Analysis of Learning Leadership Management Based on Soft Skill

Utaminingsih, Sri[1*,] Hariyadi, Ahmad[2], Su'ad[3], & Sofiyati, Dewi[4]

[1,2,3,4]Universitas Muria Kudus, Kudus, 59327, Indonesia

*Corresponding author: sri.utaminingsih@umk.ac.id

Abstract: The aim of this research is to determine the learning leadership management model based on soft skills in elementary schools. This research uses a quantitative approach with a cross-sectional survey design, with 120 elementary school principals in Kudus Regency as respondents taken using a purposive sampling technique. Data collection methods using interviews and questionnaires with instruments consisting of 5 variables with 28 indicators. Results of descriptive analysis of soft skills and learning leadership management in high criteria. The results of the hypothesis test show that Soft Skills have a positive and significant effect on the principal's learning leadership management with the analysis results showing a CR value of $2.168 > 1.96$ and a p-value of $0.03 < 0.05$. With soft skills, the principal's learning leadership will improve in environmental development, planning, process implementation and reflection on improving the quality of student-centred learning as well as involving parents as companions and learning resources.

Keywords: Management, leadership, learning, soft skills

1. Introduction

In the context of globalization and rapid technological progress, demands on the education system to produce individuals who are not only academically intelligent, but also have strong social and emotional skills are increasing. Therefore, the development of social skills-based school leadership management is becoming increasingly urgent (Tanurianti et al., 2023). We can find social skills in Soft skills, such as the ability to communicate effectively, the ability to collaborate, inclusive leadership, and the ability to adapt to change, which have become the main keys in ensuring the success of an educational institution (Muhimmah, 2022). The integration of soft skills in the development of school leadership management aims to achieve a learning environment that allows holistic growth of students. Other research was also conducted by Imelda Dewi Maliza et al (2022) on the relationship between soft skills and the leadership of elementary school principals which shows that there is a positive and significant relationship between soft skills and the leadership of elementary school principals. skills with the leadership of the school principal which has an influence of 65.7% and a correlation coefficient value of 0.811 in the high category.

Student-centered learning leadership as one of the school leadership competencies aims to serve the learning process according to its characteristics. Learning leadership places the teaching and learning process in schools as a priority to improve student learning outcomes (Widiyan et al., 2020). Learning leadership (instructional leadership) is an action carried out with the aim of developing a productive and satisfying work environment for teachers, as well as developing the conditions and learning outcomes desired by students (Fatonah 2022). To be able to lead learning well, it is important for school principals to master educational management by applying its functions and principles which include the ability to plan work programs (planning) in learning; realizing and implementing performance (organization); moving, giving an example to subordinates before moving, working on, implementing the office work program that they lead together (actuating) and after everything has run and been carried out well according to what was programmed, then as a leader you must control the performance of your subordinates, whether it runs for a moment, or runs normally, or not running (controlling) and evaluation. Learning leadership management is a way of managing leadership abilities that lead to goals efficiently and effectively.

Learning involves the principal in directing, supporting and leading the learning process in the school. of course this includes leading student-centered learning planning by designing a curriculum that is responsive to student learning, ensuring the implementation of learning processes that take into account individual student needs, and leading reflection and continuous improvement on the quality of learning. In addition, school principals are also responsible for leading the involvement of parents as companions and learning resources, creating effective collaboration between schools and parents to support student learning (Chen et al., 2022).

Student-centered learning leadership or management is still rarely carried out by school principals. So far, the principal's leadership has focused more on school programs in general. School principals need to lead the involvement of every teacher in creative teaching to foster student creativity (Wardani et al., 2023). For this reason, this research aims to determine the influence of soft skills, which consist of the ability to think critically, think creatively, communicate and collaborate, on learning leadership management in elementary schools

2. Research Methods

This research uses a quantitative approach with a cross-sectional survey design. This research method involves collecting data from a sample of participants at a certain point in time to gather information about a particular phenomenon (Rosnelli & Ristiana, 2023). The data collection method was interviews and questionnaires with the main instrument being a questionnaire given to 120 school principals in Kudus Regency, Central Java. The results of the questionnaire were analyzed using SEM to determine aspects and indicators that strengthen learning leadership management. The instrument consists of 5 variables with 28 indicators which can be seen in table 1 below.

Table 1. Research Variable Indicators

NO	Aspects	Indicator
1	Lead efforts to develop a student-centered learning environment.	4
2.	Lead the planning and execution of student-centered learning.	4
3	Lead reflection and improvement of the quality of the student-centered learning process.	4
4	Involving parents/guardians as companions and learning resources at school.	4
5	Soft Skills	12
	Sum	28

3. Research Result

The results of the data distribution of this research consisting of 120 respondents who filled out a survey on learning leadership management based on soft skills showed that soft skills, which include the ability to think critically, the ability to think creatively, the ability to communicate and collaborate, obtained an average of 4.22 in the very high category. Meanwhile, learning leadership management which includes leading the development of an environment that supports learning, leading student-centered learning planning, leading the learning and reflection process, and managing parental involvement received an average of 4.38 in the very high category, which can be seen in the chart below the following:
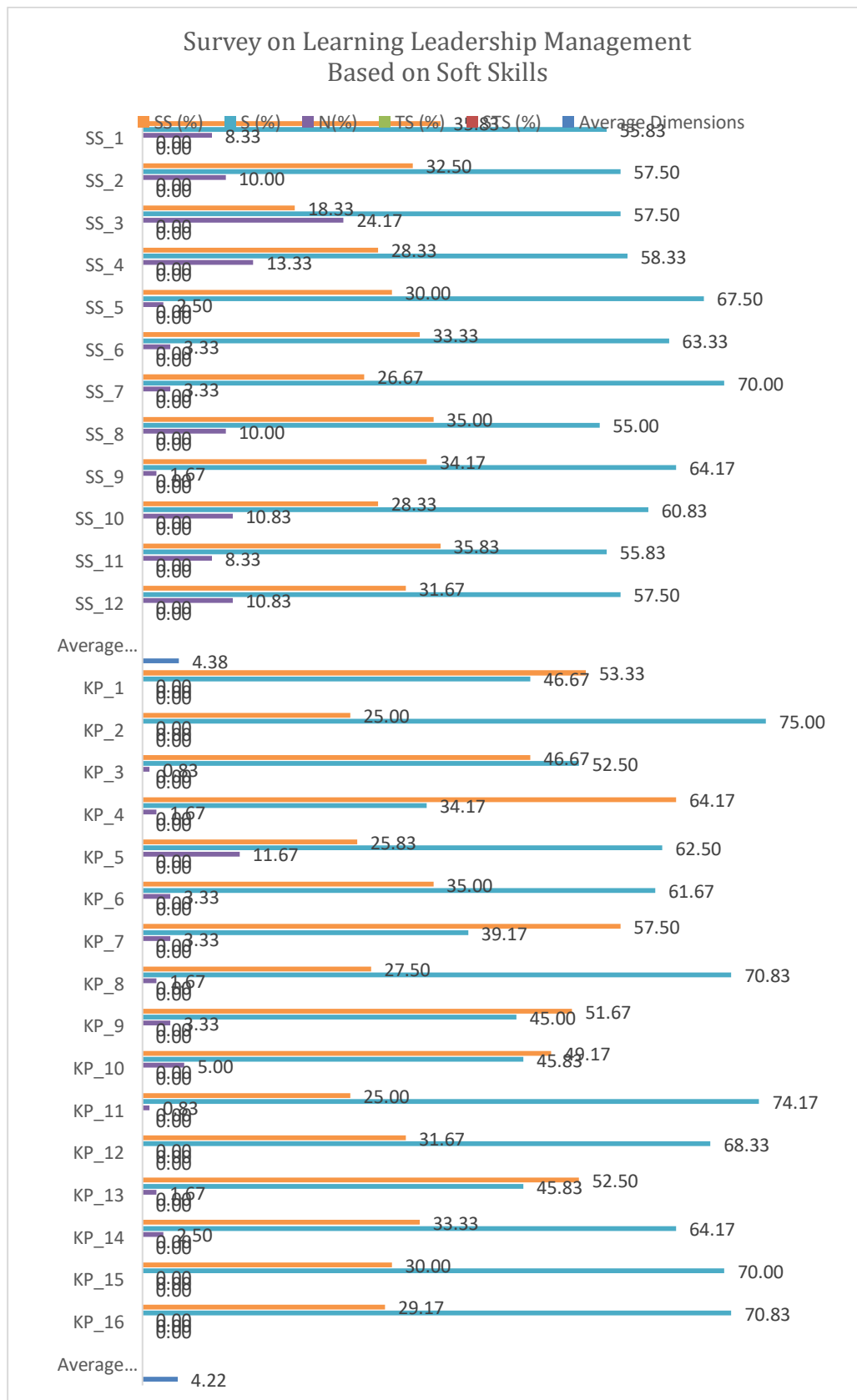
Figure 1. Variable Descriptive Data

The results of the analysis show that soft skills (SS_X1) have a positive and significant effect on learning leadership management (KP_Y). Learning leadership management includes leading the development of the learning environment, student-centered learning planning, learning and reflection processes, and managing parent involvement. From Table 3, it can be seen that the relationship between soft skills and principals' learning leadership management shows a p-value of 0.030, which means this number meets the criteria <0.05 and the CR is 2.168, which means it also meets the criteria >1.96, so H1 is accepted. The magnitude of the direct influence of soft skills on principals' learning leadership management is 0.294 as in the table below: The following are the results of hypothesis testing (regression weights and standardized regression weights) in this study:

Table 2. Regression Weights

			Estimate	S.E.	C.R.	P
KP_Y	<---	SS_X1	0.256	0.118	2.168	0.03

Source: Data processed, 2024

Table 3. Standardized Regression Weights

			Estimate
KP_Y	<---	SS_X1	0.294

Source: Data processed, 2024

The results of the model feasibility test fulfill all goodness of fit criteria. The model feasibility test is a test carried out to see the suitability of the model.
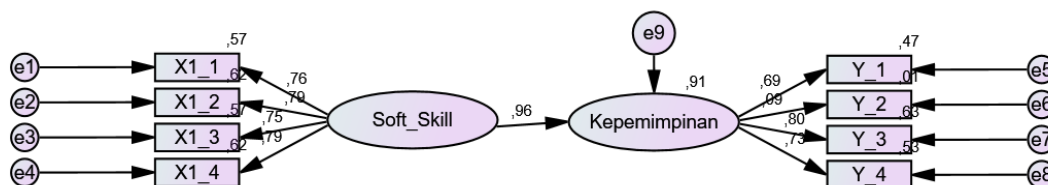
Figure 2. Stuctural Fit

The results of the GOF test in this study are as follows:

Table 4. Goodness of Fit Test Results for Model_4 Structural Fit

No	Goodness of fit Index	Cut off value	Test Result	Category
1.	Chi Square	Expected to be Small	22.125	Good
2.	Significanced Probability	≥ 0,05	0.278	Good
3.	CMIN/DF	≤ 2,00	1.164	Good
4.	GFI	≥ 0,90	0.954	Good
5.	TLI	≥ 0,95	0.894	Good
6.	CFI	≥ 0,95	0.928	Good
7.	RMSEA	≤ 0,08	0.37	Good
8.	NFI	≥ 0,90	0.941	Good

Source: Data processed, 2024

Based on Figure 2 and table 4 above, the output data from the Structural Fit Model is completely valid because it has a standard loading factor value of ≥ 0.5 (Ghozali, 2017: 135), including all dimensions that have been correlated and the indicators are valid. Next, testing was carried out on the feasibility of Structural Model_4. From the path diagram in Figure 4.9. Above you can see that Structural Fit Model_4 starting from the Chi-Square value, probability value (P) and GFI, AGFI, CFI, TLI, CMIN/DF, RMSEA values all meet the recommended values which

are clearly seen in table 4. Thus the hypothesis SEM fundamental analysis in this research is accepted, which means there is no significant difference between the covariance matrix data of the observed variables and the covariance matrix of the specified model (implied covariance matrix).

This soft skills-based learning leadership management research is in accordance with the research of Ayu Lestari et al (2022) where soft skills and interpersonal skills on the leadership of school principals in SD/MI have a partial and simultaneous positive effect of 55%. Meanwhile, the remaining 45% was obtained by other variables not examined in this research. Apart from that, research conducted by Tati Hidayani (2021) shows that soft leadership skills are a leadership style that is able to empower teachers and develop human resources needed in the current new trend of educational leadership. The average score for the eight soft skills components of leadership ranges from 4.086 to 4.394.

Become the main facilitator in student-centered learning planning, part of learning leadership management. This is a crucial role for a school principal in creating effective and meaningful learning experiences (Saddia et al., 2023). School principals have the responsibility to direct teaching staff in designing curriculum and learning strategies that focus on the unique needs and characteristics of each student (Zhu et al., 2021). As educational leaders, school principals need to ensure that learning plans accommodate various student learning styles and stimulate the development of critical skills and creativity (Angga & Iskandar, 2022). This process involves responsiveness to individual student progress and the use of relevant educational technology resources. In addition, school principals are responsible for setting clear learning goals and measuring student progress periodically through formative and summative (Rahayuningsih & Rijanto, 2022). Their leadership can also facilitate regular evaluation of the curriculum together with teaching staff to adapt learning approaches to student development and the dynamics of educational needs (Kraft et al., 2018). Thus, the principal's role in leading student-focused learning planning is not to produce a more relevant and effective educational environment, but also to empower teachers to recognize and respond to the individual needs of each student. it provides a hard foundation for positive learning experiences, supports students' holistic development, and promotes a dynamic learning culture in schools.

Leading the implementation of a student-focused learning process is a key role for a school principal in creating an effective learning environment at school. As a leader, the principal is responsible for ensuring that student-centered learning strategies are implemented well in each class (School et al., 2023). This involves active involvement in providing guidance and feedback to teachers to improve the quality of their learning. Apart from that, school principals must also ensure the availability of resources and facilities that support this learning approach. As a collaboration facilitator, the principal encourages the exchange of ideas and best practices between teachers to encourage learning innovation (Dakabesi & Wicaksono, 2022). School principals also need to continuously assist and evaluate the implementation of learning in each class to understand class dynamics and student needs better. Thus, leadership in implementing a student-centered learning process involves active involvement, facilitating collaboration, and responsiveness to the needs of students and teaching staff (Restu Rahayu & Sofyan Iskandar, 2023), with the aim of creating a motivating and effective learning environment for the development of each student at school.

Leading Reflection and Improving the Quality of Student-Centered Learning Processes. Educational leaders who focus on reflection and improving the quality of student-centered learning processes see education as a collaborative effort to achieve optimal achievement for each student (Hafitriani, 2021). A reflective approach is the main foundation for evaluating and improving learning practices (Ritonga et al., 2022). It is not just about evaluating, but also about understanding the impact of Educational actions on students' learning experiences (Watson & Devereaux, 2022). Educational leaders who implement reflection not only focus on the final result, but also understand the processes and interactions in the classroom (Hamzah, 2022). Reflection is also an integral part of discussing teaching and learning methods (Yuniar et al., 2022). Through reflection, educators can evaluate the effectiveness of teaching methods, analyze student responses, and adjust instructional strategies (Rahayuningsih & Rijanto, 2022). Apart from that, reflection also encourages collaboration among residents to identify best practices and formulate joint improvement strategies (Restu Rahayu & Sofyan Iskandar, 2023). Awareness of the impact of educational actions on students' learning experiences encourages leaders to continuously develop and learn (Lambrecht et al., 2022). Thus, reflection is not only about evaluation, the end, but also about continuous improvement that drives innovation in the learning process (Vasu et al., 2022). Educational leaders who internalize the concept of reflection create a dynamic and responsive learning environment and encourage educators to improve the overall quality of learning.

Student-centered learning is a key concept that supports educational leaders in strengthening learning practices (Bendriyanti et al., 2021). This concept places students as the main subject in the learning process and emphasizes the use of strategies and methods that suit individual needs (Anggara et al., 2023). Leaders who understand this concept will design learning experiences that allow students to take an active role in learning (Hirza et al., 2022). They will also pay attention to students' social emotional and physical aspects in planning learning. Student-centered learning involves building an environment that supports students' holistic development and encourages active participation in learning (Suwartiningsih, 2021). By understanding the uniqueness of each student, this approach emphasizes adapting teaching and assessment methods to achieve students' optimal potential

(Syarifuddin & Nurmi, 2022). Additionally, leaders who apply these concepts create a solid foundation for holistic and sustainable learning for each student

Leading Involvement of Parents as Companions and Learning Resources. The role of the school principal in involving parents as companions and learning resources is very important. School principals need to be active in building good relationships with parents, by maintaining open and continuous communication. The first step is to provide support to teachers so that they can better understand parents' needs and expectations for their children's education (Chen et al., 2022). The school principal also plays a role in designing school policies that support the active involvement of parents in school activities. Next, the principal initiates positive communication with parents, ensuring that communication channels are open and easily accessible (Lin et al., 2022). In addition, school principals provide support to teachers so that they can communicate with parents effectively, for example by organizing communication skills training (Nuryoso et al., 2023). Furthermore, the school principal provides opportunities for parents to express their opinions through special meetings or forums. The principal also ensures that parents can act as companions and learning resources in the school environment, by designing special programs that enable them to actively participate in learning activities. By actively involving parents, schools create a conducive, inclusive and collaborative environment to support children's development.

Conclusion

The soft skills and learning leadership management abilities of the school principal are very high criteria. The research results show that soft skills have a positive and significant effect on the principal's learning leadership management. With soft skills, the principal's ability to manage and lead learning will increase, both in preparing an environment that supports learning, involving parents, planning and processes and reflecting on learning so that they can achieve goals efficiently and effectively.

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Conflict of Interest

The authors declare no conflicts of interest

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