

THE ROLE OF THE SCHOOL PRINCIPLE IN IMPROVING THE PERFORMANCE OF ELEMENTARY SCHOOL TEACHERS AND IN THE PANDEMI PERIOD

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ABSTRACT

This article seeks to explain the role of school principals in improving elementary school teacher performance and parental involvement during the pandemic. So far, the pandemic has changed and changed the established academic culture. One of the academic cultures that has undergone many changes and transformations is the role of the principal, the performance of teachers and the involvement of student guardians in elementary schools. Therefore, this research was conducted through a qualitative method in which the researcher became the key tool in extracting data using in-depth interviews and observational techniques. The results of this study indicate that in order to maintain the quality of teacher performance, principals often hold training or similar activities to improve teacher performance by involving all existing teachers. At the same time involving the intervention and participation of student guardians, student guardians intervene via social media such as the WA group to participate in learning assessments in the form of providing input and support for school and student progress.

Keywords: Leadership, Teacher Performance, Student Parents, Participation, Pandemic.

INTRODUCTION

The Covid-19 pandemic has changed paradigms and policies in all sectors of human life today, including education (I Gd. Dedy Diana Putra1, 2021). In March 2020, the World Health Organization (WHO) issued a statement stating that the coronavirus disease 2019 (COVID-19) is a dangerous pandemic that threatens all countries in the world (Muhyiddin, 2020). In Indonesia, there are many positive confirmed cases of COVID-19 which indicates that Covid has spread to all regions of Indonesia and has been detected in various regions and cities. This situation affects all aspects of people's lives, starting from economic, political, religious and security aspects, including the education sector. This situation demands fast and comprehensive action by all levels of government, including the central government, local governments, the private sector, and all levels of society in responding to COVID-19.

Given the large number of students and the high mobility and interaction of students with the wider community, educational institutions and the community have an important role in breaking the chain of transmission. Based on these conditions, the

Government has issued Government Regulation Number 21 of 2020 concerning Large-Scale Social Restrictions (PSBB) in order to accelerate the handling of COVID-19 by closing workplaces, educational institutions and other crowded centers (Prasetya, Nurdin, & Gunawan, 2021). As a result, learning centers shifted from schools to learning homes. Not only that, the domino effect of the pandemic policy has changed the performance of teachers who have been considered well-established. This happens in all schools in Indonesia, including Sasake primary school

Even so, learning during the COVID-19 pandemic (Prasetya et al., 2021) must continue. As a result, students and parents must be able to adapt to existing conditions, whether they are ready for school or not. Teachers, parents and students all need to be fully involved and reach their potential for the learning process to run smoothly. Limited learning facilities, declining teacher performance, students' ability to access and use instructional media, and inadequate school preparation are inseparable factors in the transfer of this learning center. Teachers and parents must work together to solve this problem. Principal leadership must be able to show parents and the community that teacher performance and parental involvement in learning can be improved during a pandemic.

The existence of a school as a learning center must be ensured by the principal as the top leader of the education unit so that it can function properly. Likewise, teachers as implementers of policies in educational units must maintain the trust of parents and society that teacher performance is a source of knowledge that must be imitated and admired. Governments as well as protectors/preservers should issue settlement policies. The distance learning model (PJJ) is rolled out both online (in-network) and offline (out-of-network) (Triyakfi & Talky, 2021), and the combination of the two helps overcome the difficulties encountered. The education office has begun to examine the potential and deficiencies in their schools (Putra, Futra, & Primahardani, 2021). Starting from disciplinary issues, teacher performance, to the participation of parents of students in learning during the outbreak. As happened at Sesake elementary school, Central Praya Central Lombok.

This condition is the reason why this research with this title is important to do. This pandemic condition with all its challenges has become a benchmark for current education policies in general. Because of this, this is a challenge for policy makers at the

school level, such as the role of the school principal in dealing with changes in teacher performance which are getting weaker day by day due to the pandemic. Likewise, the low participation of student parents in supporting the learning process as required in online learning (Nasirah & Makniyah, 2022). All matters surrounding these issues are the responsibility of a school principal.

LITERATURE REVIEW

1. Leadership and Managerial

The principal as a leader is required to make subordinates work happily and voluntarily carry out their duties. In relation to the duties of responsibility as a leader, he is responsible for achieving school goals. The principal as a leader is tasked with directing teachers, students and other school components so that they want to excel and have high motivation, so that educational goals are achieved (Luqman, 2004). We cannot deny that the principal as a leader has an important position in improving teacher performance (HERMAN, 2020).

Leadership is the ability and skill to direct, an important factor (activity) in the effectiveness of managers/leaders (Widya, 2022). Every organization must have and need a leader to direct and carry out coaching to achieve the goals to be achieved by the organization. To achieve the goals to be achieved, a leader must have good leadership skills in order to be able to manage and run an organization or company well (Achmad, 2016).

The principal as the highest leader is very influential in determining the progress of the school, so that the principal must have administrative skills, high commitment and be flexible in carrying out his duties (Iskandar, 2017). Good school principal leadership must be able to seek to improve teacher performance through capacity building programs for educational staff. Therefore, the principal must have the personality or characteristics and abilities and skills to lead an educational institution. As a school leader, the principal must pay attention to the needs and feelings of the people who work so that the teacher's performance is maintained (Julaiha, 2019). The attitude or behavior of the principal reflects the behavior of teachers and other school members.

Management is an important part of an organization, because management manages all matters relating to the life of the organization or company. According to the

opinion of James A.F. Stoner and Charles Wankel, management is the process of planning, organizing, leading and controlling members of the organization and using all organizational resources to achieve organizational goals. To realize good management in an organization, a manager who has professional skills in their field is needed (Karwanto, 2022).

This also applies in the world of education, especially schools. As a manager, the principal has a big duty and responsibility in managing his school. The success of the principal in managing his school will not be separated from the ability of the principal as a school leader in carrying out his functions and role as a school principal (Julaiha, 2019). For this reason, a school principal is required to be able to have readiness in managing a school, the readiness of the leadership referred to here is managerial ability with regard to Ministerial Regulation No. 13 of 2007 concerning Standards for School/Madrasah Principals, the managerial abilities of school principals include, planning, organizing, directing and supervising (Widya, 2022). With good managerial skills, it is hoped that each school principal will be able to motivate and enforce discipline for teachers so that they are able to demonstrate good performance productivity.

2. Leadership and School culture

Leadership in the organization requires awareness of the culture that applies in the organization (Mulyadiprana, 2022). Culture in an organization becomes an identity as well as an existence related to the tasks and functions carried out within the organization. Among the intended functions include; establishes boundaries and authority, gives a sense of identity to its members. Organizational criteria and values, in general, are a guide for the quality of leadership and managerial. Therefore, the values that become the culture become a guideline for leadership to make decisions related to the organization (Iskandar, 2017).

The linkages between various actors within the organization create ongoing interactions that form an established order which then becomes an organizational culture. According to West and Turner (2008: 322) culture is formed as a result of habits in the form of a series of activities such as work duration, performance patterns, and other activities carried out by all members of the organization with the aim of improving the performance of its members, including better leaders (Habudin, 2020). Although the construction of organizational culture does not always occur due to routine activities,

group members try to create and maintain shared energy about the state of the organization, for a better understanding of the values of an organization. Culture within the organization can also vary so that the interpretation of actions in this culture also varies. Culture itself is the result of human action and work. If it is associated with the organization, it is the embodiment of the desire or atmosphere and trust that is carried out in the organization.

According to Robins (2003) organizational culture is defined as a value system and a set of beliefs of all members that interact with each other, organizational structure and control system to produce rules or ethical behavior. Organizational culture is very persuasive and influences almost all aspects of the sustainability of an organization (Habudin, 2020). Likewise, organizational culture is able to blunt or deflect the effects of organizational changes that were previously well planned beforehand. In general, the culture of educational organizations or schools is transformed in its various forms and therefore can encourage or inhibit change.

3. School Leadership

a. Principal Leadership Concept

One of the efforts made by school principals regarding teacher performance and the participation of student parents during this pandemic is to build intense relationships with teachers and the community. Only then will we begin to build relationships by involving all PTK in every activity including the community or guardian parents (Karwanto, 2022). Especially in school environment spraying and cleaning activities. Both during the Covid-19 pandemic or before Covid-19 existed. It doesn't end there, according to the school principal, the management of an education unit or strategy is an alternative that must be carried out by the school principal jointly by stakeholders/government (SYAMSUL, 2017).

In this case there are policies, standardization, accreditation, etc. The efforts of the principal above are quite good, as is the appreciation given by the community on behalf of Misbahul Janah, which follows that; Sesake Elementary School is quite good in terms of cleanliness and discipline in the students or the discipline in the teaching staff is implemented and is always well monitored by the school principal. According to Owens (1991) emphasized that leadership is a dimension of social relations in organizations between leaders and members of the organization as part of the form of

influence between individuals or groups through social interaction (Mulyadiprana, 2022).

Stephen P. Robbins (2006) says that leadership is a skill to manage members of the organization so that members work to achieve goals according to the targets. Danim and Suparno (2009) provide an understanding of leadership as the ability to influence and give direction that is contained within the personal leader. Hemhill & Coon (1957) says that: leadership is the behavior of an individual who leads the activities of a group towards a goal to be achieved together. According to Sri Purwanti (2013) states that, leadership is the process of influencing others to take steps or actions towards a common goal. Thus, based on the opinion of the experts above, leadership is the ability or art possessed by a leader to influence the activities of a group in achieving common goals.

b. Principal Leadership Competence

According to the Regulation of the Minister of National Education (Permendiknas) Number 13 of 2007 concerning Competency Standards for School Principals outlines the competencies that school principals must have. The principal competencies include the following: personality competence, Managerial competence, Entrepreneurial competence, Supervision competence, Social competence. These competencies are requirements that must be met by the principal. This means that these competencies are the competence of the principal's ability to have. In line with this, to improve the leadership quality of school principals, Burhanuddin (2004) classifies four main categories related to interdependence, as well as aspects of ability that need to be developed by school principals to support the effectiveness of their leadership. Teacher Performance Indicators (Humaera, 2021).

The concept of performance has been interpreted by various experts. For example, according to Obilade teacher performance can be said to be a task that must be carried out by a teacher in an orderly and orderly period and situation in the school system to achieve pre-designed educational goals. On the other hand, one of the teacher's performance is influenced by the competence possessed by the teacher himself. Competence is the main skill that must be possessed by individuals, in this case teachers as professionals who can help them achieve their goals (Humaera, 2021). There are two terms proposed from two different streams related to the concept of competence seen

from suitability in the profession, namely competency (competence) which means descriptions related to behavior, and competence (skills) which means job descriptions or performance results. In addition, competence is defined as a set of insights, skills, and experience. Competence is seen as a combination of insight, skill, innovation, and ability of individual members of the organization that can be used to produce professional services.

Thus performance can be interpreted as a person's involvement in carrying out tasks as part of a member of the organization in achieving the goals of the school organization. The following opinion was explained by Rachmawati that "performance is the success rate of an individual or group in carrying out their duties and responsibilities as well as the ability to achieve the goals and standards that have been set". In line with this, Supardi (2016), also explained that "performance is an activity carried out by a person/individual in an organization to carry out, complete and be responsible for tasks in accordance with the expectations and goals that have been set". Performance is not an individual behavior such as talent or ability, but rather the embodiment of that ability in the form of real work, performance based on ability, attitude, knowledge and motivation will produce an achievement/success. It is also emphasized that "performance is the result of work achieved by a person in order to achieve the goals to be achieved".

The quality of teacher performance is the main aspect, however, the teacher is the catalyst for the entire educational process in schools. The teacher's performance in question consists of work quality, work effectiveness, initiative at work, work competence, and communication (Humaera, 2021). So that teacher performance can also be an actualization of teacher competence related to learning management, scientific mastery, attitude or personality, and social competence. Thus teacher certification has a positive impact on improving teacher competence and performance.

4. Community Participation in Education

In general, the pattern of education in Indonesia is not used to working with the community and/or parents in education, therefore, until now there has been no significant impact from the involvement of the community or parents in education (Tasrif, 2020). Even though community involvement, in this case parents in children's education, will have a positive effect if the community, as well as parents and teachers,

realize the urgency of the meaning, form and purpose of this involvement.

The meaning of community involvement in schools has basically been described by several experts including Jeynes (in Hornby, 2011) who defines parental involvement as '...community or parent participation in the process and experience of their children's education' (Musbaing, 2022) . This definition reveals that parental involvement referred to by Jeynes is the presence of parents at school including in the learning process that children follow, so that parents also experience what their children experience in the educational process that they follow..

Meanwhile Morrison (1988) states that "Parent involvement is a process of helping parents use their abilities to benefit themselves, their children and the early childhood program" (Syafia, 2021). This view, if interpreted freely, that parental involvement is a process to help parents to develop all their capabilities for their own benefit, the children and the programs run for children. Based on Morrison's view, that parental involvement in children's education will 'provide benefits not only for parents, but will also provide benefits for the programs implemented as well as for children and schools. Morrison's opinion is relevant to the views of Korfomacher et al. (2008), where involvement is defined as the process of connecting parents with school programs and using program services for the benefit of developing the abilities of parents and school programs (Ajeng, Octaviana, & Sarifah, 2022).

Related to the above, Harvard University also helped formulate the most basic concept of family involvement in school as an activity that builds relationships between parents at home and educational institutions, directly or indirectly, to support their children's education). This opinion is in line with what was conveyed by Deliberation (2013) that "parental involvement in educational services is a form of parental participation in helping their child's education process both in the school environment and the home environment.

Parenting education is an established concept that discusses the involvement of the community or parents in the world of education, especially schools. Parenting education is not even just an idealistic concept but a program that is more applicable and easy to practice regarding the cooperation between parents and schools. Therefore, the involvement of parents in schools as educational partners is not impossible to do.

Thus educational activities for parents that aim to help parents to create a home environment that supports children as students, and obtain information about health, safety, nutrition and everything related to child development (Ajeng et al., 2022). This parental education activity can be carried out either formally at school or non-formally, directly or indirectly. In this educational activity, parents can not only act as recipients of material from teachers or other experts, but can also act as resource persons based on the expertise and skills they have. This allows parents and teachers to share experiences and knowledge about children based on their own knowledge.

METODOLOGY

The method used by the authors in this study is a qualitative descriptive method with a naturalistic phenomenal approach. This approach is a form of approach that is used to understand a phenomenon that occurs in Elementary School Sesake Kec. Praya Tengah Lombok Tengah, to get an overview that can explain this phenomenon, then describe the findings in the field into written form with the aim of finding the nomenclature or nature of each phenomenon or experience of the research subject

RESULT AND DISCUSSION

1. The Role of the Principal in Improving Teacher Performance in Online Learning During the Covid-19 Pandemic at Sesake Elementary School in Central Lombok.

One of the duties of the school principal is to make changes and be managerial in accordance with the main function of the leadership role. According to Wahyuddin (2017) school principals are the main pillar in fostering and improving student quality, quality and professional principals are aware of and know each of their roles and duties (Herman, 2020). According to Murtedjo & Suharningsih (2018) the principal in maximizing a conducive school atmosphere is by creating a comfortable environmental and social-emotional atmosphere, so that all educators can carry out a pleasant teaching and learning process and students become motivated and happy in learning which in the end can encourage the quality of student learning and the quality of schools can improve (Setiawan, 2021).

According to Fathoni & Desstya (2016) the principal in his function is to

encourage the quality of education, therefore the principal has the main duties and functions that must be carried out. One of the principal duties and functions of the school principal is Manager (Widya, 2022). Fitrah (2017) states that the role of the principal in improving the quality of education includes being an educator, manager, administrator, supervisor, leader, inventor, motivator, and the role of the principal is very complete, so the principal must really supervise the vision and mission and able to design and analyze programs to create quality output.

The Principal is fully responsible for carrying out managerial duties, entrepreneurship development, and supervision. In carrying out a number of roles/functions the Principal carries out many and complex tasks, namely a) in his role as manager, the Principal is in charge of compiling programs, compiling school organizations, mobilizing staff, optimizing school resources and controlling activities; b) as an entrepreneurship developer, the Principal is tasked with implementing and cultivating an entrepreneurial attitude; c) as a supervisor, the Principal is tasked with compiling an educational supervision program, and utilizing the results of supervision to increase school progress. That's the school principal's workload according to PP no. 19 of 2017, article 5 4(Iskandar, 2017).

In connection with this explanation, the principal has carried out the role of the principal at SD Negeri Sesake Kec. Praya Tengah Lombok Tengah includes several things: 1) The role of the school principal in developing teacher performance in planning learning is: The principal as manager, namely coaching teachers to prepare for online learning, to start making learning designs so that teachers have made lesson plans for it teachers can condition effective online learning.

Empower teachers by engaging in training activities and online seminars. The principal as an administrator knows all administration in the school, manages document archives, and provides directions to teachers to complete teaching administration. 2) The role of the school principal in improving teacher performance in implementing learning is: The principal as an educator gives directions to teachers to implement online learning in a varied and effective manner. The principal as a leader is leading to influence and encourage teachers so that teacher performance during a pandemic can increase, discuss and establish two-way communication, and make decisions to avoid conflict (Khairi & Sufiyanto, 2021). The Principal is an

educational leader at the operational level who is at the forefront of coordinating efforts to improve the quality of education. Of course the principal is not the only determinant of the effectiveness or failure of a school because there are many other factors that need to be considered. However, the Principal plays a very decisive key role.

The findings regarding the obstacles faced by school principals in improving teacher performance at Sesake primary school so that designing teacher performance in implementing online learning is not optimal, which includes: (a) low level of awareness among teachers in improving the quality of performance. This low awareness creates obstacles to improving performance during a pandemic. To deal with low teacher self-motivation in improving teacher performance during a pandemic, by doing online learning even though the quality of learning is still relatively not optimal. (b) The teacher's skills in IT are low, in learning like this, namely online learning, requires serious attention to the development of technology that continues to develop.

Nowadays learning requires using online digital media more intensely. Therefore, teachers must be able to recognize technology that supports the learning process. From the results of interviews at Sesake primary school, one of the obstacles to online learning is that it is not optimal because the teacher is not adept at technology. In the online learning process the teachers use whatsapp. (c) The learning objectives that have been planned cannot be achieved optimally. This is because during online learning the teacher cannot fully supervise the progress or increase in competence that occurs. (d) The low involvement of student guardians during online learning, so that it has an effect on some students who are less active during the learning process (Putra et al., 2021). Low student activity can be an obstacle to the birth of maximum quality learning.

Referring to some of the obstacles above, there are efforts or steps that will be implemented by school principals and teachers to overcome the obstacles that occur. From the results of interviews that researchers conducted at Sesake primary school, the efforts made in dealing with these obstacles are: (a) The principal holds regular meetings, provides guidance to teachers and provides motivation so that teachers are motivated so that they are enthusiastic about carrying out their performance, namely

carrying out learning. (b) Involve teachers in various activities such as skill training in operating technology which is filled by one of the teachers who is skilled in using internet technology to improve the quality of online learning. (c) The principal makes a schedule for teachers so that teachers carry out offline learning occasionally, so that teachers can ensure that learning objectives are achieved online. (d) The school principal provides socialization to parents of students about the importance of assistance when their children are learning online.

Stephen P. Robbins (2006) explains that leadership is a skill in managing organizational members so that members work to achieve goals according to the goals. Meanwhile Danim and Suparno (2009) say that leadership is the ability to influence and give direction that is contained within the leader's personality. Meanwhile Hemhill & Coon (1957) defines leadership as the behavior of an individual who leads the activities of a group towards a goal to be achieved together (Luqman, 2004).

Meanwhile, according to Sri Purwanti (2013) states that, leadership is the process of influencing others to take steps or actions towards a common goal. Thus, based on the opinion of the experts above, leadership is the ability or art possessed by a leader to influence the activities of a group in achieving common goals. By referring to the leadership concept, the role of the school principal in improving teacher performance in Sasake primary school, the role of the principal in this pandemic era is expected to be able to deal with both internal and external problems while maintaining a balance between students' learning rights and teacher safety from Covid-19. Principals must innovate in planning online learning activities. With these internal factors, the principal facilitates teachers to take part in digital-based learning training before carrying out online learning. The principal has a role as a leader in his school and is responsible for and leads the educational process in his school, which is related to improving the quality of human resources. Increasing the professionalism of teachers, employees and all those related to schools under the auspices of the school principal. Principals must innovate to plan learning activities online. With these internal factors, the school principal facilitates teachers to take part in digital-based learning training before carrying out online learning (Setiawan, 2021).

Some of the steps and the role of the principal above, show that the principal's

role in the school is mainly to provide support to these teachers. For example empowering teachers through several activities such as teacher team groups and workshops or seminars etc. These activities are concrete steps from the principal to become the leader of the school organization. The steps taken by the principal regarding improving teacher performance are largely determined by the specific roles of the principal as the main person in charge of the school. For example, the specific role of the school principal as a manager or as an educator.

These two roles must run simultaneously in a leadership pattern carried out by a school principal in improving teacher performance. Therefore, in this case, to achieve maximum teacher performance results, the role of the principal must involve all potential functions that exist in the existing leadership role. Starting from the planning function to the teacher performance evaluation function. As an organizational leader, namely leading to influence and mobilize teachers so that teacher performance during a pandemic can increase, discuss and establish two-way communication, and make decisions to avoid conflict.

2. The Role of the Principal in Increasing the Participation of Guardians in Online Learning During a Pandemic

The role of the school principal in increasing the Participation of Guardians in Online Learning during the Pandemic Period. School is an organization that has goals and strategies that are consciously prepared and planned to achieve common goals. This means that school has another meaning, which is a place where people who have the same goals and hopes meet. One that has these goals and expectations is the student's guardian or the community. Thus, schools can also be referred to as social laboratories or social units, because it is difficult to let go of the roles of the community in the existence of the school itself (Khairi & Sufiyanto, 2021).

One of the efforts made by school principals regarding teacher performance and the participation of student parents during this pandemic is to build intense relationships with teachers and the community. Only then will we begin to build relationships by involving all PTK in every activity, including the community or guardian parents. Especially in school environment spraying and cleaning activities. Both during the Covid-19 pandemic or before Covid-19 existed. It doesn't end there, according to the school principal, the management of the education unit or strategy is

an alternative that must be implemented by the school principal jointly by the stakeholders/government. This means that if the school committee and parents build maximum effective communication in the sense that both parties have effective interactions, it will facilitate the success of the school in improving the expected quality. Thus, to realize this requires the leadership power of school principals who can protect and encourage community involvement (Khairi & Sufiyanto, 2021).

In accordance with findings in the field, the principal of the Sasake primary school during the pandemic was able to encourage the involvement of student parents as Sumarsono's concept above. Although the intended involvement is quite diverse. However, the fact is that some parents or guardians of students are involved by the school principal in the learning evaluation process and the activities of school meetings. According to the parents' acknowledgment related to the learning process during the pandemic, that there was no significant difference between the forms of student guardian participation in schools during the epidemic and before the pandemic. Despite the fact that the role of parents during a pandemic is to function more as a teacher when the children are at home (Khairi & Sufiyanto, 2021).

The statement above shows that the school really involved the parents of students in the learning process during the pandemic. Although the involvement of the student's guardian has not been regulated in detail in formal rules. Even so, the parents of the students said that Sasake Primary School was quite good in terms of cleanliness and discipline in the students or the discipline in the teaching staff was applied and was always well monitored. for school progress. While related to the learning process during the pandemic, that there was no significant difference between the forms of student guardian participation in schools during the epidemic and before the pandemic. Even though in reality the role of parents during the pandemic was as a teacher as well as a learning companion when children studied at home.

Therefore, the form of parental participation during the pandemic is not only acting as a teacher but also as a child's guide at home. Nevertheless, parents face several obstacles when teaching and guiding their children at home. Like dealing with children who have difficulty learning, however, sometimes it is difficult for children to be taught at home because they prefer to go offline (face to face). Therefore, the school continues to evaluate learning when parents are involved or given space to participate in it. The

involvement and participation of student parents is not only in the learning process but also in the learning evaluation process during the pandemic. Both using social media such as WA groups and offline. This involvement is in the form of providing input and support for the progress of schools and students (Setiawan, 2021).

The form of involvement of student parents or in this case the community towards school activities in Sasake primary school is reinforced by the theory expressed by Morrison (1988) which says that "Parent involvement is a process of helping parents use their abilities to benefit themselves, their children and the early childhood program". This view, if interpreted freely, that parental involvement is a process to help parents to develop all their capabilities for their own benefit, the children and the programs run for children. Based on Morrison's view, that parental involvement in children's education will 'provide benefits not only for parents, but will also benefit the programs implemented as well as children and schools (Setiawan, 2021). Morrison's opinion is relevant to the views of Korfomacher et al. (2008), where involvement is defined as the process of connecting parents with school programs and using program services for the benefit of developing the abilities of parents and school programs.

One of the efforts made by school principals regarding teacher performance and the participation of student parents during this pandemic is to build intense relationships with teachers and the community. Only then will we begin to build relationships by involving everyone in every activity, including the community or parents and guardians. Especially in school environment spraying and cleaning activities. Both during the Covid-19 pandemic or before Covid-19 existed. It doesn't end there, according to the school principal, the management of the education unit or strategy is an alternative that must be implemented by the school principal jointly by the stakeholders/government. In this case there are policies, standardization, accreditation, etc. The efforts of the principal above are quite good, as is the appreciation given by the community on behalf of Misbahul Janah, which follows that; Sesake School is quite good in terms of cleanliness and discipline in students or discipline in the teaching staff is implemented and is always well monitored by the school principal. Measuring from several aspects of the leadership of the principal is quite good, fostering the scope of this educational unit evenly and wisely and the teachers also foster / guide students by continuing to prioritize character building so

that the implementation on students I say is very good.

3. Teacher Performance in Online Learning During the Pandemic at Sasake Elementary School

Based on the description and findings above, the problem of teacher performance during the pandemic has in fact experienced significant changes, especially related to the decreased intensity of face-to-face learning process meetings and the increasing use of online learning media (Mansur & Padli, 2022). Whatever the conditions that surround the world of education, be it a pandemic or not, the education process is still being pursued to continue. It's just that education has to make a lot of adjustments to the current conditions. On the other hand, changes in the educational environment affect the process of teacher performance as an important unit in the world of education. In essence, the teacher's performance is heavily influenced by various factors, both internal and external factors of the individual concerned. This is one of the external factors experienced by teachers, but professionally the teacher is still a teacher who must be able to exert all his abilities when transferring lessons.

Teacher performance is the result of work in quality and quantity that must be realized by the teacher in carrying out his duties in accordance with the responsibilities assigned to him (Mangkunegara, 2009). Performance is the output generated by the functions or indicators of a task or a profession within a targeted period. An effective job evaluation will provide opportunities for teachers to improve themselves and provide advice on self-development and expected potential. The majority of teacher performance during the Covid-19 pandemic was implemented virtually. Although with this internet system there are also several obstacles faced by teachers, students and parents of students.

Teacher performance is the teacher's ability and effort to carry out learning tasks as well as possible in planning teaching programs, implementing learning activities and evaluating learning outcomes (Depdiknas, 2008). Teacher performance has certain specifications. Teacher performance can be seen and measured based on specifications or competency criteria that must be owned by each teacher. In relation to teacher performance, the behavior in question is the teacher's activities in the learning process. With regard to teacher performance, Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System Article 39 paragraph (2), states that

educators are professionals whose job is to plan and implement the learning process, assess learning outcomes, conduct mentoring and training as well as conduct research and community service, especially for educators at tertiary institutions.

The definition of teacher performance according to Burhanudin, suggests that teacher performance is a picture of the quality of work possessed by the teacher and is manifested through the mastery and application of teacher competence. This view shows that performance is basically an illustration of the mastery and application of teacher competence in actualizing their duties and roles as teachers. Based on the various definitions above, it can be concluded that teacher performance is the result of work or work performance carried out by a teacher based on the ability to manage teaching and learning activities, which include lesson planning, learning implementation, learning evaluation and fostering interpersonal relationships with students (Setiawan, 2021).

The statement by the parents of the students above shows that the teacher's performance in the learning process during the pandemic was still considered quite good, as measured by the readiness and seriousness of the teachers in providing services during the learning process. Even though the pandemic situation presents learning conditions and paradigms that are different from the previous ones. However, teachers' attention to performance related to service to students' learning needs is still being carried out wholeheartedly. To maintain the quality of teacher performance as recognized by the student's guardian, the school principal generally often conducts training or similar activities that can improve teacher performance by involving all existing teachers. As conveyed by the following teacher; That the teachers team is attended by all teachers, while seminars and the like are only for some teachers, providing incentives, facilities and infrastructure, supports and opens opportunities for all teachers. Still according to the same teacher that, from these activities, the school principal to care for the quality of teacher performance at the school, the school principal carried out several follow-ups in the form of other quality activities, as the following teacher admits. That the follow-up activities included firstly, reading a lot, secondly, making visits to other schools. Third, having good relations with parents/guardians, fourth, attending trainings (of and online).

Related to that, for teachers the follow-up aims to observe students' abilities

through the process of discussion in groups. Likewise, the teacher's way of understanding students' emotions is by giving emoji pictures to students. Meanwhile, related to the use of learning technology post-covid 19, teachers developing learning technology in the form of IT tools, are considered to be able to ease the burden of teaching teachers, especially during the 19 pandemic. Therefore, school principals always complement learning tools in the form of LCDs, computers, laptops and others for learning purposes at school. Even though it is still during the pandemic, the implementation of assessment and evaluation of learning processes and results while learning is still ongoing. Evaluation and assessment of the process and learning outcomes are also carried out in the learning process carried out at home, such as the following confession from the student's guardian; Trying to involve myself in my child to monitor more and sometimes play the role of teacher at home during the co-19 pandemic. There are quite a lot of obstacles, but we don't make them an obstacle to the implementation of things that have been set / rules during a pandemic. Participate in the form of involvement in student periodic assignments. For example, a task that requires parental involvement is making a product. The above statement shows that the school really involved the parents of students in the learning process during the pandemic. It's just that the involvement of the student's guardian has not been regulated in detail in formal rules. Even so, the parents of the students said that the Sasake Elementary School was quite good in terms of cleanliness and discipline in the students or the discipline of the teaching staff was applied and always monitored properly/for school progress. According to the parents' acknowledgment related to the learning process during the pandemic, that there was no significant difference between the forms of student guardian participation in schools during the epidemic and before the pandemic. Despite the fact that the role of parents during a pandemic is to function more as a teacher when the children are at home.

CONCLUSION

The principal as a supervisor is to supervise and follow up in the form of input, solutions and warnings to teachers regarding the quality of online learning. In addition to the role of the principal as revealed through the interviews above, the principal also evaluates teacher performance using certain strategies to see the achievement of the

intended performance. Whereas the school principal evaluates or periodically monitors teachers based on the results of guidance. Therefore, the school principal prepares funds through boss funds for the development of teacher professionalism, including for CAR activities. Therefore, the school principal motivates teachers to carry out CAR activities. Evaluation activities through supervision are carried out holistically by the school principal, meaning that the school principal does not only supervise teacher performance in terms of teaching activities alone, but also the principal supervises the teacher's ability to make and implement lesson plans into the learning process. That at the beginning of each school year the principal always supervises learning materials, the principal will provide guidance to each teacher if there is a teacher who cannot make a lesson plan properly. The direction and guidance of the school principal regarding making a good lesson plan is based on or in accordance with the applicable Minister of Education and Culture. All the things that are done by the principal above, especially related to supervision, are in the context of developing professionalism through reflective action. The development of professionalism referred to in this context is the continuous development of professionalism for all teachers.

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