

MANAGEMENT OF THE LEADERSHIP OF FEMALE PRINCIPALS IN OPTIMIZING TEACHER PERFORMANCE DURING THE COVID-19 PANDEMIC

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Abstract

The unfinished pandemic of COVID-19 has changed the course of the education process. One of the key to the success of a educational institution today is the management and policies implemented by the principal as a leader. The purpose of this study is to find out the Management of Female Principal Leadership in Optimizing Teacher Performance During the Covid-19 Pandemic. This type of research is a field research with descriptive-qualitative method. Data collection techniques using observation, interview and documentation. This research was conducted at PAUD Wadas Kelir with the subject of the research, namely the Principal of PAUD Wadas Kelir. The results of this study show that: First, Head of PAUD Wadas Kelir Purwokerto developed a teacher performance optimization policy program during the covid-19 pandemic, in the form of the obligation to implement health protocols in the school environment, learning activities conducted from home and a combination of online-offline learning, as well as policies in learning innovations during the pandemic. Second, the headmaster's leadership style in optimizing the performance of PAUD Wadas Kelir Purwokerto teachers during the COVID-19 pandemic applies a democratic, consultative, and transformational leadership style. Third, the obstacles experienced by the head of PAUD Wadas Kelir include the lack of ability of teachers in operating technology as a learning medium, the lack of teacher ideas in presenting fun learning activities, and the background of the teachers' educational qualifications that are not appropriate.

Keywords: Management, Principals, Women, Teacher Performance, Pandemic Covid-19

INTRODUCTION

During this pandemic that has not ended, the main key to the success of a education institution is management, the principal as a leader in leading its members to carry out the educational process. The effectiveness of the principal is also largely determined by his skills in processing and managing school residents (Sutanto, E. M., & Stiawan, 2000). The leader is the spearhead in achieving the goals that have been planned, a leader must have skills in the management of his members to be able to work together to

achieve the goals to be achieved (Widyatmike Gede Mulawarman, 2021). The leadership of the principal affects all aspects of the school environment and activities. It can mean that the success of educational institutions cannot be separated from the leadership style of the principal (Wibowo, Saputra, 2017).

Schools as institutions engaged in education have an important role in educating the nation's generation. So that in the management process it must be carried out properly, so that the results obtained are also good. According to Sauripendidikan as an effort that is planned and carried out and continuously to foster and educate complete human beings (Sauri, 2016). As an educational institution, every school has management as the key to the sustainability and running of the school. Management as a tool, arrangement, planning, organizing and control is applied as an effort to achieve the goals that have been set (Griffin, 2004). Meanwhile, according to Mary Parker Follet, management is a process because in its application there are activities that must be passed and implemented, ranging from planning to assessment (Follet, 2007). In an institution the head or leader is the person who holds the power in management control, when it is drawn in the realm of the school, the leader who holds the control of management is the principal.

The principal as the holder of the highest position has the duties and functions of managing and planning the future of the institution, organizing members, and monitoring and evaluating its members (Widyatmike Gede Mulawarman, 2021). The success or failure of the principal as a leader in carrying out his duties as a leader can be seen from the teaching and learning climate that exists in the institution. This is because the impact of the leadership carried out by the principal will be felt by teachers and students as members of the leadership. The success of a leader in leading its members can be said to be successful if the teacher has a high teaching spirit and motivation, is able to innovate, be creative and create a good work climate, while for students, he has high motivation and enthusiasm for learning (Jasman, 2017).

The role of a head is synonymous with the role of a man, this issue is often in the spotlight, but what is important is not just a gender issue, but more about the professionalism of the leadership himself's work (Acker, 1995; Hoyt, C L, & Simon, 2016). In other words, gender is no longer an issue, but its ability to carry out its responsibilities and professionalism in leading an institution and school community. In permendikbud number 13 of 2007 related to the principal's regulations, it is explained that both a man and

a woman can serve as a principal on the condition that they meet the qualifications. This shows that a woman can also be a leader.

Previous research related to women's leadership management has been conducted by Widyatmike Gede Mulawarman and Ambar Putri Srihandari, with her research entitled *Leadership Management of Female Principals: CIPP Model Analysis* shows that although schools are led by female principals, schools have clear future plans, are able to organize schools and are fully responsible, and are able to perform their duties as supervision at the same time evaluate (Widyatmike Gede Mulawarman, 2021). The research conducted by Muhammad Andhika, Trie Hartiti Retnowati, and Toba Sastrawan Manik, with the title *Leadership of Female Principals: Studies at SMA N 1 Ulu Musi, Empat Lawang South Sumatra*. From her research, it shows that female principals are able to become independent figures, have managerial abilities, good communication, democratic, are able to face a number of challenges and work with teams (Andhika et al., 1907).

Then the research conducted by Asikin with the title *Principal Leadership Management in Improving Professionalism and Performance of School Teachers Model* shows that the principal's leadership management in improving professionalism and teacher performance through formal and non-formal strategies (Asikin, 2021). Meanwhile, research conducted by Vivi Sumayanti, Yasir Arafat, and Achmad Wahidy related to the *Influence of Principal and School Committee Leadership on Teacher Performance* shows that there is a significant influence of the leadership of the principal and school committee together on teacher performance at SMA Negeri Kota Prabumulih (Sumayanti et al., 2021).

This shows that the management of the principal is very influential on the performance of teachers, on the other hand a woman can also become a leader or principal. This also makes researchers interested in researching related to the *Leadership Management of Female Principals in Optimizing Teacher Performance During the Covid-19 Pandemic*.

METHOD

This type of research is a field research, using qualitative descriptive methods (Sugiyono, 2013). The object of the study is the *Management of the Leadership of Female Principals in Optimizing Teacher Performance During the Covid-19 Pandemic*. The subject of this research was the Principal of PAUD Wadas Kelir Purwokerto Selatan. The

data collection method used is by online and offline interviews. Online interviews are conducted by researchers sending chat messages in the form of questions to schools, while offline interviews are conducted directly by coming to school. Data collection techniques are more focused on using interviews, this is because the subject of the study is the management applied by the principal. The type of interview conducted is a semi-structured interview, where the researcher only prepares questions in outline, while the interview is carried out flexibly and flowingly (Moleong, 2017). In addition to interviews, researchers also make observations by coming directly to the school and seeing firsthand what the principal and teachers are doing. The documentation in this study is in the form of pictures and supporting administrative documents obtained while in the field. After the data is collected, the researcher tries to analyze the data using an interactive model. Data analysis begins by reducing the data that has been obtained by researchers in the field, after the data is reduced then the data is presented to be then tested and conclusions drawn (Miles, 2005).

RESULTS AND DISCUSSION

The track record of a school's success as an educational institution is certainly influenced by a number of factors, both internal and external (SYAMSUL, 2017). In Indonesia, the distribution of data regarding the high number of female school principals shows that women have the same opportunity and right to lead an educational institution with all the advantages it has (Eutrovia Iin Kristiyanti, 2015). For Shahadan and Oliver, the principal is a figure who has responsibility for the development of school programs in the form of planning and realization (Shahadan & Oliver, 2016). PAUD Wadas Kelir Purwokerto became the object of study in this research because it weighed several things such as policies implemented, optimization of school programs, and school management during the Covid-19 pandemic.

Result

1. Policy of Female Principals in Designing Teacher Performance Optimization Programs during the Covid-19 Pandemic

Based on the results of research that researchers have conducted at PAUD Wadas Kelir led by women, it shows that the policy in designing teacher performance optimization programs during the Covid pandemic, the first step taken by the principal is to provide education related to prevention to avoid the covid 19 disease outbreak through

announcement posters posted on the front page of the school and broadcast through the PAUD Wadas Kelir WhatsApp group consisting of parents learners and teachers. The information provided by the principal regarding prevention of the corona virus includes giving an appeal to always wash hands with soap and wear a handzainitizer, use a mask, exercise diligently and avoid crowds. Not only that, the principal also implemented health protocols at PAUD Wadas Kelir by providing tools for hand washing, soap and hand sanitizer. By providing information that is carried out continuously, it will certainly build awareness to all components in PAUD Wadas Kelir to prevent and break the chain of this covid virus.

In addition, the principal implemented a policy of learning from home activities at the beginning of the semester and a combination of online-offline learning entering the middle of the semester. In the habit of learning activities from home, teachers still go to school, only students who learn from home through whatsapp video call, google meet, and zoom media. In the combination of offline online learning, classes are scheduled offline or online alternately. Suppose the lunar class is scheduled offline on Monday, then the star class is Tuesday. Then next week a rolling is held. And so on repeated in succession. Students who are scheduled to take part in tutoring learning are required to comply with health protocols in the form of wearing masks, washing hands before entering class, and maintaining distance during learning activities. This aims to prevent the spread of the coronavirus. Even though learning is carried out in a combination, teachers still go to school to take care of the administration which has become a responsibility that must be completed. From here the teacher's administrative task continues to run well and optimally.

2. Leadership Styles of Female Principals in Optimizing the Performance of PAUD Wadas Kelir Teachers during the Covid-19 Pandemic

In addition to the policies made, a factor that has a great influence on the success of an educational institution is leadership style. This leadership style becomes a characteristic or character of a person with other diverse characteristics, both in terms of understanding, educational background, personality, and so on.

Based on the findings in the field, it shows that the leadership style of female principals at PAUD Wadas Kelir in optimizing teacher performance cannot be separated from personality and cultural factors. This is in line with Byrne & Bradley's view that personality and culture play an important role in shaping leadership styles and shaping the

management skills of a leader (Byrne & Bradley, 2007). Personality is likened to a solid foundation for a leader because personality becomes a character that is attached to a leader who will focus on how to respond to a problem, take a point of view, and act during the leadership process

Regarding his personality factor, the principal of PAUD Wadas Kelir in carrying out the wheels of his leadership, namely the principal is firm (either firm in the application of the prokes during learning or firm in other matters), honest, confident in arousing the professionalism of teachers, open, courageous in taking risks, and responsible for joint decisions.

On the other hand, PAUD principal Wadas Kelir has several styles in leading his institution in the form of democratic, consulative, and transformational. In a democratic style, in the form of being able to solve a number of challenges, having good cooperation with the team, being able to be a motivator, discipline, the ability to communicate is very good. The diplomatic ability of the principal of PAUD Wadas Kelir is also an advantage that is able to arouse the morale of teachers and education staff, create harmonious relationships with the community, and be able to establish good cooperation with outside institutions or agencies so that they can advance and improve the quality of their schools. Some of the advantages that have been mentioned are in line with a study conducted by Surawich that female leadership is able to optimize the performance of an organization. These advantages are self-skill, role models, being an inspirational figure, hope and appreciation, and involving stakeholders and teachers in making policies (Surawicz, 2016

3. Obstacles Faced by Female Principals in Optimizing the Performance of PAUD Wadas Kelir Teachers during the Covid-19 Pandemic

Reviewing some of the advantages possessed by paud principal Wadas Kelir does not mean that they do not have weaknesses. Based on the findings, it was identified that female leadership tends to use feelings, which then when giving orders to their members becomes uneven. This is because there is a bad taste. So as to allow a gap between the principal and the teacher. In addition, the performance carried out does not depart from the heart but because of compulsion. This kind of weakness is in line with Kristiyanti and Muhyadi's study which states that among the weaknesses inherent in women is that they involve feelings, sensitivity, and many considerations (Eutrovia Iin Kristiyanti, 2015)

Discussion

1. Policy of Female Principals in Designing Teacher Performance Optimization Programs during the Covid-19 Pandemic

During the learning process, the principal monitors the performance of teachers in providing learning assistance with students, the principal also urges teachers such as teachers to create fun and innovative learning during this pandemic so that students do not get bored while studying from home. The principal also emphasized to all teachers not to give a large burden of tasks to learners.

From here, innovations emerged from the results of deliberations between principals and teachers regarding the innovation of learning models that can be applied during the covid-19 pandemic. There are at least ten learning model innovations applied by PAUD Wadas Kelir, namely learning with parental involvement, work projects, study visits, quizzes, online learning, creativity competitions, films and videos, creative and interactive stories, recording materials, and learning appreciation. These ten learning models were then acronymed as "Sumo Lari di Maspemi" or ten learning models during the pandemic.

2. Leadership Styles of Female Principals in Optimizing the Performance of PAUD Wadas Kelir Teachers during the Covid-19 Pandemic

The figure of a woman becoming a principal here is not a vital problem, because from the managerial advantages possessed by the head of PAUD Wadas Kelir can lead the school to be more advanced, increase the number of students at the beginning of each new school year, and lead students to achieve many achievements both academic and nonacademic. In addition, the most prominent advantage initiated by the principal of PAUD Wadas Kelir is the school with a superior literacy program. Which then became one of the attractions for the community to send their children to school at the school. This situation is in line with the study conducted by Wulandari et al (2018) where the results of the study stated that the principal of the forging school has a personal approach strategy in planning and realizing the goals that have been made in accordance with the vision for the future.

In a consultative style, PAUD principal Wadas Kelir played a role in motivating, providing direction, and mentoring teachers during the pandemic. Based on an interview with Dian Wahyu Sri Lestari regarding the principal's leadership style in optimizing teacher performance during the pandemic, the principal carried out directed and two-way

communication regarding the tasks to be carried out during the pandemic. The principal encourages and motivates teachers to be able to carry out their duties responsibly and in accordance with their skills.

In a transformational style, PAUD principal Wadas Kelir plays a role in inspiring, presenting various program and activity innovations, empowering teachers, and changing future-oriented paradigms. This is in line with Yulk's opinion that the essence of this transformational leadership is to develop and make its members empowered. In this pandemic situation, what the principal of PAUD is doing is encouraging teachers to change the paradigm and conventional learning activities to digital. Here teachers are directed to utilize technology in the continuity of learning, open new minds and perspectives that are in accordance with civilization. In addition, the principal's innovation regarding the learning model during the pandemic presents a learning transformation in the form of 'SUMO LAR DI MAS PEMI' or known as ten learning models during the pandemic. This model is then implemented by empowering teachers to conduct online learning.

Some of the leadership styles above are the strategies or ways for PAUD principal Wadas Kelir in optimizing teacher performance during the pandemic. From the results of the study, it also appears that the principal's leadership style is also balanced with moral and material support in an effort to optimize the performance of his teachers.

3. Obstacles Faced by Female Principals in Optimizing the Performance of PAUD Wadas Kelir Teachers during the Covid-19 Pandemic

Based on the results of the interview, it can be concluded that there are several obstacles in optimizing the performance of PAUD Wadas Kelir Purwokerto teachers during the Covid-19 pandemic, including: a) the lack of teachers' ability to operate technology as a learning medium, b) the lack of teacher ideas in presenting fun learning activities, and c) the background of the teachers' educational qualifications that are not appropriate.

In general, all professions that involve many parties are bound to encounter obstacles and obstacles, as well as school principals. Each school has different barriers based on its environment. There are small to large obstacles. When the obstacles are small, it is possible to solve the principal himself, but if the problem is large, the principal can be assisted by the head of the foundation, the teachers, and the school committee. Related to

the obstacles that cannot be solved by the principal of PAUD Wadas Kelir alone is a job that should be done together. The integration of speech and action in realizing common goals is the embodiment of a school leader with integrity.

CONCLUSION

From the results of the research above, conclusions can be drawn: First, the Head of PAUD Wadas Kelir Purwokerto compiled a policy program to optimize teacher performance during the Covid-19 pandemic, in the form of the obligation to implement health protocols in the school environment, learning activities carried out from home and a combination of online-offline learning, as well as policies in learning innovation during the pandemic. Second, the principal's leadership style in optimizing the performance of PAUD Wadas Kelir Purwokerto teachers during the Covid-19 pandemic applies democratic, consultative, and transformational leadership styles. Third, the obstacles experienced by the head of PAUD Wadas Kelirdisinis: the lack of ability of teachers to operate technology as a learning medium, the lack of teacher ideas in presenting fun learning activities, and the background of inappropriate educational qualifications of teachers.

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