Anwaha's Education Digitalization Mission

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Keywords	Abstract
Educational Mission, Digital Education, Anwaha	Based on the results of the study, it was concluded that Anwaha's mission of digitizing education was realized by visualizing, futuristic thinking, showing foresight, proactive planning, creative thinking, taking risks, process alignment, coalition building, continuous learning, and embracing change so as to be able to adapt to digitalization of administration and teaching. Develop a model for digitizing the publication of school activities.

INTRODUCTION

The shift of times towards digitalization occurs in all lines of life, including the field of education (Khoiruddin, 2018; Sudarmo et al., 2021; Putra and Aslan, 2020; Aslan, 2017; Aslan, 2019; Putra et al., 2020b; Putra et al., 2020a) the higher the digital adaptation, the school is considered to be more advanced and qualified (Christianingsih, 2011) while the progress of the school is influenced by the style of the principal in fostering the institution (Hamid and Andriyani, 2017) so that the school can be adaptive to the shift that leads to digitalization, the leader must have a vision towards these changes accompanied by optimal actions without seeing them as obstacles to weak internet signals (Syahrani, 2019), school locations far from urban areas, as well as educational staff who are technologically savvy, while school principals should not put more pressure on teachers, but this is where the main challenge lies. Visionary leaders who must be able to manage their agencies without being outdated (Khalimah, 2018).

Educational institutions really need leaders (Hambali, 2012) who are considered capable of carrying out adaptive and anticipatory organizational performance to changing times in digitalization synergies, without that, school operators will be exhausted in carrying out digitalization of school administration and programs without being rewarded for performance. always urged to complete their duties (Syahrani, 2019), especially digitalization has become a demand of the times driven by the Ministry of Education so that

all levels of school carry out the obligation to digitize their school programs (Saputra, 2016).

Principals of the digital age are required to have the ability to influence and mobilize others to achieve organizational goals and digitize the organization which ultimately optimizes steps to develop the potential of students (Irwana, 2015); (Hifza et al., 2020); (Suroso et al., 2021); (Hutagaluh and Aslan, 2019); (Hutagaluh et al., 2020). Leaders play a role in the development of their organization so that they are directed, so that the goals set can be realized if they can create a vision that is formulated and implemented (Arlena, 2016). A visionary principal should immediately experience not only delegating tasks, but also get used to being proactive and even actively updating himself even though the information comes from the education staff who are his subordinates. Visionary leaders should have far-reaching thoughts into the future without neglecting the current need in the form of parents who feel burdened with the cost of books each year, (Kurniawati, 2012) full of creative and innovative ideas in digitizing educational programs and great ideas to develop the quality of the education it fosters (Rokhmah, 2018).

The criteria for visionary leaders in digitalizing education management are visualizing, futuristic thinking, showing foresight, proactive planning, creative thinking, taking risks, process alignment, coalition building, continuous learning and embracing change (Asmani, 2012).

Based on the criteria above, the principal of Anwaha is included in the category of visionary leaders, but it is necessary to examine the extent to which the criteria are met, especially if it is related to the digital era, because digitization has been carried out in various aspects, it turns out that the brand image is still not comparable to the fame of urban schools in Tabalong Regency.

METHODS

The approach used is a qualitative approach, namely research whose data is in the form of sentences derived from interviews, report notes, documents, and research that prioritizes descriptions (interpretations) in an analytical manner. The qualitative approach was chosen because it is able to describe the meaning of events in detail and makes it easier to identify the type of information in describing phenomena. The type of research selected is a case study. This is so that all phenomena in the field are revealed in a real and accurate manner as the findings during the researcher go directly to the research location.

The research location is Anwaha School, school committee informants, teacher councils, operators, administration, community and the head of Anwaha as research subjects.

The technique used in data collection is in the form of observation, interview and document review, while the technique in data processing and analysis is in the form of data reduction, data display and data verification. The use of these techniques and analysis are

used simultaneously, while in testing the validity of the data using the techniques of credibility, transferability, dependability, and confirmability.

RESULTS AND DISCUSSIONS

Criteria for visionarization of digital era education leaders in Tabalong Regency, South Kalimantan

The digitalization vision of the Anwaha program is created from the creativity of the leader's mind which is a reflection of his professionalism and experience as well as the elaboration of thoughts with other education personnel in the form of digitalization ideas to be realized together even though the schools he fosters are located in border areas. The principal should have a clear picture of the school's goals and have a clear picture of when this can be achieved and realized (Dacholfany, 2013) as a visionary leader the leader must understand what the school's goals are and a clear picture of the realization of the school's goals being realized. within the specified time period, then in the visualizing aspect there is a vision of digitizing administration and teaching and even the desire to develop a model for digitizing the publication of school activities (Syahrani, 2018).

The futuristic thinking attitude played by the visionary principal of course does not only think about the current position of the school, but also thinks about the position of the school in the future, therefore the head of Anwaha begins the digitalization stage in the form of administration and teaching, then together with the education staff design the development model of digitizing all activities that run in schools which is believed to be able to raise and make the name of the school proud via the internet as a new medium with high interactivity connectivity that is different from conventional patterns (Rubawati, 2018) because it accidentally becomes a vehicle for promoting school programs and steps for administrative duplication -school administration to be easily accessible widely as a form of responsibility in realizing organizational goals (Muslim and Sururin, 2016).

The principal as a planner should be able to predict the future and not only be busy considering human resources, procedures, organizational culture, technology, and various other factors that can affect the achievement of goals but also pay attention to the potential of the school to achieve school progress. Therefore, in the realization of showing foresight attitude by transforming the vision, which was originally the principal's concept, was conveyed to educators and education staff. Here the principal directs and divides the task of digitizing according to competence, school operators digitize emission data, the teacher council digitizes teaching programs and even publications activities related to education and teaching and students are allowed to upload them to their preferred social media as a means of digitizing (Prabowo, 2012). schools to survive in the era of the industrial revolution 4.0 with the rise of digitalization (Muklason, 2019).

Visionary school principals must set specific targets and achievement strategies, so that they are required to be able to anticipate potential obstacles and even develop emergency plans to avoid these obstacles. Anwaha by detailing the duties of each delegate according to the position. With a specific division of tasks and details of their duties, it is hoped that they will be able to minimize obstacles while facilitating the digitization process which is expected to become an information base (Meliantina, 2019).

When facing challenges, visionary principals try to think (creative thinking) in finding alternative solutions by paying attention to issues, opportunities and problems. As a leader of creative thinking, his ability is manifested when the principal faces challenges to find a solution or a solution and in reality, Anwaha is able to inventory the benefits and disadvantages of the digitalization vision and take inventory of the obstacles in the digitization process, not to mention in terms of digitalization, educational problems also often occur. in this country because of an ever-changing system and human competitiveness that is still inferior to neighboring countries (Husin and Nur, 2020).

Visionary leaders dare to take and take risks and consider failure as an opportunity not a setback, besides that they also continue to try to minimize the risks that occur from the digitalization decisions they take, because the risk of digitalization is a challenge for modern education and the teacher council must continue to be ready to follow the current developments. if it is more adaptive to technology, the school will be considered more modern than other schools, especially since digital technology has become a necessity (Houtman, 2017). The evidence found by researchers is that the principal and education staff at Anwaha are ready to work overtime to fill out modern report cards (ARD) and are ready to think extra in making google classes for daily tests.

Visionary leaders are required to be able to combine their vision with organizational goals, to be able to integrate the tasks and work of each section of the organization. Therefore, in the process of alignment, the principal seeks to ensure that the digitization of school programs does not hinder academic and non-academic achievements of the school and that digitizing the program does not hinder the smooth flow of data requests from the Education Office, even digitization does not hinder but instead integrates the digitization of the performance of all education personnel in Anwaha, Tabalong Regency. , because today's world needs fast and actual service (Siahaan, 2017).

The principal realizes that in order to achieve the vision he has set, harmonious relationships must be established with all sections of the organization and even with each individual, official and certain groups, so the digitization of the Anwaha program initiated by the principal by giving the responsibility of the delegation to digitize each person's activities is controlled individually (Anwar , 2019) which is accompanied by instructions for activities that must be digitized, not just released, but the principal continues to communicate with all education personnel regarding the task of digitizing their respective activities, so it is hoped that the various obstacles experienced in digitizing are not buried,

but discussed with the principal to solve the problem. looking for a solution, this is done in order to maintain harmonious relations with education personnel which is a form of realization of coalition building in the digitization of school programs because digital information media currently has a dominant (big) influence over the towards the publication of orderly school administration (Bakti and Meidasari, 2014).

The principal must be able to study (continuous learning) the situation from the digitalization vision that he initiated, must be able to work together and take part (tasks) in digitalization projects to expand knowledge, challenge the mind and develop imagination. Head Anwaha examines the process of digitizing (continuous learning) of the school programs he fosters and even always tries to develop and add aspects of digitizing school programs, even though the only successful digitization of the teaching administration so far is digitizing school profiles, digitizing subject matter, digitizing report cards and digitizing activities. extracurricular so that data related to it has been digitally duplicated (Bramantya, 2017).

Principals are certainly aware that a change in leadership direction towards digitalization is very important for the growth and progress of their schools (Peramesti and Kunsuma, 2018), especially at this time technology-based learning still needs to be improved due to the rapid development of digital informatics (Sanusi, 2018). When unanticipated changes are discovered due to the rapid explosion of digital information development (Supriyana, 2019), visionary school principals must immediately investigate avenues that have the potential to provide significant benefits as a result. The nature of the embracing change can be seen from the awareness of the principal and education staff at Anwaha to add to the digitalization aspect, it means that the benefits of digitizing school programs that have been carried out so far have been felt to strengthen the ideology (vision) of digitization that has been implemented.

The dynamics of visionarization of digital era education leaders in Tabalong Regency, South Kalimantan

The pros and cons of a policy are natural, including in the world of education, the desire to be more advanced by setting an ideology through the school's vision is the right way of visionary in controlling the managerial direction of the school (Mukti, 2018). In the visionarization of educational leaders in the form of digitalization policies currently happening in Anwaha, it can be seen that the positive impact is that schools already have a digitalization ideology (vision) (Rodin, 2013) while there are still many schools who are afraid that all activities must be digitized and should not be adaptive to technology only the important thing is that there has been an act of digitizing school programs and left without any development in the form of additional aspects of digitization from year to year (Asmuni,

2016) this is actually an open secret, because with the digitization of each activity, it will be clear that the educators are right really can make teaching administration, it looks like educators who are creative in teaching (Mahmud, 2016), appear to be the most adaptive educators to technology, while the negative impact is in the form of cons against the digitalization policy which is considered not the time and seems imposing because Anwaha does not yet have own wifi network, but the vision of digitization is still carried out by the school principal, even though it does not have a large-scale internet transmitter satellite dish, but the school has provided internet quotas for each educator and education staff in the context of digitizing their respective activities starting with digitizing the teaching administration for the teacher council and digitizing school profiles for school operators, the allocation of quotas for all education personnel is considered appropriate because the location of the internet network transmitter tower is only 75 meters from the school, even with the allocation of the quota, all education personnel can digitize anywhere easily without having to be at school (Mardiyanto, 2017).

Digitalization is indeed considered burdensome by some education staff who are delegators of digitization because they do not realize the importance of digitalization today, because without the visionary of digitalization as an innovation in administrative order, schools will slowly but surely be left behind (Supendi and Mulyadi, 2017) even though the vision of digitalization was initiated by the head of the school. The school has been structured in a mature formulation and clear work steps, but this is actually considered to turn off the imagination in digitizing its activities, in fact this is not the case, because no matter how detailed the instructions are, in digitalization, intellectual intelligence is still guided in the input (Ronda, 2019). Delegators who object to the task of digitizing given to them on the grounds that they only add new tasks or workloads to educators and education staff (Wibowo, 2018) then in this aspect the principal must transform his vision by providing explanations and opening discussion spaces in order to awaken all delegates to carry out the task of digitizing without any negative thoughts as at the beginning of the application of finger print which was considered too strict, but over time it turned out that they realized that digitizing absenteeism emphasizes more on justice and discipline, because with a digital absence (finger print) it can prevent various negative prejudices against other teachers and even With a digital absence (finger print) the level of discipline of all education personnel is clearly legible.

Weaknesses and errors in each policy will always exist because they are highlighted and criticized, especially in the policy of digitizing school programs which if only relying on certain digital brands as a means of digitizing school programs will certainly encounter various weaknesses, because advances in information technology will continue to grow rapidly (Umam, 2014) such as digitizing school programs that only rely on Google Class, it will be difficult to publish superior activities that are more practical to publish via Facebook, Twitter and Instagram, this is for the sake of improving the digitalization policy

initiated by the principal, for that the principal must seek to take an inventory of the obstacles to digitization in order to avoid fatal risks while minimizing errors, but without realizing it, it turns out that it actually fosters excessive anticipatory attitudes (fear), even digitizing school programs becomes a vehicle for brewing school maturity in digitizing its programs. But it turns out that everyone, even though they have never been to Anwaha, can find out the strengths and weaknesses of the school just by surfing the internet, including when the principal is actively communicating, this allows the education staff to feel that they are greater than the founders of the ideology (vision) of digitization, even though they are actually aware of it. the importance of following and taking advantage of technological developments (Sugiarti, 2017).

CONCLUSION

Anwaha's mission of digitizing education is realized by visualizing, futuristic thinking, showing foresight, proactive planning, creative thinking, taking risks, process alignment, coalition building, continuous learning, and embracing change. establish communication with the teacher council appointed as the delegator of digitizing their respective activities.

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