
Principal Performance and Leadership in Facing Covid-19 Pandemic at SMK Muhammadiyah 1 Surakarta

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Abstract: *The Objectives of this research are; 1) Analyze the performance of the principal at SMK Muhammadiyah 1 Surakarta in facing the crisis period due to Covid-19; 2) Analyse the leadership of the principal of SMK Muhammadiyah 1 Surakarta in facing the crisis due to the Covid-19 pandemic; 3) Analyze the principal's strategy at SMK Muhammadiyah 1 Surakarta in facing the crisis due to the Covid-19 pandemic. This type of research is descriptive qualitative research. The subject of this research is the Head of SMK Muhammadiyah 1 Surakarta. Data was collected from observations, and interviews. The research results show; 1) The performance of the Head of SMK Muhammadiyah 1 Surakarta in facing the Covid-19 pandemic is shown as an educator, manager, administrator, supervisor, innovator and motivator; 2) The leadership of the Head of SMK Muhammadiyah 1 Surakarta in facing the Covid-19 pandemic is proven by carrying out activities that demonstrate his ability to make decisions, take responsibility, communicate, coordinate subordinates, and control emotions.*

Keywords: *performance, leadership, strategy, school principal, covid-19 pandemic.*

INTRODUCTION

According to Yuswohady from Managing Partner Inventure, there are five reasons why Covid-19 hurts various aspects of life: eliminating face-to-face, eliminating lives, killing mobility, eliminating free time, and killing the economy. So when the things above are removed, turned off and limited, then the circulation of money, distribution of goods, or human movement no longer exists. Finally, the economy moved negatively due to Covid-19 [1].

There are five teacher competencies that a school principal must have, these competencies are pedagogical, personality, social and professional competencies. To improve the quality of education in schools, as a principal, it is mandatory to master and carry out competencies with full responsibility [2].

The Covid-19 pandemic is a phenomenon that is disrupting the performance of educational services, including the provision of education at SMK Muhammadiyah 1 Surakarta. The rapid and deadly spread of the virus prompted the government to create a policy to implement social distancing. Health protocol policies and crowd restrictions in the community are also implemented in learning at SMK Muhammadiyah 1 Surakarta. Practically face-to-face learning was immediately stopped, and school principals had to find efforts to ensure that learning activities continued [3]-[5].

According to Hermawan, the principal's ability as an educator is the first aspect that is an indicator of the principal's performance. This indicator relates to the functions that the school principal must carry out to improve the professional abilities of all school personnel. Apart

from personal activities as a teacher, the Principal provides guidance and develops teachers' abilities as educators through training and workshops [6], [7].

As a manager, according to Marno, the principal must have the ability to carry out performance tasks well, which is manifested as follows: a) The ability to prepare programs systematically, and periodically and the ability to implement programs prepared according to a priority scale. b) Ability to organize personal organization with job descriptions following existing standards. c) Ability to mobilize staff and all existing resources and further provide dynamic references in temporary routine activities. The explanation above shows that the principal as a manager must be able to anticipate change, understand and overcome the situation, and accommodate and reorient [8], [9].

The ability of an administrator, according to Westra writes that administration comes from the Dutch "administratie" which means every systematic preparation of information and recording it in writing to obtain an overview of the information as a whole and about each other [10].

Ability as a supervisor, according to Herabudin, states that the principal as a supervisor means that the principal functions as a supervisor, controller, coach, director and example to teachers and staff in the school. One of the most important things for a school principal as a supervisor is to understand the duties and positions of the employees or staff in the school he leads [11], [12].

An innovator must have the ability to search for, find and accept new ideas and ideas that come from other people and the ability to carry out reforms in schools. According to Mulyasa school principals as innovators must be able to seek, find and implement shared reforms in schools. The school principal as an innovator will be reflected in ways of doing work constructively, creatively, delegatively, integratively, rationally and objectively, pragmatically, exemplary, disciplined and adaptable [13]–[15].

The principal's ability as a motivator is related to the ability to organize the work environment (physical), regulate the work atmosphere (non-physical) and the ability to establish the principles of rewards and punishments. The performance of the school principal as a motivator is that he can motivate all school members so that they can carry out their duties at school properly and correctly. The school principal is tasked with conditioning the work environment, and work atmosphere, and building systemic principles of reward and punishment [16], [17].

Leadership has the meaning of leadership which comes from the word leader which means to lead. Someone who holds control and a leadership position is called a leader. Activities in carrying out their duties as a leader are called leadership. Leadership is accomplishing some goals which is interpreted as an effort to influence individuals to want to work together to achieve common goals. Decision-making is an attempt to choose an action among several choices. In principle, in making decisions in an organization there are six stages, namely: 1). Determining goals, 2). Determining the problem 3). Collect several alternatives 4). Analyzing alternatives 5). Choose one alternative 6). Making decisions [18]–[20].

One of the performance indicators of a leader is having responsibility for his duties and towards his subordinates. Related to the definition of responsibility states that responsibility is the character that underlies a person's behaviour to be able to complete their duties and obligations following the provisions, towards themselves, other people, society, the environment where they live, the country and towards God [21]–[24].

Communication skills are skills, abilities or abilities in transferring messages, ideas and thoughts to other people to make sure that other people understand the contents of the message both orally and in writing. The definition of communication according to, communication is the process of conveying ideas, notions, explanations, information, feelings and questions from one person to another. Communication is the interaction between people and people or

people and groups which has the intention of influencing the attitudes and behaviour of people or groups within an organization [25].

According to Thoha leadership style is the behavioural values that a person strives for to influence the behaviour of other people who are their subordinates. According to Hasibuan, leadership style is a way of achieving organizational goals by a leader by influencing the activities of his subordinates so that they are willing to cooperate and support the leader's decisions [21].

Emotional control is an effort that is made by focusing on physical reactions to an event that gives rise to emotions and focusing on the strength of emotions in the form of positive responses that are useful and accepted by society or other people. Controlling emotions is the same as trying to manage emotions. Emotion management is related to a person's ability to manage themselves psychologically, where a person can identify, acknowledge and be able to manage them [26], [27].

The quality of the principal's performance and leadership is a measure of the success of the school he leads. Success in the quality of education depends on the quality of a leader. A school principal acts as a leader, so he must have the ability to foster self-confidence in teachers and employees according to their duties, functions and obligations, and be able to encourage and motivate students to advance school achievements so that school goals are achieved [28], [29].

To run the school and ensure the learning process runs well, even in crisis conditions. Wisdom is needed to make appropriate decisions with the school community. The focus that will be examined in this research is to determine the performance and leadership of school principals, and what the principal's current strategy is to take the school with innovations in a better direction during times of crisis. During the epidemic crisis, the role of the principal changes and develops into different relationships, tasks and behaviours [30]–[32].

METHODOLOGY

Descriptive qualitative research type as the basis for analysis. The data that has been collected is then selected according to variable needs. The results of the process are described according to the indicators in the research. This research uses a descriptive method to explain each related variable. The descriptive method was chosen to determine performance and leadership in facing the crisis due to the Covid-19 pandemic. The research focus examines phenomena that are interrelated and holistic in nature which is interpreted as comprehensive and indivisible. Thus, this research is the entire content of the social situation studied, including the dimensions of place, actor and activity which are connected synergistically [33]–[35].

The research location is Muhammadiyah 1 Surakarta Vocational High School (SMK). The samples studied in this research were school principals, deputy principals for curriculum, deputy principals for student affairs, teachers and students. The data collection techniques used in this research are observation, interviews and documentation. The data analysis technique in this research uses interactive methods. This method goes through 3 stages of analysis, namely reduction, verification and conclusion. According to analysis consists of three streams of activities that occur simultaneously, namely: data reduction, data presentation, concluding/verification [36], [37].

RESULTS AND DISCUSSION

Performance of the Principal of SMK Muhammadiyah 1 Surakarta in facing the crisis due to the Covid-19 pandemic

The results of observations and data show that the Principal of SMK Muhammadiyah 1 Surakarta as an educator has carried out activities to make teaching administration like other teachers. Administrative documents in the form of teacher work programs, effective week

analysis, annual programs, semester programs, Learning Implementation Plans, assessments, assessment evaluations, and follow-up plans for assessments [38], [39].

The function of the Principal of SMK Muhammadiyah 1 Surakarta as a manager is seen in placing helpful personnel according to their abilities. All deputy principals, starting from the deputy principals for curriculum (WKS 1), Student Affairs (WKS 2), Facilities and Infrastructure (WKS 3), and Public Relations (WKS 4) can create work programs that support the performance of school principals. Activities that also support preparing the structure of the Covid-19 Task Force and placing personnel in the structure according to their competence [16].

The ability of the Principal of SMK Muhammadiyah 1 Surakarta as an administrator can be seen from the documents of his ability in neat KBM administration such as online and offline KBM schedules, ability to manage student administration, ability to manage facility and infrastructure administration, as well as personnel and financial administration [13].

The Principal of SMK Muhammadiyah 1 Surakarta demonstrated his performance as a supervisor which was manifested in his ability to develop teachers' professional abilities. Program preparation, implementation and utilization of supervision results, then the results are used for teacher improvement and development. This performance is proven by a supervision report document which contains the program, implementation, results of supervision, improvement and teacher development.

The Head of SMK Muhammadiyah 1 Surakarta demonstrated his performance as an innovator by making several breakthroughs in KBM management, Learning Management System Development, and the field of entrepreneurship. The innovation of the Head of SMK Muhammadiyah 1 Surakarta can be seen in the documents on the use of Google Class Room (GCR) and Google Form which are used by teachers in conducting teaching and learning activities. This document is attached in attachment 42. Innovation was also shown in the activity of trying to use the new Learning Management System, namely the use of Edmodo. The principal of SMK Muhammadiyah 1 Surakarta during the pandemic demonstrated innovation in the field of student entrepreneurship, namely in making hand-washing products during the pandemic [40]-[42].

As a motivator, the Principal of SMK Muhammadiyah 1 Surakarta shows the ability to communicate with all school members, provide rewards and punishments to teachers and employees, create an effective learning environment, and be a role model for attitudes and behaviour for the school community. Documents of ability to communicate are demonstrated when conveying ideas and ideas and accommodating the aspirations of teachers and employees.

The leadership of the Principal of SMK Muhammadiyah 1 Surakarta is facing a crisis due to the Covid-19 pandemic

Principal leadership is the school principal's method or effort to influence, encourage, guide, direct and mobilize teachers, staff, students, parents and other related parties, to work/participate in achieving the goals that have been set. A person's leadership can be seen and assessed from several indicators, namely: Decision-Making Ability, Motivating Ability, Communication Ability, Ability to Control Subordinates, and Ability to Control Emotions [43].

The Principal's decision-making ability is illustrated by documents that show the various systematic approaches taken by the Principal in dealing with and taking actions that according to calculations are the most appropriate actions during the Covid-19 pandemic. These activities include: involving the structural team, providing internet quota assistance for underprivileged students during the pandemic, providing basic food assistance for school residents affected by Covid-19, and closing school activities if there are school residents who are exposed to Covid-19.

Ability The school principal's responsibilities are reflected in documents completing the facilities and infrastructure supporting health protocols. The school principal provides internet quota assistance as the principal's responsibility so that the teaching and learning activities continue to run. The school principal provides basic food assistance to school residents who are self-isolating at home as a form of institutional responsibility and empathy for the school community [42].

The school principal's leadership in terms of communication skills during the Covid-19 pandemic is shown in several documents. Documents can be seen from the information provided to teachers and employees as well as parents/guardians regarding complying with health protocols in their respective school and home environments through official notification letters.

The school principal showed leadership during the Covid-19 pandemic in terms of his ability to control his subordinates. Documents related to this matter are proven by socializing Standard Operating Procedures (POS) in compliance with health protocols and their implementation is strictly monitored [44], [45].

The principal showed leadership during the pandemic by remaining calm in receiving input, responding to criticism, and responding to complaints from the school community. Input, criticism and complaints from the school community are then managed in coordination with the Deputy Principal and other structural members to provide the best feedback for all parties.

Performance of the Principal of SMK Muhammadiyah 1 Surakarta in facing the crisis due to the Covid-19 pandemic

The principal shows his performance as an educator with various activities as a vocational teacher who teaches machining subjects with a teaching load of 6 hours per week. This is following Minister of National Education Regulation Number 28 of 2010. As an educator, the Principal shows performance with various activities in preparation, implementation, evaluation, analysis and follow-up to teaching and learning activities. The activities carried out by the Principal can encourage other teachers during the pandemic to maintain their professional competence as teachers.

The Principal demonstrated his performance as a Manager with various activities in compiling the school organizational structure, placing personnel in the school organizational structure, compiling the Covid-19 task force structure, and placing personnel in the Covid-19 task force structure. Activities carried out to support the performance of the school principal are supported by relevant documents.

The performance of the school principal as an administrator is described by various activities in preparing curriculum administration, student affairs, infrastructure, community relations, finance and personnel. Every administration that is structured is interrelated, showing a unified and interconnected whole. These activities are recorded in relevant documents and are arranged well and neatly [46], [47].

The performance of the school principal as a supervisor is described by various activities in preparing programs, and schedules, appointing officers, compiling instruments, and implementing and making supervision reports. The school principal's supporting activities as a supervisor are reflected in relevant supporting documents. The principal as a supervisor can understand the duties and positions of his subordinates in the school he leads. School principals equip themselves with extensive knowledge and understanding of the duties and functions of their subordinates so that supervision and coaching can run well.

The principal's performance as an innovator is illustrated by various activities developing the Edmodo learning management system, Google Classroom training, Google Forms, making learning videos, making learning media, Office 365 learning applications, and entrepreneurship development. These activities are well documented during the Covid-19 pandemic [48].

The performance of the school principal as a motivator is illustrated by various activities, registering teachers and employees, providing rewards for teachers and employees, coordinating teachers and employees, equipping classes with multimedia facilities and security cameras/CCTV, and providing exemplary dress, attendance and attitude. All the activities above are well documented during the Covid-19 pandemic.

The leadership of the Principal of SMK Muhammadiyah 1 Surakarta is facing a crisis due to the Covid-19 pandemic

The leadership of the head of SMK Muhammadiyah 1 Surakarta in facing the crisis due to the Covid-19 pandemic can be seen from indicators of decision-making ability, responsibility, communication skills, ability to control emotions, and ability to control subordinates. [\[49\]](#), [\[50\]](#).

The Principal's leadership in terms of decision-making ability can be seen from a systematic, targeted and appropriate approach to the conditions of the Covid-19 pandemic. The activities carried out by the head of SMK Muhammadiyah 1 Surakarta are preparing facilities and infrastructure to support health protocols, providing internet quota assistance for underprivileged students during the pandemic, providing basic food assistance for school residents affected by Covid-19, closing school activities if there are school residents who are exposed to Covid. -19.

The school principal's leadership in terms of responsibilities can be seen from completing facilities and infrastructure to support health protocols, providing internet quota assistance for students and teachers, providing basic food assistance for school residents who are self-isolating at home, responding positively to input, criticism and complaints from school residents [\[47\]](#).

The school principal's leadership in terms of communication skills can be seen from the activities: 1) Preparing circular letters complying with health protocols to all school members, especially to Parents/Guardians of Students and Students directly or via social media, 2) Distributing flyers via social media such as Facebook, Instagram, and WA groups of teachers, employees, parents/guardians and students, 3) Hold meetings/coordination with structural members, 4) Hold meetings/coordination with teachers and employees, 5) Hold meetings/coordination with the school level Covid-19 Task Force.

The principal showed leadership during the Covid-19 pandemic in terms of his ability to control his subordinates. Documents related to this matter are proven by conducting socialization Standard Operating Procedures (POS) comply with health protocols and implementation is strictly monitored. The Principal becomes an agent in complying with health protocols, becomes an example in implementing compliance with health protocols, and carries out teacher and employee development programs through morning briefings, morning roll calls, and special coaching by calling the Principal's office [\[51\]](#), [\[52\]](#).

The principal showed leadership during the pandemic by remaining calm in receiving input, responding to criticism, and responding to complaints from the school community. Input, criticism and complaints from the school community are then managed in coordination with the Deputy Principal and other structural members to provide the best feedback for all parties.

CONCLUSION

The performance of the Head of SMK Muhammadiyah 1 Surakarta in facing the crisis period due to Covid-19 in 2021 was demonstrated by carrying out activities as; Educators who can be examples; Managers who can organize school activities; Administrators who are orderly in planning and reporting; Supervisors who can assess teachers and employees objectively; Innovators who can produce new ideas, and motivators who can raise the enthusiasm of the school community. The leadership of the head of SMK Muhammadiyah 1 Surakarta in facing the crisis caused by Covid-19 in 2021 was demonstrated by showing the ability to: make decisions in difficult times, be responsible in carrying out tasks; communicate

with all school members, parents/guardians of students, and the community; controlling subordinates so that harmonious coordination occurs; and able to control emotions when receiving input, criticism and complaints from school residents.

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Author Contribution

All authors contributed equally to the main contributor to this paper, all authors read and approved the final paper, and all authors declared no conflict of interest.

Conflicts of Interest

All authors declare no conflict of interest.

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