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## **Paradigm Shift And Technological Innovation In Education Management In Cirebon Regency State Special Schools**

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### **Abstract**

Technological innovation in education management at the Cirebon Regency State Special School can be seen from teachers who facilitate learning to improve the competencies needed to face future challenges such as critical thinking skills, creativity, collaboration, communication and digital literacy. The aim of this research is to determine the paradigm shift and technological innovation in educational management at the Cirebon Regency State Special School. The method used by researchers is a descriptive analysis method with a qualitative approach, while data is obtained through observation, interviews and documentation studies. The subjects of this research were the principal, deputy head of curriculum, teachers and school committee. Data analysis techniques through data reduction, data display, drawing conclusions and verification. The results of the research show that (1) Paradigm Shift in Educational Management in Cirebon Regency State Special Schools focuses on the role of the principal in the new paradigm of education, teacher professionalism experiences changes with the implementation of the new paradigm of education and the learning process (2) Technological innovation in management Education at the Cirebon Regency State Special School can be seen from teachers who facilitate learning to improve the competencies needed to face future challenges such as critical thinking skills, creativity, collaboration, communication and digital literacy. Referring to the research conclusions, it is recommended that school staff know their roles, functions and responsibilities.

**Keywords:** *Paradigm Shift, Technological Innovation, Educational Management*

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## INTRODUCTION

Renewal in the education sector which has a strategic and functional role also requires a new paradigm which must emphasize changes in ways of thinking in the management and implementation of education. It was felt that education that had been running previously could not be a driver of development in Indonesia, in fact education had hampered economic and technological development, the proof of which was the existence of social, cultural and economic disparities. The various problems that arise are caused by the increasingly weak national education. Renewing national education which is fundamental and comprehensive must start from seeking a new explanation of the paradigm and role of education in development.

This paradigm must have implications for changing perspectives in educational development, starting from a perspective that considers education as a public service sector to a perspective of education as an investment product that is able to encourage community growth in various areas of life. Education is a factor that is influenced by various problems that occur in various lives. Through this new paradigm, it is intended that education must be able to fight various challenges and problems that occur in the living environment. Education and life have merged, so education can be said to be a process of humanizing humans. At any level, it now seems that it is no longer possible for education to be managed conventionally, by relying only on usual methods, as best as possible according to habits, but must be managed adaptively, creatively and innovatively so that it does not become lost to the demands and challenges of the times.

Education cannot be separated from innovation, the two are interrelated. Educational innovation can be interpreted as something new for a person or group of people which aims to achieve certain goals or solve problems (Rusdiana, 2014: 25). Educational innovation is expected to have a positive impact on society to develop skills in the economic, social and other fields. Critical, creative, imaginative thinking, subject strength and emotional intelligence are the keys to successful innovation. To innovate requires a strategy. Several countries have realized the need for a strategy to increase innovation that contributes to the world of education, for example the strategy used by Hungary which is called the Hungarian National Education Sector Innovation System (NESIS) in (OECD, 2016:27). Hungary emphasizes the involvement of key parties to develop innovation in education. Educational innovation can also be seen in Singapore which implements STEM (Science, Technology, Engineering, Mathematics) (Kristien, 2019). Therefore, it can be said that in developing a strategy to develop educational innovation it must be well designed and able to take advantage of existing potential such as technological advances.

The rapid development of technology has brought major changes in areas of life, including education. The development of digital technology has influenced changes in the education system, where the previous education system only focused on books and was fixated on rote memorization which was too monotonous. So learning looks boring for students. Learning is mostly teacher-centered. Today's learning can utilize technology so that students' senses can be used holistically, learning can accommodate students' various learning abilities so that learning outcomes will also improve. It can be concluded that technological innovation

is very important for education, this is in line with research which states that the use of technology can create conducive learning conditions because it can simplify and speed up students' work, as well as improve students' skills in utilizing technological advances (Suryadi, 2007: 92). The development of digital technology in education must also be supported by all elements of education, namely the government, school principals, teachers and the community. The educational policies that have been made must be adhered to by school officials, both school principals and teachers. If the facilities and infrastructure support this learning, the most important thing is human resources, namely teachers. The teacher is the milestone in the success of this learning. In delivery, teachers must use varied media/methods/strategies, so that students do not feel bored. Teachers must also be able to provide innovation to students, so that students become more motivated in learning.

Based on field conditions, namely at the Cirebon Regency State Special School, a paradigm shift and innovation in learning using digital technology was found and was not only focused on ICT learning, but included all learning such as mathematics, science, Indonesian and other learning. The use of technology is an inseparable part of daily learning activities, apart from being used as a learning medium, technology is also used as a means of giving assignments and working on learning tools. The use of technology is not only focused on teachers, but the use of technology is also centered on students, such as using the internet when given project assignments, using video editing applications for several tasks in learning. To reveal more deeply about paradigm shifts and technological innovation in educational management, the author conducted research at the Cirebon Regency State Special School.

## **METHODOLOGY**

This research uses a qualitative approach. Qualitative methods function to obtain data that is in-depth and contains meaning, namely data that is certain and represents the value behind the visible data. Qualitative methods emphasize meaning rather than generalizations.

In this research there are two data sources, namely primary data and secondary data. Primary data is data obtained or collected directly in the field by the person conducting the research. Primary data was obtained from informants, namely from the results of interviews conducted by researchers. Primary data includes interview notes, field observations and informant data.

Meanwhile, secondary data is data obtained or collected by people conducting research from existing sources. This data is used to support the primary information that has been obtained, namely from library materials, literature, previous research, books, and so on. (Sugiyono, 2019).

## **RESULTS AND DISCUSSION**

### **1. Paradigm Shift in Education Management at Cirebon Regency State Special Schools**

Research on the impact of the new paradigm in educational management in Cirebon district state SPECIAL SCHOOLS will focus on the role of school principals in the new paradigm of post-reform education, teacher professionalism has changed with the implementation of the new educational paradigm and on the learning process. From the results of data mining through observation, interviews and documentation studies regarding the role of

the principal at the Cirebon Regency Special School in leadership, managerial and supervision aspects, it is more optimal when compared to other private Special Schools. At the Cirebon Regency Special School, the principal was assessed by the teachers as having carried out all his roles more optimally. Apart from formal approaches, informal approaches through talks, small discussions during breaks/not teaching, are also widely used by school principals to mobilize school residents to participate in improving school quality. Another way is to empower school committees, parents and community leaders. By all teachers (100%) the principal was also assessed as providing many direct examples and being able to mobilize the enthusiasm of teachers, staff and students in achieving school goals. School principals can also create a good school climate to improve quality.

According to the perception of school principals, since the implementation of regional autonomy with the new paradigm that underlies it, there has been a change in the role of school principals. School principals become more autonomous in developing schools, by utilizing existing resources and developing school-based quality improvement strategies according to local conditions. However, there are various patterns of changes in the role of school principals as a result of the new educational paradigm. In state schools, this change in role is seen as an opportunity to realize visions, ideas, desires and hopes widely. However, on the other hand, this change in role makes the workload of school principals even heavier. The role of the school principal, they say, then becomes like a superman who must master and be able to do many things.

As a result of interviews with school principals, information was obtained about the existence of obstacles to the principal's role in improving school quality, namely:

1. The policy of implementing IKM/KOSP (Implementation of the Independent Curriculum) at the same time as the implementation of the National Examination. Ideally, the implementation of IKM/KOSP requires the need to improve the quality of the learning process, while the implementation of National Examinations conditions schools to be results-oriented, so that school principals tend to be results-oriented, not on improving the quality of the learning process as desired by IKM/KOSP.
2. The school principal's workload is excessive. The era of regional autonomy gives school principals greater autonomy to manage their schools. However, with the granting of autonomy, the school principal's workload becomes excessive, especially for handling matters related to administrative matters, such as financial reports, meetings, conferences, and the like, which take up most of his time, so that the principal tends to put aside efforts to improve school quality.
3. Bureaucratic matters are more prominent than matters of quality improvement. KKKS meetings and Department meetings are held to discuss matters related to bureaucratic matters, but not how to make schools of higher quality. The impact felt by school principals is that principals are busy, but are not quality oriented, quality is running in place, they have more time to fulfill bureaucratic demands. There is an opinion that states that the provisions to become a school principal are lacking. Principals work instinctively. Generally, school principals are not designed to master accounting, for example, so that things that can actually be done easily become difficult. A school principal stated "the principal's opportunity to improve teacher professionalism is very

limited, because his work is more focused on other non-technical, educational matters. Meanwhile, matters related to improving quality receive less attention."

4. The bureaucratic apparatus in charge of education is not competent in the field of education. The bureaucratic officials who are appointed as heads of the Education Department, for example, do not come from educational backgrounds and real achievements, but rather because of the tastes of those in power.

In some schools, there are a number of factors why this change in role is felt as a burden. Apart from being influenced by the school principal's ability to understand the changes that are occurring and their implications, it also depends on his capacity and readiness to carry out the new roles demanded by the era of autonomy. If the granting of autonomy to schools and principals is not accompanied by adequate development of the principal's capacity, then these new roles will become an additional burden for the principal. Moreover, currently active school principals were not previously educated and designed to carry out these new roles, such as managerial/leadership roles, and others. Thus, providing greater autonomy accompanied by developing the leadership/managerial capacity of school principals is one solution that absolutely needs to be implemented. Most school principals are also not equipped with adequate managerial or leadership skills. Many school principals only attend a few days' training on administrative theories and orientation to educational regulations and policies when they start serving as school principals. In other words, the ability of state school principals does not meet the quality requirements to improve the effectiveness of school management. This condition makes it even more difficult for school principals, because as stated earlier, state schools generally do not have sufficient autonomy to improve school quality. In terms of the selection system for state school principals which has now been ratified, it has actually accommodated the spirit and spirit of the new paradigm of education and the requirements needed for a principal for a school with an autonomous nuance, such as high achievers, creative, innovative, and committed to achieving educational goals. , and its kind. However, at a practical level, such a system does not always work as expected, because there are still areas where the selection process is not transparent, which cannot be known and controlled by the public. According to Kotter (1996), leadership is the engine that drives change, especially in a society that is changing rapidly. Likewise with the phenomenon of school principals after autonomy, school principals have greater autonomy to manage and drive change in schools. However, the school principal's management objects are so broad and consist mostly of administrative tasks, so that the greater autonomy he has cannot be used to think about how to improve the quality of the school, but is forced into various more urgent administrative work. The principal's leadership machine cannot be used to encourage change at the school level, but instead is used up to complete non-academic tasks.

Regarding the impact of policy implementation on improving teacher professionalism, teachers felt various things. Teacher professional development has not been followed evenly by all teachers, has been carried out sporadically (not continuously), and has not been followed by systematic and planned monitoring and evaluation. Development materials tend to be characterized by efforts to uniformize patterns and materials, without paying attention to the specific needs of teachers and schools. The impact is felt by teachers in various ways. Some teachers stated that such teacher professionalism improvement programs had an impact on teacher performance but were temporary. This impact only occurs in the beginning after

participating in the activity, and when being supervised, but over time the teacher will return to the old pattern. At this school, activities to improve teacher professionalism include IHT, KKG, decimention, training or attending more lectures. From the results of this discussion, it is clear that in terms of the policy system for increasing teacher professionalism in Cirebon district special schools, there have been consistent efforts to realize a new paradigm of post-reform education. However, the changes that exist do not occur because of internal awareness, but because they are driven by external parties.

With the implementation of the new educational paradigm, the learning process at the Cirebon Regency Special School has changed. Changes occur in the curriculum and learning tools. The curriculum used at this Special School is an independent curriculum. In 2022-2023, the implementation of the new independent curriculum will be carried out in classes I, IV, VII and X at SMALB level. This year, the implementation of the new independent curriculum was carried out in classes II, III, V, VI, VIII, IX, XI and XII at SMALB level. In the 2022/2023 option, the IKM option used is independent learning, meaning that the educational unit uses the 2013 Curriculum structure in developing its educational unit curriculum and applies several Independent Curriculum principles in carrying out learning and assessment. In 2023/2024, the IKM option used is independent change, meaning that the education unit uses the Merdeka curriculum structure in developing its education unit curriculum and applies the principles of the Merdeka Curriculum in carrying out learning and assessments.

## **2. Technological innovation in education management at the Cirebon Regency State Special School**

Technology can be of great benefit in the world of education, because it makes it easier to search for literacy such as books, journals, textbooks and other digital sources (Putri, 2018:40). This is also supported by the statement that technology in the world of education can be used to support learning so that learning objectives can be achieved. In Indonesia, the use of technology in the world of education is found in learning media, educational administration, and learning resources (adaptation Lestari, 2018, 99). Technology used in education also has positive and negative impacts. The positive impact of using technology on education is as follows:

1. The use of time, costs and logistics will be more efficient if you utilize technology in the learning process
2. Make it easier to obtain information and existing information will be spread more easily without being limited by space and time
3. Provide children with a broader learning experience

The negative impacts resulting from the use of technology in education are as follows:

1. Change social life
2. There is a change in behavior, ethics, norms or morals of life
3. Excessive use by children can make children anti-social because they are engrossed in the virtual world rather than the real world
4. Addiction to using technology can also make children behave lazily and wastefully.

In the digital era, the role of parents, teachers and society is very important so that children can still use technology for positive things and do not lose their character as future successors of the nation. The family is the main place where children develop so they are expected to be able to supervise and guide children in the use of technology. Teachers can provide good teaching and utilize technology for the learning process. The community plays a role in providing supervision and motivation for children so that they do not do deviant things. Apart from that, there are also several things that can be done to minimize the negative things about the use of information technology in education. The use of information technology for children must also be considered carefully. Do not use technology as the only media or means of learning. Optimizing the use of technology in education without eliminating applicable ethics. Supervising the use of technology such as cell phones by minors, and enforcing legal functions that serve as controlling operating standards in the application of information technology. So there needs to be cooperation from various parties so that children's use of gadgets can be optimal and in accordance with their objectives.

Digital technology is currently developing rapidly, therefore, in learning, there is a need for resources that must be ready to face continually developing technology. The resource in question is the teacher. One of them is the development of digital technology which can be developed by some teachers in creating learning content that is varied and still educational. Digital technology learning can be integrated with other learning by creating digital learning content, such as educational games, learning quizzes, and other educational content. Learning is not only done at close range, but can be done remotely via virtual video conference or what is usually called online learning.

Technological innovation in education management at the Cirebon Regency State Special School can be seen from teachers who facilitate learning to improve the competencies needed to face future challenges such as critical thinking skills, creativity, collaboration, communication and digital literacy. This requires the adoption of technology such as online-based learning, project-based learning, and game-based learning that can encourage active participation and a more engaging learning experience. Artificial intelligence (Artificial Intelligence) can be used to create personalized learning applications that suit student needs. Some examples can be seen from the use of computers in children's learning (ICT), learning using In-focus, distance learning using the internet, using Canva as learning media and making LKPD (student worksheet), making teaching modules, making comics/ illustrated stories, and children learn to make learning videos and create graphic designs.

## CONCLUSIONS

From the overall presentation in this research several conclusions can be drawn, including the following: 1. The principal of the Cirebon district state special school in the aspects of leadership, managerial and supervision is assessed by the teachers as having carried out all his roles more optimally. Apart from formal approaches, informal approaches through talks, small discussions during breaks/not teaching, are also widely used by school principals to mobilize school residents to participate in improving school quality. Teacher professional development has not been followed evenly by all teachers, has been carried out sporadically (not continuously), and has not been followed by systematic and planned monitoring and evaluation.

The learning process at the Cirebon Regency SAN Special School is experiencing changes. Changes occur in the curriculum and learning tools. The curriculum used at the ASA Special School is an independent curriculum, which is implemented in stages. 2. Technological innovation in educational management at the Cirebon Regency SA State Special School can be seen from teachers who facilitate learning to improve the competencies needed to face future challenges. such as critical thinking skills, creativity, collaboration, communication and digital literacy. Some examples can be seen from the use of computers in children's learning (ICT), learning using In-focus, distance learning using the internet, using Canva as learning media and making LKPD (student worksheet), making teaching modules, making comics/ illustrated stories, and children learn to make learning videos and create graphic designs.

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