

The Role of the Principal in Improving the Quality of Learning Post Covid-19

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Abstract

Covid-19 has significantly influenced various sectors of life, one of which is education, where education, especially school institutions, must implement new adaptations to continue to break the chain of the spread of COVID-19. When Covid-19 occurred, where learning was carried out online, it was known that student learning outcomes had decreased. Thus the quality of learning decreased. So that when post-covid-19, the principal as a school leader must optimize his role to improve the quality of learning. This encourages researchers to research the role of school principals in improving the quality of post-covid-19 learning. The purpose of this study was to determine the form of the role played by the principal and also to determine whether or not there was an influence of the principal in improving the quality of learning. The method used is descriptive quantitative with data collection techniques through interviews, observation, documentation and distribution of questionnaires. The number of respondents is 50 out of 10 schools. After the data is received, it will be analyzed in depth. The results of the study show that the principal's role is; planning, organizing or grouping, implementing, supervising, evaluating and following up as well as analyzing the supporting factors and inhibiting the learning process effectively and efficiently turned out to have a positive and significant influence as seen from student learning outcomes from 65 to 85.

Keywords: Principal, Quality of learning, Post Covid-19.

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Introduction

Covid-19 started to spread at the end of 2019, starting from Wuhan, China which then gradually reached Indonesia. The Covid-19 virus causes disturbances in the respiratory tract (Putri Ayu Ajeng Lutfiyah and Amrozi Khamidi, 2022). Disorders of the respiratory tract have a very risky impact, as evidenced by the large number of victims who have died due to exposure to the Covid-19 virus.

In addition to its very risky impact on the body, its spread is quite fast and easy, namely through droplets from interactions between patients who have the virus and healthy people. Therefore, the government is trying to break the chain of transmission of the Covid-19 virus through various policies that have been prepared, including: implementing social distancing, wearing masks, washing hands, learning is carried out remotely or not face to face, implementing PSBB (Large Scale Social Restrictions). These various policies are expected to be able to stop the rate of Covid-19, which continues to soar.

The arrival of the Covid-19 pandemic has impacted various sectors, including education. During the Covid-19 pandemic, learning was carried out from home. Then when Covid-19 started in 2021, face-to-face learning will begin even though it is still limited by the various rules that apply. The Covid-19 pandemic requires people to be willing to adapt to new habits (Nur Khairiyah Marah et al., 2020) so that they can continue to work together to advance various sectors, including education, which is currently entering the post-covid-19 era.

Learning after covid-19, or post covid 19, certainly affects the course of learning because they have to adapt to a new atmosphere or the new normal (Muhyiddin, 2020) where students who initially studied from home returned to school in new ways and habits as well as teachers and principals who had to adapt to the new environment and conditions as well as to continue to provide the best learning to all students because every student is a citizen who has the right get an education (Hendrikus Nai & Wiwik Wijayanti, 2018).

However, based on the results of observations at several elementary schools in city X shows that there is a decrease in the quality of learning during Covid-19 because learning is carried out in a network or online where students and teachers, as well as parents, are required to be creative and willing to learn (Faisal Faliyandra et al., 2021). However, the condition of the students and the environment, which is not supported and has an impact on learning, does not give meaning (Nilam Puspa Sa'diyah and Brilliant Rosy, 2021). So that learning has yet to produce maximum results.

Learning outcomes that were not optimal were carried over during the new normal era, where many students felt bored studying because they were used to the gadgets they held. Therefore, schools as

educational institutions must be able to provide innovation so that the quality of learning increases.

The success of learning can be seen from the quality of student learning outcomes (Gunawan et al., 2018), which are obtained from quality learning. Quality learning requires several educational components, such as teachers and school principals (Nur Illahi, 2020). The teacher is the facilitator and driving force of the course of learning (Zulfikah Nur, 2022). Unfortunately, the teacher's movement and performance are also influenced by the leadership style of the school principal (Minish et al., 2019) as the manager and leader of education. Principals have a role in determining various policies (Inge Kadarsih et al., 2020) and carrying out their duties and functions to improve the quality of learning by optimizing teacher performance implemented in learning.

The results of observations on school principals in several SD Kota X revealed that several principals carried out various policies to improve the quality of learning after the occurrence of Covid-19 to improve learning during the Covid-19 pandemic so that students could return to learning optimally and optimally. Although they still carry out limited face-to-face learning towards face-to-face learning as a whole with different and applicable learning styles (Ridhatullah Assya'bani & Muhammad Majdi, 2022).

If the school principal does not reform policies, his role will be reduced, and the impact will be a decline in the quality of learning. Therefore, school principals have an important role in improving the quality of learning, especially post-covid-19, through teachers' performance with various policies.

Based on the explanation above, the researcher wants to learn more about "The Role of the Principal in Improving the Quality of Learning Postal Covid-19". The purpose of this study is to find out more about the role of school principals through various policies provided to improve the quality of post-covid 19 learning as well as to find out whether or not the influence of school principals has on improving the quality of learning, especially at the elementary level. Considering that SD is an elementary school that will provide a foundation of knowledge, education, discipline, self-development, and so on for students to form a generation with character. Researchers hope this study's results provide benefits and a reference source for leaders, especially in educational institutions.

Research Methods

This research uses a descriptive quantitative research type, meaning that this research will explain the results of the research with a variety

of sentences that are easy to understand. Data collection techniques through observation or observations, documentation, interviews and distribution of questionnaires to the principal, several teachers and students. The number of schools used as respondents was 10 with elementary school education in city X. With this, it is known that the respondents included 10 principals, 20 teachers and 20 students. The research results will be processed and analyzed in depth through a Likert scale to obtain the results and conclusions.

Results and Discussion

School principals have an important role in improving the quality of Covid-19. This is because the principal is a leader who has the power to create various policies through his duties and functions so that teachers are challenged to continue to provide quality learning. With quality learning, it is expected to be able to improve the quality of student learning outcomes.

There are several roles for school principals that were carried out after the Covid-19 pandemic, including planning, organizing or grouping, implementing, supervising, evaluating and following up as well as analyzing the presence of supporting and inhibiting factors for effective and efficient learning. Some of these roles will be presented in more detail in the discussion below.

First, planning. Each leader plans to develop the quality of the educational institution he manages. Planning is an important thing that must be thought through carefully to minimize the risk of failure of the program that has been prepared, especially if the program requires funds.

The results of an interview with TY, one of the school principals, stated that planning is important for every school principal. Without a plan, the course of school policy becomes undirected. The observation results show that not a few principals carry out planning through meeting agendas with the teacher council and even involve parents or guardians of students and school committees as one of the teachers mentioned that at the beginning of each semester, his school always held a plenary meeting with the student's parents and a committee to compile or deliver various programs from the school principal. The same thing follows VJ's words: he, as the school's principal, is always disciplined in holding meetings. The results of the questionnaire below also corroborate the data:

Table 1. School principals are disciplined in carrying out planning and programming

No	Criteria	Number of Respondents	Percentage
1	Strongly agree	25	50%
2	agree	10	20%
3	Disagree	10	20%
4	Strongly agree	5	10%
Total		50	100%

The data above shows that 70% of school principals always carry out planning and program preparation with all school stakeholders. However, another 30% did not carry out the planning transparently to the school community due to insufficient time or other reasons. As stated by VN as the school principal, he admits that he rarely holds planning meetings because time is limited and he is preoccupied with other programs.

Nevertheless, the principal should make a plan together with all components of education to align the vision and mission so that the educational goals or programs that are prepared are more effective and efficient. According to the results of research conducted by Deradjat M Sasoko, planning has an important role in achieving a goal effectively and efficiently (Seradjat M Sasoko, 2022). Examples of planning formulations such as students will be held every morning to form or improve children's character values, every morning before starting learning, they required to read juz Amma, the literacy movement increased, the teacher must coming on time, learning in class must have the necessary teaching tools, the implementation of supervision will be carried out routinely, and so on.

Second organizing. Organizing is also known as a grouping. The programs compiled will then be divided into assignments to all stakeholders, especially the teacher council regarding learning. For example, teachers must have teaching modules for those who apply the independent curriculum or RPP for teachers who apply the 2013 curriculum. In addition, this organization makes it easier for school principals to evaluate each teacher's performance. However, more clearly, every teacher must have teaching tools so that learning is carried out optimally through the media, tools, or even the methods used.

The results of observations on learning carried out in one of the elementary schools found that before the principal carried out the preparation of the program, only a few teachers had teaching tools so that the learning carried out seemed arbitrary, undirected and boring so that students felt bored and learning became meaningless.

In addition, the principal can also implement rewards for teachers who excel in carrying out learning with the assessment in the hands of the principal so that they are more objective and competitive. Organizing is important, so the programs compiled can run smoothly according to the vision and mission. This follows the results of research conducted by Atang Budiman, which showed that organizing influences employees' performance at the Banjar city public works service (Atang Budiman, 2016), which means that organizing also affects teachers in educational institutions.

In addition, after the data was analyzed it was discovered that a number of school principals had been organizing with the following details:

Table 2 Principals who had carried out organizing

No	Criteria	Number of Respondents	Percentage
1	Strongly agree	10	20%
2	agree	10	20%
3	Disagree	20	40%
4	Strongly agree	10	20%
Total		50	100%

The data above shows that 40% of school principals have organized while the rest have yet to organize because meetings regarding the preparation of new programs have been held. Some are even planning programs for post-covid-19 learning. This is to the results of an interview with JK as the school's principal, which stated that the organization at his school had not been carried out, but the plans already existed. It is just that the organization has yet to be conveyed openly. Examples of organizing activities such as several teachers having responsibility for maintaining school assets so that if a teacher is using a projector or laptop, it will be known to minimize loss of goods. There is a teacher whose job is to maintain internet stability in every classroom considering that learning began to be internet-based, there is a teacher whose job is to control the religious activities of students, and so on besides the principal as the person in charge also controls all the activities that are arranged. This is intended so that all teachers have a sense of responsibility in carrying out every program in the school, and it has been mutually agreed upon.

Third, implementation. Implementation is important. Without implementation, the entire draft program will be meaningless. The observation results show that all schools have carried out learning in the style of the post-covid-19 era, which begins with limited face-to-face learning with a maximum number of students at 50%. Learning is carried out using a mix of online and offline methods. The independent

curriculum has been implemented in grades 1 and 4, and so on. In this aspect, the following research results are obtained:

Table 2. The school principal has implemented the program

No	Criteria	Number of Respondents	Percentage
1	Strongly agree	40	80%
2	agree	10	20%
3	Disagree	0	0%
4	Strongly agree	0	0%
Total		50	100%

The data above shows that 100% of schools have implemented learning for post-covid-19 as in government circulars regarding limited face-to-face learning, which gradually becomes classical learning as before. However, you still have to pay attention to health and prevention of covid-19.

With this, it is known that even though the principal has not carried out planning or even organizing. However, many schools have implemented post-covid-19 learning following the directions from the ministry of education and the local education office. This is because not a few principals believe that programming and organizing can run while implementing learning. Nevertheless, this is not optimal because some teachers need clarification about the decision that should be given instead of being left alone.

The program's implementation is adjusted according to the plan daily, weekly, monthly and even every semester. Such as morning assembly, which is held every morning, juz amma reading before class, daily tests, teaching tools preparation, supervision and evaluation are carried out, and monthly meetings regarding follow-up on programs that have been running or not. With this, it is expected that the program formulation is not just a formulation but applied in every activity.

Fourth supervision. Supervision is one of the principal's duties to monitor teacher performance in class in learning. Supervision is carried out by providing an assessment through an assessment plan that has been prepared and will then be filled out according to the teacher's performance witnessed by the principal directly. The principal has documented it as a basis for improving learning. With supervision, the principal will know the level of teacher performance in the classroom, how to teach, how to solve problems in class, etc. The results of research regarding supervision can be observed in the following table:

Table 4. The school principal routinely carries out supervision

No	Criteria	Number of Respondents	Percentage
1	Strongly agree	15	30%
2	agree	10	20%
3	Disagree	15	30%
4	Strongly agree	10	20%
Total		50	100%

The data above shows that 50% of school principals carry out supervision while the other 50% do not routinely carry out supervision, so learning in their schools is less than optimal. This is similar to the research results on the average student scores in supervised and unsupervised schools. The average value of supervised schools gets an average score of 85, while schools without supervision get an average score of 65. With this, supervision has an important influence on improving learning outcomes because teachers feel challenged and more responsible in learning. This is similar to the research conducted by Mardeus Arjino et al. that supervision influences teacher performance in Sintang Middle School (M Arjino et al., 2016) which can also be interpreted that supervision influences teacher performance in SD District X.

An example of supervision activities at SD Y is carried out every month. The principal has a schedule to supervise without the teacher being notified of his presence so that all teachers are prepared to be assessed every month. This method is considered effective for increasing learning because teachers who usually use conventional methods switch to digitalization which is interesting and fun.

Fifth evaluation. Evaluation is carried out based on the supervision and teacher performance results in the assessment document. Evaluation is carried out to improve poor performance and improve good performance. Each school principal has a different way of providing evaluations. There are school principals who prefer to provide direct evaluations with the teacher concerned or carried out classically. Evaluations carried out by the school principal should be carried out routinely, both daily and monthly. Daily evaluations can be seen from discipline in carrying out learning on time.

In contrast, monthly evaluations can be seen from the completeness of learning administration, including the number of daily tests carried out, the presence or absence of lesson plans or teaching modules, syllabi, teaching journals, and so on. Without evaluation, performance improvement will not be effectively implemented because it is not known what needs to be maintained and what is not. The results of the study regarding daily and monthly evaluations are as follows:

Table 5 The school principal routinely carries out evaluations

No	Criteria	Number of Respondents	Percentage
1	Strongly agree	0	0%
2	agree	30	60%
3	Disagree	10	20%
4	Strongly agree	10	20%
Total		50	100%

The data above shows that 60% of school principals carry out evaluations routinely, while the other 40% carry out evaluations that are not routinely or unscheduled. What about the interviews conducted with YK as a teacher? He is always evaluated by the school principal regularly, both positive and negative, so that he can control his behavior. Remember, the teacher is a role model for all students. Implementing the evaluation influences improving the quality of learning through better teacher performance. This is similar to research conducted by Rosdiana that learning evaluation influences the achievement of competence in mastering knowledge in PAK at Middle School 3 Kalumpang (Rosdiana, 2018)

Evaluation activities in each school are different. Some are held daily, weekly, monthly and even every semester. SD T's principal said he carried out structured and unstructured evaluations. Structured evaluations are carried out on a weekly, monthly and mid-semester basis. At the same time, unstructured evaluations are carried out daily according to the situation and conditions of the school environment. For example, the principal will direct the class to be cleaned first if the class is dirty. If it is late, the problem will be asked, a joint solution will be sought, and so on. In addition, the delivery of evaluation also varies. If it is related classically, then it will be delivered classically. If it is related to individuals only, it will be delivered individually to ensure the person concerned does not feel humiliated and can continue to exist in front of other fellow teachers.

Sixth follow-up. Follow-up is something that must be done to compile various steps that must be carried out in order to improve learning, such as completing lesson plans, carrying out routine monitoring or supervision, school principals carrying out evaluations with discipline and so on. With the performance of a good principal, the teacher will provide good learning. This is because there are not a few teachers who still work optimally when monitored by their school principals with discipline. Regarding follow-up, the following data is obtained:

Table 6. The school principal routinely carries out follow-up

No	Criteria	Number of Respondents	Percentage
1	Strongly agree	30	60%
2	agree	10	20%
3	Disagree	10	20%
4	Strongly agree	0	0%
Total		50	100%

The data above shows that 80% of school principals carry out follow-ups in collaboration with teachers or stakeholders to improve the quality of learning so that student learning outcomes can improve.

An example of follow-up activities carried out by one school principal is through an analysis of various things that have happened, for example, the program that was compiled is running or not, the program is deemed effective or not in achieving the desired goals, the teachers are disciplined or not, the character of the students is by the guidelines or not, and so on. With various records owned by the school principal, it becomes the basis for preparing follow-up actions to be right on target and effective. For example, if it turns out that by reading juz Amma, students cannot understand its meaning, the teacher should know to explain the contents of the letter being read. However, suppose the class teacher has yet to explain it. In that case, the religion teacher is tasked with explaining the meaning of the letter in which juz amma can be read after the morning assembly in the schoolyard and various other policies.

Seventh, analysis of supporting and inhibiting factors for effective and efficient learning. Each program certainly has inhibiting and supporting factors. An analysis of the inhibiting and supporting factors is carried out to determine the weaknesses and shortcomings of a program implemented to identify and find solutions to overcome each problem. Based on the results of observations, interviews and documentation, the following results are known:

Supporting factors: teachers have IT skills so that when online learning can adapt quickly, IT skills are also used in offline learning by utilizing various learning media. While the inhibiting factor is that several students do not have gadgets, so communication in online learning is disrupted. In addition, the character of the teachers is a challenge for the principal to be able to protect and direct all teachers, even though it takes a long time to improve the quality of learning.

This is because the inherent character of each teacher must be appreciated by the principal so that the principal must be able to recognize and master each teacher's characteristics to provide various inputs or suggestions without pressing and offending his mentality. It

does not stop here. The environment or organizational culture and job satisfaction also have a negative effect if the teacher is dissatisfied with the results received. This is similar to research conducted by Chandra Fitra Arifianto that job satisfaction influences the performance of PT DOM Pizza Indonesia Tangerang employees (Chandra Fitra Arifianto, 2018), which can be interpreted that job satisfaction influences the performance of a company including schools which has an impact on achieving the vision and school mission. Therefore, school principals must be able to address every challenge to realize the school's goals and vision and mission effectively and efficiently.

After carrying out the role of the school principal optimally, it is known that learning outcomes have increased from previously having an average of 65 to 85. With this, the school principal has a significant influence on improving the quality of learning in post-covid-19.

Conclusion

Good learning quality is the hope for all citizens. Schools, as educational institutions, should be able to facilitate all students to participate in fun and meaningful learning. Unfortunately, when the Covid-19 pandemic took place, when learning was carried out online, it was found that student learning outcomes decreased. The quality of learning decreased due to various factors such as the environment, internet networks and so on. Habits during the Covid-19 period where students felt lazy to study and so on carried over into the post-covid-19 period so that the principal as a leader must be able to maximize his role so that learning increases such as carrying out planning, organizing or grouping, implementing, supervising, evaluating and following up and analyze the existence of supporting factors and inhibiting the course of learning effectively and efficiently. Optimal implementation of the principal's role has been proven to improve student learning outcomes as an indicator of learning quality which increased from 65 to 85.

With this, the principal should always optimize his role as a form of responsibility for improving the quality of education, starting with the school he leads and the teachers to carry out their obligations properly. In addition, the researcher also hopes that this study's results can benefit all parties, both the government and future researchers.

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