Leadership of Vocational High School Principals After the 42`COVID-19 Pandemic In SMK Diponegoro Depok Yoyakarta

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ABSTRACT

Even though the COVID-19 pandemic has not ended, signs of improvement have been felt by many people. This is an opportunity and opportunity to improve due to problems that have hindered, including the education sector. There needs to be a further intervention related to the education sector, especially in the leadership aspect of the educational institution. This research aims to explore the leadership of school principals after the COVID-19 pandemic, especially in vocational high schools. With a descriptive qualitative approach through interviews, observation and literature view, at the Diponegoro Depok Vocational School, it was found that several roles had been carried out by the principal. As for the roles that can be seen from the aspect of supervision and managerial. In addition, in general, the principal can act as a facilitator, motivator, mentor, consultant, communicator, counselor, leader, innovator and is responsible for achieving educational goals. With the many roles that can be given by the principal, of course the hope is to advance education in Indonesia in general. With guarantees, they must be able to face increasingly complicated challenges, for example in developing an education system that is adaptive and able to adapt to the times.

I. INTROUCTION

The status of the COVID-19 pandemic is still unclear [1]. However, the interesting thing is that the world community has begun to forget and reorganize life as it was before [2];[3]. This transition status is an important momentum for every country, where they are catching up due to the COVID-19 storm with various cutting-edge efforts [4]. Indonesia is no exception, which is increasingly recovering rapidly in various important sectors [5]. Recovery efforts will be the basic point in the development revival process which in the future is considered to have increasingly more complex targets and burdens [6].

In the education sector, the COVID-19 pandemic has created an extraordinary emotional burden for both students and teachers at all academic levels, as well as threatening their mental health [7]. Empirical studies have shown that the circumstances of these students have led to higher rates of depression (46.5%) and suicidal ideation (14.3%) among them compared to other groups of adolescents [8]. On the other hand, many students are not involved productively in the teaching process. This has an impact on students' laziness, even worse, it can result in teenagers' involvement in crime, loss of interest in learning, and poor academic performance [9].

However, during the COVID-19 pandemic, schools and school systems have also tried to respond to conditions that continue to develop [10]. One of these efforts was carried out by a school principal by creating a model in which he could frame a core series of instructional leadership practices in educational institutions [11]. In the learning process, with various efforts made, the average school has implemented teaching and learning activities using online (on the network), offline (outside the network) and hybrid systems [12]. Of course, this system and mechanism cannot be separated from the role of a school principal [13]. The hope is that there will be a role for school principals in maintaining the quality of education during COVID-19 [14]. Educators and students can obtain learning methods that are in accordance with curriculum standards and job demands [15].

As time goes by, the current status has changed to a new normal or post-pandemic situation [16]. In this new normal situation and conditions it has become an intense topic of discussion in various discourses [17]. The thing that is noticed in the new normal and post-pandemic era is that the world of education is believed to be very different [13]. The challenges that will be faced in the new normal phase learning process and current technological advances require the ability to collaborate between teachers and students [18]. According to Tanuwijaya and Tambunan in Lutfiyah & Khamidi (2022), there are several factors that can cause a decline in achievement in the implementation of post-pandemic learning if comprehensive intervention and adaptation are not carried out. These three obstacles include (a) readiness in facilities and infrastructure (machines), (b) materials provided or curriculum presented (materials), and (c) readiness in education which is supported by the readiness of students and teachers (people). This condition requires a lot of adjustments, both from teachers in the learning process and school principal strategies, or even from the students themselves [20]. Therefore, a school principal has a role and is believed to be able to bring change and color to the wheels of education [21].

principals in normalizing teaching and learning activities. However, this research was still focused on during the COVID-19 pandemic. Meanwhile, the aim of this research is to explore the leadership of vocational school principals after the COVID-19 pandemic. Moreover, the focus of this research is on Islamic boarding school-based vocational schools. Of course, it is hoped that the results of this research will be useful for developing concepts, methods and becoming a reference in research that has the same focus.

Previous research that examined the leadership of school principals regarding the implementation of teaching and learning activity programs was as stated by Riani & Sari (2022) who stated the real conditions related to supervision carried out by school principals

during the pandemic. Next, Novitasari & Andari, (2022) which contains tips for increasing teacher professional competence after the COVID-19 pandemic. More specifically, Lutfiyah & Khamidi (2022) stated that there are several roles for school principals in implementing managerial competencies to support the implementation of learning after the COVID-19 pandemic. Finally, Assya'bani & Majdi (2022) recommend several developments in post-COVID-19 learning models based on 21st century learning.

II. METHODS

The approach used in this research uses a descriptive-qualitative approach [25]. The technique for determining informants in this research uses a purposive technique. This technique uses special considerations or criteria that have been determined in determining informants to be used as research samples. Determining informants based on criteria is by reviewing and reviewing all cases that match a predetermined criterion. In this research, data collection used an interview, observation and literature review approach.

At the interview stage, researchers used unstructured interviews to maintain the originality of the data. At the observation stage, researchers observe phenomena in the field. At the literature review stage the author explores data on the internet, journals, websites and also data contained in the object of study. In order to maintain the validity of the data, researchers used triangulation techniques, namely through source triangulation and also method triangulation. After collecting data, researchers carry out analysis which includes data collection, data reduction, data presentation and drawing conclusions [26].

III. RESULTS AND DISCUSSION

3.1. Learning During the Covid-19 Pandemic

The crippling of the world of education due to the COVID-19 pandemic is felt by all groups, both teaching staff and students [16]. A school principal is believed to be able to bring change and color to the wheels of education [21]. So far, the role of school principals in improving the quality of education during COVID-19 has several indicators. School principals have methods, become managers, and are able to prioritize teachers and education staff with human resource development. School principals use their efforts to advance the quality of education by creating strategies for online learning activities. Educators are given training and workshops to obtain online learning methods that are suitable for their students [15].

However, the reality of implementation is not as easy as imagined. Many students are not involved productively in the teaching process. The problems caused by the COVID-19

pandemic bring elements of the two things described in the scenario together. First, this is clearly a crisis of extra-educational origin that has created profound health, social, and economic problems, which education can help address. Second, the COVID-19 crisis also proves the limitations of the current education system in providing quality education in changing conditions and contributes to making existing educational problems in the educational offer more visible [27].

In facing the COVID-19 pandemic, school principals are trying to take preventive and mitigation measures. This takes the form of forming a COVID-19 Task Force which operates within the school and its surroundings. Diponengoro Vocational School, Depok, has prepared facilities to prevent the COVID-19 virus, arranging movement space to maintain distance between school visitors, scheduling and monitoring the implementation of school sterilization. Limiting the number of teachers and employees present at school, implementing health protocols according to government circulars, and implementing an online learning system. Furthermore, he is also active in updating information on developments from the Government, as well as coordinating with Community Health Centers, Police, TNI, Village and District officials. With intense and progressive cooperation and coordination, this school was awarded the COVID-19 Adaptive School category organized by the 2020 NU Cares Awards Satgas.

90% of the learning implemented during the pandemic was online, which had difficulties in conditioning students to learn. Teachers can only assess students' knowledge, while teachers cannot evaluate aspects of students' attitudes and skills properly. The obstacles experienced in online learning are first, the lack of smartphone/laptop communication tools. Some students do not have smartphones or laptops, especially students in Islamic boarding school dormitories where the rules are that they are not allowed to carry these communication devices. The policy taken by the school is to provide special classes for limited face-to-face learning but still taking into account the conditions of the school zone and health protocols.

The second is problems related to the internet network/student data packages. During the pandemic, many families experienced economic difficulties, due to the impact of being laid off or even laid off from work, so they could not afford to buy data credit, but they were still helped by data package assistance from the Ministry of Education and Culture. Third, the lack of parental assistance for children during online learning at home. Parents are busy with their respective jobs and work at home, if they accompany their children continuously, parents find it difficult. Lastly is the teacher's IT skills. It must be admitted that at the start

of the pandemic, almost all teachers were not ready for the dynamics of change, for this reason schools held IT training such as Google Classroom, Google Form/Quiz, making simple animations, and training in making learning videos. So, with these obstacles, the school also encourages teachers to take part in independent training outside of school.

The principal, as the first person who handles and is responsible for the running of learning activities, emphasizes the health aspect of every teacher, staff and student. Even though it is not running according to the learning targets, the most important thing to be proud of is the safety and health of teaching staff and students. The principal stated that the most important thing is that students can learn even with various limitations. So with the limited process of teaching and learning activities, the principal's hope is that students can independently improvise skills freely outside of teaching and learning activities.

3.2 Post Covid-19 Pandemic Learning

It must be acknowledged that the current decline in the number of COVID-19 cases is good news [20]. This can be used to carry out recovery or improvements, especially in the world of education. The school can make improvements and design a program for teaching and learning activities that are more adaptive and of better quality. This kind of target can be a challenge that triggers encouragement for teaching staff to be more up to date.

From the teacher's side, so far there are seven learning models that can be implemented. The seven models are problem based learning, Discovery Learning, Inquiry Learning, Project Based Learning, Production Based Learning, Teaching Factory, Blended Learning Model [14]. Various kinds of learning models must be selected that are appropriate to the current new normal digital era of learning. Meanwhile, from the student's perspective, there are four things (characteristics) that must be possessed. These four things can be called the 4Cs or Communication, Collaboration, Critical Thinking and Creative Innovative [28]. Seven learning models that can be implemented by teachers with the 4C targets for success achieved by their students are not certain to be achieved.

During the COVID-19 pandemic and post-pandemic, it has become an excellent means of supervisory practice for school principals. Where the principal learns of a situation that is in sharp contrast to the previous one. In situations like this, school principals are required to think outside the box and provide solutions. This is reinforced by the findings of several studies which show that during the pandemic, online education gave rise to various problems that teachers had to face.

Especially at Diponegoro Vocational School, Depok, there are still many obstacles during the COVID-19 pandemic. This is good from the aspect of readiness in providing facilities and infrastructure (machines). This is proven by the lack of smartphones for students and internet quota. Furthermore, some teaching staff's failure to understand the latest technology becomes an obstacle in delivering the material, resulting in less than optimal (material) results. Lastly, the lack of supervision from the family makes online learning activities less conducive and efficient (people). So the school principal must proactively take part as a problem solver, among other things, the principal can play the role of facilitator, motivator, guide, consultant, communicator, counselor, leader, innovator, and be responsible for achieving educational goals [24].

According to the school principal, after the pandemic, the problems that teachers often face in implementing the learning process are relatively complex problems. The process of changing patterns or models in learning is required to make it more flexible and contextual. Teachers as teaching staff are emphasized to have high performance in carrying out their main task, namely transferring knowledge or new things to students. The high and dynamic performance demonstrated by teachers in various studies is considered a standard that must be achieved.

So teachers must be able to choose and apply learning models, learning media, learning methods, and strategies used in implementing learning in a compatible manner. Coupled with several materials which can also be used as references in developing learning. The aim is for students to be active, creative, innovative, effective, efficient, enjoyable, and have good content understanding.

In the post-pandemic period, a big challenge for school principals is that they are required to have adequate competence in carrying out their duties and responsibilities as supervisors. The school principal must be able to communicate the vision, mission and goals of the school and encourage all elements in the school to be willing to participate, collaborate and work together optimally without any element of coercion to face the future and towards a better post-pandemic learning process. It is hoped that a school principal who has a transformational leadership spirit will be able to change the direction, attitudes, beliefs and personal goals of all elements in the school in order to achieve educational goals.

The initial step taken by the principal of Diponegoro Vocational School, Depok in welcoming teaching and learning activities in the new normal and post-pandemic era was by providing motivation, direction and strengthening to teachers in preparing face-to-face learning with the assistance of school supervisors. Teachers are motivated to develop

enthusiasm for teaching face-to-face, of course by strengthening teacher readiness in preparing learning tools and being encouraged to use problem-based learning and project-based learning methods. With the hope that students will be more enthusiastic in participating in each lesson in class, thereby increasing student activity in thinking, solving problems and completing assignments.

The principal also supervises the teachers, assisted by the deputy principal, to evaluate the teachers' readiness to teach. Several important points in supervision by a school principal are service orientation, integrity, commitment, discipline, pedagogy and professionalism of a teacher. Supervision scores are used as a guide for evaluating teacher readiness in implementing face-to-face learning. Then, through student programs, the school also motivates students who have previously lost learning to start reorganizing their face-to-face learning habits, such as getting used to getting up early, showering and having breakfast, and not being late for school. Activities outside of classroom learning have also been revived, such as midday prayers and noon prayers in congregation, reading and writing and memorizing the Koran, as well as scout extracurricular activities and several self-development activities. In this way, the learning climate in the school environment is slowly being formed.

IV. CONCLUSION

The situation is getting better and cases continue to decline, making it easier to improve the education system. Especially for school principals, experiencing two contrasting situations, namely from during to post-pandemic, is a valuable experience for managing an educational institution. School principals can act as facilitators, motivators, mentors, consultants, communicators, counselors, leaders, innovators and are responsible for achieving educational goals.

Even though we are not yet 100% free from the COVID-19 pandemic, transformative steps by steps in normalizing the educational ecosystem to make it even better are a must. The principal has many roles both functionally and morally. If viewed from a functional aspect, a leader should be responsible for everything entrusted to him. Carrying out normalization and updates is a common occurrence. Furthermore, morally, doing good is the right and obligation for everyone. So that in the educational context, even without a functional position title, everyone can play a role in realizing the best and most comfortable education system for every related element.

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