



Optimizing Educational Leadership: Building Sustainable Education in the 5.0 Era

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ABSTRACT

The topic of leadership is of great significance as it pertains to the effective guidance and direction of an educational institution. Leaders possess the authority to mobilise and exert influence over the tasks that are incumbent upon their roles and obligations. The objective of this study is to provide a comprehensive portrayal of school principals in their role as leaders within educational institutions during the 5.0 era. Additionally, the study seeks to examine the integration of the EMASLIM-FM concept into the function of educational leadership during this era. Furthermore, the study wants to depict school principals as visionary leaders in the field of education during the 5.0 era. The present study adopts a qualitative research design, employing a library research methodology. The data were acquired by a comprehensive review of literary sources, including books, ebooks, scholarly journal articles, dissertations, and other relevant publications. The utilisation of comparative analysis for data analysis. The analytical findings indicate that under the EMASLIM-FM framework, the role of the school principle encompasses various tasks, including education, management, administration, supervision, leadership, innovation, motivation, and mediation. In the 5.0 era, effective leadership necessitates that school administrators possess visionary competencies in order to transform their schools into comprehensive educational establishments. The importance of creative leadership cannot be overstated, since it is imperative to recognise that vision serves as a guiding principle within the realm of leadership. The principal should consider incorporating the concept of tangibility and measurability into the framework of the leadership wheel. The crucial factor in attaining the targeted educational objectives is the implementation of tangible measures.

Keywords: Principal Optimization, Educational Leadership, Continuing Education

INTRODUCTION

The contemporary global landscape is witnessing the advent of Revolution 5.0, characterised by transformative advancements across several domains. Within each area, there exists individuals occupying positions that are perceived as conducive to fostering innovation and creativity in response to the evolving demands of the era. Education, being widely recognised as a powerful tool for shaping a nation's trajectory towards a more promising future, necessitates the presence of a figurehead commonly referred to as a leader. The field of education serves as a platform where the process of learning takes place, facilitating the interaction between educators and pupils. Therefore, the matter of leadership becomes a vulnerable topic as it pertains to the progress or lack thereof in the educational institution under his guidance thus far. According to Gupta and Yadav (2023), leadership plays a pivotal role



inside an organisation, as it determines the organization's capacity to effectively mobilise its resources and allocate cash. When examining historical periods characterised by the decline of empires or the zenith of kingdoms, it becomes evident that the primary determinant is the leadership. A leader assumes the forefront position in executing the duties that they undertake. Furthermore, as argued by Wu and Shen (2022), leaders do not adopt a passive stance; rather, they actively offer support and motivation, assuming a proactive role that facilitates advancement and fosters organisational inspiration in the pursuit of objectives.

The concept of educational leadership is widely recognised and discussed by scholars, policymakers, and advocates of educational reform who prioritise the principles of accountability and the pursuit of excellence in the field of education (Sun, 2023). In the context of the revolutionary era 5.0, the term "school principals as educational leaders" has gained recognition among researchers who concur with the notion that these individuals are obligated to fulfil the roles of administrators, agents of change, and learning leaders within the educational institutions they oversee (Ikhwan, 2016). principle leadership refers to the proactive endeavours undertaken by the principle to exert influence, foster motivation, provide guidance, offer direction, and mobilise various stakeholders such as teachers, students, and parents towards the attainment of predetermined educational objectives within the school setting (Smith et al., 2021). To effectively execute leadership, it is imperative to attain success in multiple domains, encompassing the proficient management of educational institutions, learning endeavours, personnel administration, physical resources and infrastructure, financial aspects, school atmosphere, community engagement, and the cultivation of a cohesive school culture (Navaridas-Nalda et al., 2020).

Educational institutions, commonly referred to as schools, are overseen by an individual known as the principal. The leadership of the principal is a contributing factor that fosters the achievement of the school's vision, mission, goals, and objectives through the implementation of carefully planned and staged programmes (Ikhwan et al., 2019). The principal assumes a crucial position as a leader, responsible for orchestrating, mobilising, and aligning many components that contribute to the enhancement of their leadership abilities (Prasojo et al., 2021). An individual assuming a leadership role inside an educational institution is not only responsible for issuing commands to subordinates or delegating tasks to colleagues. Based on the findings of Tursina (2017), the responsibilities of educational leadership encompass



assisting individuals within the school community in establishing educational objectives, facilitating the teaching and learning process, and fostering growth and advancement.

The aim of effective teaching is to establish and cultivate a productive organisational unit, while also providing guidance and direction for the progressive growth and development of students' lives, ultimately leading them to achieve their maximum potential. The performance of an organisation is significantly impacted by the quality of its leadership. The individual who engages in dreaming is required to accept accountability for the entirety of the organisation. In addition, it is important to conceptualise leadership as a means of serving both the organisation and its members, as suggested by Helmy et al. (2014).

An individual who assumes the role of a leader or principal is entrusted with the responsibility of endeavouring to accomplish the educational objectives that have been articulated thus far. The leader possesses the authority to motivate and exert influence over their subordinates in relation to the duties that are required to be executed. According to Talebizadeh et al. (2021), it is crucial for the leader to effectively communicate a clear vision and provide advice in order to facilitate the efficient execution of tasks by associates. The outcomes attained are in accordance with pre-established objectives, and they are pursued with a thorough sense of accountability in order to fulfil the anticipated educational outcomes (Shen et al., 2021). In the era of 5.0, the efficacy of an educational institution, specifically a school, is contingent upon the leadership it possesses. Hence, it is imperative for educational leadership to undergo a process of rejuvenation in order to effectively align itself with its many responsibilities, powers, objectives, and functional roles.

Principals bear significant duties in the coordination and management of educational endeavours. The principal assumes a prominent leadership position within the educational institution and plays a vital part in executing fundamental responsibilities, including school administration, cultivating the academic faculty, and overseeing the management and upkeep of facilities and infrastructure (Kwan, 2011). In the capacity of a leader, the principle assumes the task of overseeing and directing a range of administrative activities within the educational institution. This encompasses the domains of financial management, administration of student and education personnel, and monitoring of teaching and learning processes. The school principal bears the responsibility of ensuring adherence to relevant educational laws and regulations, as well as upholding the school's integrity (Horwood et al., 2022).



In addition to their administrative responsibilities, school principals play a crucial role in cultivating the professional development of educational professionals. They offer guidance, instruction, and opportunities for professional growth to educators and other personnel within educational institutions. The principal assumes the role of a facilitator in enhancing the calibre of instruction and educational experiences within schools, while also ensuring that teachers and staff are adequately supported in the execution of their responsibilities. In addition, the principal bears the responsibility of effectively utilising and upkeeping the school's facilities and infrastructure. It is imperative for the school administration to guarantee the correct functioning and safety of both the physical and non-physical facilities within the educational institution. According to Paleczek et al. (2023), the principal assumes responsibilities related to the strategic organisation, oversight, and allocation of resources necessary to address educational requirements and facilitate various school-related endeavours.

As the principal assumes the position of leadership inside the school, he demonstrates his authority and prominence as the primary figure in the institution he oversees. The principle is bestowed with the authority to effectively lead and guide all educators and educational professionals within the school in order to attain academic accomplishments. Hence, a suggested measure for enhancing Indonesia's educational sector involves the empowerment of school principals within the education delivery system (Oplatka, 2023). The principal bears responsibility for the degree to which their leadership can facilitate academic and non-academic accomplishments among students, as well as enhance the performance of the educational staff and the school institution as a whole (Shibuya, 2020). An individual who assumes the role of an educational leader inside an educational institution is characterised by a high level of complexity. Effort is required to accomplish the task. Nevertheless, given the role of a trusted practitioner within the school community, it is imperative for a leader to maintain a professional demeanour by consistently seeking opportunities to enhance their understanding and proficiency in navigating the challenges and opportunities presented by the current era of the 5.0 revolution.

Numerous scholarly investigations, including the work of Jubran, shed light on the historical and present notions of educational leadership within an Islamic framework, commencing with the elucidation of the term itself. In this particular context, educational leadership may be conceptualised as a dynamic process that involves the guidance and influence



of organisational members, with the aim of fostering a sense of initiative and intrinsic motivation towards their work, which is viewed as a sort of devotion, in order to effectively attain the goals of the organisation (Jubran, 2015). Niculescu (2015) conducted a study at a smaller scale, whereby the class was defined as an educational micro-community that serves as an optimal environment for the cultivation of leadership skills among academic individuals, facilitated by the implementation of straightforward norms and behaviours. In addition to Wang's discussion on the future prospects of educational leadership, it is imperative to consider the theoretical underpinnings that inform research in this field. In order to gain insight into the theoretical underpinnings of educational leadership, an examination of the historical trajectory is undertaken, focusing on the prevalent theories employed to frame empirical investigations in educational leadership research (Wang, 2023).

This study emphasises the significance of enhancing educational leadership in response to the challenges and transformations that have emerged in the 5.0 era. The era of 5.0 is characterised by technological advancements, globalisation, and a high level of complexity. Hence, it is imperative for educational leadership to possess the capability to adjust and enhance its function in order to effectively address difficulties and capitalise on possibilities in the present period. This study centres on the significance of enhancing educational leadership and establishing sustainable education to effectively address the problems and dynamics of the 5.0 age. It aims to differentiate this research from previous works that may or may not adequately capture the unique context of the 5.0 era.

RESEARCH METHOD

The study was carried out via qualitative methodologies. The present methodology employs the utilisation of the Research library, which effectively addresses the research objectives by articulating the specific issues that are to be investigated in this study. The data utilised in this study are derived from a variety of scholarly sources, including literature and publications pertaining to the field of educational leadership. These sources encompass books, journal articles, research reports, and official papers within the realm of education. The data sources encompassed in this study comprise a range of scholarly materials, such as academic publications, textbooks, government reports, education policy, and scholarly articles. The data gathering strategies employed in literature research encompass the systematic exploration,



examination, and evaluation of pertinent literature pertaining to the research topic. The data was obtained by conducting a methodical and thorough examination of relevant sources related to the research topic (Creswell, 2018).

The comparative analysis data analysis strategy, specifically this approach, is examining literature from diverse sources in order to discern commonalities and disparities in ideas, viewpoints, or study outcomes. The identification of connected or conflicting components within the pertinent literature was conducted by researchers. The process of data analysis in literature research include the systematic examination, identification, and evaluation of relevant literature pertaining to the research topic. Data analysis encompasses several techniques such as literature synthesis, comparison, categorisation, and subject grouping. The analysis of literature-derived data will be conducted to extract pertinent information, discern patterns, and cultivate a comprehensive comprehension of the optimisation of educational leadership (Ikhwan, 2021).

RESULTS AND DISCUSSION

The Principal as the Leader of an Educational Institution

As an individual occupying a position of authority within an educational institution, it is imperative to consistently refine one's leadership abilities in order to effectively adapt to the evolving needs of the 5.0 revolution period. The measurement of school progress can be determined by the individuals who hold leadership positions within the institution. It is imperative for the principal to possess a comprehensive understanding of the prevailing atmosphere and culture inside the educational institution under their leadership. The principal, in their role as the leader, plays a crucial role in guiding the direction of the organisation towards the attainment of predetermined objectives. The success of a school is contingent upon the effectiveness of its principal. Certain principals are characterised as individuals who possess elevated expectations for their students. Principals possess a comprehensive understanding of their professional responsibilities. Kulophas and Hallinger (2023) ascertain the rhythm of their educational institution. Based on the aforementioned situations, the principal assumes a position of authority, with the power and competence necessary to effectively rule the school and steer it towards the attainment of desired objectives.

The principle, in their capacity as the leader of the educational institution, must align their focus with the objectives outlined in their planned performance plan. The principle



possesses a comprehensive vision and demonstrates a proactive approach, displaying ambition and a focus on achieving high levels of performance. The principal, as a leader and an influential agent of school reform, is expected to possess certain qualities and fulfil specific responsibilities. These include being accountable, having a comprehensive understanding of educators, exercising authority, adeptly managing conflicts, grasping the fundamental principles of leadership, and offering direction.

First and foremost, the concept of responsibility entails that a school principal assumes the role of effectively overseeing the educational institution within their purview. This encompasses the process of making informed decisions, effectively overseeing and allocating resources, and guaranteeing the attainment of educational objectives and adherence to established standards. Furthermore, it is widely recognised among educators that school principals must possess a profound comprehension of the attributes, requirements, and obstacles encountered by educators within educational establishments. Principals can effectively encourage, motivate, and cultivate a favourable work atmosphere for teaching staff by comprehending their needs and circumstances.

The third characteristic is that of authority, whereby an authoritative administrator is capable of garnering the respect and trust of both the staff and children within the school community. The attainment of this objective can be realised by upholding principles of integrity, honesty, competence, and exhibiting robust leadership capabilities. The level of authority wielded by the principle has a significant impact on both the overall school culture and the performance of the staff members. Furthermore, in order to effectively fulfil their role as a leader, the principal must possess the necessary abilities to regulate conflicts. This entails the capacity to identify, handle, and resolve any disagreements that may emerge within the school setting. The prudent and equitable management of conflicts will guarantee the perpetuation of amicable relationships among staff, students, and other relevant stakeholders.

Furthermore, it is imperative for principals to possess a profound comprehension of the fundamental aspects of leadership, encompassing many concepts, theories, and practises that pertain specifically to educational leadership. Through a comprehensive comprehension of the fundamental nature of leadership, administrators possess the ability to formulate efficacious initiatives, instill inspiration among their team, and foster a constructive school culture. Furthermore, it is imperative to offer appropriate guidance. The principal plays a crucial role as



a leader by offering essential leadership and direction to both staff members and pupils. Principals are expected to serve as exemplars and offer constructive support in order to facilitate the realisation of the maximum capabilities of both their teams and students. This advice encompasses various aspects such as professional development, enhancing teaching quality, and cultivating student ethics and character.

In the context of the 5.0 age, the role of principals as educational leaders extends beyond mere competence and leadership qualities. In addition to these attributes, it is imperative that principals possess a strong sense of national identity, cultural awareness, and religious understanding. Hence, the exercise of educational leadership by school principals within educational institutions can be regarded as a manifestation of national leadership in the era of 5.0, grounded in the principles of Pancasila. This is due to the belief that all endeavours guided by Pancasila are instrumental in attaining the objectives of national education by incorporating the values inherent in each of the Pancasila precepts. This perspective is particularly relevant in light of the ongoing advancements in the contemporary global landscape. In order to effectively anticipate and achieve educational objectives, it is imperative for a leader to demonstrate adaptability, particularly in response to the dynamic changes that transpire within the realm of education.

The Present Study Examines the Process of Internalisation of the EMASLIM-FM Concept and its Impact on the Function of Educational Leadership.

The principle assumes two essential functions within educational institutions, particularly in schools, as the one vested with authority and occupying the highest rank. In addition to assuming the role of school substance governance, he also holds the position of formal education leader at the institution where he is employed. The efficacy of this management is contingent upon the principal's personal attributes and their impact on educational establishments, specifically the school under their leadership. Hence, the primary responsibilities and roles of the school principle, serving as an educational leader, can be examined through the lens of their leadership function. Specifically, the principal is required to internalise the EMASLIM-FM concept, which encompasses many roles such as educator, manager, administrator, supervisor, leader, innovator, motivator, and mediator. If an educational leader is able to fully internalise this principle inside their professional practise, the attainment of success will be maximised. In light of this rationale, the subsequent section will



expound upon certain concepts pertaining to EMASLIM-FM.

The role of an educator as a principal.

1. In fulfilling its role as an educational institution. Educators are individuals who engage in the act of imparting knowledge and facilitating learning experiences. Simultaneously, the act of educating entails imparting instruction, guidance, and mentorship pertaining to ethical principles and cognitive faculties.
2. The principal's role as an educational leader necessitates the implementation of an effective strategy aimed at enhancing the professionalism of the school's education staff, including teachers and other personnel. In addition to fostering a favourable environment, offering guidance to all members of the school community, motivating the entire academic faculty, devising engaging instructional approaches, and administering accelerated programmes for students exhibiting above-average intellectual abilities. This activity holds significant importance for educational leaders, particularly the school principal, as it is imperative for them to foster and enhance mental, moral, physical, and creative growth within the school community.
3. The role of a manager as a functioning principal.
4. According to Permendiknas Number 13 of 2007, which addresses the Standards for School/Madrasah Principals, it is stipulated that school principals should possess certain managerial competencies. These competencies include the ability to: 1. Formulate various plans for the school/madrasah; 2. Establish and enhance school organisations based on identified needs; 3. Lead schools by effectively utilising available resources; 4. Manage and facilitate school change and development, with the aim of creating an efficient learning organisation.
5. The establishment of an environment that is supportive and favourable to student learning inside educational institutions.
6. The responsibility of overseeing instructors and staff, as well as managing school facilities and infrastructure, lies within the purview of administration.
7. One of the responsibilities is to oversee and maintain the school's interactions and connections with the local community.
8. Oversee student management.
9. Oversee the development of curriculum and learning activities in alignment with



established directives and objectives.

10. Implement accountable, transparent, and efficient financial management principles in overseeing school finances.
11. Administer school administration in a manner that supports the achievement of school goals.
12. Supervise school special service units to ensure their effective support of learning activities.
13. Administer school information systems.

The school principle, as a managerial role within the field of education leadership, with the requisite authority to oversee and govern the operations and content of the school in which they are employed. The actions encompassed within the realm of management comprise planning, organising, implementing, controlling, and leading..

The Principal Function of an Administrator

The principle serves in the capacity of an administrator as well. According to Mulyasa, the school principal, in their role as an administrator, maintains a strong connection with diverse administrative management operations that involve the recording, compilation, and documentation of all school programmes. In particular, school principals are required to possess the capacity to effectively oversee various aspects of school operations, including curriculum management, student administration, staff management, buildings and infrastructure management, archive management, and financial management. In order to enhance school productivity, it is imperative that these actions are executed with optimal effectiveness and efficiency.

The supervisor function refers to the role and responsibilities of a supervisor within an organisational context. The term "principal" refers to an individual who holds a position of authority and leadership within

According to the Dictionary of Education (1945: 150), principals who possess supervisory responsibilities are understood as the endeavours of school administrators to guide and support teachers and other staff members in enhancing the quality of instruction. These efforts encompass various activities such as fostering motivation, making strategic personnel decisions, facilitating professional growth among educators, and revising educational objectives,



as well as instructional methods and assessment practises. The principal assumes the role of a supervisor as he possesses the authority to oversee and manage his subordinates. The supervisor not only identifies errors in the assistants' work but also implements measures to address their shortcomings, so facilitating their future improvement. Moreover, supervisors are responsible for overseeing the performance of their subordinates, including teachers, staff, students, and other members of the school community, with the aim of mitigating and proactively addressing any deviations in their work.

The Functions of a Leader the Term "Principal" Refers to an Individual who Holds a Position of Authority and Leadership within

The principle, in their capacity as a leader, must possess distinct qualities encompassing personality traits, fundamental abilities, prior experience, and professional knowledge, alongside administrative and supervisory proficiencies. The principal's leadership abilities can be examined through various factors, including their personality traits, familiarity with the education staff, understanding of the school's vision and mission, capacity for effective decision-making, and proficiency in communication.

The Primary Role of Innovators

An individual who exhibits an innovative mindset showcases a constructive and creative approach, proficiently delegates tasks, integrates diverse perspectives, employs rational and objective thinking, embraces a pragmatic mindset, establishes a commendable standard, upholds discipline, and demonstrates adaptability and flexibility in the professional environment. Based on this reasoning, the principal assumes the position of an inventor. The attitude indicated above is emphasised as being internalised by the individual in question, with the intention of serving as a role model for their subordinates and cultivating a school environment defined by innovation and uniqueness.

The Principal Functions of Motivators

As an individual assuming the role of a school administrator, it is imperative to possess a strong sense of motivation. This entails the act of inspiring and encouraging one's subordinates to perform at their highest level in accordance with their assigned responsibilities. There are several strategies that can be employed to effectively manage a learning environment. These include implementing regulations to control the physical environment, establishing a



conducive climate for work, enforcing discipline, offering encouragement and rewards, and enhancing access to learning resources through the establishment of learning resource centres.

The figure and mediator functions are two distinct roles that individuals might assume in various social and organisational contexts. These functions play a crucial role in facilitating effective communication and collaboration among group members. The figure function refers to the The term "principal" refers to an individual who holds a position of authority and leadership within

In addition to the aforementioned functions, the principal, in their capacity as an educational leader, assumes the roles of a symbolic figure and mediator. The principal has the ability to establish himself as a benchmark inside his sphere of power, serving as a role model for his subordinates. In the context of fostering a constructive school climate, the mediator assumes the role of an intermediate for addressing and resolving a range of internal and external issues that may arise.

Role of Principals as Visionary Education Leaders in the Era of 5.0

The concept of vision can be seen as a predetermined plot or image that is intended to be realised by prior planning. Vision can be understood as the cognitive ability to perceive and comprehend abstract concepts, encompassing qualities such as farsightedness, depth, and breadth. It possesses immense potential, capable of transcending physical limitations, temporal constraints, and spatial restrictions. The vision encompasses multiple components that are designed to align with the objectives that have been set thus far. The subject matter encompasses the objectives to be attained, the prerequisites to be possessed, and the potential for future development. The aforementioned information serves as an essential element of the overarching vision, providing guidance in the pursuit of the leadership paradigm. The concept of being visionary transforms into a policy that necessitates integration as a proactive measure to enhance one's level of competence. According to Sneider (2023), visionary leadership entails the capacity to conceive and effectively communicate a pragmatic, persuasive, and appealing vision for the future of an organisation or its constituent unit, with the aim of fostering ongoing growth and advancement in comparison to the present state. The aforementioned vision presents a distinct and persuasive depiction that proposes novel approaches for enhancement, while simultaneously acknowledging and drawing from established practises, and is closely



associated with actionable steps individuals can do to actualise transformation.

In summary, it is imperative to cultivate visionary qualities in individuals from a young age, particularly those who aspire to become school principals. Upon assuming the role of an educator, he did not receive an appointment or garner the confidence necessary to assume the position of a school administrator, nor was he already occupying such a position. Leaders that possess a visionary mindset are equipped with several factors that can enhance the advancement of their educational institutions. Visionary leaders possess numerous qualities when it comes to their ability to envision and articulate a compelling vision. 1) An appropriate vision has the capacity to elicit dedication and inspire individuals within the organisational context. 2) An appropriate vision serves as a motivating force for individuals within the organisation. 3) An appropriate vision establishes the benchmarks for achieving success. 4) The current vision serves as a link between the present circumstances and the future aspirations. The concept of vision holds significant importance in the realm of leadership, as it serves as an essential and irreplaceable instrument. The absence of vision will result in the failure of leadership. In the era of 5.0, it is imperative for school principals with visionary leadership to engage in constant self-improvement by aligning themselves with the overarching Vision that is to be realised. This Vision encompasses several strengths that are essential for attaining the desired objectives. A principal can be seen as visionary based on a range of traits exhibited in their activities. These characteristics include, but are not limited to, the following: 1) demonstrating a willingness to embrace change; 2) devising plans that actively engage and involve other individuals; 3) displaying an openness to exploration and experimentation; 4) offering support to others within the educational community; and 5) fostering an environment of trust and consensus-building. In this scenario, the principal has the potential to assume the role of an innovative educational leader in the era of 5.0 and is required to enhance their leadership skills in order to propel the institution they oversee forwards. Furthermore, the role of the school principal, a position that requires full-time commitment, entails the responsibility of directing the entire school community towards the realisation of a shared vision, albeit at a gradual pace.

Therefore, visionary principals can effectively confront the issues within the realm of education through the implementation of their innovative approach. The school principal, as an educational leader with a visionary perspective, has the potential to serve as a catalyst for



change and shape the trajectory of the organisation in response to the various challenges encountered in the field of education. Visionary leadership stands out among the numerous leadership styles as the most impactful and efficient approach in navigating the turbulent waters that have historically and continue to pose significant challenges to the education sector, spanning from previous eras to the present 5.0 era. According to Goleman (2004: 65), visionary leadership is a leadership style that aims to mobilise individuals towards shared aspirations, while emphasising the cultivation of positive emotions. This approach is particularly suitable in situations where transformative changes necessitate the establishment of a novel vision or the clarification of a new course of action. In the context of the 5.0 age, it is imperative for school principals to assimilate intellectual competencies in order to effectively fulfil their leadership roles within educational institutions. The individual demonstrates a strong inclination towards innovative approaches characterised by a high degree of creativity within the realm of development. Moreover, this is complemented by a sense of optimism aimed at bringing enlightenment to educational institutions. One of the responsibilities assumed by school leaders in ensuring the success of the educational institutions under their guidance is the task of envisioning. This pertains to the selection of a desired future trajectory for the institution (Adhikary, 2021; du Plessis et al., 2019). According to Cheng et al. (2022), a visionary leader must possess ten distinct abilities or competencies.

Visualizing

The individuals are engaging in the cognitive process of creating a vivid mental representation of the objectives to be attained and the necessary actions required for their accomplishment. In order to excel as a visionary leader, it is imperative to possess a robust aptitude for visualisation. Individuals possess the ability to conceptualise the intended outcome, referred to as their vision, as well as the necessary actions required to actualise it.

Within the realm of educational leadership, a visionary school principal possesses the ability to articulate a comprehensive depiction of an ideal educational institution, encompassing both its physical appearance and operational dynamics. The stakeholders possess a comprehensive understanding of an exemplary educational system, inventive pedagogical approaches, a nurturing atmosphere for learning, and the anticipated outcomes for both students and instructors. Additionally, they possess a profound comprehension of the problems and opportunities inherent in the 5.0 age.



Furthermore, a visionary leader possesses a comprehensive comprehension of temporal dynamics. The individuals possess the ability to establish attainable timeframes and accurately forecast the achievement of these objectives. Visionary leaders has the ability to establish priorities, effectively allocate resources, and guide team endeavours via the implementation of a well-defined timeline. Furthermore, individuals possess the ability to foresee and prepare for the modifications and adjustments required to realise the objective of sustainable education in the era of 5.0.

A visionary leader possesses the ability to effectively inspire and motivate individuals through the utilisation of robust visualisation skills. The ability to effectively articulate and convey their vision and goals is crucial for educational leaders in order to garner support and foster collaboration among all stakeholders in the field of education. Furthermore, visionary leaders possess the ability to surmount impediments and confrontations encountered during the pursuit of objectives due to their profound mental image of the intended outcome.

Futuristic Thinking

Futuristic Thinking, or futuristic thinking, is an essential ability a visionary leader possesses. They are not only focused on the current condition and position, but furthermore, they are thinking about where the desired position will be in the future. Visionary leaders are sensitive to developments and trends in the educational environment and can envision how the future of education will be shaped.

In the context of educational leadership, visionary leaders will continue to look for opportunities and challenges that will be faced in the 5.0 era and beyond. They will pay attention to technological developments, social changes, and the needs of a growing society (Franzia, 2018). By carrying out futuristic thinking, these leaders can prepare schools and educational institutions to face changes and create innovations relevant to future needs.

Futuristic thinking helps visionary leaders to see new opportunities and anticipate challenges that may arise in the future. They develop strategies and action plans focusing on creating relevant curricula, using technology in learning, developing 21st- century skills, and broader collaboration with education stakeholders. By thinking futuristically, visionary leaders can take proactive steps to create sustainable and adaptive education in the face of global change.

In addition, futuristic thinking encourages visionary leaders to innovate and constantly



explore new potentials in education. They are not fixated on old ways or existing routines but are continually looking for new solutions and involving all parties in creating a better education. Visionary leaders dare to take risks and change paradigms that are no longer relevant to make significant changes in the education system.

Showing Foresight

The possession of foresight, which entails the ability to plan ahead meticulously, is considered a fundamental attribute of a visionary leader. Individuals take into account their desired outcomes and carefully analyse the various aspects that may impact the successful execution of their plan. Visionary leaders possess the ability to proactively envision and predict forthcoming transformations and obstacles.

Within the realm of educational leadership, visionary leaders demonstrate a discerning ability to perceive and comprehend the prevailing educational requirements, as well as anticipate forthcoming transformations. The individuals take into account technology advancements, educational trends, and societal shifts that could potentially impact the effective execution of their strategies. Visionary leaders possess the ability to formulate strategic plans that are responsive to the prevailing circumstances, while also exhibiting a vision that is comprehensive and flexible enough to accommodate potential shifts and transformations.

In order to exhibit meticulousness in the process of planning, the visionary leader engages in a comprehensive examination of the diverse aspects that may exert influence on the execution of the plan. The authors examine several dimensions of technology, exploring its potential to enhance educational quality and facilitate more efficient learning encounters. Furthermore, visionary leaders also take into account other organisational elements, including a conducive organisational framework, essential protocols and guidelines, and accessible resources.

Visionary leaders engage in meticulous planning and deliberate consideration of external elements that have the potential to impact the execution of their goals. These considerations encompass shifts in social demands, evolving requirements of students, and the presence of global competition within the realm of education. The individuals possess an understanding that software applications necessitate a certain degree of flexibility and adaptability in order to accommodate alterations in the surrounding environment.



Proactive Planning

Proactive planning is considered a fundamental attribute of a visionary leader. Individuals possess the ability to not only possess a lucid perception of the objectives to be attained, but also possess the capacity to formulate precise goals and methods in order to accomplish them. Visionary leaders engage in proactive planning and execute the requisite actions to effectively attain the intended outcomes.

Visionary leaders possess the ability to proactively anticipate and contemplate any hurdles that may arise over the course of pursuing their objectives. The individuals prioritise the attainment of objectives in an optimal manner and proactively develop backup strategies or alternate approaches to surmount potential obstacles. Visionary leaders possess the inherent ability to confront and overcome obstacles while demonstrating a remarkable capacity to adjust and respond to dynamic shifts in their environment.

Visionary leaders who engage in proactive planning have a significant impact on the establishment of precise educational objectives for both academic institutions and the persons comprising them. Academic institutions engage in the process of identifying prevailing needs, difficulties, and opportunities, subsequently devising efficacious strategies and action plans. Visionary leaders has the ability to not only focus on immediate objectives, but also to formulate comprehensive strategies that guarantee the long-term viability and achievement of educational endeavours.

Creative Thinking

Creative thinking is a distinguishing characteristic of a visionary leader when confronted with obstacles and intricate circumstances. Rather than relying just on traditional or routine answers, they actively seek for novel and innovative alternatives. Visionary leaders has the ability to perceive issues, opportunities, and problems from diverse vantage points, so enabling them to produce novel ideas that foster constructive transformation.

Visionary leaders possess a mindset characterised by the phrase "If it is not broken, Break It!" This signifies their discontentment with the prevailing state of affairs or the preexisting conditions. They exhibit the audacity to dismantle established limitations and investigate unexplored possibilities. When confronted with obstacles, visionary leaders have a willingness to embrace change and explore novel strategies that have not been previously



attempted. Individuals have a propensity for innovative thinking and demonstrate a willingness to undertake calculated risks in order to advance.

Leaders that possess visionary qualities and demonstrate creative thinking have the ability to establish a conducive environment that fosters innovation and creativity. Educational institutions provide educators and students the opportunity to cultivate novel concepts, engage in experimentation, and engage in innovative thinking. Visionary leaders play a crucial role in fostering stakeholder collaboration and cultivating a culture that is conducive to the generation and implementation of innovative ideas. They serve as a source of inspiration for individuals to venture into unexplored territories and offer the essential assistance required to transform imaginative concepts into tangible outcomes.

Taking Risks

The disposition to engage in risk-taking is an innate characteristic observed in visionary leaders. Individuals exhibit a willingness to venture outside their comfort zone and confront situations characterised by ambiguity. Visionary leaders understand that in order to accomplish ambitious objectives and bring their vision to fruition, they must confront and navigate risks. They have the audacity to undertake unorthodox measures and demonstrate a willingness to experiment with novel approaches.

For leaders with a visionary mindset, failure is not regarded as a catastrophic event, but rather as a valuable chance for personal and professional development. The individuals perceive failure as an integral component of a sequential progression that ultimately culminates in significant achievements. Visionary leaders has the ability to assess failures, recognise errors, and implement appropriate measures to rectify and surmount difficulties. Individuals in question exhibit resilience in the face of failure, refraining from succumbing to discouragement. Rather, they leverage such setbacks as valuable learning opportunities, so enhancing their prospects for attaining success in subsequent endeavours.

Visionary leaders that possess the courage to undertake bold actions are crucial in fostering innovation and facilitating transformative shifts. These platforms offer opportunities for instructors and students to engage in experimentation and the generation of novel ideas. Visionary leaders possess the ability to establish a school culture that fosters motivation among individuals to embrace novel endeavours, engage in risk-taking, and overcome the fear of failure. The institution offers assistance and necessary resources to address potential challenges,



fostering an atmosphere conducive to innovation and bravery in the pursuit of educational objectives.

Process Alignment

Process alignment, also known as process alignment, refers to the capacity of visionary leaders to establish a connection between themselves and the objectives of an organisation. The individual comprehends that in order to attain the envisioned objectives and aspirations, it is imperative for all administrative procedures and duties to be interconnected and mutually supportive. Visionary leaders have the ability to perceive and comprehend the overarching objectives of an organisation, as well as the manner in which individual departments or work units contribute towards the attainment of these goals. The individuals possess a comprehensive comprehension of the workflow, roles, and significance of each department in attaining the intended outcomes.

In practical application, visionary leaders possess the ability to effectively coordinate tasks and foster collaboration across different departments, so ensuring clarity and precision in the execution of various activities. The organisation ensures that every department possesses a clear comprehension of its role in fulfilling the organisational vision and the manner in which it collaborates with other departments to attain shared success. Visionary leaders also promote and facilitate efficient communication and collaboration among different departments. These platforms facilitate opportunities for dialogue, the exchange of knowledge, and consistent collaboration, enabling each department to operate in harmony towards the attainment of shared objectives. By effectively aligning this process, visionary leaders have the capability to enhance efficiency and effectiveness in the execution of organisational duties and activities. The organisation ensures that all available resources and manpower are efficiently utilised in order to attain the anticipated outcomes.

Coalition Building

Coalition building is a skill that is possessed by visionary leaders in order to establish harmonious and successful partnerships both within and beyond the organisation. They recognise the importance of engaging in collaborative efforts with diverse individuals, departments, and groups in order to successfully attain their ambitious objectives. Visionary leaders proactively pursue chances for collaboration with diverse stakeholders who may contribute to the realisation of the organization's vision and objectives. The organization's



focus extends beyond internal cooperation. However, organisations have the ability to cultivate robust connections with external stakeholders, including commercial partners, local communities, government agencies, and other relevant sectors.

When constructing coalitions, leaders with a visionary approach have the ability to establish mutually advantageous connections that are founded on trust. Individuals possess the ability to actively engage in effective listening, comprehend the requirements and desires of various stakeholders, and actively pursue mutually beneficial solutions that cater to the interests of all parties concerned. Visionary leaders has the ability to discern and investigate potential synergistic relationships between their organisation and external entities. They facilitate the exchange of resources, information, and experience, thereby fostering a collaborative solution that benefits all parties involved. Furthermore, visionary leaders possess the ability to establish robust networks with crucial personnel within the organisational structure. They cultivate interdependent relationships with personnel, peers, and subordinates, so fostering a collaborative and efficacious work environment.

Continuous Learning

Continuous learning is an essential attribute exhibited by visionary leaders. Individuals come to the realisation that the knowledge and skills they have obtained must undergo ongoing updates and expansions in a period characterised by perpetual change and development, such as the 5.0 era. Visionary leaders proactively pursue opportunities to participate in training, seminars, conferences, and other developmental programmes both within and beyond the organisation. Individuals acknowledge the potential to acquire fresh ideas, current information, and varied viewpoints in order to effectively address intricate and ever-changing situations through ongoing learning.

Visionary leaders actively engage in professional development opportunities that are directly relevant to their field of expertise. Additionally, they actively seek out and participate in experiences that span several disciplines, fostering a cross-disciplinary approach to their leadership practises. The individuals are actively seeking tasks that have the capacity to expand their intellectual horizons, stimulate critical analysis, and foster the cultivation of their imaginative faculties. Therefore, visionary leaders possess the ability to articulate groundbreaking concepts and remedies that propel the organisation towards a prosperous trajectory. Visionary leaders are known for their ability to foster and cultivate a culture of



learning inside the organisation. The organisation promotes a culture of ongoing learning and professional development among its personnel and team members. The organisation ensures the presence of a skilled and adaptable workforce by offering the essential assistance and resources for training and development of team members.

Embracing Change

Embracing change is a fundamental attitude exhibited by visionary leaders. It is acknowledged that change is an inevitable and certain occurrence in the dynamic era of 5.0. Visionary leaders demonstrate a willingness to embrace and adapt to change, actively pursuing possibilities that arise in dynamic environments. Visionary leaders demonstrate resilience and adaptability in the face of unexpected or undesired change. On the contrary, individuals perceive change as a favourable circumstance to acquire knowledge, develop, and enhance their abilities. The individuals engage in proactive investigation and analysis of these alterations, aiming to acquire a comprehensive comprehension of their origins and consequences.

Visionary leaders actively engage team members and individuals inside the company in the process of implementing change. The aforementioned entities foster active engagement, provide an environment conducive to the emergence of novel concepts, and cultivate cooperative efforts in response to shifting circumstances. Visionary leaders understand the need of actively involving individuals in their immediate environment, as this enables them to access a diverse range of viewpoints and foster the development of creative and groundbreaking ideas. Visionary leaders actively pursue chances for change in order to enhance efficiency, elevate quality, and attain superior organisational objectives. Organisations leverage periods of change as a platform to integrate novel ideas, introduce creative initiatives, and enhance the efficiency of work processes.

The distinguishing features of the educational institution should be clearly discernible from its leadership, which should be guided by a clear vision. Leadership can be defined as the capacity of individuals in positions of authority to exert influence and motivate a collective effort towards the attainment of organisational objectives (Banks et al., 2021). The impact of leadership on organisational performance is significant, suggesting that one potential factor contributing to declines in education may be the inability of leaders to effectively adapt to change. Consequently, there is a need for educational strategy planning that is responsive and adaptable to changing circumstances. The decline in the national education sector can be



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attributed to the lack of a strategic vision that prioritises education as the primary sector (Kaçmaz & Serinkan, 2014). This highlights the significance of the robust influence of educational vision on academic achievement. The faculty of vision serves as a catalyst for fostering a sense of enthusiasm and motivation in the pursuit of scholastic success. According to Kim et al. (2023), vision has the potential to address gaps, foster passion, inspire innovation, and facilitate educational accomplishments.

CONCLUSION

The necessity of educational leaders in the 5.0 era extends beyond their competency and leadership qualities, encompassing considerations of national identity, culture, and religion. Hence, the primary responsibilities and roles of the school principle, serving as an educational leader, can be examined through the lens of their leadership function. The EMASLIM-FM idea encompasses a range of tasks, including those of an educator, manager, administrator, supervisor, leader, innovator, motivator, figure, and mediator. If an educational leader is able to fully internalise this principle within their professional practise, it is quite likely that they will achieve the highest level of success. Furthermore, it is imperative to acknowledge the significance of visionary leadership in effectively navigating the challenges posed by the ongoing period of the fifth industrial revolution. The educational leader assumes the role of the principal, serving as the authoritative figure responsible for steering the organisation, agency, or educational institution under their purview. The attainment or non-attainment of the school's objectives is contingent upon the efficacy of the leader. The leader holds the responsibility for guiding and strengthening their followers, so exerting control over the overall outcome. In the context of the 5.0 age, it is imperative for school principals to assimilate visionary competencies in order to effectively fulfil their leadership roles within educational institutions. The individual demonstrates a high degree of originality and invention in the realm of development, and further complements this with an optimistic outlook to inspire educational institutions.

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