Learning Leadership Strategy in Indonesia during the Covid-19 Pandemic

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ABSTRACT

This study was conducted to know the strategy of learning leadership of the elementary School Headmasters to keep the educational quality during the pandemic of Covid-19. The three strategies of learning leadership to increase the learning were modeling, monitoring, and professional dialogue. This research has used qualitative approach. The study population was 914 elementary school teachers in Kota Batu, province of East Java, Indonesia. The used sample selection was random sampling, using 76 persons or 8.31 percent of population. The sampling technic was performed through multistages technic which involving the distribution of population in sub-district groups. Then, it was seleced ramdomly every sub-district. The used approach was method of survey. It has grouped the data using questionnaries and analyzed by technic of analysis of multiple regression. The study results showed simultaneously that the strategies of modeling, monitoring, and professional dialogue of learning leadership of elementary school headmasters had influences to keep the educational quality during the pandemic of Covid-19.

Keywords: *Learning Leadership Strategy, Learning Covid-19 Era, Learning Strategy*

INTRODUCTION

During the pandemic of novel corona virus disease (Covid-19), disease caused by virus of severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2), the educational quality has been really encountering very big challenges. In Indonesia, it was made the policies of relaxation of content standard, standard of valuation, standard of process, standard of graduated competences, including standard of facilities and infrastructures. In principle, teachers could select and sort the basic competencies that are too complex and could be simplified.

In suppressing the spread of Covid-19, the Indonesian government has implemented home learning for all levels of education since 13th of May, 2020. Data of Kemendikbud Buat Skenario Belajar Di Rumah Sampai Akhir 2020 stated that 97,6 percent of the schools have performed long-distance learning. The other of 2.4 percent

have not yet performed because of the region was not infected with the corona virus or have not yet the supporting facilities. From the 97.6 percent, 54 percent of schools has already performed long-distance learning completely, it means that the teachers and the students have already learned from home.

There are the difficulties in this long-distance learning, and effects of acces closing to school are almost experienced by all nations in the world. UNESCO (2020) has noted that more than 1.5 billions of students in 165 countries are infected by school closing caused by Covid-19. Almost of 260 millions of children have not access to go to school. In many countries, there are still discrepancy, segregation, and discrimation, and it becomes more bad the situation because of corona pandemic. Whereas the children of families which have good facilities could continue the learning by using laptop, cell phone, and internet, and millions others could not perform the learning at all. In Indonesia, there are 68 millions of students of playgroup to senior high school who are affected by pandemic of Covid-19. All of them are forced to make home learning.

During the pandemic, the schools have experienced the pressures, mainly the headmasters, to keep running the learning tasks. Fotheringham et al., (2020) stated that the pressure and effects on the headmasters as maker of school policy during the pandemic Covid-19 have made the tasks of interpreting, translating, and applying the guidance to be more complex and important actions. Harris (2020) stated that this current crisis has changed dramatically the school leadership to be practices of distribution, collaboration, and network.

This pandemic of Covid-19 is like a big wave from the open sea that has hit perfectly to the imperfect leadership of the headmasters. Such as stated by Netolicky (2020) that in the period of crisis, the leaders must perform quickly with the future orientation and accurate considerations of options, consequences, and side effects from the taken actions. It is true, but there is not any person who could predict what could be the best solution, best action, and side effects of each taken action in this crisis. The headmasters walk on a rope without safety network. There are not precedent and guidance to lead a school during the pandemic.

This research is important as learning material when experiencing an emergency situation. In any situation, the child's right to school cannot be ignored. Educational institutions and the state have an obligation to continue to provide good and equitable access to education. Fang dkk., (2023) stated insights for remediation of future disruption, understanding students' emotions during a pandemic (Okabe-Miyamoto dkk., 2022), and resilience in emergency management (Cantelmi dkk., 2022).

To keep the educational quality during the pandemic, the headmasters must perform the leadership by still focus on the implementation of healthy protocol. the teachers must give the high appreciation to the headmasters who have performed the participative leadership. Southworth (2002) stated that there were three strategies of leadership to increase the learning: modeling, monitoring, and professional dialogues.

Based on the introduction, some objectives were identified to solve this problem. In general, this study was conducted to know the strategies of learning leadership of the elementary school headmasters to keep the educational quality during the pandemic of Covid-19 in Indonesia. The specific objectives of this study are to know the effects of the followings: Strategy of modeling of learning leadership of elementary school headmasters to keep the educational quality during the pandemic of Covid-19; Strategy of monitoring of learning leadership of elemenatary school headmasters to keep the educational quality during the pandemic of Covid-19; Strategy of professional

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dialogues of learning leadership of elementary school headmasters to keep the educational quality during the pandemic of Covid-19; and Simultaneous effects of the strategies of modeling, monitoring, and professional dialogues of learning leadership of headmasters to keep the educational quality during the pandemic of Covid-19.

METHOD

The correlational design was used in this research to know the correlation between variables predictor and criterion. This correlation has become basic to see how big the contribution, both partially and simultaneously. The variables of research included strategy of modeling (X1), strategy of monitoring (X2), and strategy of professional dialogues of learning leadership of elementary school headmaster (X3), and keep the educational quality during the pandemic of Covid-19 (Y).

Population of this research was teachers of elementary school in Kota Batu, province of East Java, Indonesia that consisted of 914 people. The used sample selection was random sampling, with the amount of 76 people or 8.31 percent of population. Technic of sampling was through technic of multistage, sampling which involved population distribution of sub-district groups. Then, each sub-district was selected randomly.

Data collecting was conducted by using instruments of research in form of questionnaires. The used scale was Rating Scale with five categories of answer alternatives: (a) always, (b) often, (c) sometimes, (d) rarely, and (e) never. Before being used to collect data, the instruments were experimented first. Furthermore, technic of multiple regressions was performed by software of SPSS application version 23 to analyze data of research at alpha level of 5%.

RESULT AND DISCUSSION

This part of results and findings has discussed three things: characteristic of respondents, results of multiple linear regression, and test of hypotheses.

Table 1. Description of Respondents

District	Number of Teacher Respondents		Average of Teacher's Age	Average of Tenure
	Men	Women		
Kota Batu	29	47	54.9 Years Old	30.4 Years Old

Respondents of research could be explained such as followings: the lower age was 45 years old and the highest was 59 years old, and the shortest tenure was 12 years and the longest was 38 years. Table 1 showed the description of respondents viewed from number, average of age, and average of tenure.

Analysis of multiple linear regression was used to know the influence of the strategy of modeling (X1), strategy of monitoring (X2), and strategy of professional dialogues of learning leadership of elementary school headmaster (X3), and keep the educational quality during the pandemic of Covid-19 (Y).

Results of partial test to the two variables of monitoring (0.023) and professional dialogues (0.007) with the significant coefficients at level of significancy of 5 percent, whereas the variable of modeling was not significant.

Table 2. Summary of Results of Regression Analyisis

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	192.326	54.703		3.516	.001
Modeling	-4.869	.000	-.045	-.419	.676
Monitoring	.456	.197	.255	2.315	.023
Professional dialogue	1.053	.381	.302	2.766	.007

Dependent Variable: Quality of Education
Adj. R Square   : 0.155
Square   : 0.435
F count   : 5.598
Sig. F   : 0.002

Based on the results of regression analysis in Table 2, it could be made the following equation of regression:

$$Y = 192.326 − 4.869 X1 + 0.456 X2 + 1.053 X3 + \varepsilon \ldots \ldots \text{(1)}$$

Results of test in Table 2 showed that the value of R square (R2) was 0.435, Adjusted R2 was 0.155 and F = 5.598 with level of significancy of 0.002. Coefficient of determination (R2) of 0.435 has meant that 43.5 percent of variation of increase of educational quality during the pandemic of Covid-19 (Y) was influenced by strategy of modeling (X1), strategy of monitoring (X2), and strategy of professional dialogues of learning leadership of elementary school headmasters (X3), while the rest of 56,5 percent was influenced by other factors that were not included in the model. Based on F-test, it was obtained F-count of 5.598 with level of significance of 0.000. The obtained level of significance was 0.002 statistically, lower than 0.05, it meant that model of regression as tool of analysis was appropriate to be continued.

Test of Hyphotheses: Effects of strategy of modeling of learning leadership of elementary school headmaster to keep the educational quality during the pandemic of Covid-19, result of t-test with value of t-count of -0.419 using level of significance of 0.676 was greater than 0.05, so that it was accepted H0 and H1 was rejected. This meant that the first hypothesis that stated that strategy of modeling of learning leadership of elementary school headmasters had influence to keep the educational quality during the pandemic of Covid-19 could not be accepted.

Effects of strategy of monitoring of learning leadership of elementary school headmasters to keep the educational quality during the pandemic of Covid-19, result of t-test with value of t-count of 2.315 using level of significance of 0.023 was greater than 0.05, so that it was accepted H0 and H1 was rejected. This meant that the second hypothesis that stated that strategy of monitoring of learning leadership of elementary school headmasters had influence to keep the educational quality during the pandemic of Covid-19 could not be accepted.

Knowing the effects of strategy of professional dialogues of learning leadership of elementary school headmasters to increase the educational quality during the pandemic of Covid-19, result of t-test with value of t-count of 2.776 using level of significance of 0.007 was lower than 0.05, so that it was rejected H0 and H1 was accepted. This meant that the third hypothesis that stated that strategy of professional

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dialogues of learning leadership of elementary school headmasters to keep the educational quality during the pandemic of Covid-19 could be accepted.

Simultaneously, strategies of modeling, monitoring, and professional dialogues of learning leadership of elementary school headmasters had influences to keep the educational quality during the pandemic of Covid-19, with the value of significance of 0.002.

Modeling means that a headmaster gives visual examples by performing a skill or series of skills accurately and fluently in order to teach other people through visual media. The study results have concluded that effect of strategy of modeling of learning leadership of elementary school headmasters had influences to keep the educational quality during the pandemic of Covid-19 was unproven. It seemed that it was happened because of in the period of crisis such as pandemic of Covid-19, the teachers needed qualified and effective actions to solve the problems. Murfi et al., (2020) stated that headmasters had important role to make policies related to management of crisis, especially in order to continue the education even in the crisis or emergency conditions. The failures of educational institutions were oftenly caused by low quality and effectivity of the decisions and actions taken by the headmasters. Policy (decision) taken by the headmaster must objected to produce goodness to minimize crisis or disaster.

The leadership of headmaster in the periode of pandemic must seek to adapt to the developing situation to be better or worst conditions. The practices of face-to-face learning were eliminated due to the consideration of bad situation of healthy that could infect the students. Fernandez & Shaw (2020) stated that were three best practices of leadership to navigate the unexpected adaptive challenges such as caused by the pandemic of Covid-19. First, the academic leaders with emotional intellegency and stability must place the other persons interest over their interest by implementing the kind of servant leadership that has emphasized empowerment, involvement, and collaboration, Second, the academic leaders must distribute their responsabilities of leadership to team networks at all organization to increase the made decisional quality to overcome the crisis. Third, the leaders must communicate clearly and oftenly with all stakeholders through various communication channels.

The study results showed that strategy of monitoring of learning leadership of elementary school headmaster to keep the educational quality during the pandemic of Covid-19 was not proved. Monitoring in learning leadership is systematic process to collect, analyze, and use information to find progress of programs to reach learning objectives and to be a guide to make decisions in educational management. The paradigm of monitoring of learning leadership of headmasters during the pandemic of Covid-19 has indeed shifted from the normal situation. Monitoring of learning during the pandemic has been performed more as effort to motivate the students and teachers to perform learning process well. Meanwhile, the monitoring at all this time in normal situation has been rather neglected, monitoring has been conducted after a program has started and would be continued throughout the period of program implementation. Monitoring is called as process, performance, or formative evaluation. Bailey & Schurz (2020) stated that the educational leaders have needed to assess risks in pandemic like this moment to make the needed preparation, healthy and safety of their personels must become the main and very important concern.

The learning leadership must capable to manage the learning environment well, including the learning environment during the period of pandemic. Robertson (2013) stated that if we would that the leaders could design the learning environment as

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community of knowledge – supported by equivalence, social justice, moral purpose, and cultural responsiveness in relation – the this is the new experience of learning leadership, using process of methacognitive thinking that has challenged their leadership learning at various levels. The practice of leadership itself has provided opportunities of strong transformative learning and "leader-as-learner" is a leader who knows how to learn effectively from the leadership practices and then transforms them through the process. The professional dialogues was focused on the based values and reflected in learning practices by teachers. The article has argued that professional dialogues must be viewed as alternative form of professional learning. The study results showed that strategy of professional dialogues of learning leadership of elementary school headmasters to keep the educational quality during the pandemic of Covid-19 coul be accepted. Mantei & Kervin (2011) stated that the use of professional dialogues both in physical and virtual environments has been valuable approach to promote the reflective capacity and to develop professional identity.

Finally, this research stated that simultaneously, the strategies of modeling, monitoring, and professional dialogues of learning leadership of elementary school headmasters had influences to keep the educational quality during the pandemic of Covid-19, with significant values. It was suggested for the leaders of systems and educational organizations in the pandemic of OECD (2020) to develop the plan for educational continuance through alternative modality, during the period of the needed social isolation. It has offered area of framework that would be included in the plan. Lynch & Madden (2014) stated that the professional dialogues were collaborative power and series of teacher content of learning which were happened in context of teacher learning to all effects of learning practices at school. The key elements in professional dialogues would be organized through process that could make the teachers feel confortable, resulting in capacity for teachers to improve their teaching practices.

The main findings of this study are that simultaneously modeling, monitoring, and professional dialogue strategies for learning leadership of elementary school principals are influential in maintaining the quality of education during the co-19 pandemic. The principal's learning leadership strategy aims to make education take place with good quality effectively and efficiently, therefore it requires attention to factors inside and outside the school environment. Learning leadership has three dimensions, namely paying attention to the school's vision, managing learning programs, and promoting a learning climate.

The main findings of this study complement previous similar findings. Yokuş (2022) stated that other aspects of educational leadership are needed, namely inspiration to learn, open dialogue, risk planning and community capacity building. Lorensius et al., (2021) stated a situational and distributed leadership model, with an emphasis on the principle of servant leadership in dealing with changing organizational needs. Pan & Rajwani (2021) mention that simulation is a vital tool that provides solutions to many challenges facing pandemic emergency situations. Dwivedi et al., (2020) stated that through information systems and technology perspectives, Lane et al., (2021) encourage self-leadership, Phillips et al., (2022) stated that politics greatly influences the effectiveness of the pandemic response, Smart & McAndrew (2022) suggesting to develop stronger peer relations, Abatemarco et al., (2021) stating effective communication, (avidan et al., (2023) stating navigating political polarization within organizational teams, and Cheng et al., (2021) stating to empower people during pandemic.

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The implications of this research, modeling strategies, monitoring, and professional dialogue on learning leadership for elementary school principals can be used to maintain the quality of education in emergency situations. The limitations of this study are due to the weak side of the method used, the lack of deeper exploration of the phenomenon, through qualitative methods the limitations can be overcome.

CONCLUSION

Variables of strategy of monitoring and professional dialogues had significant value of coefficient, whereas variable of modeling was not significant. It could not be accepted the hypothesis of strategy of modeling of learning leadership of elementary school headmasters to quality increase during the pandemic of Covid-19. It could be accepted the hypothesis of strategy of professional dialogues of learning leadership of elementary school headmasters to keep the educational quality during the pandemic of Covid-19. Simultaneously, strategy of modeling, monitoring, and professional dialogues of learning leadership of elementary school headmasters had influences to keep the educational quality during the pandemic of Covid-19, with the significant values.

AUTHOR CONTRIBUTION STATEMENT

This research was conducted in collaboration between institutions. AA is responsible as the evaluator of the article manuscript and RA as the translator of the manuscript from Indonesian to English

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