SCHOOL LEADERSHIP IN EDUCATION 4.0

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School management has evolved. It became accommodating to changes to meet the different and diverse needs of the learners in a fast-changing society (Ng, 2022). It has constantly shifted its concern to conform to the demands of a world that is volatile and dynamic. School leaders not only anticipate the immediate tomorrow but look forward to a more sophisticated society. Thus, as learning has transformed from simple technology application, it has now prepared learners for a world having advanced technology and automation (Haleem et al., 2022). The key aspects of school management are classroom management strategies, inclusive education, school-based management, and future-ready school.

The first aspect of school leadership in Education 4.0 is classroom management. It is often associated with the classroom managerial concern of the teacher. It is associated with the mere action to create and even maintain a conducive learning environment for successful instruction to happen (Foster, 2022). However, the concept of management transcends from the mere students' behavior to course activities that support learning. This involves unconventional practices such as collaboration, learning contracts, and verbal communication.

Collaboration has to be implemented in the classroom. It is stated that contemporary classroom is focused on encouraging students' engagement, and cooperation as they develop their critical and problem-solving skills (Ranbir, 2024). It is the task of the teacher to make the classroom interactive and open for engagement among learners. It complements the diverse learning environment and improves participation.

Likewise, learning contracts have to be considered. The concept states that students have to recognize that they are accountable for their behavior. The teacher has to explain the rules and students are responsible for their behavior (Esmaeili et al., 2015). Furthermore, verbal communication has to be promoted. It is by emphasizing the benefit of participating in different activities in the classes especially when it comes to sharing ideas within the spectrum of activity and assessment. Thus, as active participation increases, communication skills are enhanced.

School leadership in contemporary times supports inclusive education. Inclusive education is not only about accepting students regardless of their background but rather fostering equity among learners. The concept of inclusive education promotes the understanding of learners' uniqueness. Thus, schools have to cater to learners having varying needs and provide the right education for them regardless of background, health status, and learning styles. The need to capacitate teachers in inclusive education is a prerequisite. It is to eliminate any prejudice about handling these kinds of learners and provide quality education despite their condition.

Inclusive education also recognizes the importance of parental involvement in the academic formation of learners in school. (Đurišić & Bunijevac, 2017). It is only through the tripartite collaboration of parents, community, and school that will learning be possible. Nevertheless, because the common perspective of education solely rests on school, the participation of parents in the education of the student is considered a major challenge. Effective delivery of quality education will be made possible if and only if parents and the community recognize their vital role in the lives of the learners.

School-based management (SBM) is also part of contemporary leadership. The principles of SBM lead to school operation. It is not just merely a collection of documents but rather reflects on the operation of the school both as an educational institution and a government agency. SBM promotes decentralization. It is a total shift wherein it fosters

effective school leadership and the participation of stakeholders. Thus, it is focused on improving the quality of education making it relevant to the needs of society.

Lastly, school leadership in Education 4.0 gears the school toward the future (Çetin & Karsantık, 2021). It is seen as a crucial role of the school leaders wherein requiring to provide teachers with adequate and necessary support through resources. It is to prepare the students for the abrupt challenge of the society. School leaders need to initiate and promote innovation. They have to be receptive and adaptive to the current education and even to the technology trends through constant and continuous learning.

School management in the contemporary period is full of challenges. There has to be an open mind and mindset that change is part of the process. Regardless of these, the main goal is the same. It is to produce competent individuals who can realize their full potential. Therefore, leadership has to be focused on creating engagement, inclusive and ready-to-accept, and technology-integrated to ready learners for the demands of the rapidly changing society.

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