Optimizing Educational Leadership: Building Sustainable Education in the 5.0 Era

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ABSTRACT: Leadership is a sensitive issue because it involves whether or not an educational institution is being led. Leaders have the power to move and influence the tasks that their duties and responsibilities must carry out. This study aims to describe school principals as leaders of educational institutions in the 5.0 era, internalize the EMASLIM-FM concept for the function of educational leadership in the 5.0 era and describe school principals as visionary education leaders in the 5.0 era. This research is a qualitative type, using a library research approach. Data were obtained through literature studies of books, ebooks, scientific journal articles, dissertations and other sources that pay attention to their relevance. Data analysis using comparative analysis. The analysis results show that in the EMASLIM-FM concept, the school principal has the functions of educator, manager, administrator, supervisor, leader, innovator and motivator, figure and mediator. Leadership in the 5.0 era requires school principals to internalize visionary competencies for institutions so that they become plenary educational institutions. Creative leadership is essential and must be realized, considering that vision is a guideline in the wheels of leadership. The principal needs to implement the idea tangible and measurable in the leadership wheel. Concrete action in implementing the vision is the key to achieving the desired educational goals.
mengingat visi merupakan pedoman dalam roda kepemimpinan. Kepala sekolah perlu mengimplementasikan visi secara nyata dan terukur dalam roda kepemimpinan. Tindakan konkret dalam mengimplementasikan visi menjadi kunci keberhasilan dalam mencapai tujuan pendidikan yang diinginkan.

**Keywords:** Principal Optimization, Educational Leadership, Continuing Education.

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I. INTRODUCTION

The world is currently entering the era of revolution 5.0 from various fields, each of which has someone who holds a position believed to be able to innovate and be creative according to the demands of the times. Education, as the most potent weapon for the nation's shoots to welcome a better future, requires a captain who is called a leader. As an institution or institution, the world of education has a place or place where the learning cycle occurs, which brings together educators and students. Thus, leadership becomes a susceptible issue because it involves the development or not of an educational institution that he has led so far. In fact (Gupta & Yadav, 2023) leadership is the central point of an organization which will depend on the ability of its leadership to mobilize all the resources and funds within the organization. If you trace life in the past that lived hand in hand with the system of the empire collapsing or the kingdom's glory, the main factor in question is the leader. A leader becomes the vanguard in carrying out the tasks he carries. In addition, according to (Wu & Shen, 2022), leaders do not stand aside, but they provide encouragement and spur (to prod), stand in front, which makes it easy to progress and inspires the organization to achieve goals.

The term educational leadership is popular among researchers, policymakers and educational reformers who emphasize accountability and excellence in education (Sun, 2023). In the revolutionary era 5.0, this term is familiar because researchers agree with this definition that school principals as educational leaders are indeed required to act as administrators, agents of change and learning leaders for the educational institutions they hold (Ikhwan, 2016). Principal leadership, is the principal's effort to influence, encourage, guide, direct and mobilize teachers, students, parents of students and other related parties to participate in achieving school goals that have been set (Smith et al., 2021). In carrying out leadership, it is required to achieve success in various matters, including a victory in managing schools, learning activities, workforce management, facilities and infrastructure, finances, school environment, and school relations with the community and harmonious school culture (Navaridas-Nalda et al., 2020).

Educational institutions called schools are led by someone called the principal. The principal's leadership is one factor that encourages realizing the school's vision and mission, goals and objectives through programs carried out in stages and planned (Ikhwan et al., 2019). The principal, as a leader, has a vital role in coordinating, mobilizing and harmonizing all the elements that can move towards optimizing his leadership (Prasojo et al., 2021). A person who becomes a leader in an educational institution does not only have the task of commanding his subordinates, ordering or handing over all his work to his associates. Because according to (Tursina, 2017), the duties of educational leadership, namely: helping people in the school community formulate educational goals, expediting the teaching-learning process and developing
more effective teaching, forming or building a productive organizational unit, guiding and directing the growth and development of students' lives from one stage to another until they reach the point of optimal ability. Because the quality of its leadership strongly influences the performance of an organization. The dreamer must assume responsibility for the entire organization. Furthermore, leadership should be understood as serving the organization and its members (Helmy et al., 2014).

Someone who carries the mandate as a leader or principal is trusted to try to achieve the educational goals proclaimed so far. In its activities, the leader has the power to move and influence his subordinates with respect to the tasks that must be carried out. At this stage, the leader must provide a clear voice of direction and guidance so associates can carry out their duties efficiently (Talebizadeh et al., 2021). The results achieved are by predetermined goals, which are carried out with a complete sense of responsibility to achieve the expected educational goals (Shen et al., 2021). Because in the 5.0 era, the success or failure of an educational institution, namely a school, is under the control of its leaders. Therefore, educational leadership needs good refreshment in optimizing itself with the tasks, authorities, goals and positions held functionally.

Principals have broad responsibilities in organizing educational activities. The principal acts as the prominent leader in the school and has a crucial role in carrying out essential functions, such as school administration, developing academic staff, and managing and maintaining facilities and infrastructure (Kwan, 2011). As a leader, the principal has responsibility for managing and supervising various administrative activities in the school. This includes financial management, student and education personnel administration, and teaching and learning processes monitoring. The school principal is also responsible for ensuring compliance with applicable education policies and regulations and maintaining the integrity of the school (Horwood et al., 2022).

In addition to administrative duties, school principals also have an essential role in fostering education personnel. They provide teachers and other school staff with direction, training and professional development. The principal acts as a facilitator in improving the quality of teaching and learning in schools and ensuring that teachers and staff receive the necessary support in carrying out their duties. Furthermore, the principal is also responsible for utilising and maintaining school facilities and infrastructure. They must ensure that the physical and non-physical facilities in the school function properly and are safe to use. The principal plays a role in planning, supervising, and managing the resources needed to meet learning needs and other school activities (Paleczek et al., 2023).

In his role as a leader or leader in the school, the principal shows that he is the number one person in the school he holds. The principal is given the power or power to lead all educators and educational staff in the school to achieve school achievements. Therefore, the recommendation that is one of Indonesia's improvements in the field of education is to empower school principals from the education delivery system (Oplatka, 2023). The principal is also held accountable for the extent to which his leadership can achieve school achievements that can be achieved by students in the academic and non-academic fields, the teaching and educational staff in the school, as well as improving the performance of the school institution itself (Shibuya, 2020). So complicated is someone who serves as an educational leader in an educational institution. It takes work to do that. However, as a practitioner trusted by the entire school community, a leader must remain professional through periodic refreshments in optimizing this 5.0 revolution era.
Several studies, such as Jubran, highlight early and contemporary ideas about educational leadership from an Islamic perspective, starting with defining the term. Educational leadership in this context can be a process of guiding and influencing members of the organization to show initiative and love for their work as a form of worship to achieve organizational goals (Jubran, 2015). Niculescu conducted research at a smaller level, defining the class as an educational micro-community that represents an ideal context for academic actors’ leadership development through simple rules and behaviours (Niculescu, 2015). As well as Wang with how educational leadership will be in the future, the theoretical basis for educational leadership research. To peek into the future of educational leadership's theoretical foundations, I first chart the progress over the past few decades on what theories are often used to frame empirical studies in educational leadership research (Wang, 2023).

The focus of this study highlights the importance of optimizing educational leadership in facing the challenges and changes that have arisen in the 5.0 era. Technological advances, globalization and high complexity, characterize the 5.0 era. Therefore, educational leadership must be able to adapt and optimize its role to respond to challenges and take advantage of opportunities in this era. This research focuses on the importance of optimizing educational leadership and building sustainable education in facing the challenges and dynamics of the 5.0 age, distinguishing it from other titles that may or may not reflect the specific context of the 5.0 era.

II. METHOD

The research was conducted using qualitative methods. This approach uses the Research library, which is solving it by describing the problems to be solved in this study. The data used in this study come from literature and publications related to educational leadership in the form of books, journal articles, research reports, and official educational documents. Data sources include academic publications, textbooks, government reports, education policies, and scholarly articles. Data collection techniques in literature research involve searching, reviewing, and analyzing literature relevant to the research theme. Data was collected through a systematic and comprehensive search of sources pertinent to the research title (Creswell, 2018).

Comparative analysis data analysis technique, namely this approach, involves a comparison of literature from various sources to identify similarities and differences in thoughts, opinions, or research findings. Researchers identified interrelated or conflicting aspects in the relevant literature. Data analysis in literature research involves the process of reading, identifying, and reviewing literature that is relevant to the research title. Data analysis can include literature synthesis, comparison, categorization, and thematic grouping. Data obtained from the literature will be analyzed to extract relevant information, identify trends, and develop an understanding of optimizing educational leadership (Ikhwan, 2021).

III. RESULT AND DISCUSSION

The Principal as the Leader of an Educational Institution

As someone who holds a school office, the souls of leadership must constantly be honed in optimizing themselves by the demands of the times in the 5.0 revolution era. School
development can be measured by who the leaders are. The principal must understand the climate and culture of the school he leads. Because the principal, as the skipper, determines the direction of the movement of the led agency in achieving the success of the previously planned goals. School success is the success of the principal. Some principals are described as people with high hopes for their students. Principals are those who know a lot about their duties. They determine the rhythm of their school (Kulophas & Hallinger, 2023). Based on the two contexts above, the principal holds a position, power or authority to govern to move the school to achieve the desired goals supported by competence.

As the educational institution's leader, the principal must be oriented towards the goals targeted in his planned performance plan. The principal has a broad vision and is active, ambitious, and performance-oriented. Because the principal is a leader and one of the effective school change agents as a function, for this reason, the principal leader is required to be responsible, understand educators, be authoritative, be able to control conflict, understand the essence of leadership, and provide guidance.

*First*, being responsible means that a school principal must manage the educational institution he leads. This includes making the right decisions, supervising and managing resources, and ensuring educational goals and standards are correctly achieved. *Second*, understanding educators is that school principals need to have a deep understanding of the characteristics, needs, and challenges faced by educators in educational institutions. By understanding teaching staff, principals can provide the proper support, provide motivation, and develop a conducive work environment for them.

*Third* is authoritative, an authoritative principal can earn the respect and trust of staff, students, and the school community. This can be achieved through integrity, honesty, competence, and strong leadership abilities. The authority possessed by the principal will affect the school culture and staff performance. *Fourth*, able to control conflict, as a leader, the principal must have skills in identifying, managing, and resolving disputes that may arise in the school environment. Working conflict wisely and fairly will ensure the continuity of harmonious relations between staff, students and other related parties.

*Fifth*, principals must have a deep understanding of the essence of leadership, including concepts, theories, and practices related to educational leadership. By understanding the essence of leadership, principals can develop effective strategies, inspire staff and create a positive school culture. *Sixth*, provide guidance. As a leader, the principal is vital in providing guidance and direction to staff and students. Principals must be role models and provide positive encouragement to help team and students reach their full potential. This guidance can include professional development, improving the quality of teaching, and fostering student morals and character.

Principals as educational leadership needed in the 5.0 era are not enough just from their competence or leadership spirit but in terms of national identity, culture, and religion are also required. Thus, educational leadership carried out by school principals in every educational institution is a form of national leadership in the 5.0 era based on Pancasila because all efforts through Pancasila are believed to achieve national education goals through integrating the values of each of the Pancasila precepts, given that today's world is constantly developing. A leader must adapt to the changes that occur, especially in the world of education, as a form of anticipation as well as achieving various educational goals.
Internalization of the EMASLIM-FM Concept on the Function of Educational Leadership

As the holder of power or the highest position in educational institutions, especially in schools, the principal has two crucial roles. Aside from being the holder of school substance governance, he is also the formal education leader at the school where he serves. The success or failure of this management depends on the principal himself and his influence on educational institutions, namely the school he leads. Therefore, the main tasks and functions of the school principal as an educational leader can be seen from the point of view of his leadership function. Namely the principal, has a function that must be internalized within him the EMASLIM-FM concept, namely the functions of educator, manager, administrator, supervisor, leader, innovator and motivator, figure and mediator. If an educational leader can internalize this concept in his performance, success will reach its peak. For this reason, some of the ideas of EMASLIM-FM will be described below:

**Educator Function Principal**

In carrying out its function as an educator. Educators are people who educate. At the same time, educating means providing training (teachings, leadership) regarding morals and intelligence of the mind. So the principal's leadership function as an educator must have the right strategy to increase the professionalism of the education staff (teachers and others) in schools. As well as creating a conducive climate, providing advice to every school member, encouraging all academic staff, implementing attractive learning models, and conducting accelerated programs for students with intelligence above normal. This activity is very central to educational leaders, namely the school principal, so it is necessary to instill to strengthen through mental, moral, physical and artistic development by the school principal.

**Manager Functioning Principal**

In Permendiknas Number 13 of 2007 concerning Standards for School/Madrasah Principals, it is said that the managerial competence of school principals can:

1. Prepare school/madrasah plans for various plans;
2. Develop school organizations according to needs;
3. Leading schools in the context of optimally utilizing school resources;
4. Managing school change and development towards an effective learning organization;
5. Creating a conducive school climate for student learning;
6. Manage teachers and staff; school facilities and infrastructure;
7. Manage school relations with the community;
8. Manage students;
9. Manage the development of curriculum and learning activities by the direction and objectives;
10. Manage school finances by the principles of accountable, transparent and efficient management;
11. Manage school administration in supporting school goals;
12. Manage school special service units in supporting learning activities;
13. Manage school information systems;
14. Utilizing advances in information technology to improve learning and school management; And
15. Monitor, evaluate and report on the implementation of school activity programs with appropriate procedures and plan follow-up.

As a managerial function, the school principal in education leaders has the authority to manage the substance of the school he works. These activities include planning, organizing, implementing, controlling, including leading, which is part of management.

Administrator Function Principal

The principal also functions as an administrator. As an administrator, according to Mulyasa, the school principal has a very close relationship with various administrative management activities that record, compile and document all school programs. Specifically, school principals must be able to manage curriculum, student administration, personnel administration, facilities and infrastructure administration, archive administration and financial administration. These activities must be carried out effectively and efficiently to support school productivity.

Supervisor Function Principal

Principals with supervisory functions in the Dictionary of Education (1945: 150) are interpreted as the efforts of school officials in leading teachers and other officers in improving teaching, including stimulating, selecting position growth and developing teachers and revising the goals educational goals, even teaching methods and evaluation. The principal is called a supervisor because he can monitor and supervise his subordinates. This supervisor does not just look for mistakes in assistants but makes improvements to all deficiencies so that they will be better in the future. In addition, supervisors are carried out to control the performance of their subordinates, namely teachers, staff, students and other school members, to prevent and anticipate deviations in work.

Leader Functions Principal

As a leader, the principal must have a unique character that includes personality, basic skills, experience and professional knowledge, as well as administrative and supervisory expertise. The abilities that the principal must realize as a leader can be analyzed from personality, knowledge of education staff, vision and mission of the school, decision-making ability and communication skills.

Innovators Function Principal

An innovator has a constructive, creative, delegation, integrative, rational and objective, pragmatic, exemplary, disciplined, adaptable, and flexible attitude at work. For this reason, the principal functions as an innovator. This attitude is emphasized to be internalized within him so they can be role models for all their subordinates and create a school climate full of innovation and creativity.

Motivator Functions Principal

As someone who occupies the highest position as a school principal, he must have a motivating spirit. This means motivating his subordinates so they can work optimally according to their respective tasks. Various ways can be done, such as through regulating the physical environment, setting the working atmosphere, discipline,
encouragement, and rewards effectively and providing multiple learning resources through the development of learning resource centres.

**Figure and Mediator Functions Principal**

In addition to the above functions, the principal, as an educational leader, has the role of a figure and mediator. The figure here is that the principal can make himself a benchmark in his authority to be an example for his subordinates. Meanwhile, the mediator makes himself the intermediary for various or the occurrence of a problem, both internal and external, to create a productive school climate.

**Principals as Visionary Education Leaders in the 5.0 Era**

Vision is interpreted as a plot or picture to be achieved that has previously been planned. Vision as far-sightedness, depth, and breadth, which is an abstract thinking power that has tremendous power and can break through all physical boundaries, time and place. The vision has several contents aimed at meeting the goals to be achieved so far. The content is (what must we attain) what is achieved, (what must we have) what must we have, and (what must we become) in the future what we can become. This content is a core component of the vision so that it can become a guide in pursuing the wheel of leadership. Visionary becomes a policy that needs to be integrated as an action to improve one's competence. Visionary leadership is the ability to create and articulate a realistic, believable, and attractive vision of the future of an organization or organizational unit that continues to grow and improve compared to today (Sneider, 2023). This vision has a clear and compelling picture that offers innovative ways to improve, that recognizes and is based on tradition and is linked to actions people can take to realize change.

In short, as school principals, visionary souls must be instilled from an early age. When he became a teacher, he was not appointed or trusted to serve as a school principal, nor was he already in office. Because leaders who have a visionary soul have several forces that can boost the progress of their educational institutions. For visionary leaders, the Vision has several strengths, namely: 1) The right Vision will generate commitment and motivate people in the organization; 2) The right Vision motivates people in the organization; 3) The right Vision determines the standards of success; 4) The actual vision bridges the present and the future. Vision is central to leadership because Vision is an indispensable tool. Without vision, leadership will fail. Visionary school principals in the 5.0 era must always be able to update themselves continuously by adhering to the Vision to be achieved, which contains several strengths to attain the goal. The principal is considered visionary if he has several characteristics in his actions, such as 1) daring to change; 2) plans to involve other people; 3) being open to exploring; 4) providing support; 5) building trust and consensus. In this case, the principal can become a visionary educational leader in the 5.0 era and must upgrade himself in his leadership to advance the institution he leads. In addition, the job of the school principal, which is a full-time job, is that the school must be able to do it by guiding, at least slowly, the whole school community so that this Vision can be achieved entirely.

Thus, visionary principals in their preparatory work can face the challenges of the world of education by realizing their vision. Through this vision, the school principal, as a visionary educational leader, can become a superior agent of change and determine the organization's direction in facing the challenges of the world of education because visionary leadership is the only one of the many types of leadership that are most effective and effective in dealing with storms that have been a challenge for the world.
of education, both from the past to the 5.0 era. Even Goleman, in a book translated by Susi Purwoko (2004: 65), revealed that visionary leadership is a leadership pattern that seeks to move people towards dreams together with the most positive emotional impact and is most appropriate to use when changes require a new vision or when a new direction is needed clear. Because properly, leadership in the 5.0 era requires school principals to internalize academic competencies for the institutions they lead. He shows through innovation that is full of creativity in the context of development, then accompanied by optimism to enlighten educational institutions. Because one of the scopes that become the role of school leaders in achieving the success of educational institutions they lead is visioning, which is related to what kind of future is chosen (Adhikary, 2021); (du Plessis et al., 2019).

There are ten abilities or competencies that a visionary leader, namely must possess (Cheng et al., 2022):

**Visualizing**

They are visualizing the ability to form a clear and detailed picture of the goals to be achieved and the steps needed to achieve them. As a visionary leader, someone needs to have strong visualization skills. They can envision the desired result, their vision, and the steps that need to be taken to make it happen.

In the context of educational leadership, a visionary school principal can describe in detail how an ideal school would look and function. They have a clear picture of a quality education system, innovative learning processes, a supportive learning environment, and the expected achievements of students and educators. They also have a deep understanding of the challenges and opportunities that exist in the 5.0 era.

In addition, a visionary leader also has a clear understanding of time. They can set realistic deadlines and predict when those goals will be met. Visionary leaders can set priorities, manage resources, and direct team efforts by having a clear timeline. They can also anticipate the changes and adaptations needed to achieve the vision of sustainable education in the 5.0 era.

With strong visualizing skills, a visionary leader can inspire and motivate those around him. They can communicate clearly about vision and goals to gain support and collaboration from all education stakeholders. In addition, visionary leaders can overcome obstacles and challenges on the way to achieving goals because they have a strong picture of the desired result.

**Futuristic Thinking**

Futuristic Thinking, or futuristic thinking, is an essential ability a visionary leader possesses. They are not only focused on the current condition and position, but furthermore, they are thinking about where the desired position will be in the future. Visionary leaders are sensitive to developments and trends in the educational environment and can envision how the future of education will be shaped.

In the context of educational leadership, visionary leaders will continue to look for opportunities and challenges that will be faced in the 5.0 era and beyond. They will pay attention to technological developments, social changes, and the needs of a growing
society (Franzia, 2018). By carrying out futuristic thinking, these leaders can prepare schools and educational institutions to face changes and create innovations relevant to future needs.

Futuristic thinking helps visionary leaders to see new opportunities and anticipate challenges that may arise in the future. They develop strategies and action plans focusing on creating relevant curricula, using technology in learning, developing 21st-century skills, and broader collaboration with education stakeholders. By thinking futuristically, visionary leaders can take proactive steps to create sustainable and adaptive education in the face of global change.

In addition, futuristic thinking encourages visionary leaders to innovate and constantly explore new potentials in education. They are not fixated on old ways or existing routines but are continually looking for new solutions and involving all parties in creating a better education. Visionary leaders dare to take risks and change paradigms that are no longer relevant to make significant changes in the education system.

**Showing Foresight**

Showing foresight, or careful planning ahead, is one of the essential characteristics of a visionary leader. They consider what they want to achieve and pay attention to the factors that can affect the plan's implementation. Visionary leaders can look ahead and anticipate various changes and challenges that may occur.

In the context of educational leadership, visionary leaders carefully see the current educational needs and the changes that will occur in the future. They consider technological developments, trends in education, and social changes that may affect the successful implementation of their plans. Visionary leaders make plans according to the current situation and have a vision that is inclusive and adaptive to changes that may occur.

To demonstrate rigour in planning, the visionary leader conducts an in-depth analysis of the various factors that can affect the plan's implementation. They consider aspects of technology, looking at how technology can improve the quality of education and provide more effective learning experiences. In addition, visionary leaders also consider organizational factors, such as a supportive organizational structure, necessary policies and procedures, and available resources.

Visionary leaders carefully plan and consider external factors that may affect the implementation of plans, such as changes in societal demands, evolving student needs, and global competition in education. They understand that programs must be flexible and adaptable to environmental changes.

**Proactive Planning**

Proactive Planning, or proactive planning, is one of the essential characteristics of a visionary leader. They not only have a clear vision of the goals to be achieved but can also develop specific goals and strategies to achieve them. Visionary leaders actively plan and take the necessary steps to achieve the desired results.

Visionary leaders can anticipate or consider potential obstacles that may occur on the way to achieving goals. They focus on achieving goals ideally and prepare contingency plans or alternative solutions to overcome the barriers that may arise. Visionary leaders are always ready to face challenges and can adapt to changes.
Visionary leaders with proactive planning play a role in setting specific educational goals for academic institutions and individuals within them. They identify existing needs, challenges and opportunities, then formulate effective strategies and action plans. Visionary leaders not only look at the short term but also develop long-term plans that ensure educational sustainability and success.

**Creative Thinking**

Creative Thinking, or creative thinking, is one of the hallmarks of a visionary leader in dealing with challenges and complex situations. They don't just rely on conventional or routine solutions but try to find new and innovative alternative solutions. Visionary leaders can see issues, opportunities and problems from different perspectives, so they can generate new ideas that bring positive change.

Visionary leaders have the spirit of "If it ain't broke, Break It!" meaning they are unsatisfied with the status quo or what already exists. They dare to break down existing boundaries and explore untapped potential. In facing challenges, visionary leaders are not afraid to change or try new approaches that may have yet to be done before. They think outside the box and are ready to take the risks necessary to progress.

Visionary leaders with creative thinking can create an environment encouraging innovation and creativity. They allow educators and students to develop new ideas, experiment, and think out of the box. Visionary leaders facilitate stakeholder collaboration and build a culture that supports new ideas. They inspire others to dare to try new things and provide the necessary support to turn creative ideas into reality.

**Taking Risks**

Taking risks, or taking risks, is one of the attitudes inherent in visionary leaders. They are not afraid to step outside their comfort zone and face uncertainty. Visionary leaders realize that in achieving big goals and realizing their vision, risks must be faced. They dare to take unconventional steps and dare to try new things.

For visionary leaders, failure is not the end of the world but an opportunity to learn and grow. They see failure as part of a process that leads to tremendous success. Visionary leaders can evaluate failures, identify mistakes, and take the necessary steps to correct and overcome obstacles. They are not discouraged by failure but instead use the experience as a lesson to achieve success in the future.

Visionary leaders who dare to take risks drive innovation and change. They provide space for experimentation and the developing of new ideas for educators and students. Visionary leaders create a school culture that motivates people to dare to try new things, take risks, and not fear failure. They provide the support and resources needed to deal with possible threats, creating an environment for creativity and courage to achieve higher education goals.

**Process Alignment**

Process Alignment, or process alignment, is the ability of visionary leaders to connect themselves with organizational goals. They understand that to achieve the vision and goals set, all administrative processes and tasks must be interrelated and go hand in hand. Visionary leaders can see the organisation's big picture and understand how each department or work unit contributes to achieving these goals. They have an in-depth understanding of each department's workflow, responsibilities, and role in achieving the desired results.
In practice, visionary leaders can align tasks and work between departments to make everything clear and precise in implementing activities. They ensure that each department clearly understands its contribution to the organization's vision and how they collaborate with other departments to achieve mutual success. Visionary leaders also encourage effective communication and collaboration between departments. They create space for discussion, information sharing and regular coordination so that each department can work synergistically towards achieving common goals. With the ability to align this process, visionary leaders can create efficiency and effectiveness in carrying out organizational tasks and work. They ensure all resources and labour are optimized to achieve the expected results.

**Coalition Building**

Coalition Building, or coalition building, is a skill visionary leaders possess to create harmonious and effective relationships inside and outside the organization. They realize that collaboration with various individuals, departments and groups is essential to achieve their ambitious goals. Visionary leaders actively seek opportunities to collaborate with multiple parties that can support the vision and objectives of the organization. They are not only focused on cooperation within the organization. Still, they can also build strong relationships with external stakeholders such as business partners, local communities, government agencies and other related sectors.

In building coalitions, visionary leaders can build mutually beneficial relationships based on trust. They can listen well, understand the needs and interests of other parties, and seek common ground that benefits all parties involved. Visionary leaders can also identify and explore synergies between the organization and other parties. They create opportunities to share resources, knowledge and experience, creating a cooperative win-win solution. In addition, visionary leaders can also build strong networks with key individuals within the organization. They establish mutually supportive relationships with staff, colleagues and subordinates, thus creating a cooperative and productive work climate.

**Continuous Learning**

Continuous Learning, or continuous learning, is a vital characteristic of visionary leaders. They realize that the knowledge and skills acquired must be continuously updated and expanded in an era that is constantly changing and developing, such as the 5.0 era. Visionary leaders actively seek opportunities to engage in training, seminars, conferences and other development programs within and outside the organization. They recognize that they can gain new insights, up-to-date knowledge, and diverse perspectives to deal with complex and dynamic challenges by continuing to learn.

Visionary leaders attend training related to their area of expertise and participate in cross-disciplinary experiences. They are looking for projects that broaden their knowledge, challenge their thinking, and develop their imagination. Thus, visionary leaders can present innovative ideas and solutions that lead the organization to a successful future. Visionary leaders also promote a learning culture within the organization. They encourage staff and team members to learn and develop themselves continuously. They provide the necessary support and resources for team member training and development, ensuring the organization has a competent and change-ready workforce.

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Embracing Change

Embracing Change, or embracing change, is one of the attitudes possessed by visionary leaders. They realize that change is an unavoidable certainty in the dynamic 5.0 era. Visionary leaders accept change and actively seek opportunities in changing situations. Visionary leaders don't give up or resist when faced with unwanted or unanticipated change. Instead, they see change as an opportunity to learn, grow, and improve. They proactively investigate and analyze these changes, seeking an in-depth understanding of their causes and effects.

Visionary leaders involve the team and organisation members in the change process. They encourage participation, open space for new ideas, and inspire collaboration in the face of change. Visionary leaders realize that by engaging the people around them, they can gain multiple perspectives and innovative solutions. Visionary leaders also seek opportunities for change to increase efficiency, improve quality, and achieve higher organizational goals. They use change as an opportunity to implement new strategies, introduce innovative initiatives and optimize work processes.

The characteristics of the school must be distinct from leadership with a vision. As well as leadership is the ability of leaders to influence and move a group to achieve organizational goals (Banks et al., 2021). Leadership so strongly influences organizational performance that it is rational if one of the causes of educational downturns is leadership performance that cannot adapt to change and needs educational strategic planning that is adaptive to change. The causes of the downturn in the national education sector was due to the absence of a strategic vision that places education as the leading sector (Kaçmaz & Serinkan, 2014). This gives meaning to how strong the vision of schooling influences educational performance. Vision is a trigger for enthusiasm to achieve academic victory. Vision can fill the void, generate enthusiasm, generate version, and even create educational achievements (Kim et al., 2023).

IV. CONCLUSION

Principals as educational leadership needed in the 5.0 era are not enough just from their competence or leadership spirit but in terms of national identity, culture, and religion are also required. Therefore, the main tasks and functions of the school principal as an educational leader can be seen from the point of view of his leadership function. These functions are summarized in the EMASLIM-FM concept, namely the functions of educator, manager, administrator, supervisor, leader, innovator and motivator, figure and mediator. If an educational leader can internalize this concept in his performance, success will inevitably reach its peak. In addition, visionary leadership is also essential and needed in facing the current 5.0 revolution era. The educational leader is the principal, the captain guiding the direction of the organization, agency or educational institution he leads. Success or failure in achieving the school's goals depends on the leader. Everything is in the hands of the leader who is supported to support it so that it is stronger through its subordinates. Because properly, leadership in the 5.0 era requires school principals to internalize visionary competencies for the institutions they lead. He shows through innovation that is full of creativity in the context of development, then accompanied by optimism to enlighten educational institutions.
V. REFERENCES


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