Principal's Leadership During the Pandemic (New Normal) In Improving the Quality of Education in State Junior High Schools (SMP) 6 Sawahlunto

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Abstract – **The purpose of this study was to determine the leadership of the principal in improving the quality of education, the quality of education that has been achieved at SMP Negeri 6 Sawahlunto City both in the academic and non-academic fields as well as the obstacles faced in improving the quality of education and the supporting and inhibiting factors in achieving the quality of education at SMP Negeri 6 Sawahlunto City during the covid-19 pandemic. The method used in this research is descriptive qualitative research using data collection instruments in the form of interviews, observation methods and documentation methods. Based on data on the performance assessment of the principal of SMPN 6 Sawahlunto during the covid-19 period, which was carried out by school supervisors, teachers and staff, students and parents/committee it can be seen that the principal of SMPN 6 Sawahlunto already has a good performance with a score of 86.38. It's just that there is a need for improvement in the development and management of students who only got a score of 58.33 (low predicate) in the school management component. While the components of the learning process need to be improved on the components of literacy and writing culture which only get a score of 50.00 (low predicate).**

Keywords – **Principal Leadership, Schools During the Covid-19 Pandemic**

I. INTRODUCTION

Indonesia is currently entering the New Normal or a new life in which the government provides directives for people to wear masks, wash their hands frequently, keep their distance, and so on. In this New Normal period, people continue to carry out various activities as usual but still apply the health protocols that have been set by the government so that the spread of Covid can be overcome. (Fatimah,)

In order to stop the spread of the corona virus, one of the policies set is to limit social interaction. Then the way of teaching and learning changed from face-to-face or offline (outside the network) to online (in the network) all of a sudden, even without any preparation. Whether it's from the element of readiness of the government, schools, teachers, students, parents and infrastructure. And this is where the important role of the leadership of a school principal is.

However, currently the Ministry of Education and Culture has allowed face-to-face or offline learning (outside the network) for educational units with the main condition, namely that the district/city is in the green zone and is carried out very strictly with layered requirements and follows the applicable face-to-face learning guidelines. SMPN 6 Sawahlunyo is one of the schools that has been conducting online learning in Batang Hari Regency since February 2021.

Learning carried out during the New Normal period will of course be different from learning carried out as usual. Policies related to regulations and curriculum need to be prepared by the government. The government must also review the readiness of schools and teachers in carrying out the learning process that will be carried out. Schools must be ready with the infrastructure and management needed in the learning process. Likewise, teachers must increase competence in mastering various creative and innovative learning models, methods, and strategies. Student satisfaction and safety in participating in the learning process is a goal that must be achieved (Dwiyanto, 2020).

Towards the achievement of these goals, the principal is a leader in the education unit whose task is to carry out the management of the education unit. Therefore, the effectiveness of the principal's leadership in carrying out his duties and responsibilities is demanded. As mentioned by Mulyasa (2007), that the principal is responsible for micro education management, which is directly related to the learning process. Basically school management is the responsibility of school principals and teachers. However, the principal's ability to lead schools greatly influences good school management (Maharani, 2016).

II. PRINCIPAL LEADERSHIP DURING THE COVID-19 PANDEMIC

The principal is one of the keys to the success of advancing or not an educational unit being led. Those who have responsibility for the comfort and orderliness of the school environment and school residents. The principal must create a sense of security and comfort for teachers, students and parents. This includes the safety and comfort of the teaching and learning process during this COVID-19 pandemic. The principal plays a very important role as a leader in creating an educational environment and ensuring that students continue to have active and meaningful learning in today's new environment. However, if the right steps are taken and good coordination is carried out by the principal and all schools, the learning process in the midst of the COVID-19 pandemic will run smoothly.

Since the beginning of the pandemic, all efforts have been made to minimize the transmission of COVID-19 from person to person, such as the formation of government policies by closing schools, closing crowded places, working from home, wearing masks, washing hands regularly, maintaining distance, limiting the mobility of people to certain areas, the closure of local areas, to the creation of checkpoints and spraying of disinfectants have begun to bear fruit. Some areas have entered the green zone. The current condition is called the new normal, which is a condition of behavior change to continue carrying out normal activities accompanied by implementing health protocols to prevent the transmission of COVID-19 (Umah, 2020).

There are five principles of the new normal. The first is that there are zero COVID-19 positive patients in an area so that there will be no more transmission. Second, socialization and understanding of the new normal SOP by the community. Fourth, there is an emergency system. Fifth, the existence of alternative plans and actions in each field of community activity. The principal's leadership strategy in the teaching and learning process during the pandemic (Thulas, 2020):

1) Stages of the learning process

The first process, namely the learning process must be carried out in stages. The stages start from the matter of attendance to school. Beginning with the presence of educators and education staff. Next is the high school, junior high and elementary levels. After that, the lower grade elementary school level and PAUD level followed. The second is the phasing of study days. Starting from 2 days at school and 4 days studying at home online. Next from study hours and attendance. Starting from 2 hours, 3, 4 hours and normal. The third is phasing in terms of the number of students in one local. Can be started as local students, 2 thirds per local and full in one local. All stages require adequate facilities and infrastructure such as limited study space. Educators need to be creative in designing lesson schedules, designing study group cycles,

2) Minimizing the spread and prevention

First, cleaning the school thoroughly and followed by spraying disinfectant in all classrooms, toilets, mosques and rooms where students usually gather on a daily basis. Second, is the provision of a place for washing hands with soap provided in front of the local community. Students are asked to wash their hands frequently. Third, wearing masks and providing standard masks. Fourth, the strategy is so that the potential for spread does not spread widely, so if possible students are grouped based on where the students come from. This means, even if there are students who are infected and directly have the potential to spread, the area of the spread can be minimized and make tracking easier. Fifth, namely social distancing or keeping a distance. The scenario of coming to school itself needs to be arranged so that there is no accumulation, and arrangement of tables and chairs respecting social distancing. Sixth, maintaining air circulation in each study room so as not to accelerate the spread of the virus.

3) Develop SOPs for the learning process

Learning SOPs need to be prepared, whether it's studying at school or learning online or digitally. For online learning, you must master the use of the platform and the availability of networks and internet packages. Educators can create variations of online learning that can be interactive face-to-face (video conference), such as using the classroom application, whatsapp, and so on.

Learning in schools requires protocols that must be met as SOPs in schools. Broadly speaking, SOPs regulate:

a. SOPs for students. This is a rule that regulates how students arrive at school, such as what time, whether to be delivered, by public transportation, wearing masks, hand sanitizer, and what to bring from home. When they arrive at school, students are required to wash their hands and go directly to the study room, what to do, what can and cannot be done while at school, student activities during recess, and how technical students come home from school. It is also necessary to manage wearing uniforms for single use and then washing them with soap.

b. SOP for teachers or educators. This is a rule that regulates what must be prepared from home, wearing a mask or face shield, what roles must be done when arriving at school, what are the rules in the teaching and learning process, and so on.

c. SOPs for the teacher's room and administration room must also be made.

d. SOPs for checking the health of students as well as educators and education staff, SOPs for school hygiene, SOPs for the supervisory team, so it is necessary to make an inspection of teachers and students who have just come to school. In the event of an emergency, schools must also prepare PPE before the health workers arrive.

4) Division of work

The increasing number of school work, it is necessary to arrange a division of labor from time to time so that the guarantee of student safety at school can be realized. Every educator and education staff needs to work together to ensure that all activities in schools refer to health.

5) Gathering input and outreach

In order for school policies in making SOPs to be more applicable and acceptable to various parties, especially parents and guardians of students, it is necessary to ask for input from various parties so that in implementing SOPs problems can be anticipated. Furthermore, the SOPs that have been prepared need to be socialized to parents and guardians of students, educators

and education staff, as well as other parties related to the teaching and learning process and student activities while at school and on the way to and from school.

6) Financing

In order for the implementation of teaching and learning in schools to be maximized, there needs to be assistance from the central and regional governments for the new normal program. This financing need includes the provision of materials, equipment and facilities. In terms of materials, in the form of providing soap or hand sanitizer as well as disinfectants, vitamin and protein supplements, such as giving boiled eggs. Meanwhile, the equipment that needs to be provided is a temperature gauge, face shield helmets, gallons of hand washing, disinfectant spray tanks, standard masks, and complete PPE to deal with emergency conditions.

7) Monitoring and evaluation

The development of the teaching and learning process in the new normal needs to be monitored from time to time to ensure the extent of the implementation of SOPs and the awareness of various parties in carrying out SOPs. These findings need to be periodically evaluated. The results of this monitoring and evaluation must be integrated with the relevant agencies. The application of the transitional period or new normal is an experiment "free to do activities with the covid-19 protocol and not be infected with the virus". The hypothesis is that activities with the covid protocol are concluded not to be infected with COVID-19. If the hypothesis is not proven with significant transmission, then return to the Large-Scale Social Restrictions (PSBB).

III. Relevant research

Research conducted by "Murfi, et al" in 2020 in a journal entitled "School Leadership in a Covid- Crisis Situation in Indonesia". This journal discusses how the principal's leadership in carrying out crisis management during the covid-19 pandemic by going through the stages before the crisis, during the crisis, and after the crisis. Crisis management is needed so that schools can be better prepared to face crises and reduce their impact so that the learning process and managerial activities can continue to run productively. And research conducted by "Siti Fatimah" in 2020 in a journal entitled "Learning in the New Normal Era". This journal explains the impact of the Covid-19 virus on the world of education. The existence of government policies to carry out the learning process,

IV. Research Methods

A. Research Approach and Design

This approach is in the form of a qualitative descriptive which is seen from the point of view of education by examining the perception of Principal Leadership during the Covid-19 Pandemic Period at SMPN 6 Sawahlunto, West Sumatra.

The type of approach used by the researcher is a qualitative approach. Qualitative research is a research approach that reveals certain social situations by describing reality correctly, shaped by words based on data collection techniques, analysis of relevant data obtained from natural situations (Djam'an, 2017).

Thus, qualitative research is not only an attempt to describe the data but the description is the result of collecting valid data that requires qualitative, namely in-depth interviews, participatory observations, document studies, and by conducting triangulation designed to obtain information about how "Leadership of Principals in a Pandemic Period Covid-19 at SMPN 6 Sawahlunto".

B. Setting and Research Subject

Research Settings. The place of this research will be carried out at SMPN 6 Sawahlunto which is in Sawahlunto City, West Sumatra Province. The reason behind the author choosing SMPN 6 Sawahlunto is the first, because the issue of the covid pandemic is something new in the world and has a big impact on the world of education. Second, the Principal / Madrasah who is a Master of Management graduate, which raises the author's curiosity about how the leadership applied by the principal of SMPN 6 Sawahlunto to face the COVID-19 pandemic crisis. Third, the Principal of SMPN 6 Sawahlunto has had very good achievements while being led by this Principal, including, Realizing a provincial-level Adiwiyata school, child-friendly school, Model School, Healthy School,

Research subjects are people who will provide information and data needed by researchers. Those who provide information in this research are school supervisors, principals, teachers and staff, and students of SMPN 6 Sawahlunto. In this study, the authors used data on the School Principal Performance Assessment Instrument during the Pandemic Period (New Normal).

C. Data Types and Sources

The primary data here are the principal, teachers, staff, and students. Especially regarding the perception of the principal's leadership during the COVID-19 pandemic at SMPN 6 Sawahlunto. The secondary data obtained by researchers through observations or observations, and through documentation from SMPN 6 Sawahlunto. The data includes historical, profile, geographical, organizational structure, condition and facilities and infrastructure of madrasah. with data, namely the subject from which the data can be obtained. The sources of data in this study can be from several people who will be asked for information through interviews regarding the perception of the leadership of the principal during the COVID-19 pandemic at SMPN 6 Sawahlunto Hari which includes: a. School Supervisor, b. Principal, c. Teacher, d. Staff, e. Students, f. Events and events.

D. Data collection technique

To collect research data, the authors use data collection techniques in the form of observation, interviews, and documentation.

E. Data analysis technique

Activities in qualitative analysis are carried out interactively and take place continuously, so that the data is saturated. Activities in data analysis are data reduction (data reduction), display (data presentation), and conclusion drawing/verification (drawing conclusions) (Sugiono, 2017). In practice, the researcher checked the data that came from interviews with school supervisors, principals, teachers, students, parents of students at SMPN 6 Sawahlunto. Test the validity of the data in this study are as follows:

Credibility Test

a. Increased persistence

b. Triangulation

c. Using reference materials

V. RESULTS AND DISCUSSION

The following is data obtained from the Assessment Report on the Performance of School Principals during the COVID-19 pandemic at SMPN 6 Sawahlunto

A. Assessment By School Supervisor

Table 1. Recapitulation of Assessment of Principal Performance Achievements
During the Covid-19 Pandemic - At New Normal

School name	:	SMP Negeri 6 Sawahlunto
Address	:	Silungkang
Principal's Name	:	Ramayenti, SS, MM
NIP.	:	19700928 200701 2 005
Observer / Assessor	:	Dra. ADESTIK MERI, M.Pd.
NIP.	:	19671204 200312 2 002
Rating Period	:	01 Jan 2021 to 31 Dec 2021

Final score
83.01

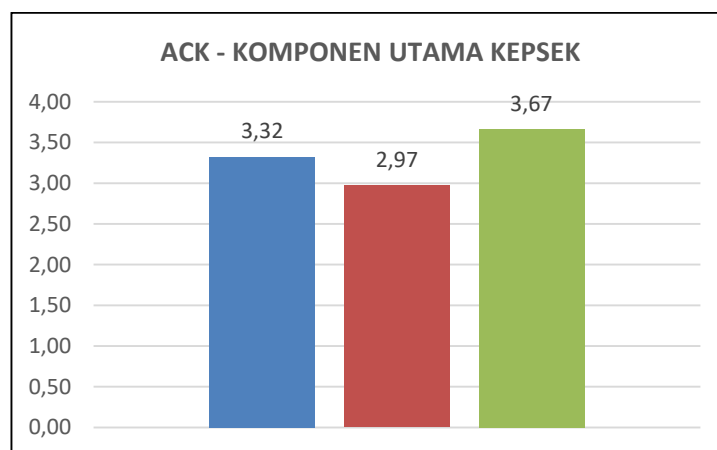| NO	COMPONENT	VALUES AND SCORE 100	SCALE SCORE 0.00-4.00
1.1	**SCHOOL MANAGEMENT**	**83.08**	**3.32**
1.2	**LEARNING PROCESS**	**74.29**	**2.97**
1.3	**SCHOOL ECOSYSTEM**	**91.67**	**3.67**
	MANAGERIAL COMPONENT AVERAGE VALUE - ENTREPRENEURSHIP - SUPERVISION	**83.01**	

Figure 1. ACK-Main Component Principal

A. School Management

Based on table 1, it can be seen that the Principal's Assessment in terms of High School Management with a score of 83.08. The conclusion of the results of observations, document reviews and interviews (Questionnaire, Gform, LMS) can be seen in table 2 below:

Table.2 Assessment of Principal Performance Achievements on the School Management Component

No	School Management Component	VALUE (100)
1.	Achievement of the School's Vision, Mission and Goals	95.00
2.	Academic Supervision Competence	91.67
3.	Creative, Innovative, Participatory, Collaborative, Transformative and Effective Leadership	75.00
4.	Building Communication And Interaction With School Residents, Parents And The Community	100.00
5.	Clean, Beautiful, Safe and Orderly Culture	100.00
6.	Involving the Community in the Implementation of Programs and Activities	75.00
7.	Managing Curriculum Development Systematically Creative And Innovative	75.00
8.	Effective and Efficient and Accountable Management of Teachers and Educators	85.00
9.	Management of Facilities and Infrastructure	83.33
10.	Transparent Accountable Revenue and Expenditure Budget Management According to Planning	91.67

11.	Student Development and Management	58.33
12.	Counseling Guidance Service	75.00
13.	Carrying out Internal Quality Assurance Periodically	75.00
	Total Score	**83.08**

B. Learning process

Based on table 1, it can be seen that the Principal's Assessment in terms of Middle School Management with a score of 74.29. The conclusion of the results of observations, document reviews and interviews (Questionnaire, Gform, LMS) can be seen in table 3 below:

Table.3 Assessment of Principal Performance Achievements on the Components of the Learning Process

No	Learning Process Components	VALUE (100)
1.	Active And Effective Learning	70.00
2.	Assessment of learning processes and outcomes is used as a basis for improvement and is carried out systemically	87.50
3.	Enrichment And Or Remedial	75.00
4.	Demonstrate Active Participation In Learning	75.00
5.	Literacy Culture Reading And Writing	50.00
6.	Safe, Comfortable and Clean Learning Atmosphere and Makes It Easy for Students to Learn	75.00
7.	Utilizing Sarpras As Media And Learning Resources	87.50
	Total Score	**74.29**

C. School Ecosystem

Based on table 1, it can be seen that the Principal's Assessment in terms of the High School Ecosystem with a score of 91.67. The conclusion of the results of observations, document reviews and interviews (Questionnaire, Gform, LMS) can be seen in table 4 below:

Table.4 Assessment of Principal Performance Achievements on School Ecosystem Components

No	School Ecosystem Components	VALUE (100)
1.	School as a Fun Experience	100.00
2.	21st Century Skills in the Aspect of Collaboration (Cooperating)	87.50
3.	Collaborative, Competent and Professional School Management	100.00
	Total Score	**91.67**

The following are the results of the Principal's Performance Assessment of SMPN 6 Sawahlunto by teachers, students and parents of students

Table 5. Recapitulation of Assessment of Principal Performance Achievements

During the Covid-19 Pandemic - At New Normal

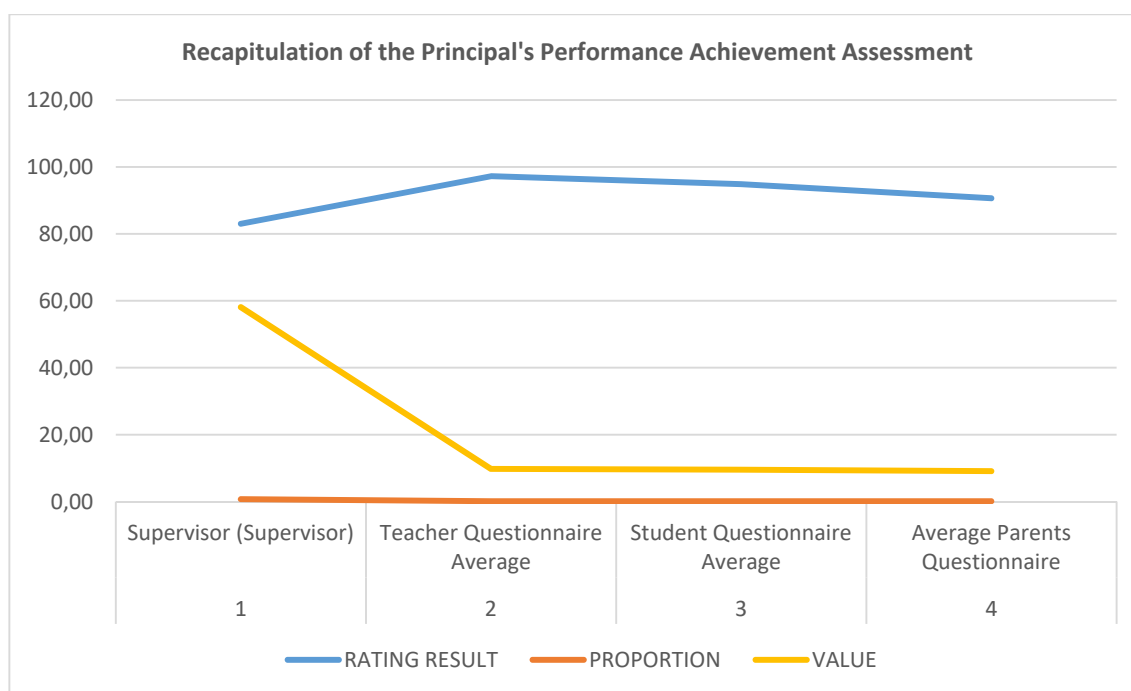| NO	EVALUATION	RATING RESULT	PROPORTION	VALUE
1	Supervisor (Supervisor)	83.01	70%	58.11
2	Teacher Questionnaire Average	97.22	10%	9.72
3	Student Questionnaire Average	94.84	10%	9.48
4	Average Parents Questionnaire	90.63	10%	9.06
	T total		100%	**86.38**

Figure 2. Recapitulation of the Principal's Performance Achievement Assessment

Based on Table 5, it can be seen that the recapitulation of the principal's performance assessment during the COVID-19 pandemic at SMPN 6 Sawahlunto by colleagues/teachers is very good with a score of 97.22. The conclusion of the results of observations, document reviews and interviews (Questionnaire, Gform, LMS) can be seen in table 6 below:

Table.6 Assessment of Principal Performance Achievements by Peers/Teachers

No	Peer/Teacher Questionnaire Components	VALUE (100)
1.	Principal's Daily Behavior	100.00
2.	Principal's Relationship With Colleagues	100.00
3.	Principal's Professional Behavior	91.66
	Total Score	**97.22**

Based on Table 5, it can be seen that the recapitulation of the school principal's performance assessment during the COVID-19 pandemic at SMPN 6 Sawahluto by students was very good with a score of 94.84. The conclusion of the results of observations, document reviews and interviews (Questionnaire, Gform, LMS) can be seen in table 7 below:

Table.7 Assessment of Principal Performance Achievements by Students

No	Student Questionnaire Components	VALUE (100)
1.	Material Mastery	100.00
2.	Proficiency in teaching	95.00
3.	Principal's daily behavior	94.44
4.	Social relations with students	88,10
	Total Score	**94.84**

Based on Table 5, it can also be seen that the recapitulation of the principal's performance assessment during the COVID-19 pandemic at SMPN 6 Sawahlunto by the Student's Parents is very good with a score of 90.63. in table 8 below:

Table.8 Assessment of Principal Performance Achievements by Parents

No	Components of the Student Parent Questionnaire	VALUE (100)
1.	Communication	100.00
2.	Trust in providing education	81.26
	Total Score	**90.63**

VI. CONCLUSION

Leadership or leading activities are efforts made by someone with all their abilities to influence, encourage, guide, direct, and move others so that they want to work with enthusiasm and trust in order to achieve common goals. In relation to the educational mission, leadership can be defined as the principal's efforts to influence, encourage, guide, direct, and move school staff so that they can work effectively in order to achieve the educational and teaching goals that have been set (Burhanuddin, 1994).

The principal has the highest position, namely as a leader (leader) who oversees and protects all human resources in the school. In this role, the principal is responsible for the implementation of the entire educational process in schools carried out by all elements of the school community (Purwanti, 2013).

Based on data on the performance assessment of the principal of SMPN 6 Sawahlunto during the covid-19 period conducted by school supervisors, teachers and staff, students and parents of students/committees, it can be seen that the principal of SMPN 6 Sawahlunto already has a good performance with a score of 86.38. It's just that there is a need for improvement in the development and management of students who only got a score of 58.33 (low predicate) in the school management component. While the components of the learning process need to be improved on the components of literacy and writing culture which only get a score of 50.00 (low predicate).

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