

39 JI-Evaluation of Implementation Principal Leadership Management During the Covid-19 Pandemic

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Evaluation of Implementation Principal Leadership Management During the Covid-19 Pandemic

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Abstract

This research is aimed to investigate and evaluate the implementation of principal leadership management during the pandemic of Covid-19. The Covid-19 outbreak in various countries has changed the traditional face-to-face learning pattern to online learning. Changes in face-to-face learning patterns to online learning must be followed by changes in work patterns for the principal as a manager. The question is, has the principal implemented leadership management following the standards required to carry out online learning during the COVID-19 pandemic? This evaluation study uses a discrepancy model (gaps), which determines the differences in the implementation of principal leadership management with the standards in the work guidelines of principals during the COVID-19 pandemic. The evaluation results concluded that the principal's leadership management implementation was not following the standards, that had implications for the quality of online learning implementation and student learning outcomes. Further research regarding the effectiveness of principal leadership management still needs to be done to improve school management in online learning.

Keywords: evaluation, implementation, leadership management

1. Introduction

The COVID-19 pandemic that hit almost all countries including Indonesia has drastically changed the learning patterns from face-to-face learning or later popularly known as offline to distance learning by utilizing information technology media known as online learning (van Thao et al., 2021; Herman et al., 2023). Munthe et al (2021) defined that the COVID-19 outbreak in various countries has changed the pattern of traditional face-to-face learning to online education and will affect the quality of education (Chen et al., 2020). Changes in face-to-face learning patterns into online learning must be followed by changes in work patterns for principals, teachers, administrative officers and all stakeholders including ministries about education policies related to the learning process (Silalahi et al, 2022). All educational stakeholders in the academic and social dimensions must ensure students have access to the implementation of distance learning with online patterns. (Özer, 2020).

The headmaster as a leader must manage all available resources to prepare for changes in learning patterns conducted online during the current COVID-19 pandemic. A manager in the school that carries out the management function broadly, namely planning, implementation and evaluation (Usman, 2013), must manage all resources so that online learning can be carried out properly and following with the objectives. The principal's leadership is a very essential

factor in implementation of educational policies and operations at the school (Uhbiyati, 2021). It is very important to build an educational atmosphere in the school as the headmaster and ensure that students continue to learn during the COVID-19 emergency response (Elfrianto, Dahnia, & Tanjung, 2020).

Research that has been conducted related to the managerial leadership of the principal among others concluded that the headmaster's managerial program is very important to manage all school residents and stakeholders (Virgo & Slameto, 2018), the quality of education during the COVID-19 pandemic can be carried out properly if the leadership of the principal takes appropriate and prudent policies (Nur Hazizah, 2020), the management system positively affects student learning outcomes (Kasim, Wayong, & Maulana, 2019), leadership factors are indispensable in improving the quality of education (Ekosiswoyo, 2016), the principal plays a very important role as a leader to build an educational atmosphere and ensure students get quality learning (Khairuddin, 2020). Whether the implementation of the principal's managerial leadership during the COVID-19 pandemic meets the standards.

The researchers evaluate the implementation of the principal's leadership management during the COVID-19 pandemic to find out if it is following the standards of work guidelines issued by the School Principal Development and Empowerment Institute (LPPKS) of the Ministry of Education and Culture or has not been up to standard to ensure the implementation of quality education during the COVID-19 pandemic.

2. Method

This research is an evaluation study using the discrepancy (gap) model developed by Malcolm Provus. Provus defines evaluation as the process of (1) determining the standard of the program; (2) determine the difference between performance and standards; (3) use noncompany as material to change program performance or standards (Fitzpatrick, Sanders, & Worthen, 2011).

Respondents were high school principals and teachers in Ketapang Regency. Data collection techniques using questionnaires (Herman et al, 2022). The data obtained was then analyzed and compared with the evaluation standards referenced from the principal's work guide during the COVID-19 pandemic from the School Principal Development and Empowerment Institute (LPPKS) of the Ministry of Education and Culture (LPPKS Kemendikbud, 2020). Furthermore, the assessment rubric is created in table 1.

Table 1. Assessment Rubric

No	criterion	information
1	Accomplished 100%	According to standard
2	Accomplished 80% - 99.9 %	Close to standard
3	Accomplished < 80%	Far from standard

3. Research Findings and Discussion

The implementation of the leadership management high school principals during the COVID-19 pandemic in Ketapang District includes planning, implementation and evaluation. The planning carried out by the principal can be seen in table 2.

Based on table 2, it can be concluded that the principal has not fully planned according to the working guidelines to prepare online learning during COVID-19 following the standards. The headmaster's planning was not up to standard (93.30%). Planning that is not implemented according to standards can potentially make problems in the implementation and achievement of goals. Planning is very important in management for the implementation of the program. (Hanum, 2020; Mubin, 2020).

To implement online learning during THE COVID-19, the principal must make plans to ensure all available resources to support the learning process during the COVID-19 pandemic. Therefore, the headmaster needs to coordinate and communicate with all stakeholders. Professional principals during the COVID-19 pandemic, one of which is characteristic is to have communication skills with all school residents and stakeholders to implementation of learning (Stone-Johnson & Weiner, 2020). Based on the study results, 100% of principals before the implementation of online learning coordinated with education authorities, school committees, teachers and staff. This is in accordance with the teacher's overall answer (100%) said the same thing, but the coordination has not been fully followed up with a circular delivered by the school (83.30%). Communication alignment and decision-making style are very important in the leadership strategy (Ahmadi & Romadlon, 2020). Community leadership during the

pandemic will be more important because schools need all the help they can get from all stakeholders (Harris, 2020). The principal has all assigned to teachers to the implement of online learning during the pandemic (100%) and give teachers to prepare online teaching materials (100%).

Table 2. Planning Implementation

No.	Standards Based on Work Guidelines	Frequency (%)		
		principal	teacher	average
1	Coordinate with schools, committees, teachers and school staff	100	100	100
2	Update information submitted to <i>stakeholders</i>	100	100	100
3	Assigning teachers assignments for online learning	100	78,30	89,15
4	Make circulars to parents, committees and stakeholders	83,30	95,70	89,15
5	Record teacher skills in online learning media mastery	83,30	91,30	87,30
6	Designing learning barrier solutions	91,70	95,70	93,70
7	Record teacher and student facility ownership	83,30	87,00	85,15
8	Revising RKAS	91,70	100	95,85
9	Assign teachers to create online learning plans	83,30	95,70	89,50
10	Assigning teachers to socialize to parents	83,30	95,70	89,50
11	Assigning teachers to create online learning teaching materials	100	100	100
	Average	91,66	94,95	93,30

The competence of teachers in carrying out online learning should be the main concern and must be ensured that teachers must all master online learning media. Therefore, the principal must record the ability of teachers to master online learning media. In this case, not all principals recorded the teachers' ability (83.30%), there are still principals who do not care about this (16.70%) not perform teacher data collection. Ideally, after the data collection, the principle devised a solution to overcome the problem of the teacher's ability, for example, by training or mentoring colleagues. The principal must be good at evaluating the strength of teachers to achieve success in the organization and needing to be a good communicator, smart and skilled in managing cooperation and, planning to move the school to the goal (Ngang, Mohamed, & Kanokorn, 2015).

Similarly, the headmaster should record the ownership of media facilities owned by teachers and students and address the problem by revising the school budget and activity plans (RKAS) to assist teachers and students to address the problem of facilities, but in reality, this has not been done completely by the principal (95.85%). Principals did not entirely assign teachers to make online learning plans (89.50%) and assign teachers to parent's socialization (89.50%). In general, the principal implemented online learning planning as a manager but not entirely in accordance with the standards set. ⁸

The second management function is the Implementation of online learning. In the implementation of the principal conducts activities as seen in table 3. ⁶

In the implementation of online learning during the COVID-19 pandemic, the principal performs a management function to ensure that online learning is carried out following the objectives. The implementation of the management function of the principal as a whole is not in accordance with the standards set (90%). The remaining 10% there is a management function that the principal does not implemented. In the implementation of learning, the principal provide guidance to the teacher to convey an explanation to students and parents (91.65%), there are still principals who do not give direction to teachers in the implementation of online learning, but all principals only assign teachers to carry out online learning evaluations (100%) and set teachers to provide feedback to students (100%). During the COVID-19 pandemic, teachers who teach must maintain their professionalism by improving the quality of skills and knowledge, especially in science and technology, with teacher mastery of technology, then directly can run a good learning process (Hasanah, 2020). Digital transformation in education should be a major concern to consider how to empower students, teachers, schools and educational teachers to act as leaders of digital transformation education (Ivari, Sharma, & Ventä-Olkkonen, 2020). The better transactional leadership, the greater the potential of individual innovation of teachers (Supriadi et al., 2020).

Table 3. Implementation of Online learning

No.	Standards Based on Work Guidelines	Frequency (%)		
		principal	teacher	average
1	Instruct teachers to provide explanations to students and parents	83,00	100	91,65
2	Assigning teachers to conduct online learning evaluations	100	100	100
3	Encourage teachers to provide feedback to students	100	100	100
4	Conduct regular coordination with teachers and relevant staff	66,70	87,00	76,85
5	Carrying out regular coordination with MKKS	91,70	91,30	83,15
6	Involve relevant parties (school supervisors, school committees, religious leaders, and community leaders) in order to build trust	75,00	91,30	83,15
7	Monitor the health of teachers/students and all staff	75,00	100	95,85
8	Provide positive developmental information on COVID-19 and healthy living tips	91,70	100	95,85
	Average	85,43	94,58	90,00

In the implementation of the principal less intensively carrying out coordination with teachers and staff (76.85%), not intensively coordinating with School Principal Work Meeting (MKKS) (83.15) as well as coordination with stakeholders (83.15%). The headmaster plays a vital role in building an educational atmosphere and ensuring students continue to get meaningful learning. Therefore, appropriate measures are needed and good coordination with all parties as a form of a rapid response from the school so that the learning and teaching process in the midst of the COVID-19 outbreak continues to run smoothly (Khairuddin, 2020).

During the COVID-19 pandemic, the health of school residents and students should be the principal's main concern. Therefore, the headmaster should monitor the health of teachers/students and all staff and provide positive developmental information about the COVID-19 pandemic and tips for healthy living to teachers, parents, and students. However, there are still principals who do not implement this. Concerning efforts to prevent the spread of the COVID-19 outbreak for external parties or residents, the principal must provide facilities and infrastructure while providing education related to the COVID-19 prevention health protocol (Djumiko, Fauzan, & Jailani, 2020). The deep relationship the principal has with his community emphasizes the things that matter: community, relationships, health and safety (Stone-Johnson & Weiner, 2020).

Table 4. Evaluation Implementation

No.	Standards Based on Work Guidelines	Frequency (%)		
		principal	teacher	average
1	Provide feedback to teachers regarding online learning tasks that teachers have done	83,30	78,40	80,80
2	Conducting online mentoring for teachers who have not performed their duties properly	83,30	91,30	87,30
3	Supervise/monitor online learning to monitor the implementation of online learning process	66,70	95,70	81,20
4	Identify problems found after online learning	100	100	100
5	Report the results of online learning activities to the Education office and parents of students	75,00	95,70	85,35
	Average	81,66	92,20	86,93

The evaluation management function performed by the principal as a whole is also not up to standard. The headmaster should have given feedback to the teacher regarding the online learning tasks the teacher had undertaken but this was not carried out by the principal as a whole (80.80%). Technical problems in online learning platforms are the main factors affecting the user experience causing student dissatisfaction and significantly reducing the efficiency and quality of online learning teaching (Chen et al., 2020). Mentoring is only done by 80.50% of principals. Improving teacher performance during the COVID-19 pandemic with *e-learning* training programs for teachers, online educational seminars, teacher workshops that keep attention to health protocols, rewarding

outstanding teachers, giving additional credit money to teachers to carry out online learning, as well as lending an inventory of information technology devices in the form of laptops to teachers for the learning process and inviting supervisors to evaluate teacher performance improvement programs during the COVID-19 pandemic should be conducted by the principal (Ridwan, 2020).

Online learning supervision to monitor the implementation of the learning process was only conducted by 81.20% of principals but identified obstacles or problems found after online learning had been conducted by the principal (100%). This is related to the competence of the principal, the principal is recommended to always strive to improve his ability in carrying out his role as manager and supervisor, both through workshops and other activities (Darwina, Ibrahim, & Tahir, 2019). The principal serves as a technology leader, supporting and encouraging the development of ICT professionals among educators. Technology leadership is needed by principals to transform technology-based education (Wong & Daud, 2017). Not all principals reported the results of online learning activities to the department and parents of students (85.35%).

Based on the data above, the results of the evaluation of the implementation of the leadership management of high school principals during the COVID-19 pandemic in Ketapang District can be seen in table 5.

Table 5. Evaluation Results

No	indicator	Implementation (%)		average	evaluation
		principal	teacher		
1	Planning Functions	91,66	94,95	93,30	Approaching Standards
2	On line Learning Implementation Function	85,43	94,58	90,00	Approaching Standards
3	Evaluation Function	81,66	92,20	86,93	Approaching Standards
	Sum	86,25	93,91	90,08	Approaching Standards

Based on the analysis of the data above, it can be concluded that the planning, implementation and evaluation functions carried out by the principal have not been accomplished to standard. This will affect school performance management to have readiness for online learning during the COVID-19 pandemic. Performance management requires the stages that must be done by the organization, namely planning, coaching and performance evaluation (Baharun, 2016). Good school leaders should improve and develop appropriate key competencies (Bitterová, Hašková, & PISOŇOVÁ, 2014), the quality of the principal as a manager has a significant effect on the quality of learning (Bush, 2007), principals play an important role as leaders in building an educational atmosphere and ensuring that students continue to get meaningful learning, through distance learning to their students while still using active learning. (Elfrianto et al., 2020). Furthermore, the case of the COVID-19 pandemic should be used as a catalyst to prepare for the revolution of learning into online learning by considering its effectiveness (Kaden, 2020; Karalis, 2020). During the pandemic crisis, management is needed so that schools can be better prepared in facing crises and reduce their impact so that the learning process and managerial activities can still run productively (Murfi, Fathurrochman, Atika, & Jannana, 2020). The principal managerial program is needed by the school to manage itself. The teacher and all the principal's community and managerial programs are carried out based on management functions namely: planning, organizing, supervision, and assessment (Virgo & Slameto, 2018).

4. Conclusion

The implementation of the leadership management of high school principals during the COVID-19 pandemic in Ketapang District approaching standards set by the ministry of education and culture so that the potentially effective implementation of online learning during the COVID-19 pandemic and will affect student learning outcomes. The principal has not performed the planning, executing, and evaluating tasks to the required standards. This will have an impact on how well-prepared school performance management is for online learning during the COVID-19 pandemic. The stages of performance management that the organization must complete are planning, coaching, and performance evaluation. The quality of the principal as a manager has a significant impact on the quality of learning, and principals play a crucial role as leaders in creating an educational environment and ensuring that students continue to receive meaningful learning through distance learning to their students while still using active learning. Good school leaders should develop the necessary key competencies. The COVID-19 pandemic case should also serve as a catalyst for preparing for the revolution in education toward online learning by taking its efficacy into account. Management is required during the pandemic crisis to help schools better prepare for crises and lessen their

effects so that the learning process and managerial tasks can continue to be completed successfully. The school needs the principal managerial program to run itself. Planning, organizing, supervising, and evaluating are the management functions that are used to carry out all of the principal's and teacher's community and managerial programs.

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