

Principal Leadership During Pandemic

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ABSTRACT: The Covid-19 pandemic has had many consequences on all aspects and lines of life, both the economic, health and education sectors being an inevitable part. Basic education bears the heaviest impact of the pandemic with online teaching and learning activities, while the abilities of students and families may not necessarily be able to sustain it. The purpose of this study is to reveal how the leadership of the sekolah principal in facing the challenges of education during the pandemic. The method used in this research is qualitative with a policy study approach. The results of the study indicate that the leadership of the sekolah principal prioritizes humanitarian strategies with situational education policies according to the conditions and abilities of students. The competence of teachers continues to be strived to be improved through workshops and training activities in order to anticipate uncertain situations mainly related to online learning strategies that must still refer to applicable education policies.

KEYWORDS: *principal leadership, online learning, situational policy* about five key words in alphabetical order

I. INTRODUCTION

Many efforts have been made by the Indonesian government to prepare education during the COVID-19 pandemic. Various policies are taken, and need to be followed up by every education leader from the center to the regions (Sudrajat et al., 2021). Circular from the Ministry of Education and Culture Number 15 of 2020 regarding guidelines, the implementation of online learning is carried out in order to break the chain of corona spread, so that students and educators can still carry out learning with the same quality as in normal situations (Nadeak & Juwita, 2020). Online learning is a new thing for the community, many are not ready, and only a few can prepare, so online learning is not optimal (Mulyana et al., 2020).

The transition period or change from previously direct face-to-face learning to distance learning has required educators and students to use online learning platforms such as whatsapp groups, google meet, google classroom, zoom cloud meetings, and other online learning platforms (Nadeak & Juwita, 2020). In this case, the skills and competencies of educators, both teachers and lecturers, need to be improved so that online learning is expected to remain meaningful for students of course. Lots of online activities, training and workshops are offered to prepare for network-based learning. The government program MBKM (Merdeka Learning Merdeka Campus) is the latest trend for Indonesia, this program is set to start in 2020. Regarding this new policy, of course the regional government through the Education, Youth and Sports Office can take the right attitude. For schools under the Ministry of Religion such as Ibtidaiyah Schools, Tsanawiyah Schools, and Aliyah Schools also prepare well and maximally (Anggaira, 2017).

This pandemic certainly brings many very big impacts, but also brings great opportunities for the preservation of the community, especially school residents such as students and teachers from the spread of the corona virus with PJJ (Distance learning) efforts. In this condition, of course, the leadership of the principal/school becomes very important. The policy taken by the principal / school is also a protective effort carried out for all school residents (Khairuddin, 2020). The principal as much as possible can respond quickly to problems that occur, as soon as possible adapt to existing changes. The principal as the key has the right and obligation to manage the resources in the school/school together, to find solutions to deal with changes in education management during the corona virus pandemic. One way is by increasing the professionalism of teachers/educators, many efforts can be made by delegating them to participate in webinars/trainings/workshops related to the development of creative distance learning innovations (Prianga & Haq, 2021).

The role of the principal is very important, especially in this pandemic condition, the policies taken and the strategic steps implemented must also bring about change for students. Schools are becoming better prepared

to face educational challenges during a pandemic. Overall, it can be said that appropriate, good and orderly leadership strategies are needed in accordance with the reality of conditions in schools.

The pandemic has been almost two years, the world of education has taken many policies in responding to this pandemic. The new academic year 2021/2022 is an education that must be handled wisely. The Primary and Secondary Education Council (Dikdasmen) of the Central Leadership of Muhammadiyah immediately instructed all levels of education under it to immediately prepare for the implementation of education while still referring to the health protocol and referring to the Standard Operating Procedures (SOP) that had been established through a Circular. The following is data on educational institutions managed by the Muhammadiyah Regional Leadership in Kulon Progo Regency, Yogyakarta;

Table 1.
Muhammadiyah Educational Institutions in Kulon Progo

Educational institutions	Elementary School	Junior high School	Senior High School	Total
Amount	50	18	3	71

(Source: <http://kulonprogo.muhammadiyah.or.id/content-2-sdet-profil.html> diakses 21/07/2021)

Muhammadiyah Kulon Progo Elementary School is one part of Muhammadiyah's charitable activities under the auspices of the Primary and Secondary Education Council (Dikdasmen). This school with B accreditation status is the only business charity under the guidance of the Sentolo Branch Manager, Kulon Progo Regency. Based on the results of observations made there are at least 11 educators and education staff, 112 students located in the Kenteng hamlet. Kenteng Muhammadiyah Elementary School is also included in the K2MI (Working Group for Ibtidaiyah Schools) Kulon Progo which consists of 9 members of the Muhammadiyah Ibtidaiyah school principal. In the discussion conducted by K2MI, they discussed good and appropriate policies to be implemented in their respective schools for the common good. This is in line with the opinion (Prianga & Haq, 2021) which states that the leadership's decision is the key to the running of the wheels of education in an agency/school/school, leaders in an institution should have good quality so that they can create many breakthroughs and the right ideas. Thus, the quality of leadership and management needs to be made effective.

II. METODE

This study takes a social setting in the Muhammadiyah elementary school (MI), Kenteng Kulonprogo, Yogyakarta, using a qualitative method with a policy study approach. By collecting document data, analyzing and confirming data directly in the field, exploring all phenomena related to the research theme, and trying to understand the meaning contained in the object of research through interviews with a number of individuals or groups of people (Gumilang, GS., 2016). This interview seeks to reveal the principal's leadership strategy in implementing all the rules and policies that have been made by the government regarding learning management during the pandemic. Each policy requires a different attitude and approach, so that the techniques used as a tool to examine the scope of leadership for each policy are not the same, some of the document data need in-depth confirmation, including the financing aspect, but some of the data can be interpreted based on the results of interviews. .

III. RESULTS AND DISCUSSIONCONCLUSION

Learning during the COVID-19 pandemic requires serious efforts related to technology and user readiness. The development of technology-based learning strategies is also a message of the industrial revolution which is currently a demand for students to deal with it (Wening & Santosa, 2020). In particular, the implementation of learning technology contained in the educational strategy within Muhammadiyah educational institutions has been carried out according to the stages of standard operating procedure (SOP). As the results of interviews with school leaders, that educational activities in the school environment both during normal and pandemic times have been carried out based on innovation and development of available human resources. Educational innovation activities need to continue to be carried out and become the spirit that moves school residents in realizing educational goals (Anggaira, 2017). The education is structured to provide opportunities for students to learn, have faith and fear God Almighty, learn to understand and live, learn to implement and act effectively, learn to live together, learn to build identity through an active learning process. , innovative, creative, effective and fun. The principle of character development carried out aims to develop the potential of students, so that they have advantages for developing self-potential, by placing religious education as the basis of moral strength.

So far, the programmed educational activities have always been responsive and in tune with the

development of science, technology and the arts. The values of knowledge, technology and art are cultivated by teachers and educators so they don't stutter about technological developments (Khairuddin, 2020). The school development program has a direction to realize educational goals with character, achievement, and culture. So that with this education it will produce quality students while still upholding human values. Technology-based education is also a force in the development of student knowledge. Students are introduced to technology-based education 4.0 in the 21st century which is more innovative, creative and productive. conclusion section must be included and should indicate clearly the advantages, limitations, and possible applications of the paper. Although a conclusion may review the main points of the paper, do not replicate the abstract as the conclusion. A conclusion might elaborate on the importance of the work or suggest applications and extentions.

Educational development has been carried out according to plans by all educators while still taking into account the basic needs of students. General education is provided as a means to broaden students' horizons and knowledge. Education that is prioritized is character education for realistic life that students will face now and in the future. Activities that are directly related to students' lives are highlighted, so that after returning to their families and communities, students can immediately implement them.

The results of interviews with several teachers and parents have also shown that educational activities have been carried out globally and comprehensively and are always continuous, so that the vision, mission and goals of the school can be realized. Every day there must be interrelated material so that students can practice sensitivity and memorize the learning material. The efforts made by this school are also to jointly take the right policies in order to realize sustainable and scheduled education either through online or offline systems, so that parents can still be comfortable in accompanying their children (Azizi et al., 2021)

Education and learning activities that have been carried out have always been oriented to the practice of everyday life with a touch of insight into the development of science and technology that will help students as lifelong learners. Religious education is also one of the characteristics of local community education, because the community's view has placed religion as the key to achieving life in this world and of course as a provision for life in the hereafter.

There is a balance between national interests and regional interests. Education managed by school leaders has been developed by taking into account the spirit of the philosophical values of Pancasila, because with this view they can be more sure of the love of their students for their nation. Based on this fact, the government has tried to organize the curriculum. Currently, the 2013 curriculum is a follow-up to the competency-based curriculum which includes aspects of developing the knowledge, skills and attitudes of students, one of which is the attitude of nationalism (Wahyudin, 2018). Patriotism-based education as the strength of student care. Education to uphold the principle of Bhineka Tunggal Ika as the nation's motto. There are several stages carried out in the process of implementing government policies in educational activities in schools as follows: At the planning stage of the implementation of education, school activities to be carried out must refer to the curriculum that was previously developed by the Curriculum Development Team. The teacher working group (KKG) team also always facilitates schools to carry out Public Test activities, so that it is known to what extent the school curriculum development will be used as a guide in the implementation of educational activities. The parties involved are school teachers, school committees, KKG teams, school supervisors.

At the implementation stage, school leaders act as managers and leaders. All educators and education staff are a solid team. The total number of educational staff is 13 people with their respective jobdesk. The school has the main goal of becoming a school with character, achievement and culture. Educational activities are carried out from 07.00 to 15.00 WIB. Formal learning until 12.00 (dzuhur) then continued extracurricular for students. The extracurricular activities include reading, writing and memorizing the Qur'an, sacred footprint sports, athletics, arts, and hizbul wathan scouting activities.

At the monitoring stage, the Principal as the leader carries out monitoring in each class when the KBM takes place, in addition to monitoring other educational staff such as librarian, cooperatives, school office boys. This is done as a form of supervision of the process by each individual, as an illustration of the principal in giving a decision for further school progress, with a supervisory policy from the school it will be able to minimize the incidence of criminal activities by students (Tambunan et al., 2017)

At the evaluation stage, the Principal always carries out weekly evaluations, monthly evaluations and semester evaluations. The Principal designed this evaluation activity in stages in order to get maximum results. This weekly evaluation is carried out focusing on each teacher related to the implementation of KBM (Teaching and Learning Activities) in the classroom. Monthly evaluation is carried out with a different concept. The principle of kinship in the internal teacher of MI Muhammadiyah Kenteng is very good. Evaluation activities are carried out outside the school. Semester evaluation is carried out at the end of the odd semester and the end of the even semester. This evaluation is carried out with a broad/general discussion that exists in the implementation of school education. All evaluations of activities during this normal period are carried out

continuously and are always improved for the better and become a strategic design to take the next step (Rohmah, 2017).

The situation of school education during the pandemic period has not been previously predicted for the world of education, of course, there will be many changes and renewals of the education system in each institution by adjusting to the situation and conditions. The cooperation of teachers and education personnel as well as school committees in preparing educational activities during the pandemic has not diminished. School Learning Activities during the COVID-19 pandemic are still guided by the School Education Calendar. School leadership policies in learning activities during the pandemic must be able to involve teachers, parents, students and the surrounding environment. Learning activities that are applied must be able to develop student competencies in aspects of attitudes, aspects of knowledge and aspects of skills.

Some of the stages carried out in the process of implementing education are as follows: at the planning stage, schools develop steps that will be used as guidelines in implementing education in schools. Decrees and circulars from the foundation (PDM), the Ministry of Religion as well as the Youth and Sports Education Office also provide instructions for conducting online learning activities. The preparation of the curriculum also needs to be prepared offline and online RPP. In the preparation of teaching materials or lesson plans, it is indeed made while integrating material that has the values of knowledge, skills or can be divided into the cognitive, affective and psychomotor domains of students. Complete learning tools are also of course compiled in the content of the school curriculum which has been tested and published by the school curriculum development team and also approved by a joint decision of the school's internal. During this pandemic, the RPP that is made will of course have differences in its essential basic competencies, because it requires KD that is in accordance with online learning during the pandemic. Not all KD can be included in online learning, of course, the decision-making also refers to the applicable technical guidelines both from the Education Office and from the Head of School Education at the local Regency Ministry of Religion. As much as possible and it would be better if the lesson plans can also be given openly to the guardians of students, so that there is cooperation between the guardians and schools in the process of online teaching and learning activities.

At the implementation stage of the curriculum during this pandemic, it began with a full online KBM, namely students and teachers did not meet directly at school. Teachers are divided proportionally 50% who go to school with a schedule that has been prepared. Online learning teachers can use WAG (whatsapp group), youtube and literacy cloud. For students who have difficulty online, they can attend school represented by their parents to take their assignments. Health Protocols and supporting facilities have also begun to be installed/prepared in schools. Online networks, data packages and others are sought to support the smooth running of online KBM activities.

In the monitoring stage, the role of the Principal is to monitor Online KBM activities carried out by teachers. For teachers who are WFH, monitoring is carried out online via WAG. An evaluation guide was made as a material for future school principals to consider. Assignments to students and assessment of learning outcomes during the pandemic may vary between students, according to their individual interests and conditions, including considering the gap in access/availability of learning facilities at home. Teachers in giving assignments to students proportionally or not excessively, so that the protection of health, safety, and student motivation during an emergency is maintained. Children's learning outcomes sent to teachers can be in the form of photos, pictures, videos, animations, artworks and other forms depending on the type of activity and which is possible to realize in an emergency. Based on the results of this study, the teacher can make an assessment either by using a developmental achievement scale technique, or the work. Student learning outcomes are analyzed to determine the achievement of basic competencies for scoring.

The evaluation stage is carried out at the end of the month and semester. Several changes related to evaluation activities were carried out due to the situation and conditions in the school environment where there was still a pandemic zoning. Teachers also carry out KBM evaluations by maximizing existing online platforms, such as with google forms, MS Forms, WAG responses and others that can be used. The principal invites all teachers to be creative and innovative in dealing with and adapting today's online-based learning.

Based on the joint decision of the school community in following up on joint decisions from the Minister of Education and Culture, Minister of Religion, Minister of Health, and Minister of Home Affairs of the Republic of Indonesia, Number 03/KB/2021, Number 384 of 2021, Number HK.01.08/Menkes/4242/2021, and Number 440-717 of 2021, dated March 30, 2021, Regarding: Guidelines for the Implementation of Learning during the Pandemic Coronavirus Disease 2019 (Covid-19). So the principal has made a decision, that in order to prepare for the implementation of distance and face-to-face learning, it is necessary to conduct face-to-face learning trials (PTM) in kindergarten, elementary, and junior high schools throughout Kulon Progo on May 31, and 2-4. June 2021.

Based on this, the school together with all educators and education staff made several stages that became the basis for the implementation of PTM including: making guidelines (SOP) for implementing PTM based on Joint Decisions. Educators and Education Personnel who have not received the vaccine can take part in the PTM trial, Schools located in the Red Zone within the scope of the Household (RT) location of MI Muhammadiyah Kenteng cannot carry out the PTM trial, The origin of the residence of Educators, Education Personnel, and Students in the Red Zone unable to take the PTM trial, the Principal with the Covid-19 Handling Task Force within the scope of the Education Unit to follow the guidelines in the Joint Decree, carry out PTM with a shift system for all classes from grades I to VI, All students, teachers and education staff continue to comply with the protocol health to maintain security, After the lesson is over, which is approximately 1-2 hours, students are encouraged to return to their respective homes.

Table 2.
Analysis of Principal Policy Implementation During the Pandemic

NO	Policy Form	Date or Number	Subject/Content	Implementation in School
1.	Decree of the Ministry of Education and Culture	Decree no 15 of 2020 Decree no 15 of 2020	Guidelines for Organizing Learning from Home in an Emergency Period for the Spread of Corona Virus Disease (Covid-19)	The implementation in schools is related to circulars which contain the implementation of online learning (network distance learning) and offline (outdoor distance learning) have been implemented by schools. We access information related to Covid-19 on the page / link that has been included in the letter from the Ministry of Education and Culture, in addition to the online learning media used, namely through the Ministry of Education and Culture TV Education link, Teacher Sharing and Literacy Cloud
2.	Decree of the Regional Office of the DIY Ministry of Religion / Central Ministry of Religion	10 Maret 2021	Mechanism for Disbursement of Teacher Professional Allowances for Non-Government Employees in 2021	Implementation in schools related to the mechanism for disbursing the non-civil servant teacher professional allowance is carried out online which is integrated in each SIMPATIKA account. Some requirements are scanned and then emailed.
		Decree of the Director General of Islamic Education Number B-298/DJ.I/P P.00/02/20 21 & Decree of the Director General of Islamic Education Number 752	Organizing graduation, class promotion, school sports competitions, and School Exams for the 2020/2021 education year	Implementation in schools, related to the implementation of graduation with the National Examination, has been eliminated as well as UAMBD is also removed during the current school season, for graduation standards and grade promotions with reference to portfolio results, report cards and achievements previously obtained, assignments, online, offline and other forms of testing. other. The form of school exams at Kenteng Elementary School is carried out in the form of written exams, practical exams, assignments and/or portfolios in a simple but meaningful way that is carried out online and offline.

3.	DIY Governor's Decree	Leaflets of the Education and Sports Office of DIY & the Kulon Progo Office of Education and Sports	Regional Education Standardization Assessment Mechanism in 2021	Implementation in schools related to ASPD, has been carried out on March 16, 17, 18 2021, with reference to the third point that ASPD is carried out to maintain an index of integrity and honesty and is carried out face-to-face and centrally in every education unit while still implementing the COVID-19 pandemic health protocol.
4.	Decree of the Regent of Kulon Progo	Governor of Kulon Progo Regent Regulation No. 43 of 2020	Guidelines for working civil servants in the new-normal order during the COVID-19 pandemic in the local government environment	Implementation in schools, related to the governor's regulation, government employees in schools jointly improve health protocols, and carry out online attendance both when working from office and working from home
5.	Decree of the Ministry of Religion Kulon Progo	Decision letter, March 16, 2021	Updating School EMIS data	Implementation in schools related to the decree from the ministry of religion, school operators update EMIS data online and offline in the Menoreh building hall, Ministry of Religion Kulon Progo Office.
6.	Decree of the Regional Leadership of Muhammadiyah Kulon Progo	Decree of the Regional Leadership of Muhammadiyah April 25, 2020	Implementation of online learning during the Covid-19 period, and online-based school student data collection	Implementation in schools related to circulars received by schools has been carried out at Muhammadiyah Elementary School Kenteng with the implementation of shifts. The application of rolling classes is an alternative to offline learning while still paying attention to the Covid-19 health protocol.
7.	Decree of the Central Leadership of Muhammadiyah and Aisyiyah	25 Maret 2021	Registration of database data collection Accreditation of 2000 universities and schools in the Muhammadiyah environment in 2001 in collaboration with the National Library of Indonesia	Implementation at SD Muhammadiyah Kenteng, this data collection activity was carried out online through the general stadium through the zoom cloud meeting platform and youtube. This activity was attended by our school librarian on Monday, March 29, 2021.
8.	Decree of the Council for Primary and Secondary Education for the Regional Leaders of Muhammadiyah DIY	15 Maret 2021	Administrative requirements of school exams and state exams, ISMUBA education of which all components are recorded online.	Implementation at SD Muhammadiyah Kenteng, is still in the process stage for budget collection which will then be transferred online, and scanned data are recapitulated online because schools are still focusing on funding for school revitalization projects.
9.	Decree of the Principal of	April 2020	Implementation of online learning	Implementation of the implementation of online-based

	Muhammadiyah Elementary School Kenteng Kulon Progo		activities during the Covid-19 pandemic	learning activities, every class teacher and subject teacher is encouraged to prepare learning documents (RPP, Assignments, Evaluations, mid-semester assessment instruments, end-of-semester assessments) which are compiled online. Data collection on student attendance and activity evidence can be made using online platforms such as google forms, microsoft forms, youtube by commenting in the chat column.
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Based on the education policy which is manifested in the form of decrees, circulars and leaflets, all educators and education personnel at Muhammadiyah Kenteng Elementary School have been instructed and directed by the school principal. The principal feels that the hard work of the teachers has been maximized, however, there are still some things that have not been implemented. Efforts to improve the quality of learning activities through information technology are partly constrained by the limited ability of teachers in mastering technology and also the economic limitations of students to provide means of communication. This reality is of course almost the same as what happened to other educational institutions during this pandemic (Borup et al., 2013; Campina & Rodrigues, 2020; J. L. M. Smith et al., 2009). The need for adjustments to existing situations and conditions, leaders always try to discuss related policies received, through teacher council meetings and school committees to determine policy directions and decisions to be taken by schools (Eisner, 2000; Wiseman & Huang, 2011). The final information is then written in the minutes and an event report is made which is then shared online via social media owned by the school, such as WA groups, Instagram, websites and YouTube. Regarding education management information applied by schools during this pandemic, many online platforms are used as alternatives.

The leadership model applied by the principal is a transformational leadership model, familiar, democratic and close to subordinates (Eres, 2011; Geijsel et al., 1999; Nguni, 2005). This leadership model is very suitable to be applied to basic education as an effort to mobilize teacher motivation in achieving the achievement of quality education in schools, as Fauziah's research, this leadership model has proven to have a significant effect on improving the quality of education (Fauziyah, 2017). The principal has never shown himself to be a perfect leader. School leaders really appreciate all suggestions and input and suggestions from their subordinates. Principals feel more comfortable if they can work more closely with their subordinates.

IV. CONCLUSION

The principal's leadership prioritizes humanitarian strategies with situational education policies according to the conditions and abilities of students. Teachers' competencies are continuously strived to be improved through workshops and educational training activities in order to anticipate uncertain situations, especially related to learning methods while still referring to applicable education policies. Through a populist leadership model as applied by the principal, it can be applied to make changes and advance educational institutions for the better. In addition, leadership that upholds the principle of kinship is able to create and produce new innovations, self-confidence and pleasure in carrying out obligations as an educator to produce optimal performance.

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