

ASCERTAINING PRINCIPAL LEADERSHIP IN THE ERA OF THE SOCIETY 5.0: AN OUTLOOK AS AN EDUCATIONAL INNOVATOR

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DOI: <https://doi.org/10.35719/jieman.v4i2.149>

Abstract

This paper aims to understand school principals' leadership as educational innovators in the era of Society 5.0. The method used was library research. Data analysis was used using content analysis. The findings in this paper show that schools as educational institutions must be able to follow and anticipate various changes by innovating in all ways. Therefore, the principal has a significant role and task as a leader to encourage the advancement of education. With the development of the industrial revolution from 1.0 to 4.0, many sectors of life have changed and subsequently affected the quality and content of education. Thus, an educational institution facing society 5.0 era requires a leader who can adapt to the changes that occur to anticipate problems or negative impacts that arise due to technological changes in society 5.0 era.

Tulisan ini bertujuan untuk memberikan pemahaman tentang kepemimpinan kepala sekolah sebagai inovator pendidikan menuju era *Society 5.0*. Metode yang digunakan adalah kepustakaan analisis data yang dipakai menggunakan analisis konten. Temuan yang dihasilkan dalam tulisan ini menunjukkan bahwa sekolah sebagai salah satu lembaga pendidikan harus mampu mengikuti dan mengantisipasi berbagai perubahan yang ada dengan melakukan inovasi di segala hal. Oleh

karenanya kepala sekolah mempunyai peran dan tugas yang sangat penting sebagai seorang pemimpin untuk mendorong bagi kemajuan dunia pendidikan. Dengan adanya perkembangan revolusi industri dari 1.0 hingga 4.0, banyak sektor kehidupan yang berubah dan selanjutnya mempengaruhi kualitas dan konten pendidikan. Dengan demikian suatu lembaga pendidikan untuk menghadapi era society 5.0 tersebut diperlukan sosok pemimpin yang dapat beradaptasi dengan perubahan-perubahan yang terjadi guna mengantisipasi permasalahan atau dampak negatif yang dimunculkan karena perubahan teknologi era society 5.0.

Keywords: *principal leadership, society 5.0 era, educational innovator*

Introduction

We are currently arriving in a new era called the 5.0 Revolution Industry, which has shifted from the 4.0 era, where technological development is growing rapidly that it changes a lot of predetermined order that has been around for a long time. The emerging of this era presents new perspectives on the importance of cooperation in solving complex problems. Within industrial technology, the 4.0 revolution industry evolves into human life orders, which increasingly brings that order of life to Society 5.0, which is more advanced.

Society 5.0 was officially stated by Japanese Prime Minister Shinzo Abe at the 2019 World Economic Forum Meeting for the first time. According to the Japanese cabinet office, Society 5.0 is a human-centered society that balances economic progress with solving social problems through a system that integrates virtual and physical space. The developed instruments in the industrial revolution became a means of integration in life to solve social problems aiming to help people do things more manageably.¹

Meanwhile, the challenges for the world of education are increasingly complex, one of which is the rapid increase in population. It increases public interest in getting an education and demands adequate educational facilities. Referring to the latest data that the Indonesian Central Bureau of Statistics officially released, the

¹ H.A Zaki Mubarak, *Desain Kurikulum Merdeka Belajar untuk Era Revolusi Industri 4.0 dan Society 5.0* (Tasikmalaya: CV. Pustaka Turats Press, 2022), 100.

Indonesian population continues to increase, having a percentage of 1.22% in 2021, and it will increase by 1.17% in 2022.² On the other hand, the school infrastructure still needs to be improved, with a percentage of more than 50% of Indonesian classrooms in very poor condition.³ Furthermore, the development of modern science requires solid educational foundations and unremitting mastery of competencies which demands a longer education period based on the concept of lifelong education.⁴

Facing these challenges certainly requires a leader who can adjust and adapt to the changes taking place to anticipate problems or negative impacts arising due to technological changes carried out in the 5.0 era. Some data show that failing to use technology for children will make them victims of technological savageries, such as using their gadgets for meaningless activities such as watching tik tok or any social media. They have become addicted to playing games and watching inappropriate movies.

Leaders should have brave, creative, and innovative qualities. These three qualities will always be indispensable in facing the change of times. People with a brave attributes will dare to take risks and answer the challenges of the times. Moreover, having creative and innovative people will provide a new mindset which indirectly affects how to get new things quickly that are in line with the changing times. Thus, brave, creative, innovative leaders can answer the challenges of changing times through innovative and inventive programs based on the times.

The concept of innovation is a change made by an organization that includes the aspect of creativity in creating new products, services, ideas, or processes. Innovation can also be interpreted as

² Badan Pusat Statistik Indonesia, <https://www.bps.go.id/indicator/12/1976/1/laju-pertumbuhan-penduduk.html>.

³ Kementerian Pendidikan dan Kebudayaan, *Rencana Strategis Kementerian Pendidikan dan Kebudayaan 2020-2024*, (Jakarta: Kemendikbud, 2020), 24.

⁴ Jezi Adrian Putra, Peran Kepala Sekolah Sebagai Inovator Di Sekolah Menengah Pertama Negeri Kota Pariaman, *Jurnal Administrasi Pendidikan*, Volume 2 Nomor 1, Juni 2014, 347-831, <http://ejournal.unp.ac.id/index.php/bahana/article/view/3773/3007>.

adapting products, services, and ideas that already exist within the organization and those developed from outside.⁵

The implementation of educational innovation cannot be separated from the innovator itself. Schools as educational institutions and principals acting as innovators in these institutions have complete responsibility for achieving overall educational success. According to Mulyasa, the role of the principal in managing the school includes Educator, Manager, Administrator, Supervisor, Leader, Innovator, and Motivator (EMASLIM).⁶

The principal as an innovator, according to Komariah, is a trendsetter, a pioneer, or a person who opens up and accepts innovation the fastest and even becomes an innovation seeker.⁷ In order to carry out the role of an innovator, the principal acts as someone who makes innovations. The innovation should be more concerned with the school's environment, subordinates, educators, and learning models, even the model. A school that can compete with other schools is one managed by an innovative principal.⁸

A study conducted by Moh. Ali pointed out that innovative leaders can complete several ideas using a systematic function from planning to evaluation.⁹ Furthermore, E. Miftahul Jannah, from her study, revealed that: 1). Productive education is the result of innovations, 2). Innovations are made to solve social problems or

⁵ Lina Elitan dan Lina Anatan, *Manajemen Inovasi* (Bandung: Alfabeta, 2009), 36.

⁶ Mulyasa, *Menjadi Kepala Sekolah Profesional* (Bandung: PT Remaja Rosdakarya, 2013), 98.

⁷ Aan Komariah, *Visionery Leadership Menuju Sekolah yang Efektif* (Jakarta: Bumi Aksara, 2005), 23.

⁸ M. Ubaidillah Ridwanulloh, Syamsul Huda dan Rofiqul Umam, Innovative Leadership Management: The Pattern of School Quality Development at SMP Muhammadiyah 2 Inovasi Malang, *PROGRESIVA: Jurnal Pemikiran dan Pendidikan Islam* Vol. 11, No. 1 (2022): January-June, 30, <https://ejournal.umm.ac.id/index.php/progresiva/article/view/20742/11234>

⁹ Moh. Ali, Innovative Leadership Management in Early Children Education, *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, Volume 6 Issue 4 (2022), 3007, <https://obsesi.or.id/index.php/obsesi/article/download/2198/pdf>

change in the 5.0 era, 3). Strengthening the vision is done by paying attention to the concepts or things a visionary leader must retain.¹⁰

Based on the explanation above, it can be understood that school principals are agents of change to improve the quality of education through planned and systematic innovation. Innovation is expected to provide an excellent education atmosphere that can adapt to the times.

Methods

This study used library research which refers to a series of studies related to library data collection methods or a study to explore various library information (books, encyclopedias, scientific journals, newspapers, magazines, and documents).¹¹ Furthermore, the data collection technique used is a literature study. A literature study is a data collection technique used in research by collecting data and research sources through books, journals, magazines, newspapers, and others.

The collected data from various literature is composed as a single document used to answer the problems that have been formulated and then to be analyzed qualitatively using content analysis. Content Analysis is an in-depth study focusing on presenting a discussion of the contents of written or printed information in the mass media.

Discussion

The Principal's Leadership

Leader in English means the person in charge of the workers or personnel in an organization. Leaders have people to lead. Leaders are also defined as people who have authority in making decisions in an organization. Leaders can also be interpreted as people who can

¹⁰ Prosidings, Seminar Nasional Pendidikan 2019, *Penguatan Visi Pemimpin Inovatif Dalam Mewujudkan Produktivitas Pendidikan Pada Era 5.0*, Purwakarta, 17 Desember 2019, 103, <https://simakip.uhamka.ac.id/download?type=forumilmiah&id=1098>

¹¹ Nana Syaodih, *Metode Penelitian Pendidikan* (Bandung: PT. Remaja Rosdakarya, 2009), 52.

influence others to carry out specific tasks that are the hopes and goals of the leader.¹²

Educational leadership is a leader in educational institutions, including school principals. The principal, the highest leadership hierarchy in the school, is very influential and decisive for the quality of education in schools. Principal leadership is a way or effort of the principal to influence, encourage, guide, direct, and mobilize teachers, staff, students, parents, and other related parties to work, participate, and achieve the goals set.¹³ Professional leadership from a leader in running the organization, especially mobilization, has a crucial role. A leader is required to be able to foster enthusiasm for learning and always motivate students in every activity, not only carrying out their obligations but more on the emotional question intelligence.¹⁴

Some components of the principal as a leader are: 1) having a strong personality (honest, confident, responsible, daring to take risks, and having a big heart). 2) having the ability to oversee subordinates (teachers, employees, or administrative staff). 3) Understanding the school's vision and mission and realizing it. 4) Skilled indecision-making skills (fast, precise and agile). 5) having the ability to communicate (oral or written).¹⁵

The Nature of Educational Innovation

Etymologically innovation comes from the Latin word "innovation," which means renewal and change. Its verb is "innovo," which means update and change. Innovation refers to a new change towards another or different improvement from what existed before,

¹²Kustutik, Konsep Kepemimpinan Pendidikan, *Jurnal Lisan Al-hal*, Vol. 12, No. 1 (2018), 188, <https://journal.ibrahimy.ac.id/index.php/lisanalhal/article/download/148/135/>

¹³ Mujamil Qomar, *Kesadaran Pendidikan Sebuah Penentu Keberhasilan Pendidikan* (Yogyakarta: Ar-Ruzz, 2011), 214

¹⁴Riyatul Husnan, Manajemen Kepemimpinan Kiai dalam Meningkatkan Kecerdasan Emosional Santri di Pondok Pesantren Husnul Ri'ayah Suboh Situbondo. *JIEMAN: Journal of Islamic Educational Management*. Vol.1 No.1 2019. <https://jieman.iain-jember.ac.id/index.php/jieman/article/view/13/10>

¹⁵ Mujamil Qomar, *Kesadaran Pendidikan*, 214

done intentionally and planned (it is not accidental).¹⁶ According to Ansyar and Nurtain in Ghufron, innovation is an idea, action, or something new in a particular social context to answer a problem.¹⁷

Hence, innovation is a change that is new and different from its previous form, and it is deliberately implemented only to realize the expected goals. Meanwhile, Ibrahim's educational innovation stated that educational innovation is an innovation in education or innovation to solve educational problems. Thus, educational innovation is an idea, item, or method suggested or observed as something new for a person or group (society), whether in the form of discoveries used to achieve goals or solve educational problems.¹⁸

According to Saud in Ananda and Amiruddin, educational innovation is a new change, qualitatively different from things that existed before, and is deliberately attempted to increase the ability to achieve specific educational goals. From this understanding, Saud explained that there are several keywords in educational innovation, they are:

1. New refers to anything that has yet to be understood, accepted, or implemented by the recipient of the innovation, although it may not be new to other people.
2. Qualitative refers to innovation that provides the reorganization or rearrangement of elements in education, so it is not merely the addition or addition of the elements of each component.
3. Matter, referred the coverage in which it covers all of the components and aspects of the education subsystem. The things that are renewed are ideas or series of ideas.
4. Deliberation is the concept that believes educational innovation must be carried out intentionally and planned and cannot be

¹⁶ Haeran, dkk, *Gagasan Konsep Inovasi Pendidikan* (Jawa Barat: Edu Publisher, 2022), 10.

¹⁷ Musfi Yendra dan Wahyudi, Inovasi Program Sosial dan Pemberdayaan karang Taruna Fajar Menyingsing Kelurahan Balai Gadang, Kecamatan Koto Tangah Kota padang, *JIHHP* Volume, Issue 4 Agustus 2022, 361, <https://dinastirev.org/JIHHP/article/download/1126/689/>.

¹⁸ Tjipto Subadi, *Inovasi Pendidikan*, (Surakarta: Muhammadiyah University Press, 2012), 1.

submitted according to chance means or based on mere personal hobbies.

5. Improving capabilities means that the primary goal of innovation is the capability of human resources, money, and facilities, including necessary organizational structures and procedures, to be improved so that all the goals that have been planned can be adequately achieved.
6. Objectives, meaning that the planned objectives must be specified regarding the objectives and results to be achieved, which can be measured as much as possible to determine the difference between the conditions after and before the innovation is carried out.

From some definitions above, innovation education can be interpreted as a new qualitative change in education towards a different improvement than before, consciously and intended to reach the aim as much as possible.¹⁹

Furthermore, in more detail description, the objectives of carrying out innovations in the field of education are as follows: First, educational renewal as a new response to educational problems, second educational reform which focuses on general educational problems and the development of educational subjects in particular prioritizing aspects of effectiveness and economic aspects in the learning process.²⁰ Educational innovation is a new response to the educational problems faced. The main task of educational reform is to face the actual educational problems, which will be systematically solved innovatively.

Systematically, the direction of Indonesia's educational innovation goals is (1) Catching up with the various advances in science and technology so that education in Indonesia will increasingly run parallel to these various advances. (2) Strive to

¹⁹ Rusydi Ananda dan Amiruddin, *Inovasi Pendidikan "Melejitkan Potensi Teknologi dan Inovasi Pendidikan* (Mean: CV. Widya Puspita, 2017), 5.

²⁰ Yuli Saputre, Tujuan, Masalah dan Sasaran Inovasi Pendidikan, *Seri Publikasi Pembelajaran*, Volume 1 No.01, 2022, 252, <https://publikasipips.ulm.ac.id/index.php/tmkm/article/download/466/142>.

implement education in every type, course, and level that can serve every citizen equally and fairly. (3) Reforming the Indonesian education system to be more efficient and effective, respecting national culture, having an effortless and perfect policy information system, strengthening national identity and awareness, cultivating a learning-loving society, attracting students' interest, and producing many graduates who are highly desirable for various fields of work in life.²¹

History of the Industrial Revolution Development

Given the importance of technological development in various sectors, the concept of the industrial revolution will be very familiar in everyday life. The Industrial Revolution is a big change in how individuals process the existing resources to produce specific products. With such a revolution, some sectors like transportation, agriculture, technology, mining, and manufacturing experience changes.

Fukuyama explained the stages of society based on human history development. Society 1.0 is defined as a group of people who gather and hunt and then coexist in harmony with nature. Society 2.0 forms groups based on agricultural cultivation, organizational enhancement, and nation-building. Further, society 3.0 is a society that promotes industrialization through the industrial revolution. Society 4.0 refers to the information society age that realizes the increased value by connecting intangible assets as an information network.

Meanwhile, society 5.0 is an informational society built on society 4.0, aiming for a more well-off society. Fukuyama further revealed that in digital transformation, several countries use different terms. Europe uses the term industry 4.0, North America uses the term industrial internet, Asia uses the term smart cities, China uses

²¹ Kusnandi, Model Inovasi Pendidikan dengan Strategi Implementasi Konsep Dare To Be Different, *Jurnal Wahana Pendidikan*, Volume 4,1, Januari 2017, 136, <https://jurnal.unigal.ac.id/index.php/jwp/article/view/391/350>.

the term “made in China 2025” and the Japanese use the term society 5.0.²²

Furthermore, Murnitah, et al. explained that the start of technological developments was considered to be the developing stages of the industrial revolution journey from 1.0 to 5.0. It started in the 19th century with the discovery of mechanical devices as a tool to do something. One of the hallmarks of the industrial revolution 1.0 was the invention of steam-powered engines. Then the 2.0 industrial revolution was marked by the discovery of electricity and magnetism for industrial and housing needs. The discovery of electricity in the 2.0 era began with the invention of household appliances such as televisions, coolers, lights, and others. Then the industrial revolution 3.0 was marked by the invention of digital technology and the internet. One of its products is partial automation using a computer equipped with a programmed control system so that production can be carried out without human assistance. Then the industrial revolution 4.0 took place in 2014, marked by the discovery of information systems from the development of computer program language. Moreover, industrial revolution 5.0 occurred in 2020, marked by the orientation of the rise of society in which Japan dominates from the integration of all the results of the industrial revolution (incorporation, machinery, electricity, computers, digital and internet, information systems).²³

Society 5.0 presents a life prospect so the public can achieve economic development and health and overcome various social problems. Every new age, as the result of the development of the world, has changed many aspects of human life. Revolution taking place creates rapid change. With these rapid developments, many areas of life have been changing, especially the ones affecting the quality of education.

²² Mayumi Fukuyama, Society 5.0: Aiming for a New Human-Centered Society, *Japan SPOTLIGHT* (July-Agustus, 2018), 47-48 https://www.jef.or.jp/journal/pdf/220th_Special_Article_02.pdf.

²³ Murnitah, dkk, *Filsafat Pendidikan Islam* (Padang: PT. Global Eksekutif Teknologi, 2022), 31-32.

The Demand for Educational Innovation

We are currently live in the digital era, which according to Fukuyama in Nurhana, seen as the new era where the processes of globalization and evolution rapidly progress, such as the Internet of Things (IoT), then Artificial Intelligence (AI) which brings significant changes in the environmental values within society. This era is also referred to as the age of uncertainty challenges, for there are a lot of complex changes and needs growing hastily. We need to fully use ICT in various sectors considering the uncertainty arising due to the rapid evolution of technology.²⁴

The rapid development of information technology has not only changed the way people communicate and work but also has changed and established a new environmental competition. Michael Porter, in strategic management, introduces Five Forces that the leadership of the institution must consider (See Figure 1).

Referring to Michael Porter's insight, there are Five Forces that the leadership of educational institutions must consider. The five strengths are 1) Competition between existing educational institutions. 2) Threats from newcomer educational institutions. 3) Threats from institution education offering substitute education services. 4) Supplier bargaining power within suppliers/communities who need educational services. 5) Buyers' bargaining power.

Thus, educational institutions have a competitive advantage when they can offer reforms towards better quality based on the situation or the development of the times. Innovation in education is desirably needed, for some problems and challenges must be resolved through a new, in-depth, progressive mindset. The current problems and challenges in the world of education are as follows:

1. The rapid increase in population and, at the same time, the increase in people's desire to receive education cumulatively demands the availability of adequate educational facilities.

²⁴ Nurhana Fakhriyah Imtinan, Gaya Kepemimpinan Dalam Menghadapi Era Society 5.0, *Jurnal Pendidikan Islam* Volume 11, Nomor 2, Tahun 2021, 189 <http://jurnalftk.uinsby.ac.id/index.php/JKPI/article/download/1260/555/4338>

2. The development of modern science requires solid educational foundations and unremitting mastery of competencies which demands more comprehensive education based on the concept of lifelong education.
3. Technology development makes it easier for humans to master and utilize nature and its environment. Nevertheless, this is often handled as a threat to the continuity of the human role.²⁵

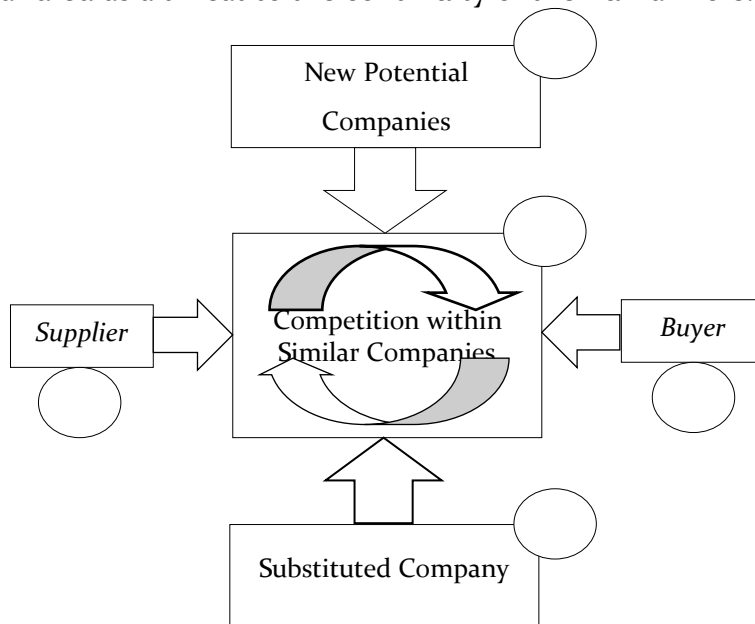


Figure 1.
Five Strengths of Industrial Competition²⁶

Therefore, new ideas and thoughts are required to solve problems that conventional or commercial methods cannot resolve.

²⁵ Linda Setiawati, Penerapan Media Animasi Sebagai Inovasi Dalam Pembelajaran Di Sekolah Dasar Ciledug 2 Kecamatan Ngamprah Kabupaten Bandung Barat, *Jurnal Penelitian Pendidikan LPPM UPI*, Vol 16, No 1, 2016, 47, <https://media.neliti.com/media/publications/124549-ID-penerapan-media-animasi-sebagai-inovasi.pdf>.

²⁶ Eti Rochaety, *Sistem Informasi Manajemen (SIM)* Edisi 3 (Jakarta: Mitra Wacana Media, 2017), 21.

Those appropriate ideas and approaches are called educational innovation.

The Principal as an Educational Innovator in Society 5.0 Era

Society 5.0 is a high-level intelligent society. The country of the rising sun, Japan, is a leading country to apprehend this society ahead of other countries. Society 5.0 is a new age where it is a centralized society with an integrated online system for solving social problems and balancing the economic growth. There are three skills that a person must have to live within Society 5.0: problem-solving, critical thinking, and creativity.²⁷

A leader must be able to anticipate future challenges so that he and the organization he leads can survive. The world is growing rapidly, and leaders and organizations should be ready to face various changes happening in the world. Leaders who successfully lead their people do not seek power for themselves but rather distribute it to their people to achieve common goals. Most leadership concepts reflect the assumption that it is related to the intentional process of exerting a strong influence on others to guide, structure, facilitate, and establish relationships within a group or organization.²⁸

The dynamics of this age impose on Indonesian to prepare for the challenges in adapting to the changes from the Industrial Revolution era from 4.0 to 5.0. The hustles that mark the 4.0 era in Indonesia take time to eliminate the desire to engage in the new concept that is the society 5.0 era. Society 5.0 can be interpreted as a technological-based society centered on humans.

These changes can be made as inspiration and milestones for the principal to create and develop innovations within school organizations. The principal must be able to create various innovations within the organization to face society 5.0. There are

²⁷ Umar Al Faruqi, Survey Paper : Future Service in Industri 5.0, *Jurnal Sistem Cerdas*, Volume 02 No 01 2019 ISSN: 2622-8254, 67-79, <https://apic.id/jurnal/index.php/jsc/article/view/21/22>.

²⁸ T.M. Haekal, dkk, *Bunga Rampai Manajemen Strategik Sebuah Kajian dalam Pendidikan Islam* (Malang: CV. Literasi Nusantara Abadi, 2021), 248.

some challenges that the principal should face in preparing society 5.0 in the field of education. They should appropriately create topics, policies, and efforts new for their improvement to achieve the educational goals that have been set.

Miles states that these changes are adapted to current adult developments, including personnel development, the number of personnel and work areas, physical facilities, use of time, formulation of goals, procedures, roles needed, insights and feelings, form the relationship between parts (work mechanism), the relationship with other systems, as well as the strategy to be carried out.²⁹

When an innovation education already exists in the form of ideas based on the needs, the next stage is implementing these ideas. Implementing innovation requires agreement and cooperation from all school members. Therefore, it has become something that should be socialized as a whole and evenly among the school members.³⁰

Some fields that become the scope of educational innovation include students, teachers, curriculum, extracurriculars, learning content, learning media, school facilities, methods and communication techniques, resources finance, public, and educational outcomes. With the existence of fields within the scope of educational innovation, it requires the principal to carry out his leadership in a professional manner. Therefore, the principal, as an educational innovator, must be able to reflect on himself and the methods of doing work in a constructive, creative, delegative, integrative, rational, and objective manner, avoiding pragmatism, prioritizing exemplary, disciplined, adaptable, and flexible.³¹

The principal is responsible for all of the activities that take place at school. The principal must be able to lead, influence, and move the whole school members to reach the expected goals. The need for innovative ideas for developing potential educational

²⁹ A. Rusdiana, *Konsep Inovasi Pendidikan* (Bandung: CV.Pustaka Setia, 2014), 51.

³⁰ Andang, *Manajemen & Kepemimpinan Kepala Sekolah Konsep, Strategi dan Inovasi Menuju Sekolah Efektif* (Yogyakarta: Ar-ruzz Media, 2014), 221-222.

³¹ Andang, *Manajemen & Kepemimpinan Kepala Sekolah*, 223.

institutions impacts the educational quality in institutions. Therefore, an innovator must have creative and original ideas to have an excellent educational institution.

According to Horth, there are six innovative thinking skills: (1) paying attention, (2) personalization, (3) imagery, (4) serious play, (5) collaborative questioning, and (6) creative thinking. In the era of Society 5.0, innovation is marked by change paradigm and management systems. Next came Wynne four implications for the new paradigm in the 4.0 industrial revolution era, namely: (1) focusing more on systems rather than technology, (2) empowering society to master technology, (3) prioritizing future designs, (4) focusing on critical values as new technology.³²

An innovative principal always conveys opinions, advice, or new ideas based on the events in the school surrounding and is brave to take risks encountered. He also needs to always have a plan to develop the process of achieving educational goals and provide top solutions for various challenges in the world of education.

Conclusion

Leaders in educational institutions, including school principals, are the highest managers in schools who have significant influence and can even determine the quality of education. Principal leadership is a way or effort of the principal to influence, encourage, guide, direct, and mobilize teachers, staff, students, parents, and other related parties to work, participate and achieve the goals set. The school principal's leadership as an innovator in welcoming the 5.0 era is a leader who is ready to face changes in the field of education. We should be ready and establish the characteristics of a leader to be brave, creative, and innovative so that they are accustomed to innovation and change for the better. Thus, schools as educational institutions will be ready to become part of Society 5.0.

³² Prosiding, Impressive Emphatic dalam Edifikasi Kepemimpinan Inovatif Menyongsong Era 5.0, *Seminar Nasional Pendidikan*, Purwakarta, 17 Desember 2019, 100, <https://simakip.uhamka.ac.id/download?type=forumilmiah&id=1098>

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2019. <https://jieman.iain-jember.ac.id/index.php/jieman/article/view/13/10>
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