

Misperceptions of Leadership in Education Management in the Metaverse Era

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Abstract

Management of education in the metaverse era has created misperceptions among madrasah leadership. This is indicated by some of the madrasah leadership being able to manage education in line with a code of professional ethics, and some others experiencing misperceptions about their professionalism. In addition to mapping the forms of misperception in education management, the general objective is also to analyze the reasons for misperceptions among madrasah leadership. This study uses descriptive qualitative methods to explore primary and secondary data sources. Secondary data comes from madrasah educational institutions. The primary data includes profiling, motivation, types of difficulties, and solutions taken by the leadership for each difficulty they experience in managing education. The results of the study can conclude that there are misperceptions in the management of education in the metaverse era due to the difficulty in the leadership position in responding to the latest education management system. The difficulty of this response determines the occurrence of misperceptions among the leadership. Thus, this study also suggests the need for further research by examining comparative aspects regionally and based on varied data in order to resolve leadership misperceptions in overcoming difficulties in managing education in the metaverse era.

Keywords: *Misperceptions of Leadership, Educational Management, the Metaverse Era.*

1. Introduction

Misperceptions among leadership often occur in the management of education in the metaverse era. This is because there has been a change in the pattern of education management which has been personal-emotional in nature and has been replaced by (virtual) technology. Jannah Akmal explained that misperceptions were also caused by the widespread application of this new technology in the world of education, which is an idea of transforming the education system towards the metaverse era, through curriculum resystemation that is compatible with employment, which encourages the design of academic policies towards Cyber University. (Jannah Akmal, 2020). This policy has become an important correction which is marked by the weakness of the Cyber University system and online distance learning, because Indonesia's telecommunication network is not evenly distributed (Karim, 2020), the socio-economic conditions of society make not everyone able to get access to education (Rahmah, 2020), it is difficult for teachers to carry out their professional duties, parents have limited literacy and time,

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undisciplined students who play more than study (Abdillah et al., 2021; Anwar, 2017; Rahayu, 2015). Thus, the misperceptions caused by the fact that the transformation of virtual-based management patterns has led to various misguided actions that have exacerbated the management of the world of education.

Studies on leadership misunderstandings in the administration of education in the period of the metaverse have so far tended to focus on variations in perspective, knowledge, understanding, beliefs, and managerial experience (Rassouli et al., 2020; Suppan et al., 2021; Waselewski et al., 2021). According to Rassouli, the management of the technological crisis takes advantage of the experiences of other countries in dealing with the transformation of management patterns related to educational, economic, political, social and cultural issues. Misperceptions in service delivery, particularly the transition from face-to-face meetings to remote sessions, pose challenges in different contexts at a global level, and lead to disparities in access to education (Hadjeris, 2021; Ventura Wurman et al., 2020). Disparities in the violation of some of the principles of online learning and their potential impact on the quality of education is evidenced by the misuse of the principles of professional leadership in the scientific process (Besançon et al., 2021). In this case, there are not many studies that analyze leadership misperceptions in managing education in the metaverse era. Many aspects are not considered in detail, such as leadership experience, power, and decision-making, and these greatly determine the policies taken.

Different experiences on the management of education in the metaverse era have been studied in several countries. In the United States, the majority of education management experiences many structural obstacles and are not easily overcome, such as costs, transportation, professional instructors, resulting in neglect of educational services (Stack Whitney & Whitney, 2020). In Switzerland, creating togetherness, developing a framework for strategic thinking in the virtual world is necessary by preparing to face times of crisis with various stakeholders (Linden, 2021). In South and East Asia, collaboration has been carried out to combat pandemics and pandemics caused by racism (S. Lee & Rose, 2021). The management of education in Russia is mixed by taking into account the relevance of the type of education in the metaverse era (Levina et al., 2021). In Korea, the level of affordability of the metaverse is as follows: Zepeto and Fortnite, the perceptual elements that can sustain sustained activity in virtual worlds have the greatest influence on experience value. The era of transparency, and a new social, cultural and economic life is changing into a metaverse environment, active participation is required (Cho, 2021). In Indonesia, effective risk communication has been improved for emergency response to raise awareness and determine appropriate interventions (Chandra & Syakurah, 2020). Thus, from the experience of education management in various countries, there is a misperception of services, due to the limited level of human resources, costs and affordability of internet access.

This study is based on an argument that misperceptions not only offer wrong responses, and wrong acceptance, as well as wrong legitimacy of education management, but also create new problems that must be faced due to the metaverse era. Metaverse is an immersive 3D virtual environment, a true virtual created community where avatars act as alter egos of users and interact with each other. If users are not managed, then the hype for the metaverse, which experiences a high spike in interest, then the metaverse becomes a failure (Young Lee Assistant Professor, 2021). Likewise, leadership as education management in the metaverse era requires collaboration, joint interaction with the community, and shared commitment from all parties to encourage acceptance of decision makers in managing education (J. H. Lee et al., 2021). Public ignorance about the management of education in the metaverse era has resulted in misperceptions of information and communication in various bad practices that occur in the world of education. Misperceptions built by the metaverse have led to the birth of anxiety which

then influences the attitude of leadership towards the efforts made in overcoming the problem of education management.

2. Purpose of the Present Study

The specific aim of this study is to complement the shortcomings of existing studies (which have been shown in the literature facts section) which tend to see misperceptions with an objective approach, not paying attention to subjective dimensions. In line with the above, this study aims: (1) To map the form of education management resulting in misperceptions of leadership; (2) To map leadership misperceptions in the metaverse era; (3) To analyze leadership misperceptions in education management in the metaverse era. These three objectives provide direction for the understanding that education management is not only a way to improve education, but can also become a force that establishes leadership mistakes or misperceptions in the process of managing education in the metaverse era.

3. Theoretical Framework

This study is entitled leadership misperceptions in the management of education in the metaverse era. The metaverse era turned out to give rise to various points of view and misrepresentations, as well as wrong acceptance in the management of education, including differences in leadership, power and decision-making. Factors that influence misperceptions, and the implications of misperceptions on leadership are problems of different views in the management of education such as debates, disputes which result in a loss of togetherness and cohesiveness and cause misunderstanding, misunderstanding, and misunderstanding in the management of education. In this section, several concepts and categories are examined which include: misperceptions of leadership, management of education, and the metaverse era.

Related Literature

Leadership Misperceptions

Leadership is an important element in public management, because leadership greatly influences the performance and satisfaction of its subordinates (Chinchay Díaz & Chávayry Ysla, 2021). The importance of leadership is also explained by Grobler and Flotman that leadership is a servant who determines the organization, and has an impact on organizational behavior and employee performance (Grobler & Flotman, 2020). Leadership in the metaverse era is also called virtual leadership, which is a regulatory process that results in the creation, reinforcement, and evolution of mental models, shared norms that influence the behavior of team members towards the successful achievement of common goals (Eseryel et al., 2021). Leadership in the metaverse era is also defined as technology-mediated leadership, and the metaverse becomes very important for leaders to integrate information and communication technology. Leadership in this area also determines the success of a leader. This area is where competency in e-skills is most important including: e-communication, e-social skills, e-team building, e-change management, e-technology skills, and e-trustworthiness (Van Wart et al., 2019). Leadership is also imagination which is conceptualized as an analogy that can overcome misconceptions about imagination and expand on the various ways leadership contributes to the management of madrasah education (Judson, 2021).

Madrasah as an educational institution has the potential to generate misperceptions among the leadership, marked by misperception and wrong acceptance of technological and information developments. Even errors in the legitimacy of leadership can be seen from policies designed such as planning, organizing which cannot be implemented in educational institutions (Bukvić et al., 2020). Misperceptions among leadership are

driven by three main factors. First, there is a misperception of the level of managerial development ability (Almeida et al., 2021), Second, the misperception of changes in the education system through new technology allows the construction of active knowledge in an increasing virtual space, and influences perspectives and actions. Technology and its implications can lead to fragmentation and inconsistency across fields (Müller & Wulf, 2020). Third, the misperception of the education management system is characterized by the loss of direct interaction, thereby reducing activities in the real world and human interaction is lost. In fact, education is not only about material and physical matters but also message education such as ethics of logical thinking which cannot be taught virtually (Huggett, 2020). Thus, misperceptions can occur due to a person's managerial abilities, leadership, changes in the education system and changes in the education management system.

Education Management

Management of education is an important factor that must be organized properly. Sari (2020) explained that education management can increase all the potential of quality human resources. The quality of education management has a major impact on the progress of the world of education, especially madrasah institutions, especially in the metaverse era which is at an important point, which is marked by the emergence of virtual reality and its future potential. Metaverse represents a new class of virtual heritage information systems in education (Huggett, 2020) and serves as a globally accessible 3D virtual space. Metaverse is also an integrated mediation design space, and has the potential to gain advancement in the world of education through virtual (Rehm et al., 2015). Currently, for the management of education, including madrasah, the metaverse is an important space because technological developments are increasingly diverse (Rhee, 2021). The Metaverse connects all entities on Earth through digital means thereby creating a three-dimensional layer of information and experiences around the world (Bolger, 2021). The metaverse era in the management of madrasah education, for example, is planning, organizing, motivating, controlling, developing and utilizing human resources, facilities and infrastructure, as well as high education rates (Hyun, 2021), which is caused by the need for internet engineers along with more complex digital activities (Sumarni, 2019). Therefore, the metaverse is important to realize global-based quality management.

Misperceptions can arise in the management of madrasah education, such as the emergence of misperceptions and acceptance errors in the management of education (Bukvić et al., 2020). The management of education is driven by three main factors. First, the use of management information systems is very important in managing academic administration, staffing, infrastructure, reporting and finance. However, the management of administrative personnel is prioritized, especially teaching staff, because they are the most important element in the process of managing education (Mustofa & Prayoga, 2020). Second, the occupational risk management methodology is now being applied by bioinformatics technology. The health risk management methodology can be applied to students in various educational institutions (Kuchma, 2019). Third, organizational design is a central topic of management studies. This is because managers usually associate the concept of organizational design with financial and reporting structures, ignoring ethics, image, reputation, and social roles. Thus, something that is immoral and agnostic is created, which solely focuses on effective and efficient management, and results in poor organizational ethical standards and systematic neglect of social and environmental responsibility (Magalhaes, 2020).

Metaverse Era

The metaverse is an expression of technological culture whose impact is worldwide, through knowledge, social, geo-specialty, and connecting all entities on earth through digital means (Bolger, 2021). Metaverse is an experience in the form of a virtual world

that is most similar to the real world. The Metaverse is divided into four main types (Augmented Reality, Lifelogging, Mirror World, and Virtual World). The elements of affordability design analysis are derived as sensory elements, functional elements and perceptual elements. In the post-COVID-19 era, social life has become open, new culture and economy have turned into a metaverse environment (Cho, 2021). The metaverse era is also the transition of society towards digital which combines various information and communication technologies, such as artificial intelligence, virtual reality, augmented reality, mixed reality, expanded reality internet of things (Jeong, 2021). The origins of the metaverse date back to novelists with images in blockbuster films at the dawn of the computer age in the last decades of the twentieth century. Academics have taken advantage of this new horizon in the process of managing online shared education based on RenderWare rendering engines, so that simply holding a smartphone can carry out togetherness (Sourin, 2017). Therefore, the metaverse is important, because whether we like it or not, its presence cannot be rejected, it also influences the management of education.

The metaverse era has affected various aspects of life, especially education management such as levels of knowledge, communication, income, infrastructure, social cultural changes, habits, and government responses (Cho, 2021). . The metaverse also influences technological developments, realistic societies with more direct and physical interactions. Meanwhile, the concepts of race, gender and physical disability are weakened, because the metaverse investment seems rushed in the world of academia (Duan et al., 2021) . There has been an exploration of the feasibility of digital technology equipment as a complement to the learning process in educational settings, where the flexibility of access to synchronous and asynchronous information presents alternative ways of transmitting or acquiring knowledge through technological means (Díaz et al., 2020). Digital technology is a priority in the virtual reality era. The dysfunction between the present reality of virtual inheritance and virtual reality highlights the paradox inherent in virtual inheritance and virtual reality, thus proposing the use of loose realism as a solution in the education system (Huggett, 2020). Virtual worlds need to collaborate with each other, between remote organizations and different countries to build management systems and analyze tools that lead to shared systems in the metaverse era (Suzuki et al., 2020).

4. Method

Misperceptions of leadership in the management of education in the metaverse era at Madrasah Aliyah in Bengkulu province were chosen as research objects for three reasons. First, the teacher as a leader in madrasah has received a wide response to misunderstandings and errors of acceptance as well as errors of legitimacy in the form of misperceptions that lead to wrong policies. Therefore, it cannot be implemented. Second, not much attention has been paid to the analysis of leadership misperceptions in education management. The existing analysis shows various types of errors, significant levels of leadership errors with educational management. Third, an analysis of leadership misperceptions in the management of education is needed. This concerns the great potential in creating wide disparities in the management of education. These three reasons show leadership misperceptions in the difficulty of managing education, which is a crucial issue, urgent to be understood as a basis for the policy process for managing education.

The types of research data were obtained through a qualitative method approach process that was sourced from primary data and secondary data. Secondary data came from 50 Madrasah Aliyah (MA) institutions throughout Bengkulu Province, 50 madrasah principals, 50 administrative heads, and 976 Madrasah Aliyah (MA) teachers. The primary data includes profiling of the madrasah principal, head of administration and teachers, motivation, types of difficulties, and the solutions taken by the principal of the

madrrasah and teachers for each difficulty they experience. Secondary data consists of the literacy and presence of madrasah principals and teachers, statistical evaluation results, and competency tests of madrasah principals and teachers. Primary data and secondary data are used as the basis for analyzing leadership misperceptions in overcoming the difficulties of managing education in the metaverse era.

This research involved a group of madrasah principals, heads of administration, and teachers as sources of information both by direct interviews and interviews via online media (WhatsApp and telephone). The group of school principals and heads of administration are presented in relation to their experience of overcoming difficulties in managing education in madrasah. The teacher group was interviewed about their perceptions of the difficulties of school principals and heads of administration in managing madrasah, and their experiences in managing learning. Various types of difficulties in education management were identified through reporting, then groups of informants or respondents were identified to evaluate their position and experience as a basis for analysis of research results.

Interview data collection was carried out from January to March 2022 through 3 stages with 15 teachers, 5 principals of Madrasah Aliyah, and 5 heads of administration who were taken randomly. First, secondary data is collected through stored madrasah statistics such as head, administrative and teacher data. Second, the interview data was conducted face to face, and online by telephone, video call. Interviews were conducted to obtain information and data related to the difficulty level of school principals, heads of administration, and teachers in managing madrasah. Before conducting the interviews, the researcher asked for permission and recommendations from the school. They were interviewed consciously and of their own free will without any coercion from any party. Various categories of data sourced from these interviews form the basis for an analysis of leadership misperceptions in overcoming difficulties in managing education in the metaverse era. The data analysis process followed Huberman (1990), which goes through three stages of analysis including: (1) Data reduction as a process of organizing data in a more systematic form; (2) Data display as an effort to present research results in tabular form (in the form of interview excerpts); and (3) data verification as a stage of data concluding, particularly following trends from the data obtained.



Source: Khairiah (2022)

5. Results

The process of managing education in the metaverse era has brought about various misperceptions in leadership circles, such as misunderstanding, acceptance and validity errors, resulting in leadership patterns, principles of power, decision makers, managerial abilities, changes in the education system, changes in the education management system, curriculum, methods and students. At least 3 (three) main points can be explained as

follows: (1) misperceptions resulting from the management of education in the metaverse era; (2) Leadership is difficult to respond to metaverse conditions; (3) the implications of leadership misperceptions on the management of education in the metaverse era.

Misperceptions due to Management of Education in the Metaverse Era

The metaverse era has brought various consequences to the management of madrasah education. At least 3 (three) forms of leadership misperception can be found during the metaverse era: first, the pattern of leadership is in line with developments in information and communication technology; second, the principle of power over the loss of face-to-face meetings and the increasing virtual/virtual world, thereby reducing the space for power; third, decision-making causes misunderstanding, misunderstanding, and misunderstanding, as well as misunderstanding of the legitimacy of the decision maker. This is evident from the fact that certain policies, like planning and organizing, are made to be impractical in the context of education.

The first type of leadership pattern misperception is defined by misunderstanding and misinterpretation of patterns such general personality traits held by a leader, leader behavior, circumstances, and authority from offline to online. In addition to transferring control of education from the physical world to cyberspace, the metaverse also causes leadership styles to be misunderstood and mis-accepted (madrasah principal, head of administration, and teachers). This was conveyed by 5 Principals of Madrasah Aliyah in Bengkulu province. The principal of MAN 1 Bengkulu City stated that in the "metaverse era it is difficult to carry out direct leadership patterns that are personality, behavior, and authority." The principal of MAN 1 Kepahyang stated, "the leadership pattern of the metaverse era in madrasah is still difficult to adjust competences." The principal of MAN Curup stated, "the virtual era leadership pattern is still difficult with specific skills in managing education." The principal of MAN Bintuhan stated, "it is difficult to apply the metaverse pattern in education management, because internet connectivity is uneven." The principal of MAN Arga Makmur stated, "the virtual era is currently experiencing difficulties because communication is often interrupted due to uneven and uneven internet access,"

Second, a form of misperception of leadership power is marked by a misunderstanding of planning, organizing, and wrong legitimacy of decision makers that cannot be implemented. This was explained by 5 administrative heads of Madrasah Aliyah in Bengkulu province. The administrative head of MAN 1 Bengkulu City stated, "the madrasah principal still has difficulty controlling all processes of administering education within his jurisdiction because the internet network is disconnected and the lights are out." The administrative head of MAN 1 Kepahyang stated, "The principal of the madrasah as administrator, and utilization of resources experience difficulties in communication and information within the scope of his powers due to uneven connectivity." The administrative head of MAN Bintuhan stated, "it is difficult to maintain and control infrastructure facilities along with the implementation of work from home." The administrative head of MAN Curup stated that in the "metaverse era the functions of libraries, laboratory assistants, and learning resource technicians are not effective, due to uneven internet connectivity." The administrative head of MAN Arga Makmur stated, "communication between leadership in madrasah is often interrupted due to internet access, no quota package, power outages."

Third, three leadership functions as decision makers in madrasah: (1) the principal of the madrasah is a functional person who is given the task of leading a madrasah institution where the learning process is carried out; (2) The principal of administration is a structural person who is given the task of assisting the principal of the madrasah in managing administration; and (3) the teacher is a functional person who is given the task of leading students and administration of learning in class. The three leaderships in essence must have skills including making wise decisions in managing and advancing

education. This was explained by 5 madrasah principals in Bengkulu province. The principal of MAN 1 Bengkulu City stated, "the virtual era is constrained in making decisions in the areas of curriculum, personnel, public relations, teacher-student relations, non-teaching, relations with relevant ministry offices, guidance services, articulation with other schools, management of services and equipment as well as organization field." The principal of MAN 1 Kepahyang stated, "it is difficult to make policies as educators, administrators, supervisors, leaders, and creators of the work and entrepreneurial climate, due to connectivity problems." The principal of MAN Curup stated, "the virtual era is difficult to make decisions involving individual and social phenomena, values and facts," The principal of MAN Bintuhan stated, "the virtual era is difficult to make decisions through the process of selecting several alternatives systematically in solving problems, because network connectivity is not smooth." The principal of MAN Arga Makmur stated, "the virtual era of difficult decision-making methods functions as the basis for all activities directed individually and in groups both institutionally and organizationally," The teacher's experience as an element of leadership in the learning process can be seen in table 1 below:

Table 1 Teacher experience (leadership) as a result of the Metaverse

Participant	Teacher Experience	Code
R1, R2, R3, R4, and R5	Communication is difficult, internet connectivity is difficult, communication and school policy are often misunderstood, communication and information virtually are misrepresented, and the pattern of management of education in the metaverse period is difficult to influence subordinates to achieve common goals.	Misunderstanding of leadership patterns Difficult to communicate.
R6, R7, R8, R9, and R10	Difficult access to the internet resulted in hampered meetings discussing accreditation as a measuring tool for madrasah quality, teachers had difficulty overseeing the quality of student input, so that the teacher's power became weak because it was difficult to control, misunderstandings often occurred due to interrupted communication by the principal of the madrasah policy.	Misunderstanding of the power of leadership Difficult to control quality
R11, R12, R13, R14, and R15	Difficult leadership decisions go through a selection process from several alternatives, situations, conditions, facts, experience, and authority, not infrequently even through debate and having to choose the one option that many people think is the best regarding the future of an organization.	Misunderstanding of leadership decision makers

Leadership Has Difficulty Responding To Metaverse Conditions

Leadership in the metaverse era is required to have technical skills in carrying out duties as a madrasah managerial in utilizing all available resources both manually and virtually in achieving madrasah goals. To respond to advances in technology, information and communication, leadership is required: first, to have managerial skills; second, responsiveness to changes in the education system through new technology, information, and communication; and third, to respond to changes in the education management system.

First, the level of managerial ability in the metaverse era in madrasah is not optimal. This is characterized by difficulties in access to education management, so that the attainment of madrasah objectives effectively and efficiently is not maximized, such as interaction between one individual and another individual, both vertically and horizontally, is difficult to materialize. Information and communication are interrupted as a result of the low ability to use technology. This was explained by 5 principals of Madrasah Aliyah in Bengkulu province. The principal of MAN 1 Bengkulu City stated, "In this virtual era it is difficult to interact because the internet network is uneven." The principal of MAN 1 Kepahyang stated, "it is difficult to motivate subordinates to achieve common goals because internet connectivity is often disrupted." The principal of MAN Curup stated, "the virtual era is difficult to inspire to work towards achieving organizational goals,

because internet connectivity is lost, the lights are out, the credit packets are running out." The principal of MAN Bintuhan stated, "the virtual era is difficult to provide exemplary examples in motivating subordinates to work well for the benefit of the organization." The principal of MAN Arga Makmur stated, "the virtual era has difficulties in carrying out various tasks at work because the ability to manage internet connectivity is weak."

Second, there is a change in the education system through new technology, namely the Industrial Revolution 4.0. The achievement of this new system is the mastery of human resources for new literacy. The new literacy is data, technology, and human literacy, so that human resources can compete and contribute globally. However as a result of changes in the education system, human resources experience difficulties in responding to these new things. This was stated by 5 administrative heads of Madrasah Aliyah throughout Bengkulu province. The administrative head of MAN 1 Bengkulu City stated, "as a result of the development of information media literacy, human resources have difficulty developing academic abilities, living skills together and having difficulty thinking critically and creatively, especially interpersonal skills and thinking globally." The administrative head of MAN 1 Kepahyang stated, "Because I am no longer young, I have difficulty responding to technology and collaboration that is globalization in nature." The administrative head of MAN Bintuhan stated, "Our madrasah living in districts find it difficult to respond to changes in the education system that involve all global political stakeholders." The administrative head of MAN Curup stated that, "the change in the education system from manual to virtual, human resources experience difficulties in global competition." The administrative head of MAN Arga Makmur stated, "it is difficult to face global challenges starting from the public, private sector, academia, to civil society,"

Third, there is a change in the education management system. It is undeniable that we are welcoming the metaverse era as a global issue, impacting the madrasah education management system. This is marked by the occurrence of digital changes and developments that form a new model of activity in madrasah. These changes resulted in difficulties in the percentage of understanding and readiness to implement the policy/planning, organizing, and monitoring packages. This was explained by 5 principals of Madrasah Aliyah in Bengkulu province. The principal of MAN 1 Bengkulu City stated, "due to the development of information and communication technology, success can be known through evaluation, so far the evaluation process based on printing has now changed to paperless, saving paper, but in fact the resources are not ready due to inadequate connectivity and budget." The principal of MAN 1 Kepahyang stated, "the learning and evaluation system has changed from print to technology and computers, making it difficult to supervise." The principal of MAN Bintuhan stated, "due to the change in the system from manual to online, it is difficult to carry out supervision because madrasah are not ready for internet network connectivity." The principal of MAN Curup stated that "changes in the world of education system bring difficulties in understanding and preparing a new system on a global basis." The principal of MAN Arga Makmur stated, "changes in the education system have difficulty responding to and implementing government policy packages such as prototypes of the metaverse era." See table 2 below:

Table 2 Teacher's Experience Difficulty to Respond to Metaverse Conditions

Participant	Teacher Experience	Code
R1, R2, R3, R4, and R5	It is difficult to move people to work well, it is difficult to implement strategies and make planning effective, it is difficult to organize such as dividing responsibilities, managing personnel, implementing decisions and it is difficult to establish communication both vertically and horizontally, it is difficult to supervise subordinates because internet network connectivity is often cut off.	It is difficult to respond due to the level of managerial ability
R6, R7, R8, R9,	It is difficult to respond to changes in the education system,	It is difficult to

and R10	such as learning is difficult to be accompanied by binding values, norms and rules, it is difficult to change the way of doing activities with modern technology in scale, scope, complexity and transformation from previous life experiences. Even humans live in global uncertainty, so that human resources feel threatened by professions and jobs that are replaced by artificial intelligence machines and robots.	respond due to changes in the education system through new information and communication technologies
R11, R12, R13, R14, and R15	Changes in the education management system from face-to-face to technology-based with various online platforms. From this, madrasah resources experience difficulties in implementing it because the literacy level of human resources is limited, and internet network connectivity is uneven.	It is difficult to respond to changes in the education management system

Misperception Implications of Education Management in the Metaverse Era

Management of madrasah education cannot reject technological advances or metaverse. Precisely madrasah are obliged to take advantage of this progress as a tool to carry out positive activities. This is because the metaverse can do unlimited things, apart from offering positive things. The metaverse also has many negative impacts such as damaging health (inner energy), losing social warmth, reducing real-world activities, socio-economic conditions of people who are not all able to access the metaverse, preparedness of human resources, technology and infrastructure that still needs to be developed. Misperceptions of leadership in education management can be seen from three perspectives, namely human resource management, curriculum (interests), and financing management (equipment).

First, the misperceptions of human resource management include educators, educational staff, students, and the level of ability of human resources in using effective means for education. This was explained by 5 principals of Madrasah Aliyah in Bengkulu province. The principal of MAN 1 Bengkulu City stated, "elderly human resources experience difficulties with new technology, because they are technologically illiterate and unable to use new technological applications." The principal of MAN 1 Kepahyang stated, "even though the government has provided madrasah e-learning such as Google Classroom, Google Meet, Zoom meeting, but because human resources have not been able to use it, the learning process does not work as it should." The principal of MAN Curup stated, "the government has provided a low-cost internet quota assistance program for teachers, students and madrasah employees, but it is still difficult for human resources located in rural areas to be utilized due to difficult internet connectivity." The principal of MAN Bintuhan stated, "This digital era has indeed brought progress to madrasah but has created difficulties for human resources who are unable to use this new technology." The principal of MAN Arga Makmur stated, "the virtual era brings difficulties for elderly teachers because they are technologically illiterate, the problem facing the metaverse era is uneven digitalization."

Second, there are currently three national education curricula, namely the 2013 curriculum, the emergency curriculum, and the prototype curriculum. The 2013 curriculum is a follow-up to the competency-based curriculum as a reference for the implementation of education in developing attitudes, knowledge and skills competencies in an integrated manner. The emergency curriculum is a choice of distance learning in the COVID-19 pandemic era, to simplify basic competencies, so that students focus on essential competencies and competencies that are prerequisites for learning to the next level. Meanwhile, the prototype curriculum is an optional curriculum as a learning transformation tool that functions as a stimulus for learning recovery in the COVID-19 pandemic era. This was explained by 5 principals of Madrasah Aliyah in Bengkulu province. The principal of MAN 1 Bengkulu City stated, "now using the 2013 curriculum, the COVID-19 era has used an emergency curriculum, but it is not effective, because the technology devices and internet networks are not ready, and the prototype curriculum is not ready to be implemented." The principal of MAN 1 Kepahyang stated,

"the use of the prototype curriculum is not ready due to infrastructure, internet connectivity, and HR literacy." The principal of MAN Curup stated, "The prototype curriculum is not ready yet, due to HR literacy and infrastructure." The principal of MAN Bintuhan stated, "Digitalization-based prototype curriculum is difficult to implement due to uneven internet and infrastructure connectivity." The principal of MAN Arga Makmur stated, "The use of the prototype curriculum is not ready yet, because the teacher has not been able to modify the digitalization-based teaching devices with the character of the students.

Third, there is financing management with limited funding sources, stagnant program financing, not supporting the vision, mission and policies as written in the madrasah strategic plan. Madrasah are required to have good governance, so that they become educational institutions that are clean from various irregularities that can harm education. This was explained by 5 administrative heads of Madrasah Aliyah in Bengkulu province. The administrative head of MAN 1 Bengkulu City stated, "the source of funds comes from madrasah operational assistance (BOM) sourced from the government, and parents, madrasah financing plans first make a Madrasah Budget Activity Plan (RKAM), but sometimes the realization is not in accordance with the initial plan." The administrative head of MAN 1 Kepahyang stated, "madrasah funding sources only rely on school operational assistance (BOS) and students' parents, so it is still difficult to meet the need to improve HR competencies." The administrative head of MAN Bintuhan stated, "madrasah are still having difficulty meeting digitalization-based education management financing standards, especially in fulfilling internet connectivity." The administrative head of MAN Curup stated that "madrasah funding is still difficult to realize to meet technological equipment and internet networks for madrasah managers." The administrative head of MAN Arga Makmur stated, "problems with the use of the budget in madrasah such as the level of literacy in the rules for using the budget, it is not uncommon for the madrasah leadership to stumble upon the authorities due to a misunderstanding of the rules for using the budget."

Table 3 Teacher's Misperception Experience (Leadership) in Education Management

Participant	Teacher Experience	Code
R1, R2, R3, R4, and R5	Teachers who are no longer young, find it difficult to use new technology, because they are not technology savvy, even though the government has subsidized madrasah e-learning such as Google Classroom, Google Meet, Zoom meetings, and has provided a low-cost internet quota assistance program for teachers, students, and employees.	Misunderstanding in managing human resources
R6, R7, R8, R9, and R10	Now back to using the 2013 curriculum, the COVID-19 era has used an emergency curriculum, but it is ineffective, because technological devices and internet networks are uneven, while the prototype curriculum is not ready to be implemented because infrastructure, internet connectivity, and literacy are not ready, and internet connectivity is uneven.	Misunderstanding in managing the madrasah education curriculum
R11, R12, R13, R14, and R15	Madrasah funding sources come from madrasah operational assistance (BOM), school operational assistance (BOS) and assistance from students' parents. Realization of the budget is not in accordance with the plan.	Misunderstanding in managing financing

6. Discussion

Management of education in the metaverse era results in misperceptions of leadership

With the change from personal-emotional to virtual/metaverse, the management of education becomes a misperception caused by the loss of togetherness. The head loses their role, function and the teacher loses their professionalism. Educational institutions that were previously places where various issues were discussed are no longer

communicating, teachers have difficulty overseeing the quality of student input, so that the teacher's power becomes weak because it is difficult to control students. The head is difficult to influence subordinates to achieve common goals. The head is also difficult to identify, difficult to select alternatives, extrinsic factors, situations and conditions. The head has difficulty understanding the basics, intuition, rationale, facts, experience and authority, as well as making decisions that often have to go through debate first. The head must choose the one that is best according to the people regarding the future of an organization. Leadership policies in the metaverse era often led to misperceptions due to interrupted communication and uneven internet connectivity.

The tendency for misperceptions has become a phenomenon in providing large-scale interactive participation and open access online, internet connectivity is difficult due to uneven internet networks (Karim, 2020). The demand for the use of cyber technology (metaverse) to provide education for many people without limits of time, distance and space is becoming increasingly intensive (Barger, 2020). The use of virtual technology in education management is very relevant in the global crisis era (Hilliker, 2020). Virtual technology influences attitudes, behavior and perceptions of being useful, useful and easy to use (Amora & Fearnley, 2020). However, the facts and phenomena on the ground show something different. Various difficulties occurred, including difficulties with internet connectivity which were not smooth and the level of socio-economic ability of the people who could not buy standardized communication tools in the educational process (Karim, 2020). Therefore, there is a metaverse that has a negative impact or misperceptions occur due to the low level of socio-economic ability and user literacy.

Leadership is difficult to respond to metaverse conditions

Leadership in the metaverse era is required to have technical skills in carrying out duties as a madrasah managerial in utilizing all available resources both manually and virtually in achieving madrasah goals. In responding to advances in technology, information and communication, leadership experiences the following difficulties: (1) managerial ability is characterized by difficulties in access and connectivity, so that the attainment of madrasah objectives effectively and efficiently is not maximized, such as interaction between one individual and another individual, both vertically and horizontally, is difficult to materialize; (2) changes in the education system through new technology, namely the mastery of human resources for new literacy is characterized by difficulties in competing and contributing globally because human resources experience difficulties in responding to these new things; and (3) there is a change in the education management system, in which digital changes and developments form a new activity model in madrasah. These changes resulted in difficulties in the percentage of understanding and readiness to implement the policy/planning, organizing and monitoring packages. Difficulty in responding resulted in obstacles in achieving common goals.

The tendency for difficult responses is due to not being able to use interfaces in web applications, and occurs because it is still difficult to use in processing the desired character (Alhaqq & Harjoko, 2015). It is difficult to respond to uncertain situations in the formation of design competencies and modeling new technologies on the basis of various behavioral strategies (Tovkanets, 2021). It is difficult to respond to digital disturbances, because it is not recognized or it is difficult to take quick and effective action from the threat of digital disruption from an early age (Doz & De Roover, 2017). Everyone is expected to be able to respond and design and respond to the global context and the challenges that educational institutions must face in order to survive (Mazurkiewicz, 2021). Technological evolution brings drastic major changes in many cases, especially businesses with high technology, making it difficult to respond to critical issues to survive the technological era (Khairiah et al., 2022). Because it is difficult to respond to technological shifts, it is difficult to achieve mutually agreed goals.

Misperceptions of leadership affect the management of education

The education management system is experiencing a very rapid shift due to technological advances. These advances affect all lines of life. This is because technology can do everything without limits on the one hand, and on the other hand technology creates misperceptions because technology has an impact on damaging health (internal energy), loss of social warmth, reducing real-world activities, and the socio-economic conditions of people who are not all able to access technology. Misperceptions in education management can be seen from 3 (three) points of view: (1) misperceptions of human resource management including educators, educational staff, students, and the level of human resource ability; (2) there are currently three national education curricula, namely the 2013 curriculum, the emergency curriculum in the COVID-19 pandemic era, and the prototype curriculum in the metaverse era. Madrasah Aliyah in Bengkulu Province still uses the 2013 curriculum and has not yet implemented a prototype curriculum because the infrastructure, technology and human literacy are not ready; and (3) lack of financing management such as limited funding sources, stagnant program financing, not supporting the vision, mission and policies as written in the madrasah strategic plan, making it difficult to achieve good governance.

There is a misperception of roles and challenges in leadership, especially related to the support of new technology (Drysdale, 2021). The perceived understanding of leaders can be wrong. Misperceptions about survival rooted in the belief that their legacy endures and that popularity helps their successors in victory are wrong. Excessive self-confidence turns out to be detrimental (Ramadhani, 2021). Culture plays a role in people's perception of the world, so that perceptions of the world and culture have a major impact on one another (Khairiah & Sirajuddin, 2019). Because people have different values and cultures, this can lead to value differentiation and can lead to misunderstandings when communicating with colleagues from other cultures. In addition, miscommunication can be caused by misperception, misinterpretation and misevaluation (Pauliene et al., 2019). The social norm theory of leaders who rely on misperceived norms rather than actual norms results in an unfair job advantage. A sense of injustice results in employee misperceptions about policies that create unfair benefits and inappropriate rewards (Fuller, 2021). Therefore, misperceptions can affect the management of education.

7. Conclusions

It turns out that the misperceptions that occurred in leadership circles during the metaverse/virtual were not only the result of the uneven and uneven experience of internet connectivity, but also the result of the limited ability and literacy levels of human resources. It is difficult to respond to advances in technology, new information and communication, limited funding sources, stagnant program funding, unsupported vision, mission, and policies as written in the madrasah strategic plan. Misperceptions have occurred widely, most of which are due to wrong acceptance and misperception. Interaction between one individual and another, both vertically and horizontally, is difficult to materialize. Difficulty in response, difficulty to compete, and difficulty to contribute globally have become a reality that there have been obstacles in achieving common goals. It is difficult to achieve good governance. Therefore, the arising misperceptions are not only caused by limited-service sources but rather by the bad image that is equally built in madrasah through various forms of discourse and social action.

This study provides insight into seeing misperceptions not on static causal factors but on dynamic processes, how misperceptions are produced and reproduced. Various forms of discourse (worrisome metaverse) and social leadership practices (unresponsive and misguided) have become the basis for misperceptions. Knowledge of technology development of the metaverse era is blurred. The occurrence of actions supporting uncertain infrastructure and structures, and uneven internet connectivity, and the lack of

literacy in human resources have become the basis for misperceptions. This study supports the view that misconceptions in the period of the metaverse are not a result of technology advancements but rather are a result of misinformed public discourse regarding readiness, reaction, financing, and public response.

This study has limitations in data sources that rely on one area of Bengkulu province, so it cannot be used as a strong and comprehensive basis for policy formulation. Formulation of policies as lessons learned requires in-depth and extensive surveys and interviews with informants to be used as the basis for policy formulas. Surveys and interviews with a number of educational facilities, infrastructure, and ongoing services, and interviews with informants on their experience of ability, readiness and response can be a strong basis for the purpose of improving education services. Future research can take into account broader and more varied data sources in Indonesia, which will enable it to provide in-depth knowledge and insight about how to manage education more effectively.

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