



Leadership and Ability of School Principals to Utilize an Asset-Based Approach as Learning Capital for Learning Based on Student Needs Based on School Potential (Literatur Review)

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ABSTRACT

Educational transformation is a phenomenon that always occurs in the dynamics of educational development. This research aims to explore school strategies for overcoming obstacles to educational transformation in schools. The methods used were the critical method, dialectical method, and scholastic method. This research was included in library research. The author tried to find data, and theories related to the issues raised in various literature or references that the author found and then compared them using the method mentioned above. The research results showed that the leadership style and use of an asset-based community approach were prospective alternatives for overcoming obstacles, especially financial limitations that exist in schools. The distributed and learning leadership style was an alternative leadership style that was a solution because this style could change the mindset of the entire school community in overcoming the obstacles that the school had been experiencing. A community-based approach had a great opportunity to overcome financial constraints through the formation and empowerment of educational communities within the school environment.

Introduction

The concept of independent learning, which is initiated by the government as a platform for educational transformation, is an effort to improve the quality of education. This concept is outlined in a program with the big theme, "education based on student needs." The program requires support from various parties, both internal and external to the school. Comprehensive regulatory support from the government has been provided as a basis for schools in designing school quality development through their vision. Apart from support from the government, support from other stakeholders is also a determining factor in its success (Fatmawati, 2021 ; Juharyanto, 2019). Education based on student needs has very comprehensive implications, moreover, related to the provision of facilities to support learning and non-learning (Rustianah, 2022 ; Andriani, 2012).

Regulation of Minister of Education, Culture, Research, and Technology number 7 of 2022 mandates that content standards can be prepared based on graduate competency standards by prioritizing the principle of differentiation at all levels of education. According to Tholimson (2006: 17) the principles that must be considered in differentiated learning are, 1) learning environment; 2) quality curriculum; 3) ongoing assessment; 4) responsive learning; 5) teacher leadership and classroom routines. The implications of these five principles require more adequate human resources and other supporting resources. An enjoyable and safe learning environment, including the physical environment of the school and the classroom, really determines student learning success. This is because school is the place where students spend their time studying. According to Priantini DAMMO, 2022 emphasizes that the ability of schools to prepare quality educational unit operational curricula by school characteristics will make it easier for teachers to execute learning implementation. The new paradigm learning assessment is expected to require more competence from teachers compared to assessments that have previously prioritized the knowledge aspect (Rohim DC, et al, 2021). Learning and assessment are like two currencies, both of which develop into one unit that is responsive to comprehensively strengthening student competencies (Salma IM & Risfi Revita Yuli, 2023). Teachers becoming learning leaders require teachers not only to be competent in pedagogical aspects, but also professional teachers, have superior personal abilities, and be role models for their students both inside and outside the classroom (Suraji Imam, 2012). Paying attention to the current factual conditions in educational units, that schools still rely on the main source of funding from School Operational Assistance (BOS/BOP), the mindset of teachers who are waiting for government intervention to increase their competence, and the school ecosystem which still has bullying both physically and mentally, so that students feel uncomfortable and safe. This research aims to find out how big the influence is leadership and ability of school principals to utilize an asset-based approach as learning capital for learning based on student needs based on school potential

Research Methods

The method used in this research is a literature review study. This is a study aimed at analyzing selected literature from various sources, which is then summarized and processed into new ideas (Sulung, 2020). The journals used in this study are journals that discuss leadership, asset-based approaches, and school potential. The journals that serve as references consist of 25 articles in the field of leadership and independent curriculum.

Five steps describing the method of philosophical thinking by (Louis O. Kattsoff, 2006) were 1) human knowledge is collected as much as possible; 2) analysis; 3) raising doubts, questioning, and connecting, looking for better answers than existing answers; 4) looking for reasons, coherence and understanding knowledge; 5) prepare a coherent, coherent, and rational chart; 6) logical; 7) develop conceptual. Although the discussion of this theme was not as detailed as the steps above, the author tried to get it closer by carrying out the following synthesis. The discussions were 1) critical, an analysis of terms and opinions, which was an interpretation of meaning that explains beliefs and shows contradictions; 2) dialectical, meaning by following the dynamics of nature itself according to realistic opinions,

and conflicting opinions, and both were synthesized so that a consensus of thought was reached; 3) scholastic, conclusions drawn based on clear definitions and principles (synthetic-deductive).

Findings

The most felt impact of educational transformation in educational units is the readiness of teachers and education staff to upgrade, especially all their competencies (Aufa M A and Eka Titi Endaryana, 2023). The success of educational transformation in schools is greatly influenced by the leadership of the school principal and the mindset of all school members in responding to the transformation that is taking place (Kuswaeri I, 2016).

Principal Leadership

The school principal's leadership style is a very determining factor in achieving the school's vision, especially at times of transformation occurring in the school (Siahaan A, 2022; Minsih, et al, 2019). The context of educational transformation in schools requires increasing the competency of teacher and education personnel resources, supporting facilities needed for learning, and creating a safe and comfortable school ecosystem, a distributed leadership model is needed. The distributed leadership model allows social processes to occur so that apart from formal leaders, informal leaders can emerge among existing members of the organization. This condition is very necessary when schools try to meet the school's resource needs, both human resources and other resources (Sumarni E, et al., 2017; Mahlianurrahman, et al. 2023). Distributed leadership enables participatory thinking from all school members to jointly look for various alternative solutions to overcome the limitations that exist in the school (Thien LM & Meow Yem Tan, 2019). Apart from that, the participation of thoughts from all school members makes it possible to change the school development mindset from a deficit-based thinking approach to an asset-based thinking approach (Lin AMY, 2020; Davis & Museus, 2019).

Another leadership style that is needed to maintain the learning progress of teachers in increasing competence during the transformation is instructional leadership (Wahyudi A., et al, 2019; Gaol, 2017). School principals who apply a learning leadership style will apply at least 4 competencies, namely leading efforts to develop a student-centered learning environment, leading the planning and implementation of a student-centered learning process, leading reflection, and improving the quality of a student-centered learning process, and involving parents/guardians of students as companions and learning resources at school (Rahayuningsih & Rijanto, 2022). Through learning communities and the use of PMM, reflection, various good practices, and mutually inspiring practices using the peer tutoring method, the effectiveness of increasing teacher competency can be achieved by school principals (Hasmawati, Muliati & Bachtiar MY, 2023).

Asset-based approach

By far, the mindset of school residents when faced with change, especially related to increasing teacher competency, is finance (Usman J, 2016 ; Kusen K, et al, 2019). With the distributed leadership model, it is expected that the school principal and the team will be

able to develop a new mindset from a deficit-based thinking approach to an asset-based thinking approach (Lin AMY, 2020). Asset-based thinking is known as asset-based community development (ABCD/PKBA). According to Green and Haines (2002:25) in *Asset Building and Community Development*, there are 7 main assets in this book referred to as main capital, namely: 1) human capital, looking at a person's skills related to society; 2) social capital, observing associations as useful community assets; 3) physical capital, seeing community infrastructure as potential capital; 4) natural environmental capital, seeing nature (land, lakes, trees, etc.) as potentially very useful capital; 5) financial capital, in the form of financial support both directly and indirectly, indirect financial support utilizes other capital to be managed to make money; 6) political capital, seeing government institutions or their representatives as potential capital that can be empowered; 7) religious and cultural capital, seeing that capital as a potential community medium can be integrated with school programs. To explore the potential of the 7 capitals above in supporting educational transformation in schools, look at the table below.

Table 1. The potential of the 7 community capitals that have the potential to support educational transformation

No	Aspects of Educational Transformation	Potential Assets	Annotation
1	<ul style="list-style-type: none"> Enhancement of human resources competences: - Ability of compiling school operational curricula - Teacher skill of compiling teaching modules - Teacher skill to perform initiate assessment - Teacher skill to perform learning and differentiate assessment 	<ul style="list-style-type: none"> - Human capital - Social capital - Financial capital - Political capital - Environmental/natural capital - Religion and cultural capital 	<ul style="list-style-type: none"> - Increasing teacher human resources requires source persons (human capital, social capital, political capital, and religious and cultural capital) using the PKBA/ABCD approach. - Increasing teacher human resources requires funding support other than BOS/BOP (financial capital, political capital, environmental/natural capital) using the PKBA/ABCD approach.
2	<ul style="list-style-type: none"> Creating an enjoyable and safe learning environment including the physical/non-physical environment of the school and class 	<ul style="list-style-type: none"> - Social capital - Physical capital - Financial capital - Political capital - Environmental/natural capital - Religion and cultural capital 	<ul style="list-style-type: none"> - Design of learning environments, both physical and non-physical, requires experts in their fields (social capital, physical capital, environmental capital, religious and cultural capital) using the PKBA/ABCD approach. - Supporting infrastructure (physical capital, financial capital, political capital, environmental capital) with a PKBA/ABCD approach.
3	<ul style="list-style-type: none"> Developing a learning community as a forum for learning together 	<ul style="list-style-type: none"> - Human capital - Social capital - Financial capital - Political capital - Environmental/natural capital - Religion and cultural capital 	<ul style="list-style-type: none"> - Learning communities need resource persons (human capital, social capital, religious and cultural capital) with a PKBA/ABCD approach. - Implementation of the learning community program requires funding (financial capital, environmental/natural capital) using the PKBA/ABCD approach.

4	Provide other resources to support learning	<ul style="list-style-type: none"> - Human capital - Social capital - Physical capital - Financial capital - Political capital - Environmental/natural capital - Religion and cultural capital 	<ul style="list-style-type: none"> - The need for experts/practitioners from various fields as learning resources (human capital, social capital, political capital, and religious and cultural capital) with the PKBA/ABCD approach. - The need for contextual and actual learning support facilities (physical capital, financial capital, political capital, environmental/natural capital, religious and cultural capital) using the PKBA/ABCD approach.
5	Increasing the competency of project facilitators: <ul style="list-style-type: none"> - Ability of compiling project module - Ability of perform project assessment in the efforts based on targeted dimensions 	<ul style="list-style-type: none"> - Human capital - Social capital - Financial capital - Political capital - Environmental/natural capital - Religion and cultural capital 	<ul style="list-style-type: none"> - Increasing facilitator human resources requires resource persons (human capital, social capital, political capital, and religious and cultural capital) using the PKBA/ABCD approach. - Increasing facilitator human resources requires funding support other than BOS/BOP (financial capital, political capital, environmental/natural capital) using the PKBA/ABCD approach.

Compiled from various sources

Based on Table 1, it is shown that capital/assets in schools are not only financial and physical which tend to come from BOS/BOP and parental donations, but also many other sources are still not utilized.

Conclusion

Educational transformation is a fundamental need and must be carried out immediately to catch up with the quality of education. Transformation obstacles can be overcome, including through a distributed leadership style and learning. It is hoped that these two leadership styles can change the mindset of all school members in overcoming the obstacles that the school has been experiencing. Educational transformation is always hampered by the financial limitations of schools. The asset-based community approach (7 main capital/main assets) is a prospective alternative for overcoming obstacles through the formation and empowerment of educational communities within the school environment.

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