
LEADERSHIP IN LANGUAGE AND LITERACY LEARNING

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ABASTRACT

Leadership learning actually form actions that lead to its creation climate capable school creating an optimal learning process . In connection with draft This , then the personal is the most important is a teacher. In terms of This Teacher leadership is very much needed. Teacher leadership is something the ability and readiness possessed by a teacher to influencing, guiding, and directing or manage participant educate them Want to make something to achieve objective learning . Draft This indicated that teachers must own leadership learning. This matter based on reality that objective main leadership learning is give excellent service to all participant educate them capable develop its potential For facing an unknown future known and complete with very turbulent challenges.

INTRODUCTION

The word "Leadership " in in the Big Indonesian Dictionary (KBBI) online version of the dictionary (in network) (<https://kbbi.web.id/pimpin>), accessed 12-6-2023, means leadership (n) subject leader, way lead ". Leadership is ability somebody guiding, directing, as well managing human resources under him ". Skill This is also an important parameter in evaluate quality a leader (Nusa, 2023:1). Leadership is ability somebody guiding , directing , as well managing human resources under him. Leadership is A strength or the abilities within self somebody. (V.Novi, Tt:1). Skill This is also an important parameter in evaluate quality a leader (Nusa, 2023:1).

Suharsaputra (2016:19), stated that " Leadership is ability influence others to do something, thing This have Meaning For reach goals that have been set". In influencing people, someone leader can do it through possible motivation move For do something in accordance with those who want carried out by the leader . Ability influencing others indicates exists something interactive communication between leaders.

Leadership learning actually form actions that lead to its creation climate capable school creating an optimal learning process . In connection with draft This, then the personal is the most important is a teacher. In terms of This Teacher leadership is very much needed. Teacher leadership is something the ability and readiness possessed by a teacher to influencing, guiding, and directing or manage participant educate them Want to make something to achieve objective learning . Draft This indicated that teachers must own leadership learning. This matter based on reality that objective main leadership learning is give excellent service to all participant educate them capable develop its potential For facing an unknown future known and complete with very turbulent challenges .

Based on exposure about draft leadership and leadership learning, obviously that elements involved in it is head schools , teachers, students and staff administration, and even parents , and society . However in discussion This writer limiting it to two elements , namely head schools and teachers.

Language And Literacy In The Concept Of Learning Leadership

Restrictions discussion on learning language and literature based on various expert views education and experts Language. View referred to , among other things (Abidin, 2015:15), says "Language as developer, carrier, and developer knowledge knowledge ". As sigh knowledge knowledge, language own function important as tool give birth to knowledge knowledge and at the same time also functions as guide and driver knowledge knowledge . Through Language appear various knowledge knowledge and at the same time bring knowledge knowledge is meant. Through language man learn various knowledge knowledge .

Of course recognized that every discipline knowledge knowledge own costumes and conventions are different , however not it is also refuted that language is the main medium in costumes and conventions the . With Thus , development knowledge knowledge need fundamental aspects of

language. Reality this is what happens next bring up awareness that Language is carrier knowledge knowledge.

In connection with matter This, (Burke in Abidin, 2015:17), says "Every discipline knowledge knowledge taught to student No only regarding with body knowledge (facts, theories and concepts For remembered) but also regarding with method see, way thinking, and ways communicate it". In terms of This clear that whatever knowledge is learned , seen , heard or thought about obtained through the medium of language and time give birth to back ideas from what is seen, heard and read still be delivered via language media (Indonesian). That's why Language sometimes said as saver, developer , and inheritor knowledge knowledge from one generation to generation next .

Draft about Language as developer, carrier , and developer knowledge knowledge has give birth to exists learning literacy and even multiliteracy. Learning literacy in Abidin schools (2015:21). at first aimed at students skilled control dimensions linguistic literacy (phonemes, morphemes , graphophonemics, morphophonemics , and syntax), context language and variations language , however in development Next, learning literacy aimed at students capable control dimensions language and dimensions cognitive literacy (comprehension process , reading process, writing process , and concepts analysis discourse written).

In 1988 the goal learning literacy in a way international expanded and detailed Based on document in 1998 The National Literacy Strategy (Wray, et al in Abidin, 2015:22) learning literacy aimed at students capable reach competencies as following .

1. Believe confident , fluent and understanding reading and writing ;
2. Interested in books , enjoy activity reading , evaluating and assessing ;
3. Knowing and understanding various genres of fiction and poetry ;
4. Understand and get along structr base narrative ;
5. Understand and use various text non-fiction ;
6. Can use various type instruction read (phonics , free, syntax , and context) for monitor and correct activity read in a way independent ;
7. Planning , arranging draft , revise , and edit writing independent ;
8. Own interest of words and their meanings and in manner active develop vocabulary ;
9. Understand sound and spelling systems and use them nfor spelling and reading in a way accurate ;
10. Smooth and familiar write hand .

Based on tenth the above objectives , in fact simple learning literacy addressed For develop three competence main (Abidin, 2015:22), namely (1) competence at the word level , level sentences , and levels text. Competencies at the word level include spelling and vocabulary, competency at level sentence covers sign reading and grammar, and on level text covers understanding text and composition text .

In the 2020s , Abidin (2015:22), stated " Learning literacy at the level class low aim introduce children about basics reading and writing , maintaining awareness language, and motivation For studying , while at the level school medium aim For bring student jump more Far to front with on purpose involve they with various text and technology will help develop they as communicator active, critical, responsible responsible and creative For 21st century .". More carry on said that based on objective learning literacy these , students literacy own four role important , namely (1) as maker meaning, (2) user code , (3) user text , and (4) analyzer text .

As maker meaning , learner use existing knowledge and experience he has For build and communicate meaning at the time reading , writing , listening , and speaking . As user code , learner know and use feature writing, visual and text structure verbal , including alphabet, sounds in words, spelling , conventions , structure sentence , organization text , graphics , and other visuals For solve code text . As user text , learner literacy understand that purpose and audience is factor the main thing will be determine How produce text , tone, level formality , and order components, and uses knowledge This For reading, writing, and speaking. As analyzer text , learner understand that text No nature neutral , that text present corner perspective view certain , that other views and perspectives possible omitted , and even design and message text can criticized and have other possible alternatives considered .

In the 21st century (2001 AD 2100 AD) learning literacy own objective main give chance to the students in develop himself as competent communicator in multicontext , multicultural , and multimedia through empowerment his multi -intelligence . Based on objective main this , then learning literacy in the 21st century has objectives (Abidin, 2015:23), namely :

1. Forming . student become strategic reader , writer and communicator ;
2. Improve the ability of think and develop ability habit thinking about students ;
3. Improve and deepen motivation Study student ;
4. Develop independence student as a learners who are creative , innovative , productive , and at the same time character

Fourth objective the , shows that learning literacy multiliteracy not only applies to the field language , slow down also for various field knowledge taught at the school concerned . In other words, learning literacy applies For cross curriculum (multiliteracy). In terms of here , there is aim necessary literacy emphasized , ie think metacognitive , and thinking critical . Second objective This Already general But understanding on second objective the Still low.

Therapeutic think metacognition regarding with ability somebody organize his thought process . Through think metacognition, students can find the right strategy about How they learn . Skills this is also possible student For realize neighbor what are they know and need is known . Beside that , think metacognition possible student understand what are they see , hear and what to do held . Skills This help student For reach independence as participant superior and reliable students Skills lieteracy critical is ability and will For study meaning something text surpass literal meaning contained within text the . In terms of This reader expected capable find information what 's contained inside text as well as information what is missing or even on purpose omitted by author.of A text certain . Skills litersi critical is ability For analyze and evaluate meaning text and at the same time analyze and evaluate Meaning or objective writer text . Through mastery Skills here , students can analyze How method writer develop text For fulfil readers and why text the influence reader .

Next , skills literacy critical works For develop knowledge , skills , and beliefs self student For develop thinking method views , and beliefs self student For develop thinking , way view and perspective Alone to a number of things around him . Skills this will too become A calling for reflective students For do social action and at the same time become challenge for they For role in create more life good in the future come . For fulfil calling this , then needed openness , persistence , curiosity , and independence . Habit think literacy critical This is performance characteristics highest required For control various field knowledge .

Habit think literacy must be critical developed , if studied from perspective Cosata and Kallick (in Abidin, 2015:25), appear in (1) study Keep going continuously , (2) survive , (3) manage impulsivity , (4) listening to others with understanding and empathy , (5) thinking flexible , (6) metacognition , (7) struggling For accuracy and precision , (8) questioning and proposing problem , (9) apply past knowledge in situation new , (10) thinking and communicating with clear and precise , collecting data through all senses , (10) creates , (11) imagines , (12) innovates , (13) responds with truth and admiration , (14) take risk to bear answer , (15) find humor, and (16) think interdependent .

along with objective learning literacy- multiliteracies above , then learning language (Indonesian) according to Ministry of Education and Culture (in Abidin, 2015:27), in essence (1) as means thinking , (2) means adhesive nation , (3) sisher science knowledge , (4) refiner Budi pekrti, and (5) preservation culture . Essence learning Language This Already appropriate with objective learning multiliteracy in a way international (Abidin, 2015:27). Fourth essence This If linked inside the 2013 curriculum is known with KI 1 and KI 2, meanwhile For The 2022 curriculum is known Profile Pancasila students .

Essence learning Language This expected can develop ownership eight type self - knowledge students (Burke (in Abidin, 2015:28), namely knowledge (1) procedural, (2) cultural , (3) historical , (4) structural, (5) rhetorical , (6) existential , (7) ethical , (8) psychological . Procedural knowledge matters student must understand and be able do something procedural activities , for example communicate , understand , and write . Knowledge cultural demand student For understand and implement various activity with consider culture , includes with Ready interact , where activities That done , and values what applies to the context certain .

Structural knowledge includes ability student in understand something text , how text the can works , and how text the constructed . Knowledge rhetoric require student For understand Language in a way comprehensive including How use Language For reach effect certain . Knowledge extensionalist want students to be able own awareness about Who them , what them , and why them , as well How they is somewhere place .

Knowledge ethics require student own ability make consideration in a way ripe with always asked “ Should We ? ” , “ Is right We towards ...?” , and “ How if ...? , and various question other . Knowledge psychological means learning Language must capable build awareness psychological student so that student capable do various various activity with good and right . Awareness psychological intended in a way at least regarding with awareness student top “ Why I do something ? ; ; “ What do I need and want ? ” , and “ Why I must need matter That ? ” .

From the explanation above , this indicates that learning existing literacy develop become learning multiliteracy No anyway learning oriented language , however more directed to method creative , innovative , critical , collaborative , communicative and metacognitive thinking . Because of that , concept literacy multiliteracy more wide meaning , to be (1) a person who learns , (2) understands , includes , uses , analyzes and transforms text , (3) ability individual For use all potential and skills possessed in his life .

Eisner (in Abidin, 2015:51), said " Lteration has seen surpass generation word literacy , visual literacy , and literacy critical and has been enter realm literacy next technology can said as multiliteracy ” . Learning multiliteracy with thereby addressed For develop Skills student in literacy critical , visual literacy , media literacy , literacy technology , literacy cross curriculum (IPS, Mathematics , Science, Arts, Sports, languages , and eyes lesson other). On the basis of this anyway, then type literacy has develop , become (1) literate read write , (2) literacy numeracy , (3) digital literacy , (4) literacy financial , (5) visual literacy , (6) literacy culture and citizenship .

Elements Involved In Learning Leadership

Based on exposure about leadership and leadership learning as well as learning language and literacy above , so the elements involved in learning is Head Schools , teachers, and students as well power administration . Beside In that case , parents and society also play a big role in maintenance and development implementation education and learning at school . However in discussion this , writer limiting it to elements head schools and teachers.

In relation with realize effective learning , head school role in development curriculum , planning learning , implementation learning , evaluation learning . All That need involvement head school For ensure its implementation through monitoring and mentoring teachers solve problems encountered in the learning process . In relation with development teacher competence , this tightly connection with teacher's duties as manager learning in a way straight to class .

For maintain and improve quality classroom learning , then head school obliged give chance to the teacher for increase teachers ' professional competence sustainable . Teachers are the core human resources involved direct in affairs main school , that is learning . Because of That become task head school For always endeavor increase teacher quality through enhancement competence as part from use teacher professional development enhancement quality and effectiveness learning . Teacher professional improvement has been achieved stated in a way clear inside four competence main teacher (competence pedagogy , professional competence, competence social , and competence personality). All of them This Already introduced even implemented when still in my bed lectures , PPG training , MGMP, or activity profession others , such as seminars , workshops and workshop. However reality on the ground subdue Still there are teachers who can implement fourth competence This in implementation learning at school.

The second element inside leadership learning is a teacher. Teacher leadership is leadership that is played / carried out by the teacher as educator / teacher at school . Related teacher leadership with profession with develop it surpass role his leadership in the classroom . Teacher leadership can seen from two sides (Suharsaputra , 2016:218), namely (1) related with an internal learning process class that can seen as pedagogic leadership , in touch with role educator / teacher , and (2) role organization related with involvement in contribute lead various activity related with enhancement capacity organization school .

On the basis of second type this teacher leadership, teacher leadership can be seen from level micro and level macro. Teacher leadership in level micro that is when the teacher leads classroom learning and success – describe teacher leadership. Teacher leadership in level macro seen in a way systemic organizational school and also relationships with development community professional learning. As educators, teachers play a role in leading, conditioning the learning process. For so happen changes in students, good intellectual (knowledge), emotional (attitude), and social (social). Teacher leadership is expansion contribution to school through activity leadership as well as effort that exceeds the space limit class, though Class practice is also an issue development leadership, however teacher leadership will increase capacity organization school.

Fields leadership that can be carried out by teachers, according to Daveney (in Suharsaputra, 2016:223), among others in thing (1) lead teachers continue to teach and to improve their own teaching (Lead teacher Keep going carry out classroom learning and improving it so more effective and quality, through various innovative way), (2) lead teacher organize and lead well-informed peer review of school practice (Lead teacher, organize and lead carry out a review of practices in the school with colleague colleague with base Accurate information, right? prejudice), (3) lead teachers part[ate productively in school-level decisions increasingly. (lead teacher participate in a way productive in manufacturing decisions at the organizational level school), (4) lead teacher organize and lead inservice education (Lead teacher organize and lead in-service education and training as part from enhancement ability, competence in carry out roles and tasks as educator / teacher), (5) lead teacher advice and assist individual teacher (Lead teacher with knowledge and abilities give advice and help other fellow teachers in carry out roles and duties as educator / teacher), and (6) lead teacher participate in the performance evaluation of teachers (Lead teacher participate in evaluation teacher performance, as part from Study For repair performance in operate roles and duties as educator / teacher).

Sixth field mentioned above, is activity For make teacher leadership can be tested and strengthened credibility For become cast leadership in schools, because teacher leadership because teacher leadership is not something given so just However need attempted. Creativity and innovation in it are very necessary To use show that role his leadership capable change organization school to more direction good and quality.

Leadership learning as explained above, will succeed If head schools and teachers glorify him with follow channel in curriculum independent as stated by Nurcaganyi and Rajasa (2022:1-60)), the flow in question is (1) starting from self yourself, (2) exploration concept, (3) space collaboration, (4) demonstration contextual, (5) elaboration understanding, (6) connection intermatter, and (7) action real (Compare with Suharsih and Widyastuti (2022:1-37).

Conclusion

Based on above, you can concluded that (1) head schools and teachers are key main success something learning, (2) success head schools and teachers in carry out his task as leader Learning in school is very much determined by existence creative, critical, innovative, collaborative and communicative thinking, (3) if head school in carry out his leadership covers more components broad (curriculum and tools learning, teachers, students, parents, and society (source power), then teacher leadership is limited to management classroom learning (face to face with students) and with organization profession) such as MGMP, etc. In carrying out something work, for example in activity learning let done accordingly the procedure in a way systematic and coherent.

On the basis of conclusion that, then recommended to teachers including head school For still in a way Keep going continuously develop competence yourself, okay in a way independent nor organized.

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