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Self-Concept of Madrasah Principals in Adapting Skills to the 21st Century Era

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Abstract

The advancement of the digital era necessitates the ability of madrasah principals to deal with more complicated demands in educational institutions. With the growth of an increasingly complex and modern world of education, this adjustment process generates a considerable shift in the principal's self-concept. A qualitative research method with a case study methodology is used in this study. This study focuses on the factors that influence self-concept, specifically the significant other and self-perception. Interviews and documentation were utilized to collect data. The findings revealed a significant difference between madrasa principals with a significant other and strong self-perception and other madrasa principals. Significant others and self-perception are vital for madrasa principals to change to use 21st-century skills. According to the research findings, a focus group discussion for madrasa heads is required to grasp the need to adapt skills to the twenty-first century age, and this information will subsequently impact students' abilities.

Keywords: *Self-Concept, Head of Madrasah, Skill Adaptation Era, 21st Century.*

Introduction

The internet and the advancement of technology are now a part of everyday life. Everyone has the unrestricted right to enter and transmit information in cyberspace [1]. As a result, digital information resources overflow. The world is approaching the globalization age, also known as the 21st century, known as the century of openness, which means that human life is undergoing fundamental changes that differ from the order of life in the previous century [2].

According to the twenty-first century, this necessitates quality human resources, which professionally managed institutions can create to produce superior and quality generations [3]. To build a superior generation [4], it is vital to acquire digital literacy to boost individual abilities to improve understanding and use of knowledge in sources accessible through computer media [5]. In line with this, digital literacy is a pressing issue in education [6]. As a result, as a manager, the principal of a school or madrasah must be able to improve the quality of education at his institution [7].

In this digital age, madrasa principals are increasingly confronted with more complex demands in educational institutions, resulting in a considerable shift in madrasa principals' self-concept with the increasingly quick and modern growth of the world of education [8], [9]. The madrasa

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head is no longer only a coordinator; they are an inspirational leader and creative and imaginative management. Table 1 shows the results,

Table 1. Century Skills vs. Competencies 2020 vs. Global Skills [10].

| 21 st Century Skills | Competencies 2020 | Global Skills |
|--|---|---|
| critical thinking and problem solving | complex problem solving critical thinking argumentation and decision making | critical thinking and analysis |
| learning and innovation flexibility and adaptability ICT-literacy | cognitive flexibility creativity | creativity, originality and initiative active learning and learning strategies |
| communication/collaboration skills | integration negotiation teamwork | leadership and social influence coordination time management |
| initiative and drive | emotional intellect human resources management | attention to detail trustworthiness self-management |
| social skills and cross-cultural skills | emotional intellect service orientation | emotional intelligence coordination time management reasoning and ideation |

The table above shows Century Skills vs. Competencies 2020 vs. Global Skills. When linked to the principal's self-concept, that is, the principal or madrasah has a strong understanding of skills such as complex problem-solving, critical thinking, creativity, adaptability, cooperation, leadership, and information and communication technology (ICT) abilities, all of which are important in producing students. Succeed in the future. The diagram below depicts a schematic model of self-concept :



Figure 1. Self-Concept Model by Shavelson, Hubner and Stanton [11]

The above self-concept scheme represents an individual's perception of himself regarding what he knows and feels about his behavior, the contents of his thoughts and feelings, and how his behavior affects others. Self-concept does not emerge suddenly or directly but develops through

time as an individual grows [12]. In line with this, the school principal's high self-concept can create an opportunity to produce high student learning motivation.

Individuals' self-concept is also emphasized in Islamic teachings, such as verses that encourage individuals to develop themselves, strive for perfection in activities, and be good role models for others. These verses guide and inspire school principals to establish a positive self-concept based on noble Islamic ideals [13]. A strong and positive self-concept influences how administrators interact and lead, which can result in the desired changes in schools. A significant other and self-perception influence a person's self-concept [14].

A significant other is an individual or group who strongly influences the establishment of a person's self-concept [15]. Furthermore, according to the significant other, namely the circumstance in which individuals learn to grasp how other people perceive them [16]. With this in mind, the principal is vital in creating an environment that encourages a positive self-concept for teachers, staff, and students by providing support, praise, and critical feedback. Then there's self-perception, a person's assessment of their abilities, attractiveness, and personal values. The self-perception of school principals can influence how they lead and engage with teachers, staff, and students, allowing them to be confident in leading school institutions effectively and encouraging teachers, staff, and students.

Based on the previous study's findings, this study seeks to delve deeper into the self-concept of madrasa principals in the twenty-first century. It is hoped that they will undergo a shift to become more inclusive, innovative, and oriented so that school or madrasa principals can effectively lead schools and respond to educational challenges that arise. In this age of globalization, it continues to flourish. In this case, the researcher focuses on the aspects that influence self-concept, specifically the significant other and self-perception. The researcher will examine the madrasa principal's self-concept and skill adaptability in the twenty-first century at four State Aliyah Madrasas in Medan City.

LITERATURE REVIEW

Self concept

A person's self-concept is an assessment of himself that incorporates physical, psychological, social, emotional, aspirational, and achievement aspects. Physical self-concept refers to a young person's sense of their look, gender, the significance of their body in connection to conduct, and the prestige that their body confers on them in the eyes of others. A young person's psychological self-concept involves their perception of their strengths and disabilities, self-esteem, and interactions with others. The social self-concept describes adolescent relationships with others, such as peers, family, and others. The ability to hold emotions, anger, despair, joy, vengefulness, forgiving, and other adolescent self-feelings are examples of emotional self-concept. Aspirational

self-concept is a picture of young people's opinions, ideas, inventiveness, and ideals. Achievement self-concept is a young person's impression of development and achievement in academic and life challenges [17].

Madrasah

Religious education was carried out at madrasas as non-formal education under the aegis of the Ministry of Religion during the Old Order [18]. The presence of madrasas plays an integral part in a nation's development. Madrasah education is still primarily recognized as non-primary education nowadays. This is because individuals who create madrasas are constantly confronted with several significant issues, ranging from the inadequate quality of teaching in madrasas to administrative issues. As a result, it is critical to create a fresh picture of madrasa progress in the Indonesian education system and madrasa difficulties, opportunities, and challenges because madrasas have become a part of the national education system.

Madrasah education got official recognition as part of the National Education System (Sisdiknas) following the enactment of Law Number 12 of 1954, which constituted the first legislative reference for the role of madrasas in the National Education System [19]. Madrasas play a crucial part in the moral development of children. A religious perspective considers youngsters' attitudes and behaviors consistent with current norms. All of these education systems are, of course, exceptionally mature and are covered in Indonesia's madrasa education curriculum [20]. Madrasah education has three degrees of formal education: ibtdaiyah, tsanawiyah, and aliyah. Furthermore, madrasas are building vocational madrasas to generate graduates equipped to compete in the labor market.

Adaptation of Skills for the 21st Century Era

Technological advancements in the twenty-first century have motivated everyone to become more innovative and competitive in today's modern environment [21]. This is because current requirements must be integrated with technology. According to experts, to get information, every country requires an education system that develops a generation of nation's children who are ready for the world of labor [22], [23]. Reforms in the twenty-first century must be addressed seriously by the current government. If the country is not prepared and passionate about reacting to the development of this era, it will be prepared to fall behind other countries. Of course, this method must be part of a collaborative effort with the educational curriculum.

Educational institutions must play a significant role in providing students with an education. Our country's statistics show that intellectual and technical abilities (hard skills) account for approximately 90% of the talents and skills implanted in formal tertiary institutions, while soft skills account for approximately 10%. This finding serves as a caution to the educational community that curriculum translation is not incorrect. The learning process must not only be capable of producing pupils who are competent both within and between individuals. The

teacher's position as a life role model for students is critical in the application of soft skills in tertiary institutions [24], [25], [26].

METHODOLOGY

This research employs a qualitative approach with a case study technique. The case study method comprehends complicated, in-depth, and contextual phenomena by analyzing one or more representative examples in detail [27]. This study focuses on the factors that influence self-concept, specifically the significant other and self-perception. Interviews were used to collect data, and processes taken to conclude included data collection techniques, data reduction, data display or presentation, and data verification. The principals of four public Islamic senior high schools in Medan were the subjects of this study. Table 1 displays the informant profiles.

Table 2. Informant Demographic Data

| Which school are you from | Age | Last Education |
|---------------------------|---------|----------------|
| MAN/A | 52 Year | Magister |
| MAN/B | 49 | Magister |
| MAN/C | 50 | Magister |
| MAN/D | 51 | Magister |

Furthermore, the data analysis process in this study can be seen from Figure 2.

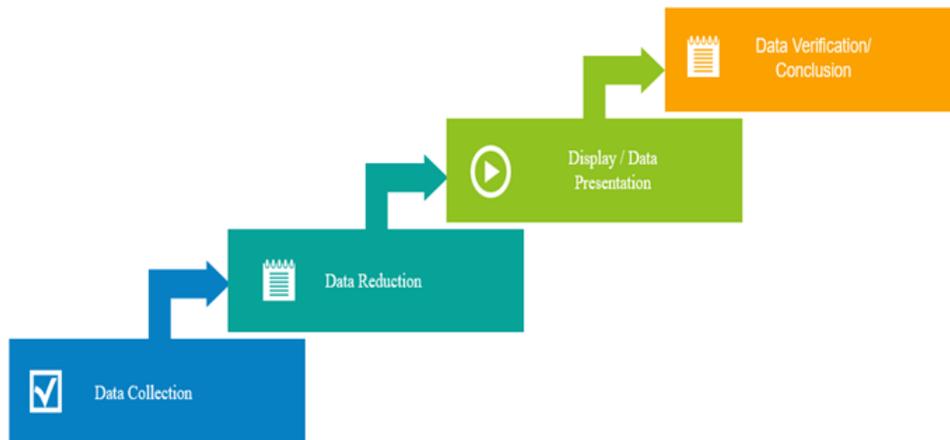


Figure 2. Research Flow

RESULT AND DISCUSSION

A person's self-concept is an image that portrays their identity. Realizing a person's self-concept takes the form of the individual himself. A person's self-concept is established by how he views himself, judges himself, and hopes for himself. In this case, the researcher gathered information from the Principal of Madrasah Aliyah in Medan City to determine how their self-concept forms in the face of digitalization.

The analysis of this research data refers to Creswell's opinion with the following elaboration:

1. They make detailed thematic explanations of self-concept for Madrasah Principals facing the twenty-first-century era.
2. It is grouping data based on themes.
3. They interpret the data by making patterns and looking for correlations from these categories.
4. Explaining, in general, the self-concept of a school principal who will later be confronted with self-concept The researcher identified the types of themes that will be raised based on data analysis.

The theme categories are centered on how the informants can attain the substance of this study, which is concerned with self-concept in the twenty-first century, and include: 1) digital literacy abilities, 2) significant other, and 3) self-perception.

a. Digital Literacy Skills

All stakeholders should feel digitalization in the twenty-first century. Because of digitalization, advancements that were previously analog to technology can now give new places while also being practical in everyday life [29]. In the quickly evolving digital era, digital literacy is critical for individuals and society [30]. The ability to use, understand, and engage effectively in the digital world is called digital literacy [31]. Based on the findings of the first informant's (MAN/A) interviews, it was discovered that about his knowledge of skills in the twenty-first century, the informant admitted that it was truly needed to adapt in this period of globalization. The informants also discovered that they needed to go through a learning process to explore their abilities. Digital literacy is the ability of technology users to use digital media more effectively [32].

Informants believe that humans, in a continuous process, should be able to adjust to and adapt to this constant change. This is a beneficial challenge for him since, at his age, which is no longer straightforward, he must learn and apply his digital abilities to benefit himself and the wider public. Using digital media effectively will benefit both the individual and the environment. Almost all large-city schools have effectively incorporated this capability. This is due to a reasonable approach to developing digital literacy concepts in an institution where practically all its activities are conducted using a digitalization system. According to sources, regularity in

practice is required to hone this skill. It's the same with informants who engage in activities or activities aimed at honing digitalization expertise by playing with various social media features gained through YouTube. According to him, age might affect a person in line with the digitalization revolution. This is consistent with research that indicates that age plays a role in a person's ability to deal with the digitalization transformation [33], [34].

In addition to the first informant's information, the researcher presented information from the second informant (MAN/B) and discovered that digital literacy requires in-depth understanding. In essence, a person appointed to lead an organization must be able to adapt to a variety of changes. The current developments are changes in globalization that contribute to the rebirth of digitization. In this case, the informant stated that a sense of concern and sensitivity to threats posed by the adverse effects of globalization, particularly digitalization, is proof of sustaining security in the twenty-first century. He stated that age is not a barrier to learning many changes. This is consistent with prior research, which found that age is not the primary barrier to learning digital literacy [35].

Furthermore, the researcher gathered information from the third informant (MAN/C), and it was discovered that he needed help understanding the notion of digital literacy. He believes that many other things must be learned besides mastering digital literacy. He also stated that the lack of in-depth understanding and information on digitalization made him even less concerned about possible adverse outcomes. In this scenario, age is necessary to comprehend the meaning of digitalization and digital literacy.

Meanwhile, the next informant, the head of the MAN/D madrasah, discovered that he needed more expertise in digitization. This is due to a lack of worry and the belief that he can no longer digest information regarding digitalization. He also remarked that his surroundings were not conducive to it. This is why he is unconcerned about recognizing digital literacy. Apart from that, this ignorance about digital literacy makes researching the necessity of digital literacy even less appealing.

In the preceding explication, the researcher discovered that two (two) madrasa principals with the MAN/A and MAN/B codes expressed concern and interest in mastering digital literacy, and they indicated that age did not impede learning new skills. In contrast, MAN/C and MAN/D madrasah principals expressed less enthusiasm for learning about digitalization and stated that age impeded grasping new information.

b. Significant Other

A significant other is defined as a condition in which a person can grasp how others perceive him. Because developing self-concept necessitates learning to comprehend one's surroundings and how others perceive oneself. In dealing with any difficulties, people have significant obstacles. It will be reflected in public behavior if you have a positive self-concept.

According to the findings of interviews with MAN/A informants, everyone's judgments can help us establish value in ourselves. He also claimed that nothing in this world can exist in isolation from the judgment of others. He believes that people's opinions have shaped him into the person he is today, and he is grateful to those who have provided constructive criticism and suggestions. This involves persuading him that there is no age limit for grasping digitalization in this day and age. He initially believed that he did not comprehend those who criticized him. Still, over time, people in his immediate vicinity consistently offered the same stimulus to him, namely by imparting new knowledge and exercising it simply. As a result, he was eager to investigate the science of digitalization.

Similar to the MAN/B informant, who stated that feedback from others, such as family and coworkers, is critical for him to continue learning and deliver the best for pupils. This is the foundation for him to advance in pursuing a higher career. His advanced age is necessary for him to acquire and comprehend new information about adapting skills to the twenty-first century. The first person who consistently provides moral and material assistance in dealing with the different changes in our world is one's family. Not only is support provided, but critical criticism and ideas are always provided by people who have an emotional attachment to him.

In contrast, the MAN/C informant argued that other people's opinions had no bearing on a school's growth. Whether or not there is digitalization, he believes that pupils will achieve success by their destiny. The informant stated that he is a person who understands everything and does not need to listen to other people's opinions. This tendency may indirectly prevent him from accepting new ideas to advance knowledge. According to insiders, he has done his best for himself and the world around him. The same can be said for the last informant, assigned the code MA/D. He believes that communication among his coworkers in his agency is a somewhat repetitive discussion. For him, this is related to the work environment and the agency's location, which is still somewhat remote from urban centers. People's perceptions of him must be reconsidered. If the review is constructive, he will accept it graciously, but it does not guarantee he will immediately make a change. It's just that he makes more room for individuals to provide comments and criticism to him. In this scenario, the researcher concludes that a person's actions are strongly influenced by their surroundings. People open to constructive criticism and ideas want to make changes in themselves and will place a high value on themselves. People who get judgment from others have a positive self-concept.

c. Self-Perception

Self-perception or self-perception is how a person perceives himself and his experience of particular situations [36]. Your self-concept will be established if you have a favorable self-view and experience [37]. A favorable self-concept can be seen in interpersonal skills, intellectual ability, and mastery of one's surroundings [38].

The MAN/A informant provided the initial information on self-perception. He stated that he was his institution or school's main character or focal point. This is the primary criterion for him to develop and continue to process to become a competent leader. Furthermore, in this digitization era, he stated accelerating world developments, such as globalization. This is a test for him because he is no longer youthful. However, he defines himself as "old but still young at heart." This provides a point of reference for him as he continues to develop.

The second informant, MAN/B, offered nearly the same review as the first. As a leader, he claimed to be the only one who could affect change in his organization. For him, the leader serves as a role model for the staff at the school he oversees. As a result, he continues to process and develop to bring new hues and innovations, both of which are hot topics in our period. Furthermore, the development of digitalization is accelerating.

Furthermore, the third MAN/C's information states that he considers himself a role model who should have a positive self-concept so that his colleagues can look up to him. He also stated that branding himself was difficult. He frequently learns from the people he imitates. He frequently employs mirroring, which refers to the figures he imitates to make a positive impression on his employees. He also stated that this was a period in which he was confronted with several changes, yet he recognized that adjusting to this circumstance was tough.

This differs from the information obtained from the fourth source, MAN/D. While unsure how to describe himself, he stated that this period was very wearing on his energies and mentality. He must be required to keep up with many changes in the world, including changes in the field of digitalization. Furthermore, he stated that his work environment did not encourage him to make a change. According to him, the environment has a significant impact on everyone's modifications and one's branding. This is consistent with the earlier study, which shows that a person's environment helps him construct his self-concept [39], [40], [41], [42].

As a result, the conclusion regarding self-perception is that informants with the MAN/A and MAN/B codes have established or already have their branding and are aware of their self-concept. On the other hand, the informant with the MAN/C code already has branding but cannot adapt correctly. On the other hand, the informant with the MAN/D code stated that he had difficulties describing who he was because the setting was not encouraging.

CONCLUSION

As a madrasa principal and a role model or focal point for the personnel, it is a significant challenge for them to carry out this duty so that each of their policies may respond to the requirements of the times. The rapid rise of digitalization in the twenty-first century has resulted in substantial disparities in how madrasa heads have adopted these technologies:

1. In terms of digital literacy, MAN/A, and MAN/B madrasa heads are more aware of and curious about digitalization, but MAN/C and MAN/D madrasa heads need to be made aware.
2. Regarding the significant other, the principals of MAN/A and MAN/B madrasas have one thing in common: the family is the most potent source of criticism for informants.
3. In terms of self-perception, MAN/A, and MAN/B madrasa heads have an image of themselves that has become their branding, as opposed to the MAN/C informant who has a self-image but is not capable of realizing it, and finally, the MAN/C informant D who has difficulty defining himself because his environment does not support his development.

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