

**THE EFFORT OF PRINCIPAL IN IMPROVING TEACHER PERFORMANCE
DURING OF COVID-19 AT 7TH JUNIOR HIGH SCHOOL (SMP) BUDONG-
BUDONG, INDONESIA**

Yüksek Lisans Tezi

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BUDONG, INDONESIA**

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ABSTRACT

THE EFFORT OF PRINCIPAL IN IMPROVING TEACHER PERFORMANCE DURING OF COVID-19 AT 7TH JUNIOR HIGH SCHOOL (SMP) BUDONG- BUDONG, INDONESIA

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Anadolu University Graduate School of Educational Sciences, June 2022

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This research aims to get an overview of the role of school leadership in improving teacher performance during the Covid-19 period. The research was conducted using qualitative methods with a case study approach. For the data collection, researcher conducted interviews, observations, and documentation. To select respondents at the interview stage, I use a purposive sampling technique. Therefore, there are 7 people involved in the interview consisting of 1 principal and 6 teachers at the 7 Junior High School (SMP) of Budong-budong district, Indonesia. In the process of data analysis, the researcher carried out several stages, namely data reducing, categorizing, visualizing and the last stage is drawing conclusions.

Based on the results of this research, there are several roles of that principal can do to improving teacher performance during the Covid-19 pandemic, namely providing guidance and motivation, improve teacher capacity, evaluations, being a role model, and providing rewards and punishments. In addition, the results of the research also found that the performance of teachers at 7 Junior High School (SMP) of Budong-budong during the pandemic was divided into 2 categories. The first category is a group of teachers whose performance has decreased, while the second category is a group of teachers who have not experienced any change in performance between before and during the Covid-19 pandemic.

Keywords: Covid-19 Pandemic Period, Effort of Principal, Teacher Performance

ÖZET

COVID-19 PANDEMI SÜRECİNDE ÖĞRETMEN PERFORMANSINI GELİŞTİRMEDE OKUL YÖNETİCİSİ ÇABALARININ DEĞERLENDİRİLMESİ: BUDONG-BUDONG, ENDONEZYA

Sunarto SUNARTO

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Bu çalışma, okul müdürlerinin Covid-19 dönemi sürecinde öğretmen performansını iyileştirme çabalarına genel bir bakış sağlamayı amaçlamaktadır. Araştırma, durum çalışması yaklaşımı ile nitel yöntemler kullanılarak gerçekleştirilmiştir. Veri toplamak için araştırmacı gözlem, görüşme ve dokümantasyon gibi çeşitli veri toplama teknikleri kullanmıştır. Görüşme aşamasında, katılımcıların seçimi amaçlı örnekleme yoluyla yapılmıştır. Sonuç olarak, 7. Ortaokul (SMP) Budong-budong'da (Endonezya) 1 müdür ve 6 öğretmenden oluşan 7 kişi görüşmeye katılmıştır. Veri analizi sürecinde araştırmacı, verileri azaltma, verileri kategorize etme, verileri sunma ve son aşama olarak sonuç çıkarma olmak üzere çeşitli aşamaları gerçekleştirmiştir.

Araştırmanın sonuçlarına göre müdürlerin Covid-19 pandemisi sürecinde öğretmen performansını iyileştirmeye yönelik rehberlik ve motivasyon sağlanması, öğretmenlerin kapasitesinin artması, değerlendirmelerinin uygulanması, rol model olması, ödül ve ceza verilmesi gibi çeşitli çabaları bulunmaktadır. Ayrıca araştırmanın sonuçları, 7. Ortaokul (SMP) Budong-budong'daki öğretmenlerin pandemi sırasındaki performansının 2 kategoriye ayrıldığını da ortaya koydu. Birinci kategori performansı düşen öğretmen grubu, ikinci kategori ise Covid-19 pandemisi öncesi ve sırasında performansında herhangi bir değişiklik yaşamamış öğretmenler grubudur.

Anahtar Kelimeler: Covid-19 Pandemi Dönemi, Müdürün çabası, Öğretmen Performansı

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Eskişehir 2022

ETİK İLKE VE KURALLARA UYGUNLUK BEYANNAMESİ

Bu tezin bana ait, özgün bir çalışma olduğunu; çalışmamın hazırlık, veri toplama, analiz ve bilgilerin sunumu olmak üzere tüm aşamalarında bilimsel etik ilke ve kurallara uygun davrandığımı; bu çalışma kapsamında elde edilen tüm veri ve bilgiler için kaynak gösterdiğimi ve bu kaynaklara kaynakçada yer verdiğimi; bu çalışmanın Anadolu Üniversitesi tarafından kullanılan “bilimsel intihal tespit programı”yla tarandığını ve hiçbir şekilde “intihal içermediğini” beyan ederim. Herhangi bir zamanda, çalışmamla ilgili yaptığım bu beyana aykırı bir durumun saptanması durumunda, ortaya çıkacak tüm ahlaki ve hukuki sonuçları kabul ettiğimi bildiririm.

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Sunarto SUNARTO

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I hereby truthfully declare that this thesis is an original work prepared by me; that I have behaved in accordance with the scientific ethical principles and rules throughout the stages of preparation, data collection, analysis and presentation of my work; that I have cited the sources of all the data and information that could be obtained within the scope of this study, and included these sources in the references section; and that this study has been scanned for plagiarism with “scientific plagiarism detection program” used by Anadolu University, and that “it does not have any plagiarism” whatsoever. I also declare that, if a case contrary to my declaration is detected in my work at any time, I hereby express my consent to all the ethical and legal consequences that are involved.

.....
Sunarto SUNARTO

CONTENTS

	<u>Page</u>
COVER PAGE.....	i
JÜRİ VE ENSTİTÜ ONAYI	ii
ABSTRACT.....	iii
ÖZET	iv
ACKNOWLEDGEMENTS	v
ETİK İLKE VE KURALLARA UYGUNLUK BEYANNAMESİ	vi
STATEMENT OF COMPLIANCE WITH ETHICAL PRINCIPLES AND RULES	vii
CONTENTS	ix
LIST OF TABLES	xii
LIST OF CHARTS	xiii
LIST OF ABBREVIATIONS	xiv

CHAPTER I

1. INTRODUCTION	1
1.1. Problem Statement	1
1.2. Research Purposes	5
1.3. The Importance of Research.....	5
1.4. Research Limitations.....	5
1.5. Definition	6
1.6. Research Authenticity	6

CHAPTER II

2. LITERATURE REVIEW	8
2.1. The Portrait of Education in Indonesia	8
2.1.1. Education level	9
2.1.1.1. Basic education	9
2.1.1.2. Secondary education	9
2.1.1.3. Higher education.....	10
2.1.2. Type of educational program.....	10
2.1.3. Educational path.....	11

	<u>Page</u>
2.14. Educational problems in Indonesia	11
2.2. Principal	13
2.2.1. Definition of principal	13
2.2.2. Principal requirements	14
2.2.3. Principal competency standards	14
2.2.3.1. Personality	14
2.2.3.2. Managerial.....	15
2.2.3.3. Supervision.....	15
2.2.3.4. Social.....	16
2.2.4. Duties and responsibilities of the principal	16
2.2.4.1. Principal as an educator	16
2.2.4.2. Principal as manager	16
2.2.4.3. Principal as administrator.....	17
2.2.4.4. Principal as a supervisor.....	17
2.2.4.5. Principal as leader	17
2.2.4.6. Principal as innovator.....	18
2.2.4.7. Principal as motivator	18
2.3. Teacher.....	18
2.3.1. Definition of teacher performance.....	18
2.3.2. Teacher requirements and competency standards	19
2.3.2.1. Pedagogic competence.....	20
2.3.2.2. Personal competence	20
2.3.2.3. Social competence	20
2.3.2.4. Professional competence	21
2.3.3. Duties and responsibilities of teacher	21
2.3.4. Factors affecting teacher performance.....	23
2.3.4.1. Personality and dedication	23
2.3.4.2. Professional development	23
2.3.4.3. Teaching ability	24
2.3.4.4. Communication	24
2.3.4.5. Relations with the community	24
2.3.4.6. Discipline	24

	<u>Page</u>
2.3.4.7. Teacher welfare	25
2.3.4.8. Working climate	25
2.4. Educational Conditions during the Covid-19 Pandemic in Indonesia	25

CHAPTER III

3. RESEARCH METHOD.....	28
3.1. Method	28
3.2. Research Subject.....	29
3.3. Data Collection Methods	29
3.3.1. Observation.....	30
3.3.2. Interview.....	31
3.3.3. Documentation.....	32
3.4. Data Analysis	32
3.4.1. Data reduction.....	33
3.4.2. Data presentation	33
3.4.3. Draw a conclusion.....	34
3.5. Data Validity	34
3.5.1. Credibility.....	34
3.5.2. Transferability	35
3.5.3. Dependability	35
3.5.4. Confirmability	35

CHAPTER IV

4. RESULT	36
4.1. Research Results on the Effort of Principal in Improving Teacher Performance at 7 th Junior High School (SMP) Budong-budong Before the Covid-19 Pandemic	36
4.1.1. Perspectives of teachers at 7 th Junior High School (SMP) Budong-budong about the role of the principal to improve teacher performance before the Covid-19 period	39
4.1.2. Supporting and inhibiting factors of the principal in improving teacher performance before the Covid-19 pandemic	41

	<u>Page</u>
4.2. The Results of Research about the Teacher Performance at 7 th Junior High School (SMP) Budong-budong During the Covid-19 Pandemic ...	42
4.2.1. Teacher's perspective regarding teacher performance during the covid-19 pandemic	43
4.2.2. Teachers' perspectives on learning in the pre-pandemic and during the covid-19 pandemic	46
4.3. The Results of Research on the Effort of the Principal in Improving Teacher Performance During the Covid-19 Pandemic	47
4.3.1. Learning methods during the covid-19 pandemic at 7 th Junior High School (SMP) Budong-budong	47
4.3.2. Description of principals' role to improve teacher performance during the Covid-19 pandemic.....	48
4.3.3. Supporting and inhibiting factors principal in improving teacher performance during the Covid-19 pandemic	51
4.3.4. Teacher's perspective on the role of principal in improving teacher performance during the Covid-19 pandemic	54

CHAPTER V

5. CONCLUSION, DISCUSSION, AND RECOMMENDATIONS	56
5.1. Conclusion and Discussion	56
5.1.1. Conclusion and discussion on the role of principal in improving teacher performance before the Covid-19 pandemic.....	56
5.1.2. Conclusion and discussion on teacher performance during the Covid-19 pandemic.....	58
5.1.3. Conclusion and discussion on the role of principal in improving teacher performance during the covid-19 pandemic	61
5.2. Recommendations	64
5.2.1. Resommedations for policymakers	64
5.2.2. Recommendations for practitioners (Principal and Teachers).....	64
5.2.3. Recommendations for further research	65
REFERENCES.....	67
CURRICULUM VITAE	

LIST OF TABLES

	<u>Page</u>
Table 1.1. Research differences with previous research.....	7
Table 3.1. Respondent Demografi.....	32



LIST OF CHARTS

	<u>Page</u>
Chart 4.1. The role of the principal in improving teacher performance before the Covid-19 pandemic	37
Chart 4.2. Teacher's perspective of 7 th Junior High School (SMP) Budong-budong on the role of the principal in improving teacher performance	41
Chart 4.3. Factors affecting teacher performance	42
Chart 4.4. Teacher performance during the Covid-19 pandemic	45
Chart 4.5. Principal's role to improve the performance of teachers of 7 th Junior High School (SMP) Budong-budong during the Covid-19 pandemic	50
Chart 4.6. Supporting and inhibiting factors in improving teacher performance during the Covid-19 period	53
Chart 4.7. Teacher's perspective of 7 th Junior High School (SMP) Budong-budong on the role of the principal in improving teacher performance during the Covid-19 period	55

LIST OF ABBREVIATIONS

Covid	: Corona Virus Disease
et.al	: et alia or et alii
etc.	: et cetera
PR	: Principal respondent
TR	: Teacher respondent
Webinar	: Web seminar
WHO	: World Health Organization

CHAPTER I

1. INTRODUCTION

1.1. Problem Statement

The development of technology and information in the globalization era is growing rapidly. This condition encourages every country to improve the quality of human resources. Due to the importance of human resources in advancing a country. Many programmes are already implemented in many sectors to achieve this goal. One of them, that play an important role, is in the education sector. Education is important in term of preparing a new generation that will improve the future of a country.

Education is a process of providing structured learning experiences in the form of formal, non-formal, and informal education, both implemented at school and outside of school (Triwiyanto, 2014, p. 23-24). In addition, education is considered a conscious effort from adults such as teachers or parents, which is always interpreted as being able to cause moral responsibility for their actions (Muhibbin, 2017, p.11).

However, when several countries are in the process of improving their education systems, the world is faced with the problem of a pandemic virus. This virus was identified as a coronavirus (SARS-Co-V-2) and was firstly discovered in the city of Wuhan, China (Chen et al., 2020, p.507). Coronavirus has the potential to have health impacts on humans ranging from mild symptoms such as colds to severe death. Symptoms caused by the coronavirus can include shortness of breath, cough, to fever. Worse yet, the spread of this virus is fast, that it is only natural that the coronavirus is considered a pandemic by world health experts. According to Lai et al (2020, p.1), the Covid-19 pandemic virus is also considered a non-natural disaster. Several ways to overcome the spread of Covid-19 such as wearing masks, keeping a distance in public places, and washing hands with a hand sanitizer are believed to be the first steps that need to be taken by individuals (Hellewell et al., 2020, p.488). Some countries even recommend carrying out these standard practices. According to Guragai (2020, p.353), this condition creates behavioral changes and challenges living daily life.

Due to this virus, schools and universities in many parts of the world are closed. The emergence of a coronavirus infection called Covid-19 which has hit several countries in the world has changed civilization and patterns of people's behavior, including the order of school education (Hermansyah, 2020, p.60). Indonesia is one of the countries exposed to the Covid-19 virus, therefore to continue the education process,

the Indonesian government on March 12, 2020, issued a policy through regulation No. 3 of 2020 (SE. No. 3/2020) concerning the Prevention of Covid-19 in Education Units. This policy instructs to implement of distance learning from primary school to the university level. Distance education is a learning process that allows teachers and students to connect even though they are not in the exact location. Therefore, the teaching and learning process, teaching materials, and student assignments can be done separately not in the classroom (Uşun, 2006). According to Odabaş (2003, p.23) distance learning can be a choice if school conditions are not able to carry out learning activities in the classroom. However, what needs to be considered in distance learning is the readiness of teachers, students, and infrastructure in conducting learning interactions. Distance education has been implemented for about two decades. The development of distance education is growing rapidly even though it affects human cultural values with online technology (Bayrak, Aydemir, & Karaman, 2017).

This distance learning is expected to be a solution for educational services during the spread of the Covid-19 virus. In Indonesia, the distance learning system is used in two ways, namely the online method and the offline method. According to Dabbagh and Ritland (2005, p.78), online learning is a learning method by utilizes technological media that is connected to the internet as a means of learning and interaction. In the online learning process, schools are expected to be able to supervise and guide every element of the school to be able to take advantage of the use of learning technology (Akkoyunlu, 2003, p.50). While offline learning is learning that is done without using the help of the internet network.

Considering the learning conditions during the pandemic, schools must continue to provide educational services. The condition of the corona pandemic will be a challenge for a principal in carrying out his leadership. According to Koşel (2010), leadership is a series of processes influencing and directing other individuals with certain goals and conditions. Thus, principals as leaders of their schools, are expected to be able to manage school-wide issues carefully (Hatta, 2014, p. 39). According to Ummul K. (2016, p. 97), the principal is a teacher but is given the additional responsibility to be a leader in the school, which is the center of learning and interaction between teachers and students. In addition, Daryanto (1998, p.80) defines the principal as school personnel who has full responsibility for all activities carried out in the school. In simple terms, the principal has a leadership position in educational institutions.

Leadership plays a very important role and has a function as a determinant of the success of any group or organization, including schools (Syafaruddin, 2015, p.90). The leadership ability of school principal to provide motivation and encouragement to educators and students is very much needed. The motivation given by the principal is deemed important for improving teacher performance and also student learning outcomes (Christoper and Pamela, 2014, p.17). For this reason, it is expected that school principals to have the necessary knowledge, skills, attitudes, and values to achieve the predetermined school goals (Ağaoğlu et al., 2012, p.162).

All educational activities in schools are the responsibility of the principal. These activities start from the stages of planning, organizing, implementing, and evaluating (Hatta, 2014, p.39). Therefore, the principal must be professional in utilizing the resources, facilities, and infrastructure owned by the school, especially during the time of the spread of the coronavirus (Sulaiman, 2014, p. 34). The principal duties of the principal include managing, teaching and curriculum, personnel, students, school facilities and environment, school and community relations, and managing school organization and structure (Hatta, 2014, p. 48). According to Sisman (2012, p.50), to lead a school, the principal must actions that can have a major influence on people in the school environment to achieve common goals.

Of the many duties of a school principal, one of the main tasks during the Covid-19 period is to ensure the implementation of the teaching and learning process. Certainly, the teaching and learning process using the distance method is not without obstacles (Hermansyah, 2020, p.47). There are many obstacles faced by educators in delivering learning materials. This is also felt by students who have to continue the learning process during the pandemic (Rinderiyana, 2020, p.48). Some of the obstacles that teachers and students often complain about include the lack of technology literacy, feeling of bored, and unstable internet network. The high cost of online learning is another problem because they have to incur additional costs to buy internet packages and there are still many obstacles faced during the Covid-19 pandemic (Sunarto & Zulfikar, 2021, p.37).

There are many strategic policy that school principals do in carrying out the process of distance education activities by adjusting the conditions for the spread of the Covid-19 virus. Principals are considered successful when they can separate between the personal and professional worlds (Christoper and Pamela, 2014, p. 36). In addition,

principals must also be able to maximize school resources and modernize school facilities, especially technology-based learning facilities (Huong, 2020, p 49).

The presence of the Covid-19 pandemic has opened the veil of the gap in the quality of education between cities and villages. Many schools located in disadvantaged villages or areas find it increasingly difficult to carry out learning because the facilities and infrastructure are still minimal. In Indonesia, the learning facilities between schools in urban and rural areas are very different. The condition of schools in the village is very poor. For example, there are many schools in the villages with not proper building, fragile, or almost collapsed, even some of the roofs are leaking. In addition, there are still many schools in the village that do not yet have library rooms, reading books, laboratory rooms, sports fields, and others (Amelia, 2019, p.775). Almost all schools located in remote areas find it difficult to access the internet to conduct distance learning with an online system.

The 7th Junior High School (SMP) of Budong-budong, located in West Sulawesi Province, is one of the schools located in remote areas (Sunarto & Zulfikar, 2021, p.37). As described earlier about the condition of remote schools in Indonesia which have inadequate facilities and infrastructure, this school also does not have a library, laboratory, or even internet access. The lack of infrastructure at this school is one of the challenges in carrying out learning during the Covid-19 pandemic. These challenges often have an impact on the motivation and performance of teachers in schools.

Besides, The lack of facilities and infrastructure during the pandemic is not only faced by teachers or students. However, principals will also face challenges in regulating educational services and coordinating educators to remain optimal in their work during the spread of the coronavirus. According to Netolicky & Deborah (2020, p.392) leaders in all fields including school principals must act quickly, have a clear vision, make the right decisions, and be able to deal with the side effects of decisions that have been taken during the covid-19 crisis.

For this reason, the author feels it is important to investigate the principal's role in improving teacher performance during the Covid-19 period at the 7th Junior High School (SMP) Budong-budong, Indonesia. Because some previous studies only discussed the role of school principal in general conditions and under normal circumstances. It is very difficult to find references that discuss the role of school principal during the spread of certain diseases, including covid-19. Thus, this research

will provide a complete picture of the role of school principal in the conditions of the spread of Covid-19.

1.2. Research Purposes

The purpose of this research is to investigate the principal's role in improving teacher performance during the Covid-19 period. Based on this objectives, the researcher construct some the following research questions:

1. How is the role of the school leadership at 7th Junior High School (SMP) Budong-budong in improving teacher performance before covid-19 pandemic?
2. How is the performance of teachers at 7th Junior High School (SMP) Budong-budong during the pandemic?
3. How is the school leadership role to improve teacher performance during the Covid-19 period at 7th Junior High School (SMP) Budong-budong?

1.3. The Importance of Research

Every school is trying to adapt and survive in the conditions of covid-19. The ability and efforts of principal determine success in managing educational services in schools. Certainly, in this case, not only the theoretical aspect but more important than that is the practical aspect.

This research is expected to be able to provide an overview of the principal's role in improving teacher performance during the Covid-19 period. In addition, this research is expected to enrich scientific studies in the field of education management. Therefore it can be a reference and additional scientific insight for research on the efforts of school principal during the Covid-19 period in improving teacher performance.

This research is also expected to be the basis for other researcher to examine more deeply the condition of education during the Covid-19 period, not only from the role of school principal but also from other aspects to produce new research.

1.4. Research Limitations

This research is limited to the 2021-2022 semester period during the spread of Covid-19 in Indonesia. Thus at this stage, it is still in the adaptation phase. Certainly,

the conditions will be different in the following years when teachers and school principal have been able to adapt well and the covid-19 virus is no longer there.

Furthermore, this research is limited to principal and teachers in one school only, namely 7th Junior High School Budong-budong. Therefore, the results of this research cannot be generalized to schools throughout Indonesia because each school has different conditions and challenges during the spread of Covid-19.

In addition, this research is limited to data collection by the online interview method. Certainly, the results of the interview will be very different between online interviews and face-to-face interviews. For example, respondents will be freer to provide answers without having to think about an unstable network when conducting online interviews.

1.5. Definition

1. **Covid-19:** a virus that was first discovered in the city of Wuhan, China, which has spread to several countries including Indonesia.
2. **Role:** Activities or efforts of the principal related to improving teacher performance at the 7th Junior High School (SMP) Budong-budong
3. **Principal:** Functional staff who will become leaders at the 7th Junior High School (SMP) Budong-budong for the 2021-2022 academic period.
4. **Teacher Performance:** the ability is shown by teachers at 7th Junior High School (SMP) Budong-budong in carrying out planning, teaching, and learning evaluation in the 2021-2022 academic period.

1.6. Research Authenticity

Before conducting this research, the researcher first looked for information or other references related to this topic, to avoid the same discussion. Based on these searches, the researcher did not find any research that specifically discussed "Principal's role in Improving Teacher Performance during the Covid-19 Period at 7th Junior High School Budong-budong, Indonesia. However, the researcher found several previous studies related to the research that the researcher would do. To find out the position of the research with previous research, the following are the similarities and differences in the research that the researcher conducted in table 1.1 below:

Table 1.1. *Similarities and differences with previous research*

No.	Researcher Name	Research Title	Equality	Difference	Research Authenticity
1.	Roichatul Jannah (2019)	The role of the principal in improving teacher performance through managerial competence at Madrasah Ibtidaiyah Manbaul Ulum Bungah Gresik, Indonesia	a. Assessing the role of the principal b. Researching teacher performance c. The data collection method is the same, namely interviews	a. Location different studies. b. Focus on performance during Covid times c. Different school levels	This study discusses the principal's role in specific conditions (the Covid-19 period), while research from Roichatul Jannah examines the role of school principal in general situations.
2.	Ahmad Zainuri Fadjri Fahmi (2017)	The role of the principal in improving the quality of teacher performance at SD Negeri Pakamban Laok, Indonesia	a. Have the same object of research, namely the principal b. Using a qualitative descriptive approach	a. Location different studies. b. Focus on performance during Covid times c. Different school levels	This study discusses the principal's role in specific conditions (the Covid-19 period), while research from Ahmad Zainuri Fadjri Fahmi examines the role of school principal in general situations.

Thus, it can be concluded that the thing that distinguishes this research from the two studies above is the role of the principal during the Covid-19 period. While the two previous studies were carried out in the general situation, namely before Covid-19 spread throughout the world, which had a direct impact on the process of education services in schools.

CHAPTER II

2. LITERATURE REVIEW

2.1. The Portrait of Education in Indonesia

Almost every country seeks to improve the quality of its education. They believe that the important role of education is to support the progress and development of the country. The same thing happened in Indonesia. Law of the Republic of Indonesia Number 20 year 2003 (UU. No.20/2003) concerning the National Education System states that education is a conscious and planned role to create a learning atmosphere and learning process. Thus, students actively develop their potential to have religious-spiritual strength, self-control, personality, intelligence, morals. noble, as well as the skills needed by himself and society. Meanwhile, according to Muhibbin S. (2007, p.11) education is a conscious effort on the part of parents, which is always understood as a means of instilling moral responsibility in their children. The term "parent" refers to the child's parents or other educators such as teachers or priests. Other than that, Education is also a process of providing structured learning experiences in the form of formal, non-formal, and informal education, both implemented at school and outside of school (Triwiyanto T., 2014, p.23-24).

Based on some of the definitions of education above, it can be concluded that education is an effort to foster the human personality which contains elements such as educators, students, goals, and others. This is because education encompasses both the instruction of specific skills and the providing of information, judgment, and wisdom, which cannot be seen but is more profound. One of the main foundations of education is to teach across generations (Munirah, 2005, p.234).

The right to education in Indonesia has been guaranteed by the government as written in the Constitution of the Republic of Indonesia in article 31 paragraph 1 which states that the State guarantees the education of all Indonesian citizens. Meanwhile, in Law Number 20 year 2003 (UU No. 20/2003) concerning the National Education System, it is stated that national education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aims to develop the potential of students to become human beings who believe and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent. and become democratic and responsible citizens.

2.1.1. Education level

Educational level is the period of education that is determined according to the level of student development, targets to be achieved, and abilities to be developed. Law Number 2 Year 1989 (UU No.2/1989) concerning the National Education System states that education in Indonesia is organized into three levels of education, namely basic education, secondary education, and higher education. Even before basic education, there was still early childhood education, but it was not considered as one of the levels of education. This is because early childhood education is only an optional education before entering the basic education level. According to Taymaz (1997) formal education starts from pre-school, primary education, secondary education and higher education.

2.1.1.1. Basic education

The basic education level is the initial education taken for the first 9 years. This education is divided into two levels, namely Elementary School and Junior High School. Several subjects will be taught during the elementary and junior high school years, namely: 1) Pancasila and civic education, 2) religious education, 3) natural science, 4) mathematics, 5) social science, 6) Indonesia language, 7) English, 8) art Education, 9) sports.

At the end of primary school education, students are required to take a national exam. National exam scores will be one of the bases for schools to give graduation predicates to students. The graduation predicate will provide opportunities for students to be able to continue to the junior high school level. The same thing also happened at the end of junior high school education. Students must take the national exam to be able to continue to the secondary education level.

2.1.1.2. Secondary education

Secondary education is a continuation of basic education. Secondary education will be taken by students for 3 years. The subjects taught during secondary education are almost the same as basic education. The difference lies in the complexity of the material and there are several additional subjects. Secondary education is divided into 3 types, namely general high schools, vocational high schools, and Aliyah madrasas (especially for students who want to deepen their knowledge of Islam).

2.1.1.3. Higher education

Higher education is a degree of education that comprises university-based undergraduate, master's, doctoral, and specialty programs. The level of higher education in Indonesia consists of several forms such as: academy, polytechnic, college, institutes, and university.

In contrast to the levels of primary and secondary education, higher education applies the semester credit system. In college, a student if can spend the targeted number. Certainly, credits and can take it within a certain time according to the programmed plan, the student can complete his education. On the other hand, if a student is unable to complete a course because many of his grades are below the standard or takes a leave of absence from college, his education time will be longer. In general, the undergraduate program can be taken for 4 years, the master's program can be taken for 2 years and the doctoral program can be taken for 4 years.

2.1.1. Type of educational program

The type of education program is education that is classified based on the nature and objectives to be achieved. According to the Law of the Republic of Indonesia Number 2 of 1989 (UU No.2/1989), the types of educational programs are classified as follows:

- General education is education that is oriented towards increasing the knowledge and skills of students, for example elementary schools, junior high schools, and public high schools.
- Vocational education is education that specifically prepares students to be able to work in certain fields of work, for example, vocational high schools and technical schools.
- Special education is education that is specifically organized for students who have physical or mental disorders for example, special elementary schools and extraordinary high schools.
- Official education is special education carried out to improve the ability in carrying out official duties for prospective employees of a government department or non-departmental government agency, for example, statistical high schools, institutes of domestic government, military academies, police academies, and others.

- Religious education is special education that prepares students to be able to carry out roles that require mastery of special knowledge about religious teachings. In Indonesia, there are 6 religions, namely: Islam, Christianity, Catholicism, Hinduism, Buddhism, and Confucianism. Almost every religion provides a special class of religion. For example, Islam has Madrasah Ibtidaiyah, Madrasah Tsanawiyah and Madrasah Aliyah.

2.1.3. Educational path

The educational path is a means that will be passed by students in getting the educational process. Based on the Law of the Republic of Indonesia Number 20 of 2003 (UU No.20/2003), in Indonesia, there are 3 types of education pathways, namely formal education, non-formal education, and informal education.

- Formal education is an educational path that has a formal structure and level. The level of formal education includes basic education, secondary education, to higher education.
- Non-formal education is a type of education that exists outside of formal schooling and serves to supplement and supplement formal education. The results of non-formal education can be equated with the results of formal education after going through an equalization process by an institution appointed by the central government or local government by using the national education standard as a reference.
- Informal education is an educational path that is within the scope of the family and society. The form of education is in the form of independent learning activities.

2.1.4. Educational problems in Indonesia

Education is traditionally regarded as a critical component in the development of human resources in any country. Each country will confront distinct obstacles and problems in the process of providing education. In Indonesia, although various regulations and strategies have been implemented, the quality of Indonesian education is still low (Amelia C., 2019, p.775). Educational problems will always be present along with the times. Education must always be able to adapt to the challenges of the times. According to Somad. B (1978, p.105) educational problems are problems or problems

that occur in the field of education. Furthermore, Somad. B explained that the main problems of education in Indonesia are: 1) the unclear purpose of education; 2) the curriculum is not appropriate; 3) unqualified educators; 4) poor management of education evaluation; 5) unclear basis for each level of education.

Meanwhile, condition of schools in the village is still very poor (Amelia C., 2019). For example, there are still many schools in the village that have school buildings that are not proper, fragile, or almost collapsed, even some of the roofs are leaking. In addition, there are still many schools in the village that do not yet have library rooms, reading books, laboratory rooms, sports fields, and others. Meanwhile, if you look at the state of the schools in urban areas, their schools are quite decent with adequate learning facilities. Educational infrastructure gaps in urban and rural areas are very easy to find.

Second, human resource management, quantity, and quality of teachers are a dilemma. Even though, teachers have an important role in improving education. Objectively, there are several problems regarding educators in Indonesia, such as the lack of educators in the village, the distribution of educators is not balanced, the qualifications of educators do not meet the requirements, the educators are not qualified, and the educational qualifications of educators with the subjects taught are not appropriate.

The same condition also occurs in the position of the principal. There are still many principals who do not meet the requirements but are still appointed as principals. Therefore, the leadership management in schools sometimes fails. In addition, Indonesia's vast geography is the reason for principals and teachers to move assignments from villages to cities. Many teachers do not want to be assigned to schools located in rural areas or on small islands.

Third, curriculum management, frequent curriculum changes in Indonesia are one of the factors in the decline in the quality of education. This is because many teachers complain and do not clearly understand the new curriculum, which has an impact on the classroom learning process. In addition, the curriculum implemented in Indonesia is quite complex when compared to several countries that have quality education. In Indonesia, students are faced with many learning materials that must be mastered. Meanwhile, teachers are busy with making various kinds of administration to meet the

demands of the curriculum. Therefore, the task of the teacher is increasing and causing the teacher to be less than optimal in providing learning to students.

The problems of education are also expressed by Sunarto (2021, p.66-68). According to Sunarto, there are 8 educational problems that occur in Indonesia, especially in remote areas which have not been resolved until now, namely: 1) the management and quality of human resources is not good; 2) educational facilities and infrastructure are still not evenly distributed; 3) The performance and welfare of teachers are not yet optimal; 4) learning is still conventional; 5) the number and quality of books is not sufficient; 6) Weak capacity of the national education system; 7) minimal education budget; 8) Education has not been based on the community and regional potential. In addition, the learning process that is not optimal in the classroom is also one of the problems that cause the decline in the quality of education in Indonesia (Fitri, 2021, p.1618).

The various problems above must be addressed by the Indonesian government. This is because the development of education is strongly influenced by the leadership of the central government and local governments. The implementation of a decentralized education system should be one solution that can be implemented. But in reality, the condition of education is very far from expectations. Therefore, leaders must focus on improving and distributing education in each region. Thus, there is no longer a visible gap between schools in urban and rural areas. However, it should be realized that promoting education in Indonesia is not only the responsibility of the government but also the obligation of all elements of society.

2.2. Principal

2.2.1. Definition of principal

A simple definition of the principal is "a leader in the school." According to Ummul. K (2016, p.97) the principle is a functional teacher who has been entrusted with additional responsibilities to lead educational institutions, where the institution is the location where the teaching and learning process takes place and where students and teachers interact.. In addition, Daryanto (1998, p.80) defines the principal as school personnel who has full responsibility for all activities carried out in the school.

From several understandings of the principle expressed by education experts. Researcher can conclude that school principals are leaders in formal and non-formal

educational institutions who are given the task of planning, organizing, monitoring, and controlling the quality of education in schools. Consequently, the position of the principal plays a very important role in improving the quality of education. Meanwhile, the principal also determines the focus and state of the school. Therefore, the quality of a school's leaders can sometimes decide the school's success.

Given the importance of the role of the principal, to fill the position of principal does not come from an ordinary teacher. However, the principal's appointment must be based on more mature procedural and psychological aspects such as educational background, age, integrity, experience, rank, and others. This is because the existence of the principal is expected to be a driving force for human resources in schools, especially teachers.

2.2.2. Principal requirements

Regarding the requirements to become a school principal, it is regulated in the Regulation of the Minister of National Education Number 13 Year 2007 (Permendiknas 13/2007) concerning School Principal Standards, to become a principal in a junior high school, a teacher must meet the following requirements:

- 1) Have completed a bachelor's or master's program at an accredited university.
- 2) Have a maximum age of 56 years.
- 3) Have 5 years of teaching experience.
- 4) Have a minimum rank of III/c for civil servants.
- 5) Have an educator certificate.
- 6) Have a principal's certificate issued by an official state institution.

2.2.3. Principal competency standards

In carrying out his duties and responsibilities as a principal, the principal must have several competencies such as personality competence, managerial competence, supervision competence, and social competence. Some of these competencies are described in detail in the Regulation of the Minister of National Education Number 13 of 2007 concerning School Principal Standards, as follows:

2.2.3.1. Personality

- 1) Have a noble character and can serve as a role model for school staff.

- 2) Integrity as a leader.
- 3) Have a desire to develop themselves as a school principal.
- 4) Have an open attitude in carrying out their duties.
- 5) Able to control themselves in dealing with any problems at school.
- 6) Have interests and talents as a leader in the field of education.

2.2.3.2. Managerial

- 1) Able to make school plans.
- 2) Have the ability to develop school organizations.
- 3) Able to lead schools to optimize school resources.
- 4) Have the ability to manage change and develop the school.
- 5) Able to create an innovative and conducive school climate and culture for the learning process.
- 6) Able to manage teachers and staff in the school.
- 7) Have the ability to manage the facilities and infrastructure owned by the school.
- 8) Have the ability to manage the relationship between the school and the surrounding community.
- 9) Able to manage students in the context of student acceptance and student capacity development.
- 10) Able to develop school curriculum and learning activities following national education standards.
- 11) Have the ability to manage school finances in an accountable, transparent, and efficient manner.
- 12) Able to manage school administration.
- 13) Able to develop specific school service units and support learning and student activities at school.
- 14) Able to administer school information systems in order to assist in the development of programs or the making of choices.
- 15) Able to take advantage of advances in information technology for the benefit of schools (Sulistyorini, 2013, p.76).

2.2.3.3. Supervision

- 1) Have the ability to plan academic supervision programs to improve teacher

performance.

- 2) Able to carry out academic supervision of teachers in schools with the right approach.
- 3) Able to evaluate and follow up on the results of academic supervision of teachers.

2.2.3.4. Social

- 1) Have the ability to cooperate with other parties for the betterment of the school.
- 2) Able to participate in social programs.
- 3) Having social sensitivity towards fellow individuals and other groups (Ambarita. A, 2015, p.110)

2.2.4. Duties and responsibilities of the principal

The principal has responsibilities and obligations to fulfill as part of his effort at the school. The duties and functions of the principal include the principal as an educator, the principal as a manager, the principal as an administrator, the principal as a supervisor, the principal as a leader, the principal as an innovator, and the principal as a motivator. For more details, the duties and functions of the principal can then be described as follows:

2.2.4.1. Principal as an educator

The role of the principal as an educator is expected to be able to make the right way to improve the quality of teaching staff in schools. In addition, the principal also must create a more conducive school atmosphere. The principal also play an essential role in offering guidance to school personnel and educators, providing encouragement to all education and administrative staff, and being able to implement interesting learning models for students (Rahman, 2015, p.52).

2.2.4.2. Principal as manager

Planning, organizing, implementing, reviewing, and following up in order to achieve organizational goals is what management is all about. This management process must be carried out by the principal in his duties as a manager in the school to achieve the goals that have been set. The principal as a manager must be able to maximize the

existing human resources in the school, both staff and education staff. There are several ways to optimize education personnel, such as cooperating, providing chances for staff and educators to enhance their skills, as well as encouraging educators to participate in a variety of activities that can help improve the quality of education in schools.

2.2.4.3. Principal as administrator

The position of the principal as an administrator is crucial in the school. This is due to the fact that the principal must be able to oversee administrative tasks such as planning, preparation, recording, and documentation of all important activities that occur in the school. As a result, the principal must be able to handle the curriculum, school facilities, students, and personnel, as well as the school's budget. The principal must also have complete data both regarding personnel and related to the curriculum. Therefore, the principal can use this data as a basis for carrying out activities at school or making decisions.

2.2.4.4. Principal as a supervisor

Supervision is a series of activities related to observing and identifying problems after which follow-up is carried out in the form of coaching. This coaching activity is the main thing in the supervision program, both for schools and school resources. Thus, the quality of education increases. This activity aims to improve the effectiveness and efficiency of learning in schools. The main task of the principal as a supervisor is to supervise and evaluate the performance of the staff and teaching staff. As a result, the principal is responsible for providing oversight and quality control in order to improve the school's personnel's performance. In addition, as a preventive measure to prevent teachers from making deviations in carrying out their work (Sulistyorini, 2013, p.84).

2.2.4.5. Principal as leader

In the position as a leader, the principal must be able to provide direction and supervision, increase the morale of the education staff, conduct two-way interactions and be able to manage the delegation of tasks. In addition, the principal must have the ability to mobilize others to do their job well according to the applicable rules. Empirically, the principal's leadership can be measured in a democratic, authoritarian,

and laissez-faire manner. This is because these three types of leadership are often shared. So it is very easy to see under certain conditions. (Supardi, 2014, p.78)

2.2.4.6. *Principal as innovator*

The principal, as an innovator, must have a plan for coming up with new ideas, interacting with every element of education, making breakthroughs in educational programs, and developing more innovative learning models. The principal is expected to be able to carry out reforms in the implementation of education. In his role as an innovator, the principal in carrying out his work must be flexible, rational and creative, and able to adapt to any changes.

2.2.4.7. *Principal as motivator*

The principal who acts as a motivator in the school must have the right method or technique in increasing the morale of the staff and education personnel. Therefore, they are motivated and passionate in doing their duties and functions for the progress of the school. Management of a favorable school environment, setting up a work environment, offering school facilities and learning materials, as well as giving appropriate punishments and rewards for school employees can all help to increase motivation.

2.3. Teachers

2.3.1. Definition of teacher performance

Teacher performance comes from two words which, when described, come from the words performance and teacher. According to Abbas. E (2017, p.21) performance is an indicator of the success of individuals or groups in carrying out their work and the ability to realize predetermined goals. It should be noted that performance is not an individual characteristic such as ability or talent, but a form of real work of talent or ability.

Furthermore, Usman, H. (2010, p.487) defines performance as the outcome of a person's or group's work or work performance in an institution. The same thing was expressed by Rivai. V (2006, p.309) according to him that performance is a real action that is displayed by someone as an indicator of the completion of a task or work.

In carrying out a performance, to know the extent of an employee's performance, it is vital to measure it. Performance measurement is a process carried out by

institutions to determine the level of performance that is used as a basis for assessing the success and failure of implementing activities that have been determined to realize the vision and mission of the institution (Muhaimin, 2010, p.411). Based on numerous professional definitions of performance, it can be stated that performance refers to work performed by individuals or organizations according to their professions and responsibilities in order to meet predefined criteria.

Meanwhile, the notion of a teacher can be easily defined as an individual who has the job of teaching, educating, and guiding students (Fadjar AM., 2011, p.33). Hamalik O. (2001, p.8) said the same thing, according to him, teachers are educators, and also as someone who has the task of developing knowledge in the community and has a position and professional competence.

If we refer to the existing regulations in Indonesia, then we can refer to the Law of the Republic of Indonesia Number 14 of 2005 concerning teachers and lecturers. This rule explains that a teacher is a professional position that has the basic task of educating, teaching, guiding, training, and evaluating students in both formal and non-formal educational institutions. From some of these understandings, we can conclude that the teacher is an individual who is given the task and responsibility to teach and educate students to achieve predetermined educational goals.

Based on several definitions of performance and teachers above, Finally, teacher performance can be defined as the ability of educators to carry out their obligations and responsibilities. This ability can be in the form of educational ability, teaching ability, ability to carry out their role as educators in educational institutions. Meanwhile, indicators of the success of teacher performance are very dependent on the goals and standards to be achieved.

2.3.2. Teacher requirements and competency standards

In Indonesia, getting a profession as a junior high school teacher is not an easy thing. The requirements that must be met are that a person must complete his education at least a bachelor's degree following the subjects to be taught. In addition, the bachelor's degree is obtained from a university or higher education institution that has been accredited by the state.

In addition to the previously mentioned academic requirements. A teacher is expected to have standard competencies as an ideal teacher. In the regulation of the

Minister of National Education of the Republic of Indonesia Number 16 of 2007 (Permendikbud No.6/2007), it is stated that there are several main competencies of a teacher, namely pedagogic, personality, social and professional competencies.

2.3.2.1. Pedagogic competence

Based on the regulation of the national education minister, pedagogic competence refers to the ability of teachers to regulate learning. This competence includes understanding the condition of students, planning and implementing learning, and evaluating learning outcomes. In addition, according to Kunandar (2016, p.83) teachers are also supposed to be able to help students realize their full potential. For this reason, teachers must have the ability to develop curricula based on national standards and adapt them to regional conditions.

2.3.2.2. Personal competence

Personality competence is the ability of a teacher to be an exemplary figure who has a good personality such as having noble character, wisdom, and authority. A teacher in fulfilling his responsibilities must be based on a sense of pride in the tasks given to him to prepare the nation's future generations. (Rusman, 2012, p.69). In addition, teachers as educators must also have the ability to direct the educational process by values that are considered good and develop in society. Values include moral norms, aesthetics, and science. This is very important in influencing the character and behavior of students as individuals and as members of society.

2.3.2.3. Social competence

A teacher's capacity to engage and communicate with students, fellow teachers, students' parents, and the wider public is known as social competency. According to the National Education Regulations, there are several criteria for social competence that must be carried out by a teacher, namely:

- 1) Act fairly regardless of gender, religion, race, physical condition, or social status.
- 2) Communicate efficiently, effectively, and politely to co-workers, parents, and the surrounding community.
- 3) Able to adapt in a workplace that has various kinds of socio-cultural differences.

- 4) Communicate with the professional community itself and other professions both in writing and orally.

For this reason, according to Kunandar (2016, p.83) Teachers must be able to quickly adapt to culture and communicate effectively with all students without being discriminating. Thus, teachers will gain extensive experience and knowledge because the ability to adapt and communicate well will be a means of obtaining new information and experiences from others.

2.3.2.4. Professional competence

Professional competence is the ability of teachers who are oriented to mastery of learning materials broadly and deeply. The job of being a teacher is a profession that cannot be done by just anyone. Meanwhile, a profession is a job that requires special skills and can generally be proven by a certain diploma or certification. In the Law on Teachers and Lecturers Number 14 of 2005 it is stated that the teaching profession has the following principles:

- 1) Have interests, talents, vocations, and ideals.
- 2) Commit to improving the quality of education, faith, piety, and noble character.
- 3) Have academic qualifications and educational background following the field of work.
- 4) Have the necessary expertise following the field of work.
- 5) Have duties and responsibilities in carrying out professional work.
- 6) Have a predetermined income based on performance.
- 7) Have the opportunity to develop professionally in a sustainable manner

2.3.3. Duties and responsibilities of teachers

There is no doubt that the role of the teacher is very important in fostering the child's personality and developing his potential. In general, with this role, teachers are often used as role models both in the school environment and in the community. For this reason, teachers are expected to have certain quality standards in carrying out their duties and responsibilities because developing their duties as a teacher is not easy.

The Ministry of National Education (Kemendiknas) in a book entitled Instructions for School Development (2015, p.5) explains that there are 3 main tasks for teachers, namely as follows:

- 1) Professional duties, namely educating in the context of development personality, teaching to improve thinking skills, and training in the context of developing skills.
- 2) Human tasks, namely the task of teachers in fostering students, to be able to transform good character. In this task, the teacher is positioned as a parent of students in the school. So it is hoped that a teacher can attract the sympathy of students. Thus, any lessons given by a teacher can be a motivation for students when studying.
- 3) The task of the community, namely the task of developing the formation of intelligent and dignified Indonesian society based on the laws in force in Indonesia.

Meanwhile, based on Law Number 14 Year 2005 (UU No.14/2005) concerning teachers and lecturers, it is written that the duties of a teacher are as follows:

- 1) Conduct lesson planning;
- 2) Conduct quality learning;
- 3) Conduct assessment and evaluation of learning outcomes;
- 4) Guiding and training students;
- 5) Carry out research and community service;
- 6) Implement improvement programs and develop academic qualifications and competencies on an ongoing basis.

The same thing was conveyed by Mudlofir. A (2012, p.62), according to him there are 6 main duties of a teacher in carrying out his profession, namely: 1) the teacher acts as a teacher; 2) the teacher acts as a guide; 3) the teacher acts as a class administrator; 4) teachers play a role in developing the curriculum; 5) teachers play a role in developing the profession; 6) teachers play a role in building relationships with the community.

From some of the descriptions of the duties and responsibilities of a teacher above, it can be concluded that the teacher besides having the main task as a teacher, the teacher also has other duties that support the formation of the personality and skills of the students he teaches. This task is not an easy task. However, as long as the teacher can work professionally and loves his job, this challenge can be overcome.

2.3.4. Factors affecting teacher performance

The task of teachers in educating the nation's generation is the most important part of improving the quality of human resources. Certainly, in developing this trust there will always be challenges or obstacles faced by a teacher. This challenge sometimes motivates a teacher in carrying out his duties and responsibilities. For that, we need an in-depth analysis of things that affect the performance of a teacher. Thus, it can be anticipated from the start by the teacher personally and more specifically the principal. Soandi. O & Suherman.A (2010, p.213-215) suggests several things that affect teacher performance such as personality and dedication, professional development, teaching ability, communication, community relations, discipline, welfare, and work climate.

2.3.4.1. *Personality and dedication*

The most important factor for a teacher is his personality. Personality is a combination of psychological and physical elements in the individual, meaning that all his actions and attitudes are the embodiment of that person's personality. Personality is one of the internal factors of a person that can improve performance and dedication. For this reason, in determining someone to be a good educator or not, it can be seen from his personality. The personality factor of a teacher is very important because while at school the teacher will always interact with students both in the teaching and learning process or social interaction.

2.3.4.2. *Professional Development*

Along with the advancement of science and technology, the teaching profession has recently attracted special attention. The mastery of knowledge and strategies for applying that knowledge are emphasized in the development of teacher professionalism. Meanwhile, teachers are also required to be responsible for everything regarding the profession they do (Pindarta, 2018, p.162). Instead of working for the benefit of certain persons or organizations, professional educators will be able to carry out their tasks according to defined standards. For this reason, in carrying out their duties, teachers must comply with applicable norms and rules. Consequently, the teaching profession must be filled by people who are experts, people have the appropriate knowledge and skills.

2.3.4.3. Teaching ability

Teachers are expected to have pedagogical abilities related to the ability to teach and manage classes well. Pedagogic abilities also include making lesson plans, writing learning objectives, presenting learning materials, asking questions to students, teaching theories, interacting with students, observing class conditions, and evaluating learning outcomes. Thus, teachers are required to create a positive learning environment for students. In addition, according to Sutadipura (2015, p.72) teachers must also be able to interpret and develop the curriculum content used during the learning process.

2.3.4.4. Communication

Communication is something that can affect the performance of a teacher. Communication relationships in the school environment provide opportunities for teachers to be able to maximize their creativity. With communication, teachers will get input from several parties related to improving their performance. In addition, communication can also be a driving force in providing a conducive atmosphere between superiors and subordinates or co-workers at school.

2.3.4.5. Relations with the community

Educational institutions are one of the elements in society. Therefore, the interaction between the school and the community must be well established. Thus, the learning and educational goals set by the school receive full support from the surrounding community. When the community has provided support, it is undeniable that the performance of school personnel will develop and improve.

2.3.4.6. Discipline

Discipline is an orderly state in which individuals who are members of an organization or institution are subject to predetermined rules. One of the goals of discipline is that school activities can take place effectively. High teacher discipline will support their performance in learning. Discipline should be a work ethic for teachers as educators and as part of the school.

Discipline is essential for instructors, educators, and student mentors to fulfill their responsibilities and obligations. Discipline character can shape professional performance. Disciplined behavior will help teachers understand and carry out the

applicable rules, both in the relationship between co-workers at school and in the teaching and learning process in the classroom. In addition, a disciplined attitude greatly helps students' learning efforts in a better direction. As a result, it may be inferred that a teacher must be disciplined in carrying out their tasks and obligations.

2.3.4.7. Teacher welfare

The welfare factor is one of the things that influence the performance of a teacher in improving its quality because the more prosperous a person is, the higher the possibility to improve his performance. Teacher professionalism is not only seen from the teacher's ability to develop and provide good learning to students. But the government should also pay attention to the proper income for teachers. If the government can provide welfare for teachers, then there will be no more incidents of teachers skipping teaching because they are looking for additional income elsewhere.

2.3.4.8. Working climate

The last factor that can affect teacher performance is the work climate. Work climate is a correlation between personal, social, and cultural that can shape individual and group attitudes in the school environment. A conducive work climate will make teachers feel comfortable in carrying out their duties and responsibilities. However, if the work climate is filled with personal or group conflicts, it will result in decreased teacher performance.

2.4. Educational Conditions During the Covid-19 Period in Indonesia

At the end of 2019, the world's population was shocked by the presence of a new virus that attacks humans. This virus was identified as a coronavirus (SARS-Co-V-2) and was first discovered in the city of Wuhan, China (Chen et al., 2020, p.507). This virus has the potential to have health impacts on humans ranging from mild symptoms such as colds to severe symptoms such as SARS, MERS to death. Symptoms caused by the coronavirus can include shortness of breath, cough, diarrhea to fever. Worse yet, the spread of this virus is fast, it is only natural that the coronavirus is considered a pandemic by world health experts. According to Lai et al (2020, p.1), the COVID-19 pandemic virus is also considered a non-natural disaster. Starting from China, spread to several European countries such as Italy, England, Germany, and others. One of the

factors that caused this virus to spread quickly was the visit of tourists from countries exposed to the coronavirus to other countries. Indonesia is one of the countries affected by the virus.

As of March 2020, the first case was identified in Indonesia. This condition makes the Indonesian population also start to worry about the impact of the spread of this virus. The coronavirus does not only have an impact on health but also has an impact on other important sectors such as the economy, tourism, and even education. In the field of education, several schools and colleges have begun to close their students to avoid the spread of the Covid-19 virus. Based on this condition, the government took quick action to prevent the impact of the corona pandemic in the education sector (Sunarto & Zulfikar, 2021, p.36). The strategic action taken by the Minister of Education and Culture of Indonesia is to issue Circular Letter Number 4 of 2020 concerning the Implementation of Education Policies in the Corona Virus Emergency Period. This regulation is the basis for schools to carry out education during the pandemic. One of the instructions in this regulation is that schools or universities carry out distance learning or study from home (Kemendikbud, 2020, p.5).

This policy is the main reference that must be followed by schools and universities in carrying out the learning process during the pandemic. So it is natural that almost all schools in Indonesia eliminate face-to-face learning in the classroom during the Covid-19 pandemic. In general, distance learning is an alternative to facilitate teachers and students in carrying out learning, although students remain in their respective homes. As a result, throughout the Covid-19 period, teachers are required to be able to plan learning strategies for providing access to material without regard to time or location.

In Indonesia, the distance learning system is used in two ways, namely the online method and the offline method. According to Dabbagh and Ritland (2005, p.78), online learning is a learning method by utilizing technological media that is connected to the internet as a means of learning and interaction. Utilization of the internet network in the learning process must have accessibility, connectivity, and flexibility. Thus, learning objectives are achieved (Moore, Dickson-Deane, & Galyen, 2011).

When carrying out online learning, students and educators need mobile facilities or devices such as smartphones or laptops. This device is used to interact and gain access to the information needed (Gikas & Grant, 2013, p.19). The use of technological

devices in learning has a very important role when implementing distance learning (Korucu & Alkan, 2011, p.1926).

There are several advantages of learning with online methods such as 1) more independent learning; 2) improve memory; 3) providing more learning experiences; 4) can be done anywhere and anytime. Educators and students can use text, audio, video, and animation as materials in learning. They can even hold discussion forums, either through the chat feature or communicate directly via video conference. According to Kırmızıgül (2020, p.284), changes in technology-based learning during the Covid-19 period can inevitably change the education process far.

Various applications can be used to support the implementation of online distance learning in Indonesia such as Whatsapp, Google Classroom, home learning, Smart Class, Zenius, Quipper, and Microsoft (Abidah et al., 2020, p.276). Text messages, photos, movies, and files in various formats can be sent to all users using some of these services. (Kusuma & Hamidah, 2020, p.100). In addition, to carry out direct learning through the video conference feature, educators and students often use the Zoom Meeting or Google Meet platform. Various technologies are very helpful in delivering educational materials online and are used by most of the world's population, especially during the covid-19 period (Fidalgo, Thormann, Kulyk, & Lencastre, 2020, p.2).

However, the implementation of distance learning with an online system is not without problems. Some of the obstacles that teachers and students often complain about include the lack of mastery of technology, learning feels boring, the internet network is not stable, the high cost of online learning because they have to pay additional costs to buy internet packages and there are still many obstacles faced during the covid-19 pandemic (Sunarto & Zulfikar, 2021, p.37).

Seeing some of the weaknesses of online learning and adjusting the conditions in the school's geography. Some schools prefer distance learning with offline methods. Offline learning is learning that is done without using the help of the internet network. Several ways are taken by the school in learning with this system, namely, 1) giving independent assignments to students; 2) using learning modules; 3) providing student assignment sheets; 4) forming smaller study groups but still maintaining health protocols. Offline learning can be accomplished through educational television, educational radio, study modules, and student workbooks, according to the Indonesian Ministry of Education and Culture (Kemendikbud, 2020).

CHAPTER III

3. RESEARCH METHOD

3.1. Method

In this research, the researcher used a qualitative approach. Qualitative research is an approach to exploring and understanding the meaning of individuals or groups that are considered social or human problems (Creswell, 2014, p.32). Meanwhile, Suyoto (2015, p.17) explains that the qualitative approach is a series of research processes to understand social phenomena and human problems. Hence, sometimes this research is considered a method that focuses on social phenomena, culture, and human behavior. In this approach, the research procedure produces data in the form of a narrative, not in the form of numbers or statistical forms. Therefore, this research focuses more on meaning in depth. Other than that, one of the objectives of qualitative research is to identify social phenomena from the participant's point of view.

Qualitative research has also become a tradition in the field of social science which is fundamentally dependent on observing humans in their area and relating to these people in their language and their terminology, both personally and about their context (Moleong L., 2007, p.10). Researcher used a qualitative approach in compiling this research to get a more detailed picture of the principal's role during the Covid-19 period to improve teacher performance.

This qualitative research uses the type of case study research. Case study research is research that focuses on understanding social groups, either individually, institutions, or society at a certain time (Hardani, et al., 2020, p.62). Arikunto S. (2002, p.120) explained the same opinion, case study research is a technically intensive, detailed, and in-depth research on a phenomenon that occurs in a society or organization. Merriam (2015) explains that qualitative researcher seek how other people can understand their experiences and then present those experiences and be able to interpret them. Hence, in qualitative research, Researcher play an active role in the stage of collecting data and also analyzing the data that has been collected in depth. Thus, facts are revealed realistically and in more detail (Yildirim & Simsek, 2008).

In addition, researcher use case studies because case study research will focus more on problems in a certain period and circumstances. This is linked to the rise of the coronavirus pandemic period in Indonesia, which is one of the challenges to educational services in schools.

3.2. Research Subject

The place of this research is located at the 7th Junior High School (SMP) Budong-budong, which is one of the junior high schools in the Central Mamuju Regency. The researcher took the research location at the school based on the suitability of the problem under study with the facts at the location. Other than that, After careful consideration and field assessment, the author combined it with previous information, starting from social, geographical, and internal situations. According to Moelong L. (2007, p.85), the stages of qualitative writing are; 1) Pre-field, 2) Field activities and 3) Intensive analysis.

In addition, to obtain valid and accurate data, the researcher set a research sample. Therefore, this research uses a purposive sampling method. One of the characteristics of the purposive sample sampling method is determining respondents or sources based on the research objectives (Hardani, et al., 2020, p.368). Consequently, the subject in this research is the principal, this is because the principal is a leader in the institution that manages educational services.

In addition, the researcher also asked for information from teachers at 7th Junior High School (SMP) Budong-budong. The position of the teacher is an integral part of this research. because teachers are individuals who feel the principal's leadership pattern in improving performance in schools during the covid-19 pandemic. Therefore, the subject of this research is the principal and 6 teachers who are considered capable of providing the information needed by the researcher.

3.3. Data Collection Method

Data is information that can be processed and analyzed to produce new findings (Jannah. R, 2019, p.58). In conducting a research, one of the most important things that the researcher have to do is to determine the data collection technique. This process is one of the important steps in research. As a result, researcher must be able to select the best data collection procedures to apply in order to get the required data in accordance with standards. (Hardani, et al., 2020, p. 121). Data collection methods in qualitative research are flexible, following the context and required data (Suyitno, 2018, p.95). Therefore, observation, interviews, and documentation were used to collect data in this research.

3.3.1. Observation

Observation is a way of collecting data by observing the process and also making field notes according to the object being observed. (Fatoni A. 2006, p.104). In addition, according to Zuriah N. (2009, p.173) observation is defined as systematic observation and recording of the symptoms that appear on the object of research. Usually, the method of collecting data with observation is equipped with an observation format as an instrument (Arikunto S., 2010, p.27). When examining human behavior, work processes, natural occurrences, and if the number of respondents observed is not too large, observational data gathering approaches are used.

In terms of instrumentation, observation methods can be divided into two types, namely: structured observation and unstructured observation (Sugiyono, 2015, p.204). Meanwhile, from the involvement of researcher, observations are divided into two types, namely:

a. Participant Observation

Participant observation is when the observer (the person making the observation) takes part in the state of the object being observed.

b. Non-Participant Observation

Non-participant observation is an observation that does not participate in the life of the person being observed and is separately located as an observer (Zuriah N., 2009, p.173).

In this research, the researcher used a non-participant observation method, namely the author was not involved and only as an independent observer. Thus at the observation stage, the researcher saw the principal's activities in leading educational institutions and teacher teaching activities both face-to-face and through an online system with applications.

At this observation stage, the researcher did not provide information to the principal and teacher if the writer was conducting research observations. This is done in order to principal and teachers act naturally without having to manipulate their actions because they are aware that they are being observed. The observation technique was utilized to gather information about how the principal's role to improve teacher performance at 7th junior high school (SMP) Budong-budong during corona virus pandemic.

3.3.2. Interview

Interviews are one of the processes of collecting data by asking some questions to people about the subject to be studied, either using guidelines or not (Hardani et al., 2020, p. 138). In addition, according to Yildirim & Simsek (2018), the method of collecting data through interviews is based on opinions conveyed orally on a person's opinions and views about certain phenomena or problems. In conducting interviews there are several types of interview techniques, namely, structured interviews, semi-structured interviews, and unstructured interviews (Nugrahani, 2014, p. 127). For this research, researcher conducted interviews with semi-structured interview techniques. A semi-structured interview is an interview technique that combines structured interviews with unstructured interviews. Semi-structured interviews are also one way to get an in-depth and quality analysis of an individual or group (Christensen et al., 2015). Researcher used interview guidelines but research subjects were also given the freedom to express ideas or opinions related to the questions asked as long as they followed the intent and purpose of the questions. Thus, matters relating to the primary data in this research, can be disclosed transparently by the respondents and are expected to be used as benchmarks for the success achieved in interview activities.

In addition, the interview media used in this research were WhatsApp calls, zoom meetings, and google meet. This is done as an alternative in the interview process. Because sometimes the selection of interview media is adjusted to the agreement of the respondents and also considers the internet network where the respondents lives. The selection of respondents was carried out by purposive sampling, namely, the researcher chose respondents who were considered capable of providing information following the research objectives. According to Tarhan (2015, p.653), purposive sampling is often used to reveal facts and phenomena that occur. Thus, researcher can easily conclude problems in research. Definitely, the selection of respondents has certain criteria that are following the research objectives. Therefore the respondents can understand the facts and explain them in a situational framework that is easier to understand (Büyüköztürk et al., 2018).

Interviews were conducted with the principal and 6 teachers at 7th Junior High School Budong-budong. With this number of respondents, it is hoped that they can provide information about the principal's role in improving teacher performance during

the Covid-19 period. For more details about personal data, the following table presents the demographics of the respondents of this research:

Table 3.1. *The demographics of the respondents*

Code	Gender	Age	Subject	Length of teaching	Interview method
PR1	Women	50	Principal	20	Google meet
TR1	Man	31	Civic	6	Zoom meeting
TR2	Woman	32	Math	6	Whatsapp call
TR3	Woman	34	Sains	5	Zoom meeting
TR4	Man	31	English	5	Google meet
TR5	Woman	35	Social	5	Whatsapp call
TR6	Man	32	Indonesian	8	Whatsapp call

3.3.3. Documentation

The technique of collecting data through documentation is the process of collecting and collecting data through documents (Hardani et al., 2020, p. 149). Certainly, this document is related to research problems. Hence, it can be used as a source of research data. There are several types of documents that can be used as data sources such as books, notes, archives, pictures, films, photos, and other documents. Included in the document are important records relating to the problem, which allow the collection of complete, valid, and not just an estimate (Nugrahani, 2014, p. 143).

The researcher contacted the principal and deputy principal of the junior high school to obtain data on the principal's role in improving teacher performance. The main documents that researcher need are documents related to work programs made by school principal, documents for monitoring the learning process, teacher teaching schedules, and teacher absenteeism. Meanwhile, to further complement this research data, the researcher will also collect secondary documents such as documents on school profiles, documents on school facilities, documents on teaching, education personnel and documents on the total number of students in school.

3.4. Data analysis

After the data collection process, the researcher will carry out the next stage, namely data analysis. Data analysis is the process of compiling data regularly after

carrying out the data collection process, by grouping into certain parts, and arranging them into various patterns. Thus, they become the basis for drawing research conclusions (Hardani et al., 2020, p. 162). The process of analyzing data is one of the most important parts of the scientific method. This is because data analysis can be used to solve research problems (Nugrahani, 2014, p. 169).

For this reason, in this research, researcher will use data analysis according to the Miles and Huberman model. Miles and Huberman as quoted by Hardani et.al (2020. p. 163) divide three data analysis processes, namely data reduction, data presentation, and concluding.

3.4.1. Data reduction

The process of simplifying data, selecting, and determining which data is significant is known as data reduction, determining the data needed and relevant in research, and selecting basic data. This process takes place during the data collection process. At this stage, the data that has been collected through interviews, either through video zoom, recorded WhatsApp calls, or the results of interviews through Google Meet, are written in the Microsoft word program. Furthermore, the interview script was read and checked repeatedly. Answers that have similarities will be classified and made into several themes or categories. Meanwhile, some respondents' answers that are considered to have no impact in this research will not be included in this classification process. Consequently, only data that is considered important is taken and processed by the researcher.

3.4.2. Data presentation

Data presentation is a collection of information that has been compiled and becomes the basis for drawing a research conclusion. In general, the data in qualitative research is in the form of narratives equipped with pictures, graphs, templates, schemes, charts, illustrations, and others (Nugrahani, 2014, p. 176). Thus the data presented is easy to understand. In this research, the researcher presents the data in several charts. Consequently, it is easy to understand the pattern of categorization of answers from respondents.

3.4.3. Draw a conclusion

Drawing conclusions is the process of interpreting the results of the analysis and interpretation of the data. Therefore, the conclusions must be following the research focus, research objectives, and research results.

In addition, the most important thing to consider in qualitative research is the validity of the data. The validity of the data is an important concept that will later become a benchmark for whether or not the information is valid and find out whether there are differences or not regarding the information obtained. This is done considering that there are times when one respondent has different thoughts even though the meaning or essence is the same.

3.5. Data Validity

In this research, checking the validity of the data is based on certain criteria, this is done to ensure the level of trustworthiness of the data that has been collected by the researcher. According to Lincoln and Guba (1985, p.289), there are four ways to test the validity of qualitative data, namely (1) credibility; (2) transferability; (3) dependability; and (4) confirmability. The validity of the data used in this research is as follows:

3.5.1. Credibility

Researcher checked the credibility of the data aimed at proving that the information and data in this research were following the reality that had occurred. To achieve a good credibility value, the researcher used triangulation, namely the triangulation of sources, methods, and theories. In addition, the researcher made continuous observations and checked the adequacy of references.

The researcher used a triangulation technique for data sources by asking the truth of some data and information to the object of research located at 7th Junior High School Budong-budong, namely teachers and principal. In addition, the researcher also triangulated the method by comparing the data or information that the researcher collected from observation, then compared it with data from interviews and also from the documentation that was directly related to the data.

In addition, the researcher also triangulated theory by referring to several theories related to research problems ranging from leadership theory, and teacher performance theory to theories about the Covid-19 pandemic.

3.5.2. Transferability

Transferability is a criterion to meet that the results of research carried out by researcher in certain contexts can be applied or transferred to other schools of equal status.

3.5.3. Dependability

Dependability criteria are used by researcher to maintain caution about possible errors in collecting data. Thus, the data can be justified scientifically. Many errors are caused by the human factor itself, especially the researcher as a key instrument that can lead to distrust of research results. One example is the fatigue factor or due to the limited knowledge of the researcher. Consequently, they make mistakes when collecting and processing data. For this reason, in this research, the researcher conducts periodic consultations with the supervisor to get a review of the research activities that have been carried out.

3.5.4. Confirmability

Researcher use these criteria to assess research results by checking data and information. The researcher prepared the necessary materials such as field data in the form of (1) field notes from observations about the activities of the principal of the 7th Junior High School (2) the leadership ability of the principal; (3) principal interaction with all school components; (4) interview transcripts; (5) recording results; (6) data analysis, and (7) a record of the research implementation process which includes the methodology, strategy, and validity efforts.

Thus, the confirmability approach emphasizes more on the characteristics of the data concerning the principal's activities in improving teacher performance at 7th Junior High School Budong-budong. This role aims to obtain certainty that the data that the researcher obtains is truly objective, meaningful, reliable, and factual.

CHAPTER IV

4. RESULT

This research aims to answer the following questions:

1. How was the role of the school leadership in improving teacher performance at 7th Junior High School (SMP) Budong-budong before Covid-19?
2. How was the performance of teachers at 7th Junior High School (SMP) Budong-budong during Covid-19?
3. How was the role of the school leadership in improving teacher performance at 7th Junior High School (SMP) Budong-budong during the Covid-19 pandemic?

Therefore, in this chapter, the researcher reveals the research results based on the research questions above.

4.1. Research Results on the Role of Principal in Improving Teacher Performance at 7th Junior High School (SMP) Budong-budong Before the Covid-19 Pandemic

From the results of data collection through observations and interviews that have been conducted by researcher, it was found that the role of principal in improving teacher performance there are several approaches, namely through providing guidance and motivation, conducting evaluations, increasing teacher capacity, providing rewards and punishments and being a role model. More details can be seen in chart 4.1.1 below:

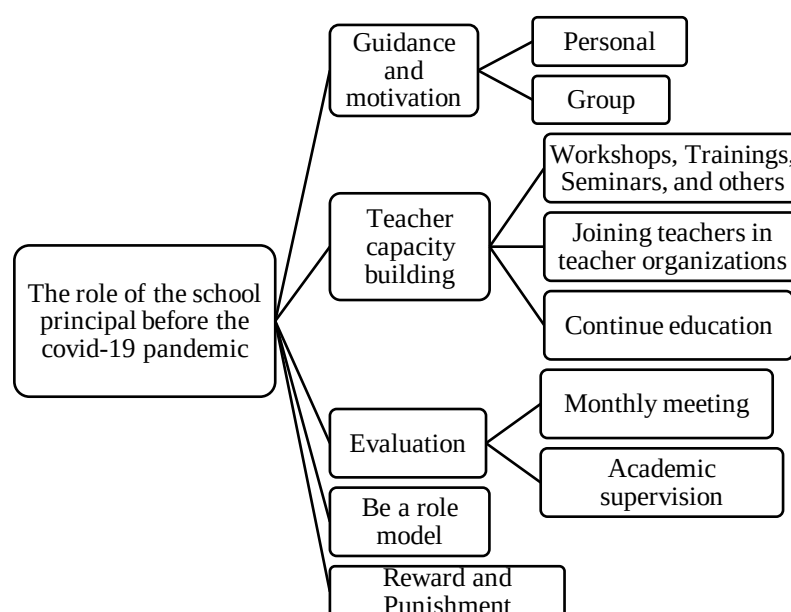


Chart 4.1. *The role of the principal in improving teacher performance before the Covid-19 pandemic*

Depending on chart 4.1.1 above, it can be seen that there are several roles made by the principal in improving teacher performance before the spread of Covid-19, namely through a guidance and motivation approach. The provision of guidance and motivation by the principal is conducted individually and in groups. The teacher's problems determine whether the principal's advice is given individually or in groups. For example, if the problems faced by teachers include personal problems, the principal will provide individual guidance. However, if the problems faced by the teacher include problems felt by some teachers such as declining student learning outcomes and learning methods in the classroom, then the principal will provide group guidance.

Meanwhile, to improve the knowledge and skills of teachers, principal ask teachers to attend workshops, training, or educational seminars. This activity is usually held once a month by the local education office. In addition, the principal also seeks teachers in schools to be involved in teacher organizations in the regions. Such as the Subject Teacher Conference (MGMP), the Indonesian Republic Teachers Association (PGRI), and the Indonesian Teachers Association (IGI). Another strategy taken by the principal to improve teacher performance is to provide opportunities for teachers to continue their education to a higher level. For example, continuing to pursue a master's program in Indonesia or abroad. These performance improvement programs have been conveyed by the principal in interviews as follows:

“In improving teacher performance, the first one must provide guidance and motivation in every meeting or individually. In this approach, as the principal, I try to do it in a more persuasive and familial way. So that the teacher feels comfortable conveying the obstacles faced during the teaching process. Furthermore, also provide space for teachers to attend seminars, workshops, and training in the field of education, as well as motivates teachers to be active in teacher organizations such as MGMP, IGI, and PGRI.

Another principal role in improving teacher performance is to conduct evaluations. This effort is made in order to teacher performance is monitored, principal periodically evaluates teacher performance with two approaches, namely through monthly meetings and academic supervision. Monthly meetings are held not only to discuss problems faced by schools but also to discuss teacher performance, problems faced by teachers, and teacher plans to improve their performance. On the other hand, the principal also makes an academic supervision program. This academic supervision program aims to see the teacher's ability to carry out learning starting from the planning, implementation, and evaluation stages of learning outcomes. With the result that the

principal will look at the way the teacher teaches in the classroom, then provide evaluations and suggestions to teachers to improve how to deliver the subject matter to students. This academic supervision program is carried out once a year. Thus, teachers have their respective schedules that have been determined by the principal. These two approaches can be seen from the interview results as follows:

“The next approach is to hold monthly meetings to evaluate educational services in schools. In addition, I also try to apply the academic supervision system properly and correctly. Academic supervision is at least once a semester. The most important thing is not only the supervision activities but how a school principal and teacher can carry out a follow-up plan on the results of the academic supervision. I can get an idea of the teacher's problems. For example, what “teacher A” lacks, where “teacher B” lacks, what “teacher C” needs to improve. So from the results of the academic supervision, the principal can properly implement the follow-up plan through workshops, training, or individual guidance to teachers. So, The principal must be able to provide the right solution to the problems faced by the teacher. With academic supervision, I can find out which teachers are potential and which teachers need to be improved. Then the most important thing is that the principal must be consistent in conducting performance appraisals and be committed to planning these various programs...”(LR1)

The next role made by principal to improve teacher performance in schools is by giving examples. The principal must be able to be a role model in several ways, such as obeying the rules that apply at school, establishing good social relations at school, and showing a professional attitude at work. Principal is expected to provide a good example for teachers in order to improve their performance. The approach to being a role model to improve teacher performance can be seen from the results of interviews with the principal as follows:

“What must be shown is the example of the principal, for example when I mention discipline, then I have to do it first, for example coming to school on time. The principal also needs to know more about exactly what they want to implement. Another example is if I talk about lesson plans, I must first understand the lesson plans, if I talk about best practices in learning, I have to know about best practices in learning, and others. So the principal must first equip herself with insight skills and also be ready by example...”(LR1)

In addition, to improve teacher performance, the principal also approaches the provision of rewards and punishments for teachers and employees. Giving rewards and punishments is one of the ways used by the principal to improve the work ethic of teachers. Consequently, they can do the best for the school. The principal will give appreciation or reward to teachers who have good performance, while for teachers who

seem negligent of their duties or their performance is declining, the principal will give a persuasive and familial reprimand. Thus, the teacher returns to his best performance. The approach of giving rewards and punishments to improve teacher performance can be seen from the results of interviews with the principal as follows:

“... Hence the principal must also give a reward. The reward is mandatory in my opinion. although the form does not have to be in the form of money or material. Examples of rewards can be in the form of positions or promotions, for example, “Teacher A” is given the task of being the leader of the literacy team and then succeeds, then in the following year, there is nothing wrong if “Teacher A” is awarded a new position, for example as deputy head of the school in the field of student affairs. Trust to work on projects at school can also be a reward for teachers. The point is that giving rewards is one of the factors supporting the improvement of teacher performance. On the other side to rewards, there are also punishments, but the punishment is still relatively light, such as giving a warning to a negligent teacher. The warning was given persuasively. For example, two people are at odds, we call them personally...”(LR1).

4.1.1. Perspectives of teachers at 7th Junior High School (SMP) Budong-budong about the role of the principal to improve teacher performance before the Covid-19 period

Based on the research data, it is also obtained about the teacher's perspective on the role of the principal. Based on the perspectives and opinions of teachers at 7th Junior High School (SMP) Budong-budong about the role of the principal to improve teacher performance before the Covid-19 period was divided into two groups, namely some teachers revealed that the principal had role in improving teacher performance and the other group felt that principal are still less involved in improving teacher performance. More details can be seen in chart 4.1.2. below this:

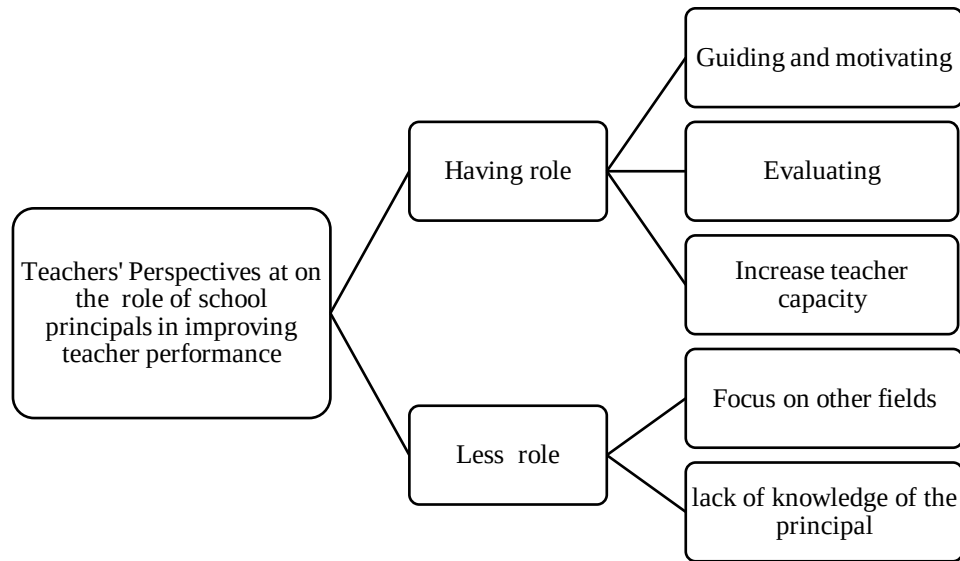


Chart 4.2. *The teacher's perspective of 7th Junior High School (SMP) Budong-budong on the role of the principal in improving teacher performance*

From chart 4.1.2. It is clear that the teachers at 7th Junior High School (SMP) Budong-budong think that the principal has made efforts to improve teacher performance in schools. According to them, the principal provides guidance and motivation to teachers both personally and in groups. Some teachers also said that the principal also evaluates the performance of teachers in schools therefore teachers can improve the quality of their learning. In addition, several teachers said that one way for a principal to improve teacher performance was by encouraging teachers to attend educational seminars and actively participate in teacher organizations in the regions. The opinions of teachers who feel the role of the principal to improve teacher performance can be seen in the following interview results:

“Before the Covid-19 pandemic, The principal often provided guidance, motivation, and provided opportunities for teachers to take part in various training and participate in the Subject Teacher Conference (MGMP) organization to improve teacher knowledge and skills...”(RT1)

“...The principal often motivates us to give the best performance in teaching and learning activities in the classroom...”(RT2)

“The principal often evaluates our performance both personally and in general the teacher's performance in monthly meetings. It sometimes makes us try to improve our performance...”(RT4)

On the other hand, the second group of teachers assessed that the principal's role in improving teacher performance was still not optimal. They consider the principal to

be more focused on other fields such as providing facilities and infrastructure that are not related to classroom learning. The principal is also considered to be too focused on school administration. As a result that she often forgets to control the development of teacher performance. In addition, some teachers are still complaining about the ability of the principal in the field of learning. Some of these teacher's opinions can be seen in the following interview results:

“The principal only gives instructions without daring to rebuke firmly one by one the teachers who are less active in the teaching and learning process in class or are often late for school...”(RT3)

“I have not seen the optimal role of the principal in improving teacher performance he is still busy with improving school facilities and infrastructure as well as managing school administration and finances...” (RT5)

“I am sometimes confused when the principal is guided by the principal about lesson planning in the classroom, the explanations are not well structured, even some teachers do not receive guidance on lesson planning from the principal. Even though we know that making lesson plans is very important for a teacher before doing learning in the classroom...”(RT6)

4.1.2. Supporting and inhibiting factors of the principal in improving teacher performance before the Covid-19 pandemic

Based on the results of data collection conducted by researcher, obtained information about several factors that support and inhibit the principal in improving teacher performance before the Covid-19 pandemic. For more details, see chart 4.1.3 below:

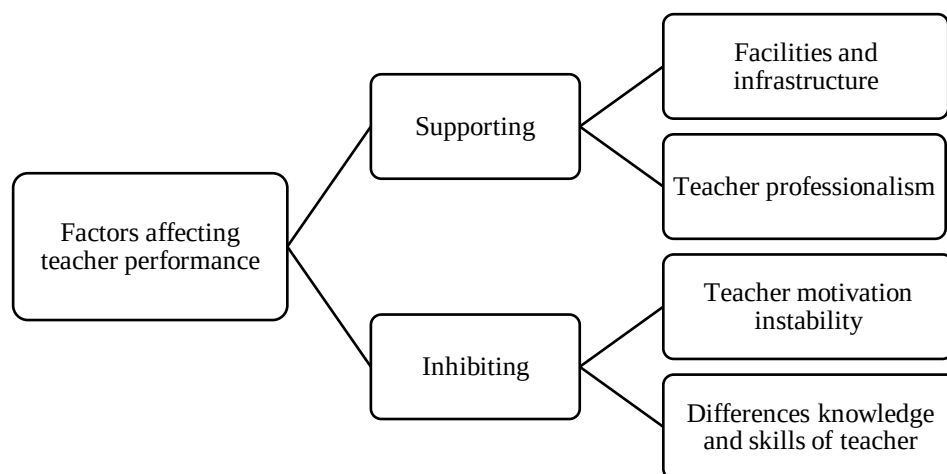


Chart 4.3. *Factors affecting teacher performance*

Based on chart 4.1.3 above, Researcher can draw the conclusion that the existing facilities and infrastructure in schools are one of the factors that support the principal's role in improving teacher performance. For example, the availability of textbooks, learning media, sports fields, and others. In addition, the professional attitude of the teacher is also considered one of the supporting factors. This can be seen by the majority of teachers obeying the rules that have been applied at school, arriving on time, and starting learning in class according to a predetermined schedule. Some of these supporting factors can be seen from the results of interviews with the principal as follows:

“Learning facilities are very supportive when we ask the teacher to provide the subject matter in the classroom using learning media such as learning books, projectors, or learning illustration pictures. If the school does not provide it, the teacher will have difficulty conveying the material. So it is true that learning facilities and infrastructure support teacher performance. In addition, most teachers are also very obedient to the rules that apply at school. Hence, this professional attitude makes it easy for a principal to manage organizations in schools...”(LR1)

On the other hand, there are also inhibiting factors such as teacher motivation which is easy to change. For example, sometimes some teachers are very enthusiastic in teaching in the classroom, sometimes teachers also teach normally. In addition, the uneven knowledge of teachers makes it difficult for the principal to improve teacher performance. For example, the principal wants to ask teachers to carry out a technology-based learning process. However, some teachers are unable to apply it because of ignorance in using a computer or laptop. These two inhibiting factors can be seen in the following interviews with the principal:

“...As for the inhibiting factor, I think the teacher's motivation changes very quickly. Today they are enthusiastic when teaching in class, the next day the teaching method is mediocre and even seems monotonous. In addition, some teachers still need to improve their knowledge and skills in teaching, especially teachers who are old. They are very difficult to keep up with changes in teaching patterns in the classroom...”(LR1)

4.2. The Results of Research about the Teacher Performance at 7th Junior High School (SMP) Budong-budong During the Covid-19 Pandemic

Based on the results of interviews with principal, researcher obtained information that teacher performance varied greatly during the spread of the corona virus period. Some of the teachers at 7th Junior High School (SMP) Budong-budong were able to

adapt easily during the Covid-19 period. On the other hand, some teachers still have difficulty adapting to delivering subject matter to students with an online system. Teachers who have difficulty using online learning systems are dominated by teachers whose age is not young anymore, ranging from 40-55 years.

In general, the principal classifies teacher performance at 7th Junior High School (SMP) Budong-budong into two conditions. First, the performance of teachers decreased during the Covid-19 period and the second group was teachers who had the same performance both before the spread of Covid-19 and during the Covid-19 period. Some of the principal's explanations about the condition of teacher performance at 7th Junior High School (SMP) Budong-budong during the Covid-19 pandemic can be seen in the following interview results:

“Before the pandemic, I can say that my level of satisfaction with the performance of teachers in schools was at the level of 80%, the indicator of satisfaction among the number of teachers was mostly in line with expectations. Although there are still some things that need to be improved. For example, the skill of making lesson plans and then the variety of learning methods carried out in class. Then from activities outside of their duties as a teacher, they mean guiding extracurricular at school, the involvement of teachers in activities held at school. However, during the current state of the spread of Covid-19, internet access is indeed an obstacle for both teachers and students, then parental facilities are very minimal. But if they both complain, the condition will get worse. Hence, whatever the condition, the teacher is expected to continue to conduct learning and teaching activities. It is recognized that what is called learning, is not just the transfer of knowledge but how to socialize, how to instill habituation, and how cultivate character. Those parts with online learning are lost. there is only the transfer of knowledge. Even the transfer of knowledge, I don't think, is optimal in this Covid-19 condition. So from this condition, I can see some teachers whose performance has decreased due to the various challenges that existed during the Covid-19 pandemic, but some teachers continue to carry out their duties as arranged by the school. Teachers who are old, really feel the impact of online learning, because they are very difficult to do learning with smartphones or through computer applications such as google meet or zoom application...”(PR1)

4.2.1. Teacher's perspective regarding teacher performance in 7th Junior High School (SMP) Budong-budong during the covid-19 pandemic

The change in teaching methods during the pandemic is thought to influence teacher performance in the learning process. From the results of interviews conducted with several teachers at 7th Junior High School (SMP) Budong-budong, researcher got

the same thing as what was conveyed by the principal that the teacher's performance during the Covid-19 pandemic was divided into 2 conditions, namely their performance decreased and their performance was the same. between before the pandemic and during the Covid-19 pandemic. For more details, see chart 4.2.1. below this:

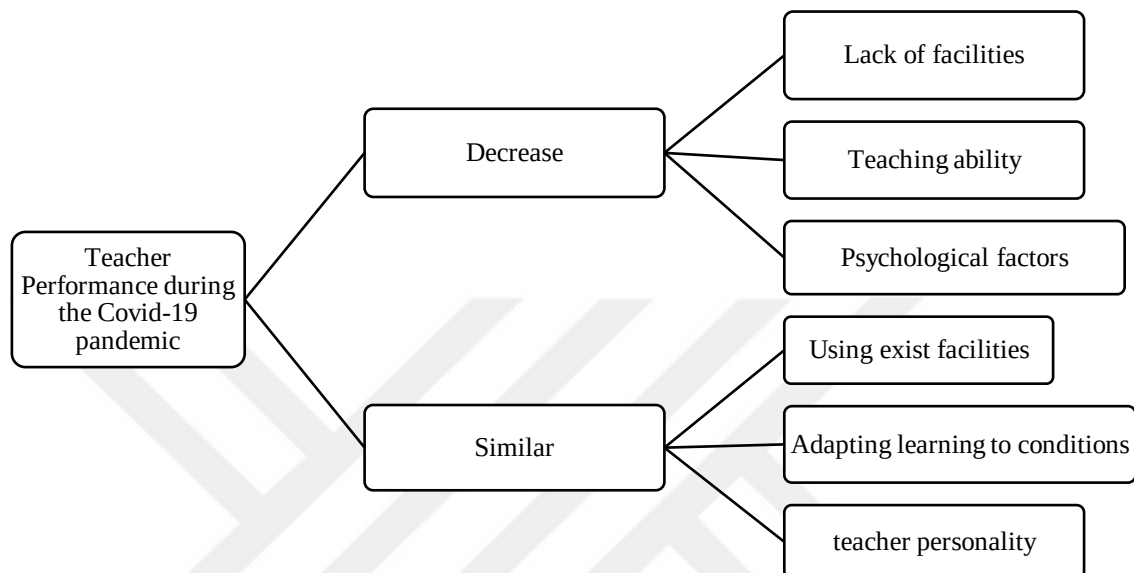


Chart 4.4. *Teacher performance during the Covid-19 pandemic*

If we look at chart 4.2.1 above, it is clear that the teacher's perspective on their performance during the Covid-19 pandemic. Teacher performance can be grouped into 2 conditions, namely, their performance is reduced and their performance is the same as in the period before the Covid-19 pandemic. There are several visible indicators of the declining performance of teachers at 7th Junior High School (SMP) Budong-budong such as teachers not being on time in delivering learning, and teachers only providing material files to the WhatsApp group without any follow-up, even some teachers do not carry out distance learning processes.

Furthermore, the respondents gave their respective reasons regarding this problem. Most of the respondents revealed that their performance was reduced during the Covid-19 pandemic for several reasons, namely: facilities that were still lacking, such as an unstable internet network, incomplete student learning media, and others.

Another factor that makes their performance decline is that there are still some teachers at 7th Junior High School (SMP) Budong-budong who have not mastered learning by using online applications such as google meet, zoom meeting, and others. In

addition, other teachers said that psychological factors such as boredom have always been a challenge in conducting online learning at home during the Covid-19 pandemic. Some of the teacher's reasons for the factors that make their performance decline can be seen in the following interview results:

“What is very different is the learning atmosphere, where usually when carrying out the teaching and learning process you can meet face to face with students in the classroom, but during the pandemic (Covid-19) you can only say hello through social media. That's what makes me a little less enthusiastic. In addition, limited internet access, lack of provision of facilities and infrastructure, application of methods and strategies, and monitoring of students...”(RT1)

“...Teaching from home is indeed the most appropriate solution during the Covid-19 pandemic. However, unfortunately, there are limited online learning facilities and infrastructure which are an obstacle when we conduct online learning...” (RT2)”

“There are many factors that make teacher performance decline during the Covid-19 pandemic, such as the unpreparedness of teachers to teach with an online system because they have to learn from the beginning about several online applications for learning. Teaching from home which sometimes makes it difficult to focus due to various distractions, learning facilities which are limited even some students do not have a smartphone. Then the boredom that arises both among students and teachers because they have to interact online. Even though, we have been able to interact directly in class and at school before the Covid-19 pandemic...”(RT6)

On the other hand, referring to the second group of teachers, several teachers revealed that they felt their performance was the same before and during the Covid-19 period. They said that they were trying to adapt to the learning situation during the Covid-19 period. They try to learn about online learning using applications on computers or smartphones. They admitted that although it was difficult at first, after getting used to using the application, everything became easy. In addition, some teachers say that they provide learning during the Covid-19 pandemic by utilizing existing facilities, for example, if the network does not allow them, then they switch to providing material via WhatsApp groups or messengers. Furthermore, Another reason for the teachers of 7th Junior High School (SMP) Budong-budong who feel that their performance remains the same is the sense of responsibility as a teacher who has to deliver learning materials to students. Some of the reasons that make teacher performance remain the same during the Covid-19 pandemic can be seen from the results of the interview as follows:

“In my opinion, previously we taught face to face with students within the classroom by relating the academic tools that we had previously designed. During the pandemic, suddenly the teaching and learning process was changed to online, face-to-face methods or some were using combination methods (hybrid learning). Using this online method, we as teachers are required as much as possible how to convey material to students properly. Previously some teachers had not mastered the learning system based on devices, android applications, and computers/laptops. Since the pandemic, many breakthroughs have been made in the world of education. For example, many online training activities are very useful for educators. Such as learning webinars, how to make learning videos and others. So as teachers, we must be able to take advantage of existing facilities for learning during the pandemic...”(RT3)

“...The education sector is one of the most affected by digitalization due to the spread of Covid-19. The presence of Covid-19 accelerates online-based learning that cuts space and time. For this reason, teachers must be able to adapt quickly. Fortunately, during Covid-19, there is a lot of training that can improve performance. So, I think the performance of teachers in schools is the same during the Covid-19 pandemic, only the difference lies in the way they deliver learning materials...”(RT4)

“In my opinion, an educator features a moral responsibility to still provide learning materials to students regardless of how difficult the conditions are. Although, we all know that conditions during the spread of Covid-19 have changed the pattern of interaction between teachers and students. Current conditions make the emotional relationship between students and teachers look not well established because only communication online is not face-to-face in the classroom. However, being a teacher must have a professional attitude to continue teaching and continue to educate students both in class and online...”(RT5)

4.2.2. Teachers' perspectives on learning in the pre-pandemic and during the covid-19 pandemic

Depending on collecting data through interviews, it was also found that teachers at 7th Junior High School (SMP) Budong-budong agreed that they preferred face-to-face learning in class as they often did before the Covid-19 pandemic. This is evidenced by the results of interviews which show that most teachers prefer to teach in the pre-pandemic period. They assume that by teaching in the classroom, they are more optimal in providing learning materials to students, teachers are also not completely dependent on the internet network, Teachers have more flexibility in shaping the character of student in schools, and their costs associated with the learning process are lower. Some of the teachers' arguments about their choice to teach face-to-face in the classroom over teaching online.

“I believe that in general, between teaching with normal conditions in the classroom and distance learning during the Covid-19 period, all of them have their respective advantages and disadvantages. But it all depends on several factors, one of which is the location of the school area and the infrastructure owned by the school. Especially for our school, it is better to choose to teach normally in the classroom. The reason is that in our school area we have a less stable internet network. Hence, online learning is often constrained. Meanwhile, some students still do not have the media or learning tools to be able to take part in online learning such as smartphones or laptops...”(RT2)

“Honestly, I choose to teach in normal times or before the Covid-19 pandemic. Because I think teachers are freer to interact with students, we don't need to wear masks, then during the pandemic, the learning costs are quite expensive, especially in buying internet packages. In addition, teachers also have to learn from the beginning about delivering material online. It takes time to adapt again. In addition, teachers also find it difficult to interact with other teachers regarding learning because most teachers teach from home...”(RT5)

“Definitely, I choose to teach directly in the classroom rather than online learning because students can focus more on learning. In addition, teachers are freer to interact and communicate directly with students in class. When there is learning material that is not understood by students, students are free to ask directly. Meanwhile, during the pandemic, the question and answer session is limited by the teacher due to the limited duration. If students ask questions via WhatsApp chat or messenger applications, the teacher is also a bit difficult to explain because they will write long explanations. In addition, some students also do not have online learning facilities such as smartphones or laptops. But as a teacher, I still maximize learning during the Covid-19 pandemic...”(RT6)

4.3. The Results of Research on the Effort of the Principal in Improving Teacher Performance During the Covid-19 Pandemic

The rapid spread of Covid-19 in Indonesia has prompted the government to issue various policies, one of which is in the education sector. The policy that feels is the conversion of learning methods that were formerly carried out in the classroom through face-to-face learning to online learning. This restriction is in place to reduce the consequences of the coronavirus.

4.3.1. Learning methods during the covid-19 pandemic at 7th Junior High School (SMP) Budong-budong

From the results of data collection through interviews and observations it was found that. 7th Junior High School (SMP) Budong-budong has implemented various learning methods during the spread of the corona virus, the first method being distance

learning by online (online learning), then continuing with learning that combines face-to-face learning in class and online learning (hybrid learning). The last learning model is learning with a shift system. This alternate learning system is learning that is conducted in class, but students in one class are divided into two groups. If the first group entered in the morning, then the second group of students entered the class in the afternoon.

“At the beginning of the spread of the coronavirus, learning was done online. We implemented online learning for 1 year and 9 months. This is following a circular issued by the Indonesian Ministry of Education. I suspect after all, that even without research with official indicators and instruments the success of online learning during the pandemic (Covid-19) is very minimal. Both in terms of knowledge especially from the formation of student character. Maybe some schools have succeeded in carrying out online learning optimally during the Covid-19 pandemic because they are supported by sufficient facilities. However, in general, schools in Indonesia still find it difficult to carry out online learning. That's why the government is now socializing the free learning curriculum as a recovery curriculum, meaning the government is aware that online learning during the pandemic has a very minimal success rate.

After 1 year and 9 months of online learning, learning methods in schools began to change in line with the conditions for the spread of Covid-19 in their respective areas. The government has started to allow schools to carry out classroom learning, but with various conditions, namely that only a few percent of students can attend classroom learning. The rest follow the learning online. For example, in one class there are 30 students. 15 students study in class, 15 students study online. This is where we apply to learn with a hybrid method. We do this for one semester (6 months)...”

After applying the hybrid learning method, we tried to apply the learning system with the alternate method. Since the spread of Covid-19 has begun to decline. This learning method divides students in one class into two groups. Hence the first group will enter in the morning (8:00 a.m.) and the second group will enter the class at noon. However, this system still adjusts the duration of time for giving learning material a maximum of 60 minutes for each subject. So it is not completely normal like learning before this Covid-19 spread. The changes in the learning system in schools often make teachers complain and have to adapt quickly...(LR1).

4.3.2. Description of principals' role to improve teacher performance during the Covid-19 pandemic

The principal is expected to be able to play a role in increasing teacher performance in schools as a result of different improvements in learning approaches throughout the Covid-19 period. From the results of data collection that have been

conducted by the researcher through interviews and observations, it is found that the role of the principal in improving teacher performance during the Covid-19 outbreak is not much different from the effort of the principal before the Covid-19 pandemic. There are several roles implemented by the principal in improving teacher performance during the Covid-19 pandemic, such as guidance and motivation, increasing teacher capacity, evaluating teacher performance, providing rewards and punishments, and finally being a role model. More details can be seen in chart 4.3.1. below this:

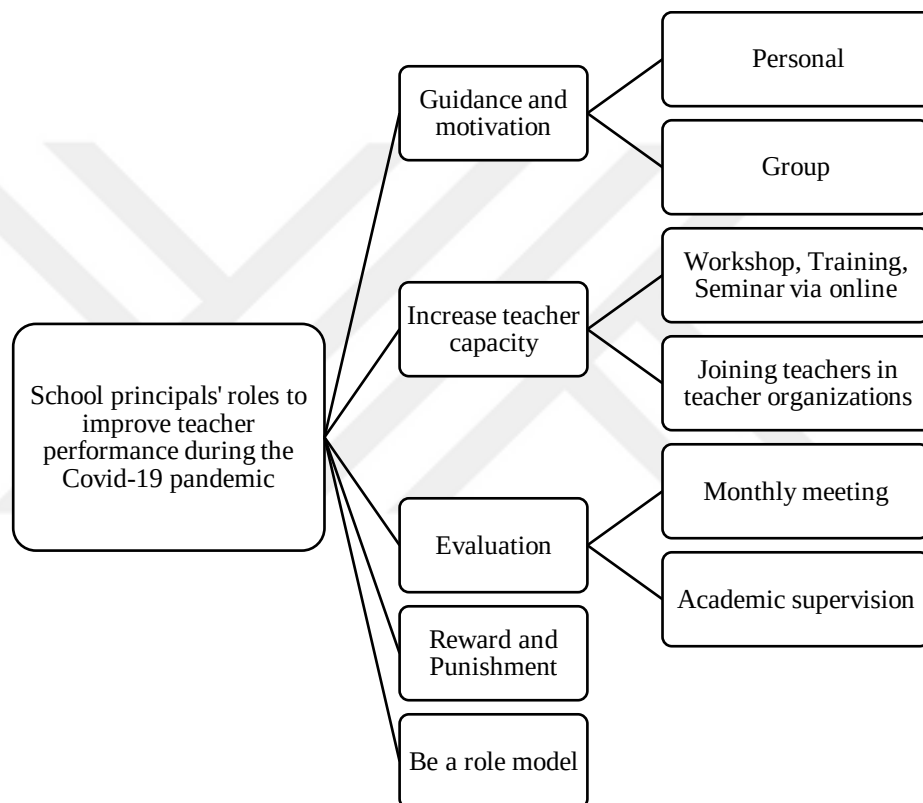


Chart 4.5. *The principal's role to improve the performance of teachers of 7th Junior High School (SMP) Budong-budong during the Covid-19 pandemic*

Depending on chart 4.3.1 above, it can be seen that the role made by the principal in improving teacher performance before the Covid-19 pandemic were still implemented during the Covid-19 pandemic. The principal's first role in improving teacher performance during the Covid-19 period was through a guidance and motivation approach, namely the principal providing individual and group guidance. The choice between individual or group guidance is based on the problems faced by teachers during the Covid-19 period. For example, some teachers have difficulty in conducting online distance learning, the principal tries to provide special guidance. Another example is if

the teacher complains about being bored when doing online learning, the principal will provide motivation and advice to the teacher.

“The various challenges of teaching during the pandemic as well as the facilities and infrastructure that become obstacles often make teachers complain. Then I tried to guide several teachers and I also tried to provide motivation. So this teacher's skills need to be familiarized during the Covid-19 pandemic. The first thing I say is that in the curriculum during the pandemic, we apply the free learning curriculum, meaning the school curriculum during the pandemic, in other words, the teacher must be good at choosing which topics to discuss and which learning indicators to teach. Those are probably some things that have to be adjusted. choose which learning materials and indicators to take to teach. then what kind of learning technique will be used with the allotted time...”(LR1)

Meanwhile, to improve the knowledge and skills of teachers, the principal asked each teacher to attend online workshops or online seminars (webinars) on education which have been widely implemented since the spread of the coronavirus. For examples webinars on how to make learning videos, webinars on how to create learning materials through Canva, webinars on how to use the Kahoot application for learning, and others. In addition, the principal also seeks teachers in schools to remain involved in teacher organizations in the regions. Such as the Subject Teacher Conference (MGMP), the Indonesian Republic Teachers Association (PGRI), and the Indonesian Teachers Association (IGI).

Some of this performance improvement approaches, namely through increasing teacher capacity by participating in webinars and remaining active in teacher organizations, have been conveyed by the principal in an interview as follows:

“...I also often remind teachers to be diligent in participating in online seminars via zoom or google meet which discusses the learning process during the Covid-19 period. Teachers should also remain active in teacher organizations even in limited conditions...”(LR1)

Furthermore, to improve teacher performance during the Covid-19 pandemic, the principal also continues to conduct evaluation programs consisting of monthly meetings and academic supervision. This is done to monitor the teacher's performance in providing learning to students even though the learning is carried out by the teacher remotely. The teacher evaluation activities and academic supervision of the principal can be seen in the following interview results:

“The evaluation must be carried out even though it is in limited circumstances. But first, it must be understood that during Covid-19 there are many obstacles. Honestly, I can not fully control the teacher's performance during the Covid-19 period. Controlling it is very difficult, for example, I often go to zoom meetings or google meets when the teacher is

doing lessons, but not everything can be controlled like that. Due to time constraints and the number of online learning processes carried out by teachers. So I think that during the pandemic, the supervision from the school principal was also a bit constrained. Then the way to improve teacher performance is also different and more difficult. I also use the periodic academic supervision method. For example, what I have done is that I want to supervise teachers A or B. I ask the teacher to do online learning from school, not from home. Then the teacher must also show some assignments from the students as evidence that the teacher has been teaching students all this time.”

“Periodically asking them to come to school. for examination of learning administration and mandatory monthly reports. For example, in the first meeting what material was presented, photo evidence of the teacher providing online learning, then examples of assignments given to students. The student condition report must have a monthly report that must be made by the teacher. And all the reports will be signed by the principal. That's how I evaluate and supervise academics for teachers during the Covid-19 pandemic.” (PR1)

In addition, the school principal also continues to conduct the reward and punishment program as before the Covid-19 pandemic. However, like in the previous school culture, the reward is not in the form of money or other material. In addition, another effort by the principal in improving teacher performance during the Covid-19 period is that the principal continues to strive to be a role model for teachers in obeying the regulations that apply in schools and the rules from the central government regarding education during the Covid-19 period. This can be seen from the results of the interviews as follows:

“Giving praise is included as a reward. Hence, the reward does not have to be in material form. For punishment, Thsu far, I have only given a warning if there are teachers who are negligent in their duties...”(PR1)

“As a principal, ideally, we must remain optimistic, enthusiastic, innovative, and not give up, both before the pandemic and during the pandemic. For that, I try to be a role model in front of the teachers...”(PR1)

4.3.3. Supporting and inhibiting factors principal in improving teacher performance during the Covid-19 pandemic

From the interview results, it was also known that several supporting factors assist the principal in improving teacher performance during the Covid-19 pandemic, such as the professionalism of teachers in being responsible for their work and learning adaptation regulations from the Indonesian Ministry of Education (Kemendikbud) during the Covid-19 pandemic. In addition to supporting factors, the principal also

revealed several factors that became obstacles to improving teacher performance during the Covid-19 period, such as lack of learning facilities and infrastructure. In addition, another inhibiting factor is that the knowledge and skills of teachers about online learning at 7th Junior High School (SMP) Budong-budong are not evenly distributed. Further information on some of the factors that support and hinder principal in improving teacher performance as shown in chart 4.3.2

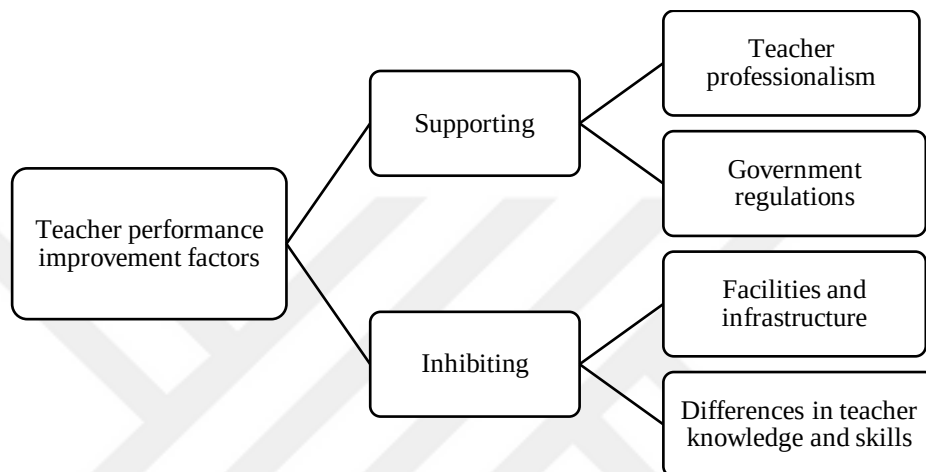


Chart 4.6. *Supporting and inhibiting factors in improving teacher performance during the Covid-19 period*

Depending on chart 4.3.2 above the researcher can conclude that the role of the principal in improving teacher performance during the Covid-19 period is supported by the professional attitude of teachers at 7th Junior High School (SMP) Budong-budong. In addition, regulations from the Indonesian Ministry of Education (Kemendikbud) regarding adaptation learning during the Covid-19 pandemic are considered one of the factors that make learning more flexible. These supporting factors can be seen in the following interviews with the principal:

“Even if there is an increase in performance during distance learning, maybe it depends on the professional attitude and responsibility of being a teacher. The feeling of responsibility to teach during the time of Covid-19. Although some teachers argue that it is better face-to-face learning in class than online learning. They feel more comfortable face to face in class with students. In addition, a sense of responsibility sees the fact that the students we have been dealing with. Thus far seem to have come out of prison. Hence, they seem strange again when learning begins in class. We can imagine 1 year and 9 months of online learning, which means they pass two levels without learning as usual in class. For example, the last child in grade 5 elementary school. suddenly entered the 1st grade of Junior High

school this year. There were about 2 years when they did not go through the normal curriculum, did not go through habituation education, and others.”

“One of the things that makes it easier for the principal to implement distance learning are several rules issued by the government regarding learning adaptation during the Covid-19 period, both rules issued by the central government and regional governments. So, I as the principal only try to apply these rules. Moreover, the rules regarding schools are allowed to conduct face-to-face learning in class. Seeing this, the teachers at the school were excited. How they can deal with the student as much as possible. It is because they have experienced how the learning conditions that have been interrupted for almost 2 years are slowly recovering...”(LR1)

On the other hand, apart from supporting factors, chart 4.3.2 also shows several inhibiting factors encountered by the principal in improving teacher performance during the Covid-19 pandemic. The first factor is the lack of facilities and infrastructure owned by schools, including limited internet access. The second factor is the ability of some teachers who are still not proficient in doing online learning. These inhibiting factors can be seen from the results of interviews with the principal below:

“We hope that every student can be an ideal student, their learning achievement is high, able to collect assignments well and others. But we can imagine that controlling students remotely is difficult. Moreover, learning facilities are still an obstacle. The internet network to do online learning is often unstable. In addition, some teachers still find it difficult to do online learning, because they do not know how to operate several online learning applications. Not to mention, because it took too long to do online learning, the teacher became bored. From the students, the factor of parents who are not too concerned, their parents are not supportive. Teachers often complain about this condition. Because without the help of parents it is almost impossible to get maximum learning outcomes. Some complaints from the teacher such “Oh, how are this, The student's parents have been called and have been chatted via the WhatsApp application but there is no response even though the student has never entered online learning”. So it is a pandemic period, especially when the online learning period is full, students have to go to school with their parents. Perhaps for the Senior High School level, students can be independent to do learning and do assignments. However, for Elementary School and Junior High School levels, the conditions are different. Parents must be actively involved to accompany their children...”(LR1).

4.3.4. Teacher's perspective on the role of principal in improving teacher performance during the Covid-19 pandemic

From the results of data collection, information was also obtained regarding the teacher's perspective on the role of the principal in improving teacher performance during the pandemic. Some teachers differ on the role of the principal during the pandemic. However, in general, the opinions of teachers at 7th Junior High School (SMP) Budong-budong can be grouped into 2 parts. The first group of teachers considered that the role of the principal had decreased in improving teacher performance during the Covid-19 pandemic. In addition to this opinion, some teachers feel that the effort of the principal is the same as before the Covid-19 pandemic and during the Covid-19 pandemic. For more details on the teacher's perspective on the performance of the principal in improving teacher performance, see chart 4.3.3 below:

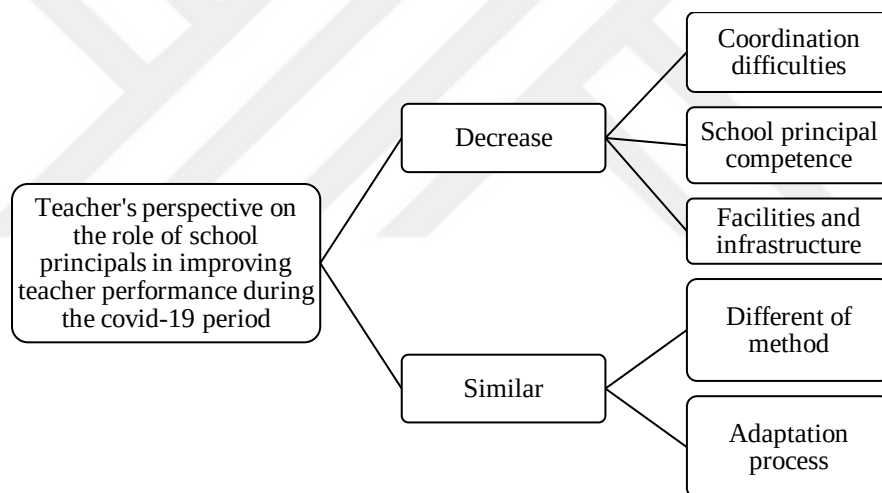


Chart 4.7. *The teacher's perspective of 7th Junior High School (SMP) Budong-budong on the role of the principal in improving teacher performance during the Covid-19 period*

Depending on chart 4.3.3 above, it can be seen that teachers who assess the role of the principal as declining in improving teacher performance during the Covid-19 pandemic have 3 reasons. The first reason, some teachers said that they found it difficult to communicate and coordinate with the principal during Covid-19. The second reason, some teachers also said that the competence of the principal was still minimal in improving teacher performance during the Covid-19 period. The last reason, the teacher also assessed that the principal has not been able to provide the facilities and infrastructure needed by teachers during the Covid-19 period, especially infrastructure

related to the distance learning process. Some of the teacher's opinions can be seen from the results of the interviews below:

“Honestly, I am not satisfied with the role of the principal during the pandemic, because the principal is not strict with all fellow teachers, and maybe because she teaches from home, the principal is just waiting for orders from the education office. So which makes it very difficult to coordinate with the teacher. Moreover, the unstable internet network makes it even more difficult to communicate and coordinate...”(TR3)

“In my opinion, I am not satisfied with the principal's efforts in improving teacher performance, I see her effort decreasing during the time the coronavirus spreads. Because there is still a lot that needs to be addressed during Covid-19. If we look at other schools, the other principal is more active and the principal controls more directly, there are clear instructions and directions. I see some friends have also started to complain because of the principal's lack of attention. On the other hand, there is a lack of understanding of the principal in the application of online learning, and the principal does not pay attention to the provision of online learning facilities and infrastructure...”(TR6)

From chart 4.3.3 it can also be seen that there are groups of respondents (teachers) who consider that the role shown by the principal remains the same in roles to improve teacher performance during the Covid-19 period. Some of the respondents' opinions can be seen from the results of the interviews below:

“In my opinion, there is not much difference in the effort of the principal to improve teacher performance during distance learning during the covid-19 period. Although there is a little different is that there is a school principal's design regarding learning that's following the Covid-19 disaster emergency condition...”(TR1)

“I see the principal's efforts to improve teacher performance are the same. Several adaptation processes have been carried out by the principal. Even the principal gave the option for teachers to teach by using an online application or using a WhatsApp group when the coronavirus spread...”(TR4)

CHAPTER V

5. CONCLUSION, DISCUSSION, AND RECOMMENDATIONS

In this section, the researcher will explain the research conclusions from the results of the data analysis. In addition, the researcher also provides research recommendations to several practitioners and further research.

5.1. Conclusion and Discussion

By looking at the data analysis that has been carried out by researcher regarding the principal's role in improving teacher performance at 7th Junior High School (SMP) Budong-budong during the covid-19 period, researcher can conclude 3 parts, as follows:

5.1.1. Conclusion and discussion on the role of school leadership in improving teacher performance before the Covid-19 pandemic

From the results of data analysis that has been carried out by researcher, it can be concluded that the role of school principal in improving teacher performance before the Covid-19 pandemic period was in several ways, namely, through guidance and motivation, increasing teacher capacity, conducting evaluations, giving rewards and punishments and being a role model. According to Fahmi A. (2017, p.87), principal must try to bring about better changes to the schools they lead, one of which is by implementing strategies to improve teacher performance. The result is that one of the main tasks of the principal's leadership is to promote the quality of learning because the increasing quality of education in schools is strongly influenced by effective and efficient teaching (Munir A., 2008, p. 29).

Generally, each principal has his own way of improving teacher performance in schools. Likewise, what was done by the principal of 7th Junior High School (SMP) Budong-budong. The first role, she did was to provide guidance and motivation to teachers and employees at the school. This effort is carried out individually or in groups. The principal provides guidance individually or in groups based on the problems faced by the teacher. Providing guidance and motivation is very important for principals. According to Tindle (2012) Teachers who receive support and guidance from the principal will carry out the school's administrative obligations optimally. Besides, principal must understand their position as individuals who have a major influence on

teacher development thus they are expected to guide and motivate teachers to work well according to the vision, mission, and goals set by the school (Hermino A. 2014, p. 126).

Another role that has been made by principal to improve teacher performance is to provide opportunities for teachers to actively participate in workshops, training, or seminars on education. This role is made to increase the knowledge and skills of teachers. The principal also always strives for teachers to be actively involved in teacher professional organizations in the regions. For example the Subject Teacher Conference (MGMP), the Indonesian Teachers Association (PGRI), and the Indonesian Teachers Association (IGI). According to Hidayat V. & Surya P., (2012, p.4), in realizing the professional attitude of teachers, a teacher professional organization is needed as a place to solve problems faced by teachers both in the school environment and outside the school. Teacher organizations also play a role as a means to improve and develop teacher careers as well as a place to fight for teacher welfare. Furthermore, the principal also provides opportunities for teachers to continue their education to a higher level, for example by providing opportunities for teachers to continue master's programs both domestically and abroad.

Another role made by principal to teacher performance is monitored is principal periodically conduct performance evaluations. There are two methods used by principal in evaluating teacher performance, namely monthly meetings and academic supervision. Monthly meetings are held not only to discuss problems faced by schools but also to discuss teacher performance, problems faced by teachers, and teacher plans in the learning process. Zazin (2011, p.221) reveals that one of the principal's powers is to conduct evaluations, especially evaluations that are carried out internally to improve teacher performance. On the other hand, the principal also makes an academic supervision program. This supervision program aims to see the teacher's ability to carry out learning starting from the planning, implementation, and evaluation stages of learning outcomes (Glikman, et al, 2017). The academic supervision program is carried out once a year with the result that teachers have their respective schedules that have been determined by the principal. An academic supervision program is one way to create quality teaching motivation. In addition, through academic supervision, principal is expected to be able to maximize teacher performance and motivation in planning and implementing the learning process in the classroom. The academic supervision program is carried out once a year. Thus, teachers have their respective schedules that have been

determined by the principal. An academic supervision program is one way to create quality teaching motivation (Suhardan, 2010, p.200). In addition, through academic supervision, principal is expected to be able to maximize teacher performance and motivation in planning and implementing the learning process in the classroom (Wangid, K., 2015; Wiwin, et.al, 2016).

The next approach taken by principal to improve teacher performance in schools is to be a role models. The principal must be able to be a role model in several ways such as obeying the rules that apply at school, having good social relations at school, and showing a professional attitude. According to Siagian (2004, p.105), the example of a leader can be seen from his activities not from what he conveys.

The last role made by the principal to improve teacher performance is to implement a reward and punishment program. Giving rewards and punishments is one of the ways used by principal to improve the work ethic of teachers. Consequently, they can do the best for the school. According to Aziz (2016, p.333), giving rewards can maximize positive behaviors, while punishment can minimize negative behaviors, and both of these actions are believed to be effective in improving one's performance. The provision of rewards from the teacher is one of the extrinsic motivational factors that can stimulate teacher performance (Sardiman, 2012, p.90).

5.1.2. Conclusion and discussion on teacher performance during the Covid-19 pandemic

From the results of data analysis related to the performance of teachers at 7th Junior High School (SMP) Budong-budong during the Covid-19 pandemic, it was found that teacher performance can be grouped into two, namely teachers with declining performance and teachers whose performance remains the same between before Covid-19 and after Covid-19. This difference in performance is based on various factors ranging from facilities and infrastructure, teacher personality, teacher knowledge, and teaching skills. As we know that teachers who can adapt to conditions during the Covid-19 pandemic, will not experience big difficulties. On the other hand, teachers who are unable to master technology-based learning will find it difficult to convey material to students, with the result that it will have an impact on their performance. Several challenges faced by teachers during the distance learning process or online learning

make the burden of teaching teachers during the coronavirus outbreak even more difficult (Akbar K, Fahrudin, & Hakim M., 2021, p.7).

A study on teacher performance during covid-19 conducted by Sahira, et.al (2021, p.271) concluded that the quality of teacher performance decreased during the covid-19 period. The same thing was also expressed by Seran et.al (2021, p.9) They researched the performance of elementary school teachers during the Covid-19 outbreak. The results of their research stated that there was a decrease in teacher performance. Furthermore, they also said that satisfaction with teacher performance also decreased.

Based on data analysis conducted by researcher, there are several factors causing the occurrence of performance of teachers at 7th Junior High School (SMP) Budongbudong to decline during the Covid-19 pandemic, namely the lack of learning facilities and infrastructure, the ability to teach online was still minimal and psychological factors.

The existence of a study from home program policy requires learning to be carried out online. The online learning process requires learning facilities or media such as smartphones, laptops, and internet networks. Unfortunately, not all students have these media. According to Ramos-Morcillo et al (2020, p. 4) distance education has an impact on unfair equality of rights, especially for students who are in rural areas. In addition, Online learning during the spread of the corona virus is also increasingly difficult to carry out optimally because of the unstable internet network. This sometimes makes teachers frustrated and not enthusiastic about teaching. This is following what was stated by Xiao J. (2018, p.260), according to him, teachers are still not ready to implement online learning on a broad scale starting from an institutional, structural, cultural, and administrative perspective. This situation is caused by the lack of quality human resources, the process of transforming knowledge about technology, and the lack of facilities and infrastructure. Even though these factors are important in the implementation of online learning. Meanwhile, in Indonesia, computer and internet penetration is still relatively low (Pujilestari Y., 2020, 50).

In addition, there are still some teachers who do not master online learning applications such as zoom meetings, google meetings, and others. As a result that they have to find other ways. Even though we know that mastering technology can facilitate online learning or distance learning during the covid-19 period. According to Haryadi R & Seliviani F (2021, p.259), the problem for some teachers during Covid-19 is a lack of

understanding of the use of technology in learning. The teacher's unpreparedness factor is because they are still not familiar with online learning and are also not used to using various online platforms in learning. The same thing was also expressed by Nopiyanto et.al., (2020, p. 139) according to them, teachers who enter old age are novice users in learning media based on computer and internet technology. To conduct online learning during the Covid-19 pandemic, it is necessary to have the ability to develop technology-based teaching materials (Sukitman et al, 2020).

Furthermore, some teachers also complained about the psychological factors that both students and teachers had to deal with. One of the psychological factors is boredom. Teachers admit that doing online learning and meeting their students via laptop screens makes them bored. They want to meet face to face in class. Purwanto A. (2020, p.96) revealed that one of the shortcomings of working from home for teachers is that the teacher's work motivation will slowly disappear due to several factors such as a non-conducive work atmosphere and various disturbances at home.

In contrast, from the results of research at 7th Junior High School (SMP) Budongbudong also provide information that some teachers feel that their performance remains the same between before and during the spread of Covid-19. They stated that there were several supporting factors. Consequently, their performance did not decrease. Some of these factors are the use of available facilities, the teacher's ability to adapt to conditions, and the teacher's strong personality factor.

Teachers who can take advantage of existing facilities will be able to survive in the distance learning period. Two models can be used in the online learning process, namely the one-way and two-way models. One-way online learning is implemented by the teacher by giving assignments or materials through online media, then students learn the material and do assignments independently. For example, the teacher sends a file of learning materials through the WhatsApp group, then students study and do assignments independently at home. While online learning is two-way, namely teachers and students interact in the same virtual space and at the same time (real-time). For example, using the zoom meeting application, google meet application, and others. This second model is what teachers often complain about because of the constraints of facilities and infrastructure. However, some other teachers use the one-way online learning method during the Covid-19 pandemic with the result that they can still maximize their performance in carrying out the learning process. Teachers who will be successful in

implementing online learning during the Covid-19 pandemic are teachers who utilize science and technology in the process of delivering material to students (Mastur et al., 2002, p.72).

Furthermore, several teachers tried to adapt to the Covid-19 conditions. Their strategy is to try to learn online-based learning. They admitted that it was difficult at first, but after being used often, teachers become accustomed to using various online learning platforms such as Zoom Meetings, Whatsapp, Google Meet application, and others. According to Lindawati (2020, p.61), the online learning process during the Covid-19 pandemic motivates teachers to try to improve their ability to master technology-based learning.

In addition to the adaptability factor, the personality and motivation of the teacher are one of the determinants that keep the teacher's performance stable even during the Covid-19 period. The sense of responsibility as teachers makes them still have to be maximal in teaching even though distance learning. Personality and responsibility as a teacher is not achieved by themselves but grow from the process of habituation and are created consciously. Teachers must have sensitivity to changes and updates that occur. Hence, they can adapt well. Teachers are expected to have good personalities in carrying out their duties with the result that they can become role models for society in general (Aliyah et al., 2019, p. 128).

5.1.3. Conclusion and discussion on the role of school leadership in improving teacher performance during the covid-19 pandemic

Based on the results of data analysis, the researcher found that several programs or activities of principal in improving teacher performance were not much different between before the Covid-19 pandemic and during the Covid-19 pandemic. Some of the teacher performance improvement programs that are still being carried out are guidance and motivation, increasing teacher knowledge and skills, implementing teacher performance evaluations, being a role model, and implementing reward and punishment programs. Even though the principal acknowledged that the quality of the performance improvement program was not optimal during Covid-19 due to various obstacles. With the result that it can be concluded that the quantity of teacher performance improvement programs carried out by principal remains the same. However, there has been a decrease in the quality of the implementation of the teacher performance improvement program

during the Covid-19 pandemic. According to Amini & Ginting (2020, p.312), school principal is required to be able to make several innovations and adaptations according to needs. Hence, educational services continue to run smoothly during the Covid-19 pandemic. Not only innovation but principal is expected to have creativity in managing schools. Thus, they can guarantee the quality of education in uncertain conditions such as the spread of the Covid-19 pandemic virus (Ali & Hasanah, 2021, p.265).

The teacher performance improvement program that had been implemented before the Covid-19 pandemic must continue to be carried out with the provisions of adjusting to conditions during Covid-19. Policies to improve teacher performance during the Covid-19 period must be able to be implemented flexibly. There are several activities carried out by principal to improve teacher performance during the corona virus pandemic, namely: are: The first, the provision of guidance and motivation is still carried out by the principal even though the quality is quite difficult, the principal only communicates via telephone calls or WhatsApp to provide guidance and motivation. Although there were several meetings at school, they were only to discuss important issues related to learning problems during the Covid-19 period. In this emergency, The principal continues to motivate teachers through chat messages or calls on WhatsApp and makes phone calls. According to Nadeak & Juwita, (2020, p.212), motivating teachers to do positive things and focus on learning during a pandemic is one of the stages in achieving optimal results. In addition, the guidance and motivation of the principal make teachers feel more confident about the school (Tasdan & Yalçin, 2010, p.2569). Because according to Mihans (2008, p.763), one of the factors that cause teachers to feel stressed at school is the lack of support from the principal.

Second, to improve teacher knowledge and skills, school principal instruct teachers to take part in online training (webinars) conducted by various educational institutions. A webinar is a seminar, teaching, or workshop activity that is done online through internet media and can be attended by participants who are in different locations (Mansyur et al., 2019, p.26). Furthermore, through webinars, participants can interact in real-time via audio or visual (Izza et al., 2019, p.15). During the pandemic, school principal has opened the widest possible opportunities for teachers to attend webinars that discuss the preparation of teaching materials, the use of distance learning media, distance learning assessments, and the development of distance learning strategies.

The third, academic evaluation and supervision are also carried out by the principal with various adjustments. Direct academic evaluation and supervision (face to face) can no longer be done optimally. With the result that the school principal turned to a question and answer evaluation through the WhatsApp group and saw evidence of distance learning that had been carried out by teachers during the covid-19 pandemic.

Fourth, the principal is still implementing the reward and punishment program to improve teacher performance during the corona virus pandemic. Nevertheless, giving rewards and punishments are only done through telephone calls or WhatsApp groups during covid-19 pandemic. For example, if there are teachers who seem diligent and carry out their duties well, the principal will give appreciation or praise. Meanwhile, if there are teachers who seem negligent in carrying out their duties, the principal will give a personal warning.

Fifth, the principal continues to try to be a role model for teachers during the Covid-19 period. but the method is slightly different. the method is not directly implemented in schools, because face-to-face meetings at schools are rarely carried out during the Covid-19 pandemic. The principal is only trying his best to comply with any regulations or policies issued by the central government during the Covid-19 pandemic.

From the results of data analysis, it was also found that several factors became challenges in improving teacher performance during the Covid-19 period, first, the difficulty of coordination between principals and teachers. Uğur and Koç (2019, p.45) in their research emphasize that principals must be able to develop a culture of using technology among teachers, students, and staff in various fields from learning, communication, and coordination. Second, facilities and infrastructure were still minimal. According to De Paepe et al (2018, p.303), one of the things that make distance education not optimal is the lack of support facilities. Third, the ability and capacity of principals during the Covid-19 pandemic. According to Wilmore & Betz (2000, p.14), the implementation of learning technology will run optimally if the principal has the knowledge and skills in this field and supports teachers actively. In addition, Turan (2020, p. 182), emphasized that school principals should be able to manage distance education by utilizing learning technology during the covid-19 period. According to Nadeak B. & Juwita CP., (2020, p.207), many problems hinder the improvement of the quality of education during the Covid-19 period due to the

unpreparedness of various parties in educational institutions including school principals and teachers.

Furthermore, the results of data analysis also found that 7th Junior High School (SMP) Budong-budong implemented several learning methods during the Covid-19 outbreak. First, distance learning online. Second, learning that combines face-to-face learning in class and online learning (hybrid learning). Third, learning with a shift system. It must be admitted that the emergence of Covid-19 has changed the education system (Pratama & Mulyati, 2020). This change can be seen in the face-to-face learning process to online learning (Baety & Munandar, 2021). As a result that from this change, according to Nafrin & Hudaidah (2021), teachers and students are required to have electronic media that can support the learning process during the Covid-19 period.

5.2. Recommendations

In this section, suggestions are addressed to policymakers, practitioners (principal and teachers) and also to further research. Depending on the results obtained from the research findings. Therefore, the research provides the following suggestions:

5.2.1. Recommendations for policymakers

Some recommendations are addressed to policymakers

- In this research, it was found that one of the things that hindered the improvement of teacher performance during the pandemic was the lack of educational facilities and infrastructure. For this reason, it is hoped that the Indonesian Ministry of Education will provide educational facilities and infrastructure, especially in rural areas.
- It is expected that the provincial and district education offices will always hold training, or workshops to improve the abilities and skills of principal and teachers, especially in the use of learning technology.
- It is expected that the provincial and district education offices will issue various strategic policies to facilitate education services in schools during the Covid-19 period.

5.2.2. Recommendations for practitioners (Principal and Teachers)

Some recommendations are addressed to principal and teachers

- In this research, it was found that there were several approaches to school principals' role to improve teacher performance during the covid-19 pandemic. To improve teacher performance and the quality of education in schools, principal must always be ready to make changes and adopt policies.
- In this research, it was concluded that the learning process during the Covid-19 pandemic was hampered due to the lack of facilities and infrastructure. For this reason, the school must realize the need to allocate a budget to prepare technology-based learning facilities and infrastructure schools. For example, increasing the amount computers unit or laptops owned by the school.
- During the Covid-19 pandemic, it is hoped that school principal must also be more active in guiding, motivating, and evaluating teachers. The result is that the problems faced by teachers in the learning process during the Covid-19 pandemic can be identified quickly.
- In this research, it was also found that some teachers did not understand how to use some online learning applications or platforms. The solution to this problem is that principals are expected to make internal workshops for teachers at schools using online learning platforms such as google rooms, zoom meetings, and others.
- This research also revealed that some teachers who are not young anymore, feel they do not want to adapt to online learning. For this reason, it is hoped that teachers will remain professional in developing their duties regardless of age. Furthermore, teachers must also be able to adapt and look for creative ideas in delivering subject matter, for that teacher are expected to always improve their abilities and skills in the learning process.

5.2.3. Recommendations for further research

In this research, some suggestions for further research

- This research is a qualitative research with a case study approach. Hence, this research only focuses on one school. It is recommended for further research involving more schools and using quantitative methods to make it more comprehensive.
- The focus of this research is only on the role of school principal to improve teacher performance during the pandemic. It is recommended for future

research to search for other focuses, for example, the role of the principal in improving the ability of teachers, the role of the principal in improving the quality of education in schools, and others.

- This research only focuses on the position of the principal as a leader. It is recommended for further research to focus on the research theme of the position of teachers in dealing with the Covid-19 pandemic.
- This research was conducted only in Indonesia. It is suggested for future researcher to do the same focus but in different countries such as Turkey. Because several countries in the world are experiencing the Covid-19 pandemic which has an impact on the education sector.



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