Jadid, which is located in Karanganyar Village, Paiton District, Probolinggo Regency. This research was carried out from October to December 2024. The subjects of this research were teaching staff and education staff at MA Nurul Jadid Paiton Probolinggo. Several data sources used in this research were obtained from several research informants, namely people who could help provide information on the situation and conditions of the research setting. The informants included: madrasa head, head of curriculum, teacher council, education staff at MA. Nurul Jadid Paiton Probolinggo.

The data collection techniques used in this research were interviews, observation and documentation. Interviews are a data collection technique that obtains information through conversation or questions and answers by digging from direct data sources (Wilda, 2020). The interview used in this research is an unstructured interview, which is a free interview without a systematic interview guide, but only outlines the problems that will be asked (Permana, 2018). This interview aims to obtain as complete information as possible about the object to be studied. Observation is a technique of observing targets using observation sheets (Rahman, 2018). The data taken is in the form of learning leadership skills design which really needs to be done to further expand and streamline the implementation of effective and innovative learning.

Dokumentasi merupakan catatan peristiwa yang dapat berupa gambar, tulisan atau karya-karya dari seseorang (Aristia et al., 2020). Dokumentasi difungsikan untuk membuat hasil penelitian lebih terpercaya. Dokumentasi yang dilakukan yaitu mengambil data, berkas dokumen atau foto berlangsungnya pembelajaran dan kegiatan di MA Nurul Jadid Paiton Probolinggo.

In this research, qualitative descriptive analysis of the Miles and Huberman type will be used. Through this analysis, it is hoped that a clear picture of the research focus above will be obtained. Data analysis techniques in case study research include structured and specific analysis methods developed by Miles and Huberman, namely: data reduction, data presentation and drawing conclusions (Sugawara & Nikaido, 2014b).
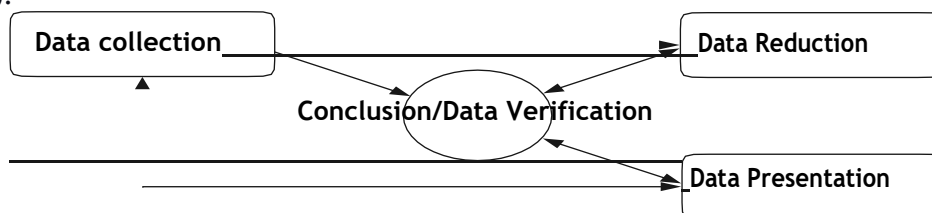
RESULTS AND DISCUSSION

In this discussion, the results of research findings and discussions obtained through participant observation, interviews and document study will be described regarding Innovative Strategies in Learning Design Based on Strengthening Leadership Skills at Madrasah Aliyah (MA) Nurul Jadid Paiton Probolinggo.

The Innovative Strategy in Learning Design Based on Strengthening Leadership Skills at Madrasah Aliyah (MA) Nurul Jadid Paiton Probolinggo is detailed as follows:

Preparation of Competency Standards

In an effort to design learning leadership skills at MA Nurul Jadid Paiton Probolinggo, start by identifying the competencies and characteristics of learning leadership. It is important in achieving educational goals in madrasas. In an effort to identify the competencies and characteristics of learning leadership, various related parties are involved, including teachers, staff, students and parents, to obtain a comprehensive perspective (W.01,10/11/24).

Based on the results of identifying these competencies, then create standards or frameworks that explain the criteria and expectations related to the design of learning leadership skills. This standard will be a guide for leaders at MA Nurul Jadid Paiton

Probolinggo in developing themselves and improving their leadership qualities.

Developing competency standards for learning leadership skills at MA Nurul Jadid is the right step in designing learning leadership skills, so that it is hoped that we can better understand the importance of learning leadership skills in madrasas and their impact on the quality of education. And it is also hoped that it can contribute to the development of better education policies, as well as help improve the quality and learning opportunities for students in the schools participating in this research.

The steps for preparing learning leadership skill competencies, which will explain the learning leadership skills needed by teaching staff and educational staff, can improve the quality and quality of madrasas. This is in line with theory.

Leadership skills in learning involve various abilities and skills that are important for leaders to lead and manage teams in achieving certain goals. The following are some leadership skills that are relevant in the learning context:

Communication skills: The ability to communicate clearly and effectively is essential in instructional leadership. Leaders must be able to convey information well to the team and ensure proper understanding. Interpersonal skills: The ability to interact and collaborate with others is an important skill in instructional leadership. Leaders must be able to build good relationships with team members and facilitate effective collaboration (Damanik, 2019).

Motivational ability: Leaders in learning must be able to motivate team members to achieve common goals. This involves the ability to inspire, encourage, and direct a team towards success. Decision-making abilities: Learning leaders must be able to take appropriate and effective decisions in complex situations. This ability involves analyzing information, evaluating options, and taking appropriate action (Septiana & Hidayati, 2022).

Conflict management skills: In a learning context, conflict can occur between team members or in situations involving important decisions. Leaders must have the ability to manage conflict wisely, find fair solutions, and maintain cooperation within the team. Supervision skills: Learning leaders must be able to effectively supervise and direct team activities. This involves the ability to provide clear direction, monitor progress, and provide constructive feedback (Benty et al., 2022).

Performance management capabilities: Leaders must be able to manage the performance of team members and ensure the achievement of desired goals. This involves setting clear goals, regularly monitoring performance, and providing necessary support and guidance. Critical thinking skills: The ability to think critically and analytically is essential in instructional leadership. Leaders must be able to analyze problems, identify effective solutions, and make decisions based on rational thinking (Mubarok, 2022).

Creativity ability: Learning leaders must be able to think creatively and innovatively in facing challenges and finding new solutions. This ability allows leaders to develop new approaches and inspire teams to think outside the box. And time management skills: Learning leaders must be able to manage time effectively, set priorities, and optimize the use of time to achieve set goals (Hallinger & Heck, 2010).

This step in preparing learning leadership competency standards is expected to be able to provide excellent service to students so that students can develop their talents and be able to face challenges in the future (Lumban Gaol & Siahaan, 2021).

As is in line with the aim of learning leadership, namely to facilitate learning so that there is increased learning achievement, learning satisfaction, learning motivation, knowledge, creativity and innovation. There is a need to implement learning leadership in schools because: increasing student achievement, providing encouragement so that school residents can and are able to improve student achievement, achieving the vision, mission and goals of the school are carried out with focus and building a community of community learning and making learning a school (Fanani et al. , 2014).

Training and Development

Once the standards have been developed, the next step is to provide specific

training and development programs for madrasah leaders. This training may include workshops, workshops, seminars, or coaching programs aimed at improving their leadership skills and knowledge.

As a follow-up to the preparation of learning leadership competency standards at MA Nurul Jadid, training and development activities were held for the entire madrasah community. It is hoped that it will be able to increase understanding and knowledge about the role and responsibilities of a leader in education through training and learning leadership development (W.02, 11/15/24).

Learning leadership skills training is an educational and development process aimed at improving leadership competencies in an educational context. The aim of this training is to equip school leaders with the skills, knowledge and attitudes needed to create an effective and successful learning environment (Utara et al., 2014).

Learning leadership is very important to implement in schools because it provides many benefits, including: (1) significantly increasing student learning achievement; (2) provide encouragement and direction to the school community to improve the learning achievements of their students; (3) focusing the activities of its citizens towards achieving the school's vision, mission and goals; (4) building a learning community of its citizens; and (5) making the school a learning school (Fauzi et al., 2018).

In order to achieve effectiveness in learning leadership, a person must be able to fulfill three main aspects, namely communication, management and learning strategies (Fauzi et al., 2018).

In order to create an effective and efficient learning process, good learning leadership is needed in educational institutions, this can be obtained through training and development so that they are able to manage human resources, budgets and existing infrastructure in schools so that they can be used effectively and efficiently in supports the learning process (Damanik, 2019).

Good learning leadership in educational institutions, apart from being able to create good and superior quality education, good learning leadership will also improve the quality of external education and learning such as: first, increasing collaboration: Good leadership can build good relationships and strengthen collaboration between teachers, students, parents and the community in the learning process (Nuriyah, 2024). Second, increasing public trust: Good leadership can increase public trust in schools and the achievements achieved by students (Khoir et al., 2024). Third, increasing innovation: Good leadership can create innovation in the learning process, such as curriculum development, use of information technology, and development of extracurricular programs, so that it can improve the quality of learning (Frost, 2006).

So that in the context of learning in educational institutions, learning leadership can be carried out by school principals, teachers, or anyone who has a role in the learning process. It is important for individuals who want to train leadership skills in learning to develop good leadership abilities, such as communication skills, class management, learning evaluation, and learning innovation (Nasution, 2016).

Mentorship and Coaching

Providing mentorship or mentoring (coaching) by more experienced madrasa heads can help the madrasah community to learn from other people's experiences and get guidance in facing leadership challenges.

Following up on the previous activity process, namely the preparation of skill competencies and training, the next step is to carry out regular and systematic mentoring with the hope of being able to synergize and improve leadership skills in learning at MA Nurul Jadid Paiton Probolinggo (W.01, 11/20/2024).

Mentoring the design of learning leadership skills is the process of accompanying individuals or groups in developing and strengthening leadership skills related to learning and education. This mentoring aims to improve leadership competence in managing the learning process, creating an environment conducive to learning, and inspiring team or study group members (W.03, 11/24/24).

Implementing Innovative Strategies in Learning Design Based on Strengthening Leadership Skills at MA Nurul Jadid in the form of mentorship or coaching is the right step and is in line with leadership theory. The following are several steps that can be taken in assisting the design of learning leadership skills:

Initial Assessment: Conduct an initial assessment of individual or group learning leadership abilities. Identify their strengths and weaknesses in managing learning and communicating with team members or students. Set Goals Together with the individual or group you will be mentoring, set the goals and hopes you want to achieve through this mentoring. Make sure the goals are measurable, realistic, and relevant to the educational context at hand (Bass, 2000).

Plan Training and Coaching: Based on the initial assessment and established goals, design an appropriate training and coaching plan. Tailor the program to the needs and preferences of the individual or group being accompanied. Train Leadership Skills: Focus training on specific leadership skills related to learning, such as communication skills, managing conflict, providing effective feedback, and motivating team members or learners (Dakir et al., 2022).

Apply Role Models: Show examples of good leadership roles through direct practice and behave as inspiring role models. When individuals or groups see leadership skills in action, they can learn better (Septiana & Hidayati, 2022).

Provide Feedback: Provide structured and ongoing feedback on their learning leadership performance. Encourage independent reflection and invite them to identify areas where they can improve their leadership skills. Provide Support: During the mentoring process, be sure to provide the necessary emotional and motivational support to keep the individual or group motivated in developing their leadership skills (Damanik, 2019).

Evaluation and Improvement: Conduct regular evaluations of the progress of the individuals or groups being mentored. From this evaluation, identify steps that need to be taken to improve the mentoring program and improve its results. Application in Real Contexts: Encourage individuals or groups to apply the leadership skills they have learned in real contexts. This approach will help them strengthen their leadership skills through practical exercises (Fanani et al., 2014).

Sustainable and Adaptable: Instructional leadership is a skill that continues to evolve with changes in the world of education. Ensure that assistance in designing learning leadership skills is sustainable and can adapt to the latest needs and developments in the field of education (Lumban Gaol & Siahaan, 2021).

That mentoring in the design of learning leadership skills requires patience, empathy, and a personalized approach according to the needs of the individual or group being accompanied. By providing the right support, you can help them become influential leaders in the learning context (Usman & Eko Raharjo, 2013).

Monitoring and Evaluation

The final step, it is important to monitor and evaluate the effectiveness of Innovative Strategies in Learning Design Based on Strengthening Leadership Skills that have been implemented at MA Nurul Jadid Paiton Probolinggo. This will help identify the successes and shortcomings of the approach used, so that it can be improved for the future .

After a series of activities were carried out to design learning leadership skills that had been implemented at MA Nurul Jadid Paiton Probolinggo, monitoring and evaluation steps were carried out in order to measure and identify the level of success and shortcomings of the design of learning leadership skills at MA Nurul Jadid Paiton Probolinggo (W.01/ 11/20/24).

Implementation of the learning leadership skills design at MA Nurul Jadid in the form of monitoring and evaluation is the right step and is in line with the theory of the learning leadership evaluation model.

Monitoring is an activity aimed at providing information about the causes and consequences of a policy that is being implemented (Ag. Subarsono, 2022). Monitoring

is a routine process of collecting data and measuring progress on program objectives. Monitoring changes, focusing on processes and outputs. Monitoring involves accounting for what we do. Monitoring involves observing the quality of the services we provide (OED and ECD, 2024).

Monitoring activities are more centered (focused) on the activities being implemented. Monitoring is carried out by digging to obtain information on a regular basis based on certain indicators, with the aim of knowing whether ongoing activities are in accordance with agreed plans and procedures (Kulsum et al., 2024).

Evaluation is an activity that assesses the results obtained during ongoing monitoring activities. More than that, evaluation also assesses the results or products that have been produced from a series of programs as a basis for making decisions about the level of success that has been achieved and the further actions needed (Nuriyah, 2024).

Monitoring and Evaluation (Monev) activities from the design of learning leadership skills are the process of monitoring and assessing the implementation of programs or mentoring aimed at developing leadership skills in the learning context. The aim of this Monev is to ensure that the program runs effectively and achieves the expected results (Jazilurrahman et al., 2023).

The following are the steps that can be taken in monitoring and evaluation of learning leadership skills design: Determining Performance Indicators Determine performance indicators that can measure the success of the program. These indicators must be measurable, specific, measurable, relevant, and realistic in relation to the goals that have been set for the development of learning leadership skills. Data Collection: Collect data related to program implementation. Data that can be collected includes attendance, participation, test or evaluation results, feedback from participants, and direct observation (Logho, 2016).

Analyze the data that has been collected to evaluate the effectiveness of the program. Compare the data with the performance indicators that have been set to see the extent to which the program achieves the goals that have been set. Qualitative Evaluation: Apart from quantitative data, also carry out qualitative evaluation through interviews or discussions with participants, facilitators or other related parties. This will provide a more in-depth picture of their experiences and perceptions of the program (Lumban Gaol & Siahaan, 2021).

Based on data analysis, identify the achievements that have been achieved by the program in developing learning leadership skills. Apart from that, also identify challenges or obstacles that may be faced during program implementation. Program Adjustments: If weaknesses or challenges are found in the program, make necessary adjustments or improvements. Program development must be a continuous process that can adapt to needs and changes that occur (Fanani et al., 2014).

Feedback to Participants and Facilitators: Convey evaluation results to participants and facilitators. Provide constructive feedback to help participants understand accomplishments and areas of improvement in the development of instructional leadership skills. Reporting: Create an evaluation report that includes findings, results, recommendations, and corrective actions that have been or will be taken. This report can be used as learning material for the next program (Mundiri & Sholehah, 2020).

Continuity and Improvement: Ensure that monitoring and evaluation of learning leadership skills is ongoing and integrated as part of the program development process. Use the evaluation results to continue to improve the quality of the program in the future (Kulsum et al., 2024).

Through good monitoring and evaluation, organizations or educational institutions can measure the effectiveness of learning leadership skills development programs and ensure that goals and expectations are achieved well. Apart from that, Monev also helps identify opportunities for improvement to improve the programs and services provided.

CONCLUSION

The findings of this research highlight the implementation of innovative strategies in learning design aimed at strengthening leadership skills at MA Nurul Jadid Paiton Probolinggo. These strategies encompass several key components, including the preparation of competency standards, training and development, mentorship and coaching, as well as evaluation and monitoring. Each component plays a vital role in shaping an effective and well-rounded leadership development process.

The preparation of competency standards ensures that clear benchmarks are set to guide the development of essential leadership skills. This phase serves as the foundation for aligning the learning objectives with the desired outcomes, fostering a structured and targeted approach to leadership growth.

Furthermore, training and development programs, combined with mentorship and coaching, provide learners with the practical tools and guidance needed to hone their leadership abilities. These activities promote continuous improvement and personal growth, equipping participants to effectively manage the learning process and address challenges in their educational environment.

Overall, the learning design based on strengthening leadership skills creates a dynamic and supportive learning atmosphere. It empowers individuals to become capable leaders who can contribute significantly to the success and sustainability of the educational system at MA Nurul Jadid.

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