

Leadership Of Headmaster In Implementation Of Blended Learning During The Covid-19 Pandemic In Terbuka University Dharma Karya Elementary School

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Abstract- The social restriction policy by the Government due to the covid 19 pandemic, limits learning activities so that it has an influence on learning methods in educational units, the need for a different method in learning activities so that learning activities can continue. Blended learning is an option for implementing learning that can support social restrictions. In the implementation of blended learning, the role of leadership becomes important to provide decisions in the education unit, as well as evaluate its implementation, so there is a need for a study of the principal's leadership in the implementation of blended learning. The purpose of this study is to be able to see how the principal's leadership is in implementing blended learning, and to be able to see the implementation of blended learning at SD Dharma Karya Open University. The method used is descriptive with a qualitative approach. The results show that the blended learning model is one way of learning that can be done during a pandemic, while still paying attention to several aspects such as life safety and health protocols before their implementation, such as student readiness and the availability of supporting devices and internet networks. Blended learning at the Dharma Karya Elementary School at the Open University is carried out by dividing study shifts based on odd weeks and even classes. The inhibiting factor in the implementation of blended learning learning is an internet network connection that is less stable, while the main supporting factors are flexible study times, adequate equipment, and support from the teacher council and parents. The principal's role in implementing blended learning is as a policy maker in schools for the implementation of blended learning in accordance with the achievement of learning objectives, providing motivation to all educational units of SD Dharma Karya UT in implementing the blended learning learning model, and conducting assessments through good monitoring and evaluation. on the learning process and learning outcomes.

Keywords: Leadership, blended learning, COVID-19, Elementary School.

INTRODUCTION

Education according to Ngalim Purwanto is all the efforts of adults in association with children to lead their physical and spiritual development towards maturity. In accordance with the education principle adopted by the government and the Indonesian people, namely lifelong education, education is a

shared responsibility between families, communities and the government.

The meaning of education is also stated in Law no. 20 of 2003 article 1 paragraph 1 which states "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills that needed by himself, society, nation and state.

Circular of the Ministry of Education and Culture, Research, Technology and Higher Education Number 4 of 2020 concerning the Implementation of Education Policies in the Emergency Period for the Spread of the COVID-19 Virus, 2020. The circular contains the policy of the Minister of Education and Culture regarding the elimination of the 2020 National Examination (UN) and the learning process is carried out from home through online/distance learning. With the issuance of this circular, all educational institutions from elementary schools to higher education carry out teaching and learning activities from home (study from home).

In the implementation of blended learning during the COVID-19 pandemic, leaders are needed. Bush (2008:4) states that a leader is a person who sets goals, motivates and takes action against his followers. Leaders are people who lead. The main task of a leader is to inspire followers to commit to the leader, as a principal and the school as an organization. Sondang P. Siagian "Leadership is the motor or driving force

of all the resources and tools available to an organization". Robert Dubin "Leadership in organizations means the use of power in making decisions.

Reduced duration of study and can have an impact on student achievement. In addition, other losses that arise due to COVID-19 are the family becomes uncomfortable and the family's economic productivity decreases because parents have to take care of their children while working. Therefore, it is necessary to take alternative paths or new innovations in the world of education.

Online learning has other terms such as online learning, e-learning, or Distance Learning (PJJ). E-Learning is part of distance learning, while online learning is part of E-Learning. In addition, the term E-Learning includes various applications and

processes, such as computer based learning, we based learning, virtual classrooms, and others. Meanwhile, online learning is part of technology-based learning that utilizes internet, intranet, and extranet resources. Furthermore, there is also the term blended learning, namely learning activities that combine face-to-face learning activities with online learning activities from aspects of learning theory, approaches, and learning models to achieve learning objectives (Graham 2005:32).

Based on observations and pre-research interviews with teachers on October 11, 2021, that teachers in the teaching process use the lecture and discussion methods. The results of interviews with class 4-1, out of 10 students, 8 of them said that the monotonous and unvarying learning method caused students to feel bored, so that students were less interested in listening and paying attention to the teacher's explanations. The impact is that students do not understand the learning material.

METHODOLOGY

This study uses a qualitative approach. Determination of informants is done by snowball and purposive. Data collection is carried out in combination or using triangulation techniques with inductive or qualitative data analysis. This qualitative method is used to describe how the principal's leadership in the implementation of blended learning at SD Dharma Karya UT and to analyze the inhibiting and supporting factors as well as the impact of the implementation of blended learning.

FINDING AND DISCUSSION

Based on the results of field research conducted from August to October 2021 at the Dharma Karya Elementary School at the Open University, the problems faced were that students quickly felt bored when studying online, and the most common obstacle faced was problems with the internet network. Thus, the principal's leadership plays a key role in teaching improvement activities in his school. He is a person who has experience in guiding the student learning process. This professional experience, in its function as a teaching leader, is a place to ask questions and seek advice from teachers in solving professional problems. An individual meeting is a place for dialogue between a teacher and the principal to discuss specific professional issues. Meanwhile, the staff meeting is a place to discuss and bring together the views of all staff in improving teaching programs.

As a teaching leader in his school, the principal is expected to be able to monitor the teaching-learning process, diagnose and provide "therapy" for teaching problems.

Preparation for Blended Learning

Preparation for the Limited Face-to-face Learning (PTMT) period at the Dharma Karya Elementary School at the Open University. The Chancellor of the Open University developed a plan to provide training to school principals and teachers to participate in LMS training. LMS is a much needed part in the implementation of PJJ, to prepare teacher human resources in improving blended learning competencies which are closely

related to infrastructure. The COVID-19 virus also has an impact on the parents of affected students, parents also ask for policies where they have an impact that is not light enough for private schools. Parents feel the benefits are not like full schools like before being affected by the COVID-19 Virus, now parents can differentiate between schools at Dharma Karya Elementary School at the Open University from other schools, because at Dharma Karya Elementary School at the Open University, they still get full learning through online and offline. Students still get an understanding from the teacher. Mastery of science remains from the teacher, although at the beginning of implementing blended learning there were 3 students who were constrained, because they were not supported by home facilities.

With the implementation of blended learning, the principal has provided information to students and guardians of students if they cannot provide infrastructure at home, schools cannot lend school facilities and infrastructure to take home. This means that there are parents who feel comfortable with online schools because there is no need to rush to take their children to school. A challenge for schools and teachers, this is not a simple thing, because if it is purely offline if there are 1 or 2 students who continue to take online learning, then the preparation is like during blended learning, but private schools must be ready.

Some of the challenges that must be faced when carrying out online learning activities, ranging from uneven internet access, limited online learning facilities and infrastructure, to the ability to apply technology within the scope of the school education ecosystem. Online learning is indeed not optimal, but online learning is the best solution for the existing risks, as it is known that the Covid-19 virus is very dangerous for humans (Supriyanto, 2020). But the application of online learning is not as easy as imagined (Dewi, 2020).

Class management at the Dharma Karya Elementary School at the Open University during the Covid-19 pandemic was carried out while still paying attention to health protocols, namely during normal learning there is usually one seat for two students, currently one seat is occupied by one student. So that one class only contains 10 students. Students who take part in PTMT are divided into two groups: group 1 which is absent serial numbers 1 – 14 who attend school every Monday and Thursday, other days learn online, group 2 is absent serial number 15 – 28 who attends school every Tuesday and Friday and other days of online learning.

The arrival and return times are divided into three shifts: (1) shift 1, namely class 1 and 4, enter at 07.30 WIB and return at 09.00 WIB, (2) shift 2, namely class 2 and 5, enter at 08.10 WIB and return at 10.10 WIB, (3) shift 3, namely classes 3 and 6, enter at 08.50 WIB and go home at 10.50 WIB. This is done so that there are no crowds and still pay attention to health protocols.

Implementation of blended learning

Based on the results of interviews conducted by one of the 4th grade teachers of SD Dharma Karya Open University, the learning process during blended learning is that the teacher prepares the previous material by compiling power points or videos, and the teacher prepares students both at school and at home to be ready to learn then In the beginning of learning, the teacher pays attention to the students at school and at home who are active and happy in learning.

In terms of learning time, the difference in time and teaching techniques when offline may be longer, but when blended learning is limited and the teacher's focus becomes divided between those at home and at school. Offline learning is certainly longer and more flexible in delivering material, while blended learning is only 2 (two) hours, of course, very limited in providing material. When viewed from the number of students, the total number of students is 30 students, with group 1 of students participating in PTM as many as 12 people, and group 2 participating in PTM as many as 11 people, the rest are still online.

The cognitive assessment that the teacher sees from daily tasks and active answering during learning, for psychomotor, affective, and social assessments is seen when students are in class, and for students who are still online the teacher always sees their activity.

Tabel 1. Schedule of Teaching and Learning Activities

Normal	
Time	Activity
07.00 – 09.00	KBM
09.00 – 09.30	Rest
09.30 – 12.00	KBM
12.00 – 12.30	Rest for praying
12.30 – 14.00	Privat learning
Pandemic	
07.30 – 09.30	KBM class 1 dan 4
08.10 – 10.10	KBM class 2 dan 5
08.50 – 10.50	KBM class 3 dan 6

From these data, it can be seen that there is a significant difference between the time of face-to-face teaching and learning activities during normal times and during the COVID-19 pandemic. The significant reduction in class hours and the absence of interaction between each other resulted in a decrease in the learning spirit of students.

This is because during the pandemic, students have a lot of relaxing time at home and they take advantage of that time to play gadgets. In addition, when studying at home there are accompanying parents, namely parents so that students submit their tasks to parents.

Inhibiting Factors and Supporting Implementation of Blended Learning

Obstacle factor

The obstacle when blended learning will be implemented is the lack of approval from the parents, the principal and the teacher conduct a survey using Google Form 3 (three) times to determine the willingness of parents to return to school. The first survey of parents' willingness to return to school was less than 50%. The second survey is only 50%+1. The third survey after receiving a PTMT SK entering schools that meet the requirements is still not significant enough, namely 67%. Regarding the positive and negative impacts on the blended learning period of SD Dharma Karya Open University.

The obstacles during blended learning are more on the technique, such as a poor signal and sometimes an unsupported laptop, internet access and not too much time, so that sometimes there is a rush in teaching.

Supporting factors

The supporting factor for blended learning is that the technology provided by the school is quite good, and all teachers are involved in blended learning, even this year, all classes from grade 1 to grade 6 have participated in the PTS Google Form. The second positive impact is that there is no limit to learning time, namely adjusting.

Impact of Blended Learning Implementation

Positive impact

Learners can start IT, with online learning students and parents know how to operate gadgets as a medium for learning. Gusty (2020) states that education has long been in the 4.0 Revolution era, but the conventional model learning process still dominates. With changes in environmental conditions as it is today, the world of education must adapt and all learning

activities take advantage of access to digital technology. The principal of the Dharma Karya Elementary School at the Open University said in an interview that this was an advancement for the skills or skills of students.

Negative impact

Less responsibility for learning and activeness of students: The results of interviews with the Principal of SD Dharma Karya Open University said that when students were given the freedom to study online, not all students could be responsible for their online assignments, they prioritized playing, because children aged Elementary school is still playing age where elementary school students have a natural nature that still requires direction and guidance in learning. so that elementary school-age students have low awareness of the importance of education (Panambaian, 2020).

Evaluation

Supervision or evaluation is the process of monitoring what is achieved, in relation to what standards should be produced, assessment of implementation (performance) and if necessary corrective action is taken. The essence of supervision is an effort to synchronize achievement with standards and there is a high probability that the implementation will go according to plan. The goal is to help maintain the results or outputs in accordance with existing standards (Kristiawan et al, 2017).

The form of PTMT evaluation is more about safety standards and health protocols. For blended learning, there is only a lack of preparation in the first days, because there are several obstacles such as voices that are not heard by students. But for the second week there was no input from parents anymore because the principal had gathered teachers for meetings and evaluations from parents were also conveyed. Dharma Karya Elementary School Open University is also open to difficulties and obstacles from parents, the most common obstacle is network problems, then at the beginning of doing blended learning the teacher's focus was still a little less familiar.

The evaluation from the South Tangerang City Education Office is carried out every day, there are applications from the office that are filled out by the school. The education office pays more attention to security and safety standards. Every day, SD Dharma Karya Open University is asked to report to the service before 13.00 WIB. The report is that the school fills out the form that has been given from the service.

CONCLUSION

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1. The principal as a teaching leader. Has a key role in teaching improvement activities in his school,
2. The blended learning model is suitable to be carried out in the future at this time, especially at SD Dharma Karya Open University
3. The positive impact of blended learning is flexible learning time.
4. The obstacle faced is an internet network connection that is less stable

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