Leadership in English Education

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Abstract

The Covid-19 pandemic has changed the way people live, including in Indonesia. Schools to make changes to the learning system so that teachers and students feel comfortable in the classroom and at home in carrying out learning activities at school. The school leadership was not spared from this problem. School leaders must quickly make the right decisions about what must be done in response to the changes that have occurred due to this pandemic. The purpose of this study is to collect various data to then be analyzed and reviewed regarding the decisions taken by the principal so that this abnormal condition becomes normal by conditioning several things at school. The research method used is literature review by reviewing various library sources which are the results of various studies. The result of this study is the principal's leadership in increasing teacher creativity and innovation, which occurs because the principal is always proactive in dealing with various contextual problems in schools. The principal must also be ready to make strategic decisions so that school stakeholders do not have to wait too long in carrying out the next activities in the school so that the learning process continues.

Keywords: leadership, pandemic adaptation, principal

Article Info:

Submitted: 14 March 2022  Reviewed: 29 March 2022  Accepted: 12 April 2022

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1. INTRODUCTION

The Covid-19 that has been endemic lately is not an ordinary disease outbreak but a very extraordinary disease outbreak. Speaking of education, the outbreak of Covid-19 has brought many new problems ranging from basic education to higher education which must be handled seriously. This of course requires the expertise and seriousness of a school leader in solving problems related to the smoothness of education in their respective schools during this covid 19 pandemic. The principal is the person in charge of the administration of education, school administration, coaching other educational staff, utilization and maintenance of facilities and infrastructure as well as supervisor at the school he leads.

Rosyadi, Pardjono (2015) in his article asserts that the success of an institution (school) is very dependent on the leadership of the principal, because the principal is the leader of the institution, then he must be able to bring his institution towards achieving the goals that have been set, he must be able to see changes and able to see the future in a better globalized life [1]. The principal must be responsible for the smoothness and success of all arrangements and management affairs formally to their superiors or informally to the community who have entrusted their students.

The principal as a leader should have many effective ways and strategies in innovating new innovations to deal with problems that occur in their respective school environments, with enthusiasm, both related to learning, school safety, smooth administration, and much more. The problems caused by the Covid-19 outbreak are not certain when it will end. Especially now that it coincides with the acceptance of new students, of course this is not a problem that can be taken lightly, here will appear expertise, genius, a school principal as the head of the institution in solving and finding solutions to anticipate the activities of accepting new students this year. In the midst of the outbreak of covid 19, when people are not allowed to gather, gather, but the principal will actually carry out the acceptance of new students, this is certainly not easy to implement.

DOI: https://www.doi.org/10.22303/melt.7.1.2022.57-68
Referring to the function of the principal as an administrator, the principal must be able to manage curriculum administration, manage student administration, manage personnel administration, manage administrative capabilities of facilities and infrastructure, manage finances, manage archives in his school, all of which must be done by a principal from the school house during the enactment of PSBB (Large-Scale Social Restrictions) due to the outbreak of covid 19 this year.

Managing student administration which must be realized in the preparation of student administrative data completeness, preparation of completeness of administrative data for extracurricular activities, and preparation of completeness of administrative data on school relations with parents of students. Managing personnel administration which is manifested in the development of completeness of administrative data for teachers, as well as the development of completeness of administrative data on non-teacher education personnel, such as librarians, reports, administrative staff, school guards and technicians. Manage the administration of facilities and infrastructure which is manifested in the development and completeness of building and space administrative data, development of furniture administration data, development of completeness of administrative data for office machine tools, development of administration of books or library materials, and development of completeness of administrative data for laboratory equipment. Managing archival administration which is manifested in the development of completeness of administrative data for incoming letters, outgoing letters, decrees, and circulars.

Managing financial administration which is manifested in the development of routine financial administration, financial administration sourced from the community and parents of students, from the government, and assistance and operations. All of that must be taken care of by a school principal from home during the PSBB outbreak of covid 19. We can imagine if the principal does not have leadership skills, is not able to empower the resources in his school, then the school can slump, even it will be destroyed slowly during covid 19 is endemic in this country.

The school principal should be opened but still keep his distance from the education staff, so that they can express the various problems they face. Here the principal is required to use a combined style in his leadership between the division of tasks and human relations not only during covid 19, but also in the future.

A leader is tested for his abilities when he faces difficult situations in the organization due to internal and external factors. Currently the principal is facing internal and external problems that are not easy to overcome. Internally, the school faces the weakness of teachers and staff in the competence of learning technology, finance, and ownership of devices. Externally, schools are facing a pandemic and the internet network.

Rais Tsaqif Yahya Alhakim, et al. (2021) stated that in online learning provides pros and cons. With online learning, more students get to get learning resources. However, students only learn to use theory. For learning that requires practice, students cannot do this. This makes it very difficult for students to understand sports and art lessons that must be practiced. As we know that many students prefer hands-on practice rather than theory. Another problem is with the teacher. Teachers cannot monitor students directly as teachers do during face-to-face learning. Teachers cannot know what students are doing during the learning process [2].

There are big changes in the world of education related to the Covid-19 pandemic that occurred. It is very interesting to conduct research on leadership in the field of education which of course is closely related to school institutions both at the elementary school to college level.
2. LITERATURE REVIEW

The literature review contains state of the art and theoretical explanations used for research variables and deepens references. The literature review format is the same as the other heading 1 and if the theory has another heading 2 then the formatting is carried out as follows:

A. Leadership

1) Definition

As Carol Gilligan maintains, leadership occasionally calls for a negotiated conversation. Sometimes it is objective, solitary, and linear, requiring leaders to stand alone if necessary for moral grounds. Effective leadership requires constant audience knowledge and self-education through inquiry. To deliver the highest quality of service, leadership utilizes human resources.

"Leadership means never forgetting the why, the ethics of the purpose, and all those people—teachers and students—who have put their trust in you," said one leader. "Leadership is never believing your own press." Leigh Patel (2018) stated that a modest stewardship of learning is the first and most important quality of educational leadership [4]. We have plenty of highly compensated leaders in education right now, but they tend to talk more about innovation than learning and even less about the patterns of denied access to education at the population level. Leadership in education must be able to acknowledge the legacies and flaws of individualistic, Eurocentric frameworks of human development that exist for the sake of success and dominance.

To quote Ken Lindblom Leadership in education entails continuously keeping the pupils' learning as the only objective. An education leader will always stay focused on the right things if they keep that at the forefront of their minds.

It entails being current with organizational theory, content theory, and instructional theory. It refers to inspiring and instructing. It entails resisting disruptive, even hostile, external pressures and encouraging societal change that will improve learning for all kids. It entails promoting student learning both internally and externally.

It entails doing all possible to make sure that every student has everything they require (such as food, a calm environment, and safety) in order to learn as well as possible. It entails supplying a professional environment that enables—and obliges—teachers to carry out the actions they believe are best for students' learning, including the freedom to disregard anything that might get in the way of that learning, if necessary.

The "bottom line" in education is student learning, yet standardized tests don't accurately reflect student learning sufficiently to serve as independent dependable assessments.

Good educational leadership is important because schools constantly seek to enhance their operations and give students the best education possible. Surprisingly, a large number of individuals participating in their community's educational system are unsure of what constitutes educational leadership. Education leadership is a process that combines the efforts, skills, and expertise of educators, parents, and educators with the aim of enhancing not only the standard of instruction but also the educational system as a whole.

The major goal of educational leadership is to ensure academic success through improvements to procedures, instruction, and resources. Unfortunately, without the assistance and cooperation of all parties concerned, including the children, parents, instructors, decision-makers, and even the broader public, this achievement cannot be ensured or even achieved. Educational leadership is a way of quality

DOI: https://www.doi.org/10.22303/melt.7.1.2022.57-68
assurance and academic administration from a business perspective. Here is how educational leadership actually works:

- Establish a goal of achieving academic success for all children, regardless of socioeconomic status;
- strive to keep a responsive, safe, and healthy learning environment;
- assign accountability to everyone;
- and enhance the curriculum and teaching strategies.

**B. Leadership in English Education**

A strong school culture can be developed with the help of leadership in education. It may also affect how well students learn and perform. Effective school leadership is widely seen as the foundation for significant changes in education. Education administrators can transform an average school into a successful one by using the proper leadership style.

Effective school administration, according to the OECD report Improving School Leadership [5], typically results from involvement in instructional leadership. A growing amount of research demonstrates that schools with instructional leadership do better than others. By enhancing teaching quality, this coaching leadership approach focuses on student learning outcomes. School administrators take on the duty of overseeing teachers' professional development in order to accomplish this goal.

Planning, evaluating, coordinating, and improving teaching and learning are all practices of instructional leadership. The Australian Institute for Teaching and School Leadership claims that instructional leaders determine the mission of the school, oversee the curriculum, encourage high standards, and give rewards to both teachers and students.

Instructional leaders work closely with teachers to assess their performance and support their professional development through coaching and mentoring. To become an instructional leader, one must invest time in pedagogical problem-solving, take steps to enhance instructors' instruction, and hold teachers responsible for developing their instructional abilities. Leaders must have a thorough understanding of pedagogy and engage in practice themselves in this effort to enhance learning within the school community.

This collaborative leadership approach puts the ego to one side and prioritizes others' needs over one's own. A great leader "must first serve others and that this simple fact is key to his or her greatness: true leadership arises from people whose first motive is a desire to help others," according to the servant leadership school of thought. Servant leaders in schools uphold high standards while also assisting teachers and students in developing their abilities to achieve better. These leaders foster a desire for improvement while keeping an eye on both relationships and results.

The ten traits of servant leaders, according to the previous president of the Robert K. Greenleaf Center for Servant Leadership, are: listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to the growth of others, and fostering community. By removing obstacles, offering resources, and facilitating communication with the entire school community, servant leaders can develop high-performance teachers.

Servant leaders encourage and persuade their school community to realize their long-held vision by delegating decision-making authority. Servant leaders can undertake structural improvements that maintain an eye on the wider picture by consulting with teachers and students on what the future of the school should look like. According to research, servant leadership fosters a happy and effective learning environment over the long run.
C. Why Is Leadership Important in Education?
Great schools are built on strong school leadership. According to the evidence, strong leadership is necessary to foster a climate in which every student may receive a high-quality education. Teachers who seek leadership postgraduate education will be able to support successful teaching and learning practices, keep up with changes in the education sector, and introduce fresh ideas into classrooms.

Everyone is aware of the importance of effective leadership for corporate success. Leaders must successfully communicate with, delegate to, and mentor staff members while encouraging them to follow the company's commercial purpose and objective in order to inspire teams and maximize potential.

People frequently use leadership philosophies that are derived from their genetic makeup, personality, and social environments. This is not a bad thing; part of being a strong leader is understanding which leadership style naturally works the best for you. However, rigidly adhering to one style can stunt business and employee development. It's essential to establish a pliable style that incorporates many leadership strategies and can be adjusted to new situations as they arise in order to increase leadership effectiveness.

Authoritarian leaders, often known as autocrats, construct a distinct vision of the final result and how to get there. They establish precise standards and unambiguous expectations for what should be done when and how. These leaders typically anticipate that their followers would follow their directives without question and without delay [6].

Autocratic leaders don't always think of themselves as "know-it-alls" who are superior to others. In fact, they frequently have a laser-like focus on attaining effective outcomes by predetermined activities that they feel are best for the company. Sometimes an authoritarian leader would consult a small circle of trusted peers before making a decision.

D. Principal
The principal has a heavy but noble task. As a school principal he is submissive and obedient to the rules. The principal must understand about management. At least he can plan, organize, lead and control members, empower organizations and evaluate in achieving the goals of the school he leads. In fact, sometimes the principal's leadership is defined as the power to move his subordinates whose leaders are appointed on the basis of a decision or official appointment to assume the position of principal [7].

However, although the definition of leadership is based on giving influence to others to do what the leader wants towards the goals set, it turns out that the process of influencing is carried out in different ways. These different influencing processes then produce levels in leadership. As stated by Muhaimin quoting Kasali's opinion from Maxwell's opinion, that there are 5 stages of leadership [8], namely the level of one leader whose legality is with a Decree (SK), the second level of the leader who leads with love, the level of three leaders who are more result-oriented, this work performance is very important, level four leaders try to grow their members' personalities to become leaders and level five are leaders who have extraordinary attractiveness. At this level the leader has values or symbols attached to the leader himself.

According to Kasali, so that a school principal is able to move from level one to level five leaders requires 5 elements, namely vision, vision, courage, reality and ethics [9]. Based on the opinion above, the principal must be able to grow himself into a leader who has these five elements, so that he is able to move from a leader who is only because of legality to a leader who is truly able to make changes to the development of the school. The principal is a driving force for human resources. school people, especially teachers and employees. So big is the role of the principal in the process of achieving educational goals, so it can be said that the success or failure of a school is largely determined by the
quality of the principal, especially his ability to empower teachers and employees towards a conducive work atmosphere.

As a leader, the principal is responsible for achieving educational goals by moving his subordinates towards achieving the educational goals that have been set. In this case, the principal is tasked with carrying out leadership functions, both functions related to achieving educational goals and creating a conducive school climate and culture for the implementation of the teaching and learning process effectively, efficiently and productively. Likewise with the educational components in educational institutions led by a school principal. A school principal must pay attention to the nine important components in education, namely educators, students, educational materials, educational actions, educational methods, educational evaluations, educational goals, educational tools, and educational environment [10]. These nine factors must be managed as well as possible so that the desired goals can be achieved.

Dricker quoted by Made Pidarta suggests that the future principal's duties are (1) to handle the organization based on goals (2) to take greater risks and for a longer time, because he decides for himself the problem-solving alternatives and their control, (3) can make strategic decisions (4) can build an integrated or integrated theory, (5) can communicate information clearly and quickly, (6) can see the organization as a whole and integrate its functions, and (7) can connect the results of its work with the organization and the environment and find things that are meaningful as a material for decision-making and action. [11]

3. METHOD

This study uses a type of research that in the form of library research. Literature review related to theoretical studies and some relevant references will not be separated from the scientific literature [12]. As for the steps of library research that will carried out in this study, Zed includes; 1) preparing equipment, 2) compiling a bibliography work, 3) manage time, 4) read and take notes study [13].

In this study, the source of the data obtained from relevant literature such as books, journals or scientific articles related to the chosen topic. Technique data collection used in research This library is looking for data about things or variables in the form of notes, books, papers or articles, journals and so on [14]. The research instrument that used by researchers is a list of material classification check-lists research based on the focus of the study, the scheme/ map of writing, and research note format.

4. RESULT AND DISCUSSION

In order to fulfill the rights of students to obtain educational services during the emergency spread of Corona Virus Disease (COVID-19), learning is carried out from home. Schools are given the freedom to manage teaching and learning activities through online means (Lo Moro, et al., 2020) [15]. Reopening schools during the COVID-19 pandemic: Overview and rapid systematic review of guidelines and recommendations on preventive measures and the management of cases. [Review]. [16] The teachers provide more meaningful lessons so that students feel comfortable and productive in honing their soft skills. The school also took the initiative to make posters suggesting studying from home to provide understanding to students and parents, especially for elementary level students. It is intended that students continue to carry out the teaching and learning process even though they are not in school [17].
A. A Leader Should Have a Complete Package Tool to Deal with Change Within the Organization

Leadership is an ability that certain people have to move, influence, motivate, invite, direct, advise, guide, instruct, command, prohibit and even punish and foster with the intention that other people want to do and work to achieve the desired goals. [18]

In fact, sometimes the principal's leadership is defined as the power to move his subordinates whose leaders are appointed on the basis of a decision or official appointment to assume the position of principal. [19]

According to Kasali, so that a school principal is able to move from level one to level five leaders requires 5 elements, namely vision, vision, courage, reality and ethics. [20]

Based on the opinion above, the principal must be able to grow himself into a leader who has these five elements, so that he is able to move from a leader who is only because of legality to a leader who is truly able to make changes to the development of the school. The principal is a driving force for human resources, school people, especially teachers and employees. So big is the role of the principal in the process of achieving educational goals, so it can be said that the success or failure of a school is largely determined by the quality of the principal, especially his ability to empower teachers and employees towards a conducive work atmosphere. [21]

The task of a school principal who is assigned to coordinate all activities in the school is so heavy that it is coupled with his teaching obligations, but with PP No 19 of 2017 principals can breathe a sigh of relief because they are no longer required to teach. However, the competence and standards to become a school principal must still be considered and become a condition of the applicable provisions to become a school principal. [22]

The Directorate of Elementary Schools of the Ministry of Education and Culture conducted a survey to obtain data and information related to school preparation in welcoming face-to-face learning starting in January 2021. The purpose of this mapping is to see the extent to which schools are prepared for face-to-face learning to be implemented. [23]

Based on the results of the survey, data was obtained that the Face-to-Face Learning Preparation Survey Team (PTM) of the Directorate of Elementary Schools of the Ministry of Education and Culture received a response of 21,730 respondents. The survey shows that schools in general already have clean toilets or latrines. This can be seen from the respondents' answers by 97.1% who stated this.

"While the remaining 2.9% stated that they do not have clean toilets or latrines in schools. The number of clean toilets or latrines owned by schools varies widely, but the most ranges from 1-5 latrine/toilet units in each school." In dealing with the Covid-19 pandemic, the SD Director said the education unit had indeed prepared hand washing facilities with soap (CTPS) or hand sanitizers in schools, where the number of CTPS facilities in each school varies greatly according to the number of groups and the financial capacity or school budget.

In addition, there are also problems with the availability of school disinfectant and sterilization equipment. A total of 5.2% of respondents stated that schools were unable to access health facilities due to the long distance and very difficult road access. The availability of masks is apparently not only in regular formal schools but also in inclusive schools. The various problems above that occurred during the pandemic require quick action from school leaders to take firm and appropriate action.

To answer the above problems, the principal's skills are needed in moving and anticipating the demands of the problems that arise during the pandemic. The principal does not only complain about the lack of infrastructure in his school but tries to find solutions to problems that arise. Starting from the description of the manager figure described in the verses of the Qur'an, the principal's leadership must
be able to describe the main characteristics, namely: 1. Self-confidence 2. Having faith in the religious values he adheres to which are formulated in the vision of education 3. Have communication skills so that all staff have the vision and values that underlie it. 4. Able to solve problems and make decisions 5. Willing and willing to take calculated risks 6. Creative and innovative 7. Able to function as an agent of change 8. Sincerely accept assignments and workloads 9. Sensitive to the environment 10. Have high expectations 11. Be positive, and 12. Always stay ahead. [24]

The principal must also map the internet quota needs for teachers and students. In addition to school operational assistance (BOS), principals are thinking of other sources to fulfill this quota. For example, cooperate with internet providers in their respective regions. Principals actively seek information on free quotas or discounted quotas for education. In the current pandemic era, many principal innovations in distance learning are needed. The abundance of learning facilities will not be useful without the creativity of school principals and school teachers. As the message of Steve Jobs, the founder of Apple who wrote "What distinguishes a leader from a follower is innovation."

B. A Leader in Education Should Negotiate with Covid-19

A compelling illustration of a global problem is the COVID-19 epidemic. Of course, the health services are the ones most affected, but there have also been significant consequences on education. School administrators must plan for the online delivery of instruction, deal with the effects of the virus on staff and student wellbeing, and deal with school cancellations, frequently with very short notice. Principals and other senior staff are under a "perfect storm" of pressure, which puts their crisis management skills to the test. The pandemic's effects on the strategic management and leadership of the organization are equally important but less frequently taken into account. Longer-term factors may be overlooked due to the inescapable short-term responses to the frequent policy changes. When schooling returns to "normal," redefining the mission of the school and fostering the sense of belonging that distinguishes successful organizations will be crucial. [25]

The principal's steps in responding to learning during a pandemic are: utilizing all components of education in order to ensure the implementation of learning in a different atmosphere, giving enthusiasm and appreciation to teachers, students and parents, and conducting online training briefly about distance learning platforms. [26] The principal's leadership is trying to take action that can adopt all requests from the current Covid-19 pandemic situation. This is not easy but various ways must be done so that the learning process can run in new normal conditions.

The principal as an innovator is a dynamic and creative person who always develops himself for the betterment of the school/madrasa he leads, as an innovator, the principal must be able to find new innovations in learning. The principal as an innovator must be able to formulate new ideas in accordance with the development of the internal and external environment, the development of science and technology, and the needs of students. Besides this, the principal must make reforms in the school so that the school always develops following the development of science and technology. In order to fulfill the professional quality of a principal and teacher as a teacher during the COVID-19 pandemic, one of the steps taken by the principal is to improve the quality of himself as well as to improve the quality of human resources in the school. Therefore, to support the ability of the principal in addition to the academic ability of the principal, it is also necessary to have non-academic abilities, such as trainings, workshops, seminars and other scientific activities. The main purpose of education and training for school principals is to acquire the special skills needed by school principals as educational leaders in the context of carrying out leadership tasks in schools.

Because the learning activities carried out cannot be carried out directly face to face, the principal's task in this case as a leader, the steps taken by the principal is to keep teachers teaching in educational institutions must maintain their professionalism by improving the quality of their abilities and knowledge, especially in the field of education. science and technology, with the teacher's mastery of
technology, it can directly carry out a good learning process. And no less important what principals do in improving the quality of learning in the Covid-19 era is to routinely directly in external areas is to follow developments in the world of education, both discourses, circulating issues and decisions that are implemented. [27]

The principal understands that to meet the needs of the COVID-19 situation, teachers need additional expertise, especially regarding the use of high technology in learning. This shows that as a leader, the head schools have understood the importance of training and providing new skills in order to improve teacher competence so that teachers are more creative.

Teacher learning innovation is a continuous effort to meet the quality of education in line with the development of community demands for education. To fulfill these efforts, the leadership role of the principal is needed to meet the learning needs of teachers, both in terms of curriculum, teaching materials, facilities and infrastructure, media, and have broad access. In addition, the policies implemented by the principal are collaborating with teachers (old teachers and young teachers), creating good communication between teachers and principals, and participating in trainings to add insight related to teacher learning, the leadership role of the head of Schools in increasing teacher creativity and innovation occur because school principals are always pro-active in identifying and overcoming various contextual problems that occur in schools. [28]

The description above clearly illustrates that negotiations are needed to find answers to the emerging COVID-19 problems with various flexibility. Flexibility needs to be done in supporting the readiness of schools to face various changes experienced by the school to changes in learning methods that are ready or not ready the school must face and live it.

The school always reminds students through loudspeakers about implementing health protocols, such as wearing masks, always keeping your distance, not in groups, washing your hands diligently. The homeroom teacher always reminds parents/guardians to always be on time in dropping off and picking up their son/daughter. In addition, always remind students and parents to leave and don't forget to wear masks. Avoid taking public transportation, riding with friends, or taking an online motorcycle taxi.

Various forms of adaptation and flexibility are carried out by the school. To serve students and people who know students, the school always monitors the lack of facilities. The school provides a waiting room with due observance of health protocols, with spaced seat placement. The school provides 3 masks and 1 face shield to each student. Provision of motorbike grids at school entrances so that they are orderly and not clustered when checking temperatures and washing hands. An appeal to always comply with health protocols through banners that are installed in strategic places, centrally through loudspeakers every time the bell rings for class hours. The COVID-19 task force staff periodically goes around each class.

Based on the results of research conducted by Mahmudi & Fernandes (2021), it can be concluded that students of SMAN 1 Solok tend to adapt negatively during online learning during the Covid-19 pandemic. Throughout the implementation of online PJJ learning there are changes in student learning behavior. As a result, in online learning students become lazy, procrastinate in completing assignments, and cheating in learning whether it be assignments, quizzes, daily tests and exams. Factors that cause students to adapt Negatively during online learning is the lack of communication that occurs during learning between teachers and students, the tasks given by teachers when learning online are very many and teachers rarely provide material explanations to students when studying so that students are burdened and do not understand in learning. In this case, the teacher cannot be blamed for taking action. This is because teachers also need to adapt and do not have proper preparation to deal with this condition. The student learning environment at home makes students too busy with homework so that learning becomes unproductive. [29]
There are many things that teachers need to be able to carry out a good, innovative and creative learning process such as curriculum, teaching materials, facilities and infrastructure, media, and have broad access. In this case, the principal seeks to meet these needs through various forms of policies, including curriculum development involving the school curriculum development team (TPK), developing teaching materials by involving all teachers, increasing the fulfillment of facilities and infrastructure by maximizing the use of aid funds, government, development of learning media, and expanding access for teachers to be able to obtain knowledge from various sources, both direct (through training) and indirect (internet) sources.

In this case, the actions taken by the principal have adapted the understanding that one of the supporting factors for the emergence of teacher motivation to be more creative, innovative, in improving the quality of learning is the fulfillment of teacher needs, both personal and professional needs. Principals understand very well that the first step to implementing a new policy on learning is not easy, because teachers and students are faced with something new. One of the learning methods used is the use of media that were previously only known by students but have never been tried and it takes time to adjust.

5. CONCLUSION

Today, school principals face formidable challenges, especially with the Covid-19 pandemic. Teacher learning innovation is a continuous effort to meet the quality of education in line with the development of community demands for education. To fulfill these efforts, the principal's leadership role is needed to fulfill teacher learning needs, both in terms of curriculum, teaching materials, facilities and infrastructure, media, and have broad access. In addition, the policies implemented by the principal are collaborating with teachers (old teachers and young teachers), creating good communication between teachers and principals, as well as participating in trainings to broaden their horizons related to teacher learning.

The results of this study indicate that the principal's leadership role in increasing teacher creativity and innovation occurs because school principals are always pro-active in identifying and overcoming problems various contextual problems that occur in schools. The principal must also be ready to make strategic decisions so that school stakeholders do not have to wait too long in carrying out further activities at school so that the learning process continues. Because in the end it's a "normal" and regular activity that parents and students want.

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DOI: https://www.doi.org/10.22303/melt.7.1.2022.57-68
