

High School Teachers' Perceptions Jakarta on Principal's Leadership in Online Learning During the Covid-19 Pandemic

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Abstract— The COVID-19 pandemic has had a very significant impact on the management of online learning carried out by teachers in schools, especially regarding planning, implementation, evaluation, and mentoring of students. This condition requires the effective implementation of the principal's leadership function as an administrator in the education unit, so that the implementation of learning can run effectively. This study analyzes the perceptions of high school teachers Jakarta regarding the implementation of principals' leadership, which includes the functions of instructional, consulting, participatory, delegation, and controlling in the management of online learning in education units. The method applied is a survey, with the questionnaire technique being broadcast. The results of data analysis showed that in aggregate the aspects of the instructional leadership function, consulting, participatory, delegation, and controlling, were in the category of very good average (52.90%), good (42.02%), moderate (3.59%), and less (1.48%).

Keywords: *principal leadership, courageous learning, covid-19 pandemic*

INTRODUCTION

The COVID-19 pandemic has had a very significant impact on the management of online learning carried out by teachers in schools, especially regarding the planning, implementation, evaluation, and mentoring of students. This condition requires the effective implementation of the principal's leadership function as a manager in the education unit, so that the implementation of online learning can run effectively.

Facing these conditions, the principal as the administrator, has the duty to carry out his leadership function in coordinating the existing resources in the school, starting from planning, organizing, implementing, and evaluating. School progress can be seen from how a school principal plays his leadership

role to utilize resources, so that they can be used effectively and on target. The success or failure of a school is highly dependent on the leadership tasks carried out by the principal [1]

Leadership can be interpreted as a leader's effort to influence his members to undergo changes in a more positive direction [2], explains, "leadership is an activity that motivate others to do something. It is clearly stated that leadership is more than just to 'motivate'. It deals with some one's ability to lead, and influence others individually or groups to what the leader wants in order to achieve a desired goal

Leadership is important in an organization, include education. Principal's leadership most likely influences the success or failure of the schools Leadership is the ability to influence the behavior of others in certain situations so that they are willing to work together to achieve the goals set. According to [3], leadership is a social process with individuals or groups that influence common goals. Wayne and Miskel's opinion emphasizes that leadership is widespread in organizations both formally and informally and has rational, social, and emotional foundations.

Leadership needs to have the ability to determine the actions that need to be taken to achieve group goals, namely taking advantage of unique situations and interaction factors in order to get the best way to solve problems and achieve group goals while minimizing unnecessary negative responses [4]

In the context of school principal leadership, operationally [5] explains, the leadership function is described in five main points of leadership, as follows: (1) Instructional Function; This function is a one-way communication of the leader as the party who determines what, how, when, and where the order or direction is carried out so that decisions can be carried out effectively. Effective leadership requires the ability to move and motivate others to carry out orders or

directions; (2) Consulting Function; means of obtaining input in the form of feedback to improve and refine the decisions that have been determined and implemented; (3) Participatory Functions; in carrying out this function the leader tries to activate the people he leads, both in participating in making decisions and in implementing them; (4) Delegation Function; This function is carried out by delegating the authority to make/stipulate decisions, either through approval or without approval from the leadership. The delegate function basically means trust; the recipients of the delegation must be believed to be assistant leaders who have the same principles, perceptions, and aspirations; and (5) Control Function; The control function means that successful or effective leadership is able to regulate the activities of its members in a directed manner and effective coordination, thus enabling the achievement of common goals by encouragement, rewarding effectively, and providing learning resource centers through the development of learning centers.

The five leadership functions above have strong relevance as a basis for studying the perceptions of high school teachers Jakarta teachers regarding the leadership of school principals in managing online learning during the COVID-19 pandemic

METHODOLOGY

The method applied in this research is a survey, with a questionnaire data collection technique through a scaled questionnaire instrument. The study was conducted in the working area of Jakarta covering the areas of South Jakarta, West Jakarta, North Jakarta, East Jakarta, and the Thousand Islands, with a population of 33,279 high school teachers spread over 554 high schools. Sampling was carried out with the help of Herry King's Nomogram, at the 95% confidence level, the respondents obtained 2.8%, namely 938 people. The data processing and presentation were carried out descriptively, by grouping the answers according to the conditions of application of the principal's leadership function in the education unit, and presented in graphical form. Data analysis was carried out qualitatively, based on the level of application conditions for each aspect of the leadership function (instructional, consulting, participatory, delegation, and controlling). The results of data analysis describe the (quality) conditions of very good, good, moderate, and poor.

FINDING AND DISCUSSION

The results of data analysis are presented based on five aspects of the principal's leadership function as follows: a. Instructional

In the instructional function, the principal provides direction to teachers about planning, implementing, evaluating, and guiding students in online learning. The results of the application of this function, the data is shown in Figure 1 below:

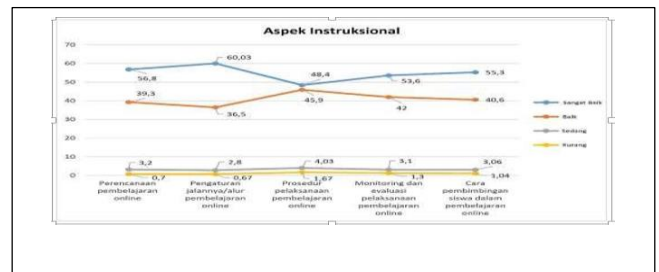


Figure 1. Instructional aspects

Empirically, the implementation of the principal's leadership instructional function is in the very good category (54.82%), good (40.86%), moderate (3.24%), and less (1.07%).

a. Consultation

The principal's leadership consulting function provides input (discussion rooms) to teachers about the benefits, obstacles, ways to overcome, evaluate, and guide students in online learning. The results of implementing this function can be seen in Figure 2 below:



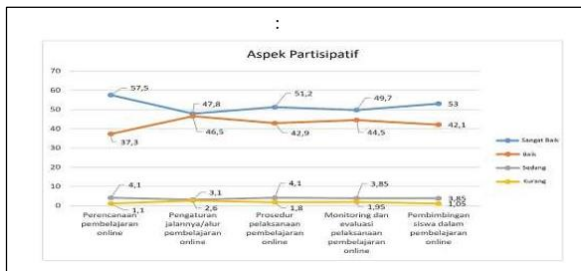
Figure 2. Consultation aspect

Empirically, the implementation of the principal's leadership consulting function is in the category of very good (51.78%), good (42.04%), moderate (3.79%), and poor (2.39%).

b. Participatory

The participatory function of the principal's leadership plays an active role in supporting teachers in

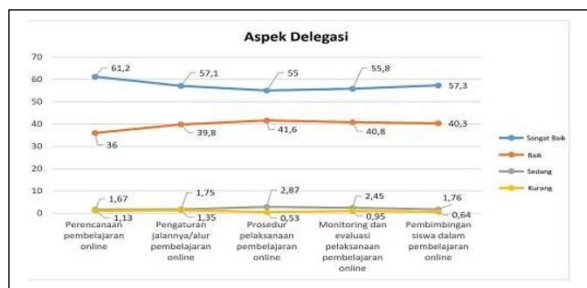
the preparation of guidelines, implementation, monitoring, evaluation, and mentoring of students in online learning. The results of the application of this function can be seen in Figure 3 as follows:



Empirically, the application of the participatory function of principal's leadership is in the category of very good (51.84%), good (42.66%), moderate (3.8%), and poor (1.7%).

c. Delegation

As a delegation function, the principal gives trust to teachers in planning, preparing guidelines, monitoring, evaluating, and guiding students in online learning. The results of implementing this function can be seen in Figure 4 below:



Empirically, the implementation of the principal's leadership delegation function was in the category of very good (57.28%), good (39.7%), moderate (2.1%), and poor (0.92%) categories.

d. Control

The principal's control function regulates, controls, and optimizes existing resources, as well as the participation of parents to make online learning effective. The results of implementing this function can be seen in figure 5 below:



Empirically, the implementation of the principal's leadership control function is in the category of very good (48.78%), good (44.86%), moderate (5.01%), and poor (1.35%).

The results of research on the leadership functions of high school principals in Jakarta which include aspects of instructional, consultation, participatory, delegation, and control, empirically are in the average category of very good (52.90%), good (42.02%), moderate (3.59%), and less (1.48%). These results show that in general the principal can optimally implement the leadership function in the management of online learning, which is indicated by the ability to direct, provide consultation/discussion rooms, participate, provide delegation, and control the resources they have for the effectiveness of online learning.

Discussion

High school principals during the COVID-19 pandemic are required to take strategic steps, especially in managing noline learning in education units. The principal's strategic choice is to carry out the leadership function effectively to organize and mobilize existing resources so that the implementation of online learning can run effectively and efficiently.

The success of managing online learning in a school during the COVID-19 pandemic is closely related to the leadership of the principal in implementing School-Based Management. [6]states that effective principal leadership in SBM/MBM can be seen based on the following criteria: (1) being able to empower teachers to carry out the learning process well, smoothly, and productively; (2) can complete tasks and work in accordance with the time set; (3) able to establish a harmonious relationship with the community so that they can actively involve them in the context of realizing the goals of school and education; (4) successfully apply leadership principles that are appropriate to the maturity level of teachers and other staff in the school; (5) work with the management team; and (6) Successfully

realizing school goals productively in accordance with the provisions that have been set.

Implementing a leadership function in the management of online learning during the COVID-19 pandemic is also in order to maintain the quality of the process and student learning outcomes. (Sebastian, Camburn, & Spillane, 2018) through the quality improvement team are expected to maintain the quality of learning and school management.

An important aspect in implementing the principal's leadership function is effective communication. Effective communication is also very much needed between the principal and the quality improvement team to be elaborated in order to find new strategies in developing quality improvement plans[7]

Effective leadership, especially in the management of online learning during the COVID-19 pandemic, is basically the principal's commitment. (Sonhadji & Huda, 2015) mention that the principal's commitment will have an impact on the quality of schools that are maintained so that schools are more advanced and competitive with other schools.

The application of the leadership function in online learning is also a form of maintaining and continuous . (2014)improvement. Schools must always make improvements to the sustainability of school programs and analyze needs to support continuous improvement of school programsZazin Nur, *Kepemimpinan & Manajemen Konflik: Strategi Mengelola Konflik Dalam Inovasi Organisasi Dan Pendidikan Di Madrasah Atau Sekolah Yang Unggul*. (Yogyakarta: Absolute Media, 2010)

CONCLUSION AND RECOMMENDATION

The results of the perception research about the leadership of high school principals in DKI Jakarta which include aspects of instructional, consultation, participatory, delegation, and control, empirically are in the average category of very good (52.90%), good (42.02%), moderate (3.59%), and less (1.48%). These results indicate that principals can maximally implement the leadership function in managing online learning, which is indicated by the ability to direct, provide consultation/discussion rooms, participate, provide delegation, and control the resources they have for the effectiveness of online learning.

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