

## DEVELOPMENT OF THE PRINCIPAL'S MANAGERIAL SKILLS MODEL IN USING AN IT-BASED LEARNING PLATFORM

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### Abstract

The parameters of the success of demographic bonuses in an educational perspective start from the quality of education, access to education, support for supporting infrastructure, as well as qualified educators and education personnel are the main provisions for creating a quality generation which is the primary benchmark for successfully utilizing demographic bonuses. The success of using demographic dividends in Indonesia is to equip the productive age with education in the field of digital capabilities through abilities or expertise. Manage an academic unit requires adequate managerial skills of the principal, which incorporate applied abilities, technical skills, and humane skills; the skills needed by the principal following the 2020 top skills released by *the World Economic Forum the Future of Jobs Report*; The principal's role is managerially in the progress of the school, in essence, is a planner, organizer, and controller of the school organization. The principal must work with and through other people whose principal task is to work on the nature of learning and manage learning activities professionally. The success of each principal has varied, unique, and exciting skills in arranging and improving school performance. Enhancing knowledge and school performance is determined by the principal's skill in arranging human and non-human aspects in the school's work organization. **The purpose of this study** is to find, develop, and create models, recommendations, and regulatory alternatives related to the development of managerial skills of high school principals based on information technology in the era of the Covid-19 pandemic. **The stages of the research method start** with preliminary studies, reviewing the literature, collecting primary and secondary data, and data analysis, followed by preliminary conclusions, confirmation/triangulation, revision, and findings to answer the focus of research/problem formulation.

**Keywords:** *coaching model, principal managerial skills, information technology, the era of the covid-19 pandemic.*

### INTRODUCTION

Personally, the principal has a good enough potential to be able to carry out his duties and functions as an educational leader. These potentials include the willingness to change, implemented with earnest efforts to make changes, especially in providing learning services to students with the courage to set learning models during the transition period in the new average era of Covid-19. The courage in determining or making decisions is not without reason, but rather the results of problem identification through observation and a review of the situations and conditions that develop in society related to implementing online learning concerning student learning motivation. In this case, the principal is quick to respond and be observant of the problems that are happening so that he can carefully decide that concrete actions must be taken immediately to overcome the decline in student learning motivation caused by boring online learning.

His open attitude supports the potential for a good personality. The openness in question is the openness of heart and mind. After obtaining information that many students felt bored participating

in online learning, the principal invited educators, education staff, and school committee administrators who represented the parents of students to consult and exchange information and thoughts regarding the phenomenon. With his openness, the principal could embody conceptual abilities as the first managerial ability he had. This means the principal has intelligence and sensitivity to developing conditions and can logically grasp opportunities to overcome obstacles. From the results of the absorption of information through deliberations that have been carried out, the principal can process and analyze the information so that it becomes data that can be accounted for and then finds a solution.

After feeling mature in terms of concept, the managerial competence of the principal is also reflected in the attitude of openness combined with his democratic leadership style. In a sense, the results of his thoughts are not necessarily instructed to be applied but instead discussed first through deliberations with educators and other related parties. Once it has been obtained unanimously, in the sense that all parties agree to it, only then enter into implementation. With the success and smoothness of the deliberation process and being able to provide explanations that are easy to understand and accept, in terms of theory, the principal shows the ability of reliable human relations. In this case, ideas that result from conceptual abilities can be well communicated to the entire school citizenry and successfully obtained agreement.

Thus, the proposition that the principal's managerial competence is allegedly competent is based on valid data obtained through in-depth interviews. The reality on the ground in the era of the COVID19 pandemic, based on preliminary studies, shows that. *First*, the managerial skills of the principal in managing the school are required and require art in the management process. The number of private secondary schools that left the business and did not get understudies is indivisible from the administrative job of the school administrator. *Second*, based on preliminary studies, each principal has varied, unique, and exciting skills in organizing and improving school performance.

Several studies and survey results that have been conducted by Luthans et al., Camp, et al., the research findings show that the failure of managers is caused by: (a) ineffectual relational abilities; (b) powerless sympathetic/relational abilities; (c) inability to make sense of assumptions; (d) the assignment of powerless power; (e) failure to foster working gathering/group participation; (f) the failure to propel others; (g) absence of certainty. Because of the consequences of the review research, it comes to confusion states that the managerial skills needed to be successful in an organization are: (1) humane skills; (2) written communications; (3) excitement in work; (4) technical skills; (5) the capacity to tune in and offer guidance (Latif, 2002, p. 379; Mukherjee, 2013; Weriang & Lina, 2014; Egboka, Ezougbor, Enveme, 2013)

**The problems** to be studied in this study are focused on four things, namely: (1) the managerial skills profile of the principal of an Information Technology (IT) Based High School in the era of the Covid-19 pandemic in East Java; (2) the effectiveness of the managerial skills of it-based high school heads; (3) efforts to improve the managerial skills of IT-based high school heads; (4) a model of fostering the managerial skills of it-based high school principals. **The specific objectives** of this study are find, develop, and create models, recommendations, and regulatory alternatives related to the development of managerial skills of high school principals based on information technology in the era of the COVID-19 pandemic in East Java. **The urgency** of this research is: (1) Conceptually, it can enrich the theory of education management, especially concerning the managerial skills of the principal focused on leadership, and human behavior, managerial processes built from the results of this study; (2) Can provide input for other high school principals/principals to provide inspiration and innovation in developing their managerial skills in schools; (3) May provide input for the Education Office/ Service of Public Training in working on the abilities of chiefs and developing principal coaching programs in the general secondary

education environment; (4) May provide input for the Board of Education in improving coordination and cooperation between education stakeholders and school committees in advancing education and improving the managerial skills of principals.

## LITERATURE REVIEW

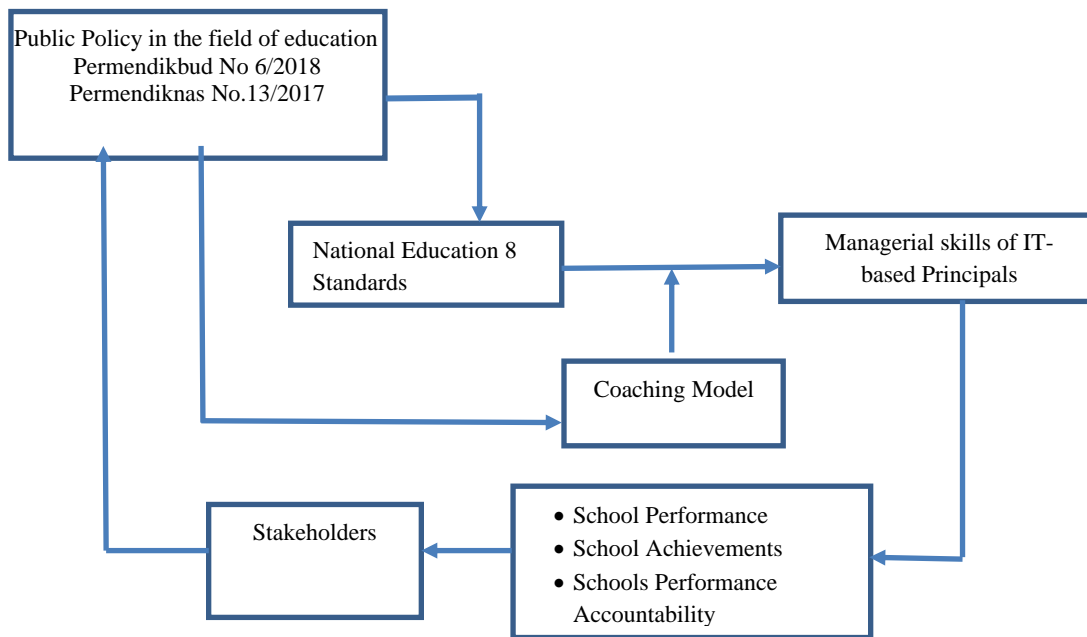
The review of this literature is described—*first*, coaching. In the world of education, coaching is an essential thing that is done to improve the managerial skills of the principal. This study focuses on coaching related to something of an academic nature and coaching related to something of an administrative nature. *Second*, the organizational skills of the principal, namely, the skills possessed by the principal in formulating ideas, using knowledge or techniques in responding to every problem, and connecting with others effectively in carrying out management functions which include planning, implementing, and evaluating to achieve goals. The skills possessed by the principal significantly color the principal's actions/behaviors, thoughts/insights in organizing, responding to, and solving problems related to his duties and responsibilities at school. Managerial skills consist of conceptual skills, technical naturalness, and humane skills (Beattie et al., 2014; Zuñiga et al., 2020; Ribeiro et al., 2020; Popescu et al., 2020)

Moore & Rudd, (2004). Mutohar & Trisnantari, 2020; Munir & Shokat, 2020, conceptual skills include: deciding the vision, masterful courses of action, independent direction, inventive/decisive reasoning, objectives, and hierarchical change. Reasonable abilities have a ton to do with making thoughts and dynamics by the head as the association. The higher the situation in the school's authoritative construction, the more necessary the expertise will be. The extent of dominance and utilization of applied abilities ought to be more critical. The head as a pioneer will be more engaged with the perspective of how to propel the school, how to foster the school, and how to develop school accomplishment further; specialized abilities are abilities in deciding the spending plan, finance/supporting, PC abilities, web abilities, having capability in the technical field (Moore & Rudd, 2005). Other conscious abilities comprise relationship building, being open with colleagues, surveying an individual, initiating group, social education, monitoring contrasts, recognizing gifts, and guides, creating turn of events, mentors, and grasping social issues (Moore & Rudd, 2004). Human abilities are the capacity to work with and through others, endeavor, and establish a climate where individuals have a real sense of security and are allowed to offer their viewpoints

Notwithstanding these three abilities, relational abilities are likewise required by a chief in imparting the arranging that has been made to educators and other staff, so there are no false impressions in the field, including listening abilities, talking abilities, planning correspondences, understanding abilities, electronic correspondence, media connection and composed communication (Moore & Rudd, 2004; Moore & Rudd, 2005; Agasisti et al., 2020; Matsuo, 2019; Jaimie, 2020; Chinenye & Ofojebe, 2020). The same thing related skills required by the principal following the top talents in 2020 include: (1) *complex problem solving*; (2) *critical thinking*; (3) *creativity*; (4) *people management*; (5) *coordinating with others*; (6) *emotional intelligence*; (7) *judgment and decision making*; (8) *service orientation*; (9) *negotiation*; (10) *cognitive flexibility* (World Economic Forum, 2020)

Based on the preceding, it can be understood that. (1) calculated abilities are the capacity to figure out complex connections, direction, balance, and bring together the regulatory capabilities and backing administrations of the school, depict the essential issues, form answers for issues, conjecture, plan and screen any changes; (2) human relations abilities, in particular, the capacity to cooperate both exclusively and in gatherings, to choose clashes and execute viable initiative; (3) specialized abilities, precisely the capacity to convey, give, use, report on the utilization of assets

and gear, and make a timetable expected to do explicit undertakings. The conceptual framework can be described in the following figure 1.



**Figure 1. Research Conceptual Framework**

## METHOD

The research approach used is as follows. First, for 2021 (1st year), qualitative research is used. Secondly, for 2022 (2nd year), quantitative analysis is used. Third, for 2023 (year 3), *mixing method* research is used for the first year. Informants are selected from the elements of the principal/vice principal, teachers, employees, students, school committees, parents of students, supervisors, heads of education offices, boards of education, and education experts. The policy documents analyzed include district/city regulations on education, education office policies, school guidelines, annual reports, education board programs, and school committees. The qualitative approach and content analysis are carried out purposively and are carried out in several regencies in East Java. Each regency/city selected six high schools/high schools (2 public high schools, two religious-based private high schools (NU-Muhammadiyah), and two private high schools based on religion (Catholic-Christian). These six schools have superior academic and non-academic achievements for each regency/city in East Java. Data collection techniques are collected through techniques: questionnaires, *google forms*, *zoom meetings*, *google meets*, in-depth interviews, observations, documentation/content analysis, and focus group discussions (FGDs). The data analysis plan can be described as follows. First, qualitative research includes domain, taxonomic, component, and social subject examination through information buildup (information decrease), information show, and end drawing. Secondly, the quantitative analysis includes descriptive (mean, mode, frequency distribution, percentage, crosstabs, and so on), correlation, t-test, and ANOVA with SPSS for Windows on data already held scoring. Thirdly, the content analysis includes pragmatic analysis, semantic analysis, and analysis of sign means. The development of instruments and data collection guidelines are developed from a construct/focus grid and then described into several variables/aspects, sub-variables/components, indicators/topics, data sources, approaches, and data collection techniques. The flow chart of the study can be seen in figure 2. the following.

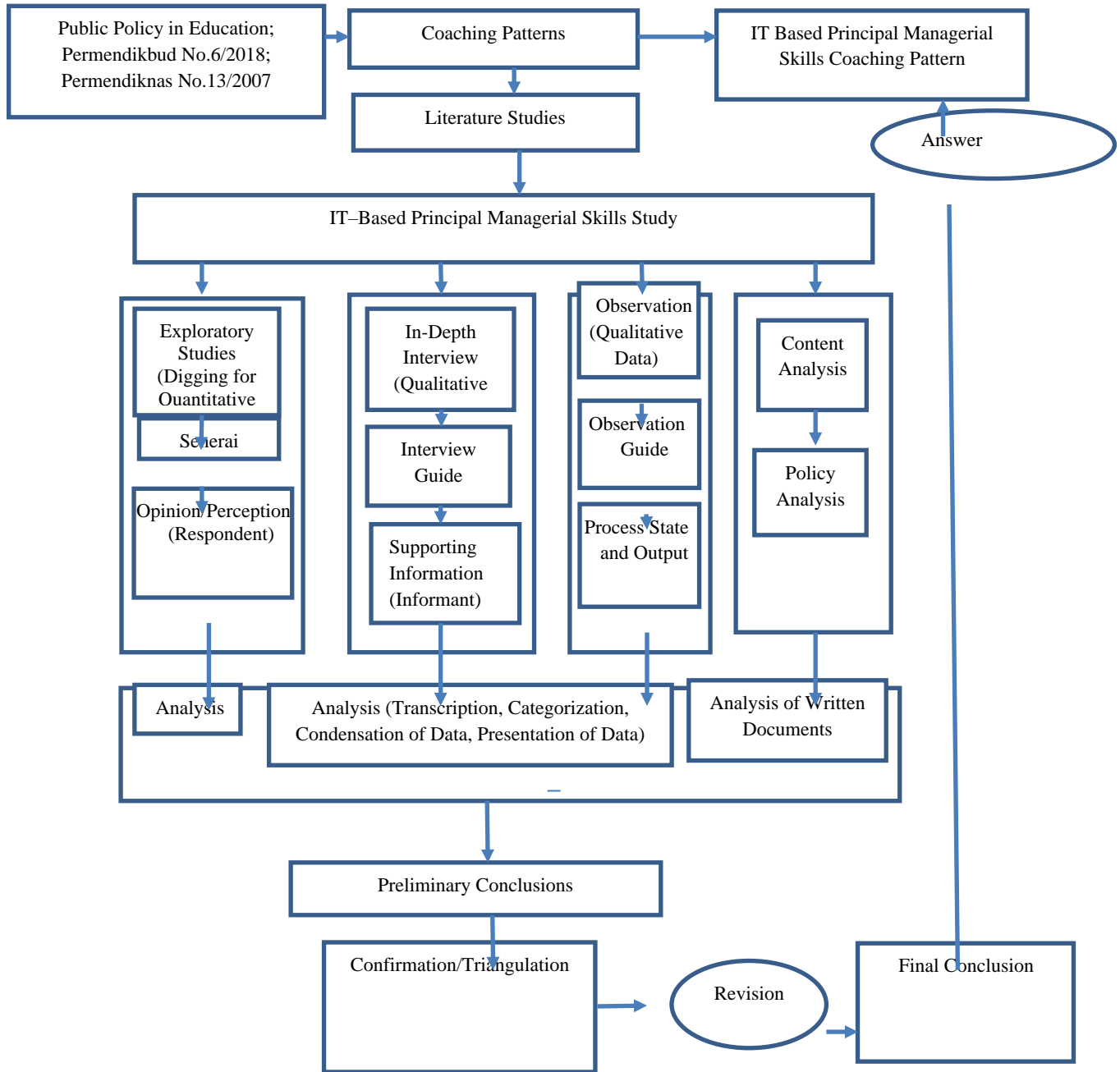


Figure 2. Research Flow Chart

## RESULTS OF RESEARCH AND DISCUSSION

Based on the results of in-depth interviews conducted with the principal as the primary informant and class teacher at the high school, information was obtained that the principal had carried out four stages of managerial efforts in the implementation of online learning during the COVID-19 pandemic, which were sufficient to explain the proposed proposition,

### Online learning planning

Planning is the initial stage before carrying out an activity. Planning can be in the form of goals to be achieved as a step to determining goals. Given that online learning is new, there is a slight difference in the principal's planning to be tailored to the needs. The principal takes three steps in online learning planning, namely 1) Exploring student independence by referring to the vision, mission, and educational objectives that have been made, 2) Making planning steps in online learning, and 3) Controlling teacher behavior by delivering programs and supervising directly and indirectly.

The first step is to explore student independence by referring to the vision, mission, and educational goals that have been made. One form of student independence that can be taken as an example is students at home, not only during many tasks but especially in classes where it can be stressful for students studying from home. So, students are asked to get used to living independently. Then, proof that the student has done the independence task is sent to the teacher via photo and WhatsApp. This is a form of instilling an excellent independent character in line with the circumstances of the Covid-19 pandemic, which means to live cleanly. The existing vision is in line with independence and relevant to the state of learning during the pandemic. One of the most essential and appropriate characteristics of online learning is forming an independent character. As we already know, the 2013 curriculum prioritizes students' character, and teachers can apply it during online learning. From there, the independent nature of students can be formed in schools, of course, based on the school's vision and mission. (Lusy TM et al, 2019) stated that the essence of the invention and mission is also expected to be depicted in the activities of everyone in the school because the improvement or development carried out is centered on the vision and mission. The essence of independence, the school's vision, has been illustrated in online learning, where students are required to behave independently in all stages of the learning process.

The second step is planning steps in online learning by coordinating effectively with the education office, committees, teachers, and school staff. Then the principal approaches the teachers and guardians of the students by providing direction and guidance and conveying the program's objectives. Furthermore, the principal assigns teachers to prepare and compile teaching materials that will be uploaded and distributed to students. (Ratiu, L., David 2018) Stated that management requires good and harmonious coordination in a joint effort to achieve the goals of the educational institution. With cooperation and coordination with various parties, the success of the ongoing program can have a more significant opportunity to be achieved. Teachers also need to organize teaching materials that have been developed into teaching materials. So that even though learning takes place online, teaching materials and materials still need to be learned by students.

The third step is to control teacher behavior by delivering programs and supervision directly and indirectly. The principal controls the teacher's behavior by delivering and guiding the program regularly to the teacher. Furthermore, the principal collaborated with various parties, especially teachers, through regular online and offline meetings. Furthermore, the principal also controls the behavior of teachers with direct and indirect supervision.

### **Organizing online learning**

Organizing is an activity that includes the determination of the functioning of relationships and structures. Functions are in the form of a division of tasks divided into staff and functional lines. In organizing, the head of the school carries out two steps, namely preparing the teacher for online learning and part of the teacher's duties.

The first step is to prepare teachers for online learning by sending teachers to carry out training in distance learning (PJJ) tutoring. Then hold training activities carried out internally; for example, teachers proficient in mastering IT can teach other teachers to learn google classroom,

making google forms, or other digital media. In addition, the principal also included teachers in workshops, writing teaching materials, and making online learning media. There needs to be information enrichment for teachers related to applications used in online learning. It certainly requires the role of the principal to prepare teachers with a particular form of training. Therefore, special training is needed to improve teacher abilities, as conveyed by (Lusy TM et al., 2019) stated that the principal in improving the quality of learning is by holding workshops on improving the quality of learning, full support for teachers to take part in coaching training activities in the MGMP group and routine supervision. In addition, training activities can also be carried out internally; as conveyed by (Ibay, S. B., & Pa-alisbo, M. A. C. 2020). that this internal training can be carried out by heads and educators who have positions to manage through authentic meetings, pivots, show effort, giving extra tasks inwards, conversations with peers and such.

The second step is the division of teacher duties during online learning, which is carried out by the distribution of leading tasks and the division of additional tasks. The main task is to teach according to the division of their respective classes; besides that, the principal also provides additional tasks for managing Sampras administration and finances in online learning. The principal also assigned teachers to conduct home visits to students who did not have smartphones to provide teaching materials in the form of hardcopy. Finally, teachers are tasked with providing information on developing the COVID-19 pandemic and tips on healthy living and maintaining cleanliness during learning from home. The division of the teacher's duties is carried out during the performance planning meeting. The division of teacher duties is also regulated in Government Regulation Number 74 of 2008, concerning Teachers Article 52 paragraph (1) that the main task of teachers is to plan to learn, carry out learning, assess learning outcomes, guide, and train students, and carry out additional tasks attached to the implementation of the main task. In carrying out additional duties, teachers conduct home visits to provide teaching materials to students with limited media supporting online learning. As stated by (Aboagye, E. 2020), the teaching materials compiled by the teacher are expected to facilitate students' learning needs. In conducting home visits, teachers provide a form of student supervision that concerns academics and attitudes and supervises student health. Where students are always asked how they are doing now. Students are also given information related to the development of the COVID19 pandemic and provided tips on healthy living and maintaining cleanliness during learning from home.

### **Drivers in online learning**

(Babu, D.G.S 2018) States that innovation management describes the leader's ability to coordinate all resources within an organization to create, improve, and enforce ideas that can revolutionize the organization. As a mobilizer, the principal must be able to influence others to be willing to carry out their duties voluntarily in order to achieve the desired goals. Therefore, a strategy from the principal is needed to take steps in moving existing resources, namely by moving human resources, mobilizing non-human resources, and establishing good communication during online learning.

The first step is to mobilize human resources by providing training in the form of PJJ Bimtek for teachers; the principal also coordinates teachers by providing direction and solutions related to problems; the principal also facilitates the school so that teachers can carry out learning optimally. In addition, the principal also opened cooperation to all relevant parties, such as officials and parents. Human resource management is acquiring, training, assessing, and compensating employees and caring for their labor relations, health and safety, and justice-related matters. The

human resource management process can be carried out if the principal can establish cooperation with various parties.

The second step is to mobilize non-human resources, which are carried out according to the findings in the school, namely, the principal always manages sarpras to make it possible to support online learning. Such as the procurement of laptops for teachers and the procurement of health protocol equipment used by teachers in schools. The principal also continues to administer facilities and infrastructure that support online learning, carried out in collaboration with teachers in the form of assignment letters starting from planning and procurement as well as maintaining the facilities needed. In addition, the surrounding environment, such as student homes, can also be empowered to maximize existing non-human resources by using it as a study group location for students with limited smartphone media. (Raheem, B.R et al., 2020) Human resources include principals, educators, and education personnel, while non-human resources include infrastructure, the environment, school programs, and other programs.

Based on this statement, it can be stated that school facilities and infrastructure are non-human resources that can be used to improve the quality of education. (Rohmawati, 2015) stated that the availability of school infrastructure is one of the supporting factors in achieving school goals. The principal must continue administering facilities and infrastructure that support online learning in online learning. The administration is a series of activities and components that help effectiveness and performance so that facilities and infrastructure management becomes effective and efficient, following the desired educational objectives. These activities can be realized in inventory activities that must be carried out to improve the management and adequate supervision of school sarpras. In addition to sarpras, the use of the home environment can also be maximized, considering that online learning activities are also carried out at the student's home.

The third step is establishing good communication during online learning, which is carried out by taking a personal and instructional approach so that the problems faced can be overcome and solutions are sought together. The principal takes a personal approach by asking teachers about learning after teaching and learning activities (KBM) take place, asking about the problems faced, and providing solutions related to the problems faced. The principal also takes an instructional approach by holding regular meetings related to online learning evaluation, facilitating teachers to hold training to improve learning skills. (Ahmad Fathoni et al.) states bring interpersonal communication in providing motivation. It is done by touching the heart, making closer, responsive to gestures, being kind, rewarding and punishing, persuading, and providing facilities. The process of communication is essentially the process of conveying messages between people, both in groups and individuals, from one party to another. The communication process is carried out mainly between teachers and principals to establish closeness. The personal approach focuses more on the relationship between individuals.

Meanwhile, the instructional approach is more towards technical approaches such as media and teaching materials. An instructional approach is also needed in evaluating teacher learning. Of all the types of approaches that the principal can take, the most important thing is to maintain good communication by always coordinating between parties directly and through meetings so that harmonious human relations can be established; as stated by (Lusy TM, et al., 2019) that Leadership is also related to the pattern of cooperation in achieving organizational goals where coordination is an essential aspect in carrying out the cooperation. Moreover, that will be very influential with his position as a leader in the school.

## **Supervision in online learning**



Supervision is a coaching activity planned to assist teachers and other school employees in doing their jobs effectively. According to the findings in schools, it is carried out in 4 steps, namely 1) Assessment of the Implementation of online learning, 2) Management of educational administration, 3) Utilization of supporting media for online learning, and 4) Supervision of the culture of the school environment.

The first step is assessing the implementation of online learning carried out by assessing teacher performance, which is carried out through visits and attendance. During the visit, the principal made a class observation by observing the teacher while conducting online learning, and then the principal filled it out in the observation form provided. (Lusy TM, et al, 2020) states that performance appraisal refers to a formal and structured system used to measure, assess and influence traits related to work, behavior, and results. Teacher performance is significant in the efforts of school institutions to achieve educational goals. Assessing the performance of teachers is carried out by making visits. The visit was made while teachers were conducting online learning in schools when the work from office (WFO) policy had been relaxed to find out the teacher's performance in person. Then the principal fills out the online learning observation form through the observations made. With this assessment, it can show how the abilities possessed by the teacher can then be evaluated by the principal so that it can improve the quality of teachers in the learning process, well in every aspect.

The second step is the management of education administration carried out by managing financial administration with modifications to the RKAS that have been made before; it is just that a particular budget is added to support online learning, such as quota fencing, procurement of hand washing facilities and hand sanitizers, procurement of masks and body temperature checks. Furthermore, student administration also continues to run during online learning. During the learning, the principal monitor's data related to student attendance and the list of student grades in the form of assignment scores from the teacher. (Lusy TM, et al, 2019) stated that as an administrator, the principal can administer the curriculum, finance, and school facilities with teachers and related staff. The managed administration aims to control specific areas necessary to be supervised. Good school administration management is expected to be able to bring the school to achieve the goals that have been made. In online learning, the primary forms of administration that are managed and adjusted in online learning are financial and student administration. Finance is essential in supporting online learning implementation, so it needs to be managed as much as possible. The financial system also needs to be adapted to the current conditions. If the school budget activity plan (RKAS) has not regulated the needs during online learning, then modifications must be adjusted to current needs. School financial administration activities include planning, using, recording data, reporting, and accounting for funds allocated for school administration. According to (Munir et al., 2020), Monitoring activities are an activity to monitor or supervise all activities carried out by all school residents; in terms of being focused on the activities carried out by the learners. This is the basis for student administration supervision based on student attendance and teacher assessment. Supervision and monitoring, of course, can minimize behavioral deviations from students, be it disciplinary deviations or other behaviors, by providing direction or advice, instilling ethical morals to students, and establishing several school rules in the form of school rules.

The third step is using online learning support media, which is carried out using various kinds of supporting media tailored to the needs. However, overall, the school uses WhatsApp, videos on YouTube, eBooks, and google forms to be accessed by students online at home using smartphones with the guidance of teachers and parents. As stated by (Lusy TM, et al., 2022), Online learning (online) is learning online through specified media; students and teachers can still discuss,

as well as their group friends. Students and teachers can interact in two directions through WhatsApp groups and discuss with their friends. In Variation by utilizing e-books and video media. Learning. In addition, they also did some quizzes from the google form. (Risabete, A., & Astuti, B. (2017) mentioned that the success of a model or learning media depends on the characteristics of the learners. So selecting the right media is essential to support the success of online learning.

The fourth step of monitoring the culture of the school environment is carried out in collaboration with teachers, asking about student attitudes and obstacles faced to find solutions to the problems faced so that teachers can have skills in learning, especially in conditioning students. The principal also encouraged teachers to uphold cultural values in learning, for example, by still requiring students to wear uniforms when learning and recommendations to maintain cleanliness—mentioned that school culture is interpreted by school traditions that grow and develop following the spirit and values adopted in schools, meaning that this culture contains habits that are mutually agreed to be carried out for a long time. School culture, until now, has been used as the basis for behavior in the school. So even though the learning process is not currently in school, the school culture must still be upheld in behaving at home during online learning. Because school culture needs to be upheld even though the learning process is no longer carried out face-to-face, it should be noted that school culture reflects the school's behavior.

### **Obstacles to implementing online learning**

(Analyn S. Clarin, 2022) states that online learning faces many challenges ranging from student problems, educator problems, and content problems that are challenges for institutions to engage students and make them participate in the teaching-learning process. There must be obstacles faced by Akiba challenges that exist in implementing online learning programs, especially considering that online learning during the Covid-19 pandemic is a new thing for most educational institutions. Schools it is divided into two types, namely internal and external constraints. According to (Ratiu, L., David 2017) mentioning, problems in managerial can arise from internal factors of the institution or can also be from external factors.

Internal constraints are obstacles that come from within, more precisely from the teacher's side, where many teachers have limitations in technology or teacher IT capabilities, in addition to the lack of teacher innovation in online learning, which causes a lack of interest in the learning process. In addition, internal constraints are caused by innovation and learning methods that are carried out less varied. Constraints on the limitations of IT abilities of some teachers are caused by many factors, such as old age because teachers are not used to doing online learning by utilizing specific applications. Finally, teachers only use WhatsApp and do not use other media such as google forms. As a result, the learning carried out by teachers becomes less varied, which can cause students to be saturated in learning; as conveyed by (Švač, V., & Cagaňová, D. (2020) stated that the ability of principals and teachers to understand and implement the PJJ system needs to be improved in quality and competence in developing teaching methods to be more varied so as not to cause saturation in students during the learning process.

External Constraints are caused mainly by the limitations of sarpras and the media used by students, such as many students who do not have smartphones to carry out online learning, which has an impact on the limitations of interactions that can be done. Parents also complained about slow internet quotas and networks. Some parents complain about too many tasks, so parents are also burdened because parents also mentor.

(Suresh, M et al, 2018) stated that in implementing online learning at home, one of the limitations of this implementation is supporting facilities and infrastructure, such as laptops, computers, cellphones, and internet devices. Meanwhile, online learning combines several learning

resources such as documents, images, videos, and audio. Students can use the learning material by looking at or reading. Learning resources like this are the principal capital in developing online learning. Moreover, in the delivery of learning resources, adequate facilities are needed. In addition, the use of online media requires a lot of internet quota; this is also a complaint from parents. Another problem also arises when students receive too many assignments, which can cause stress in students. as stated by (Marinoni, G et al 2020). Academic stress is caused by various factors, such as the magnitude of the task load and too much material to be studied. In addition, some parents are also less familiar with the technology, so when students have difficulties, they cannot help. This situation causes students to be less than optimal in learning, which can affect student achievement.

### **The principal's solution to the problem**

One of the principal's duties is to solve problems related to obstacles faced in implementing online learning programs. The principal provides solutions to solving problems from the internal and external aspects. The solutions carried out by the principal are various kinds of adjustments to the existing problem conditions to minimize the problem. In overcoming the internal problems of online learning, the principal continues to encourage and guide teachers to learn and find out and improve online learning literacy. In addition, the principal also directed teachers to improve IT skills, sending teachers in training related to online learning. (Ali, W 2020) stated that principals who show high commitment and focus on curriculum development and teaching and learning activities in their schools will, of course, pay great attention to the level of competence possessed by their teachers while constantly trying to facilitate and encourage teachers to improve their competencies continuously. By continuing to guide teachers to improve their abilities in online learning, it is hoped that teachers will master the classes they teach so that students also understand better in capturing learning. Teachers' IT skills are also crucial in supporting online learning. By participating in various training related to online learning, it is hoped that teachers can better master the technology so that the learning methods used can be more varied, making students interested in participating in learning.

From the SWOT analysis results, information was obtained internally about the power of online learning that allows students to follow the learning process from home more freely without being overshadowed by concerns about the COVID-19 pandemic. However, if the method used is only assignment without being accompanied by varied alternative methods, it will cause saturation and decrease student learning motivation. These internal strengths are accompanied by weaknesses, including not all teachers having the skills to carry out online learning optimally, uneven technological facilities owned by students, requiring much time for teachers to prepare learning materials and tools, and the lack of appropriate strategies in the implementation of online learning. As a result of these weaknesses, not all students can carry out tasks on time and do not understand the material presented. The impact is the same, causing saturation which results in a decrease in student learning motivation.

Externally, during the Covid-19 pandemic, especially in the new average era, students can learn more freely with an unlimited variety of materials with the rapid development of information and communications technology (ICT). This reality can be a solution to overcome the impact of the COVID-19 pandemic, where students are required to learn from home. But these opportunities are accompanied by threats, among others, when students access the internet, feared not focusing on learning,

In overcoming external problems, the principal maximizes the availability of facilities and infrastructure, such as the installation of Wi-Fi and the provision of quotas for teachers. In addition, there will also be a combination of online and face-to-face learning with a shift system when

government policies have been relaxed, considering the need for direct interaction between teachers and students. In addition, the principal also conducted socialization and approaches with parents regarding online learning through meetings. The principal also ordered teachers to conduct home visits to provide teaching materials to groups of students who did not have smartphones. (Sobaih, A.E.E. et al 2020). In the end, the availability of facilities and infrastructure must also be supported by the IT ability of teachers to maximize technological capabilities in supporting effective and efficient learning. The availability of good sarpras will support online learning more optimally, but the IT skills of teachers must also support this. (Lederman, 2020) states that teachers during online learning can divide the class into smaller groups so that they can easily accompany, conduct learning and monitor the development of students. This division can quickly become a study group. After the division of the group, teachers can make home visits by visiting students' homes in the hope that they can help solve learning problems faced by students.

## CONCLUSIONS AND SUGGESTIONS

Based on the results of research and discussion, it can be concluded that the Covid19 pandemic has had a significant impact, including on education. The principal's managerial ability is needed in implementing online learning, starting from planning, organizing, mobilizing, and supervising. The four abilities have been done by the principal quite well. School principals in online learning have planned by exploring student independence by referring to the vision, mission, and educational goals, planning steps, controlling teacher behavior by delivering programs, and direct and indirect supervision. The principal has also organized by preparing teachers for online learning and distributing teacher duties as a division of leading and additional tasks. The principal has carried out a drive in implementing online learning, namely by mobilizing human resources and non-human resources and establishing good communication during online learning. The principal has also carried out supervision by assessing the implementation of the online learning program, managing educational administration in the form of financial and student administration, utilizing media and supporting facilities for online learning, and supervising the school's cultural environment.

The managerial constraints of the principal in implementing online learning consist of internal and external constraints. The constraints of the internal aspect are more about the limitations of the IT abilities of some teachers, and the innovations and learning methods carried out by teachers are less varied. The obstacles that exist in the external aspect due to the limitations of sarpras and the media used by students are smartphones, lack of teacher control, parents complaining about slow quotas and networks, there are also parents complaining about too many tasks, and some parents also lack technology.

The principal's solution overcomes obstacles in implementing online learning in the internal aspects of the principal by guiding teachers to learn and find out and improve online learning literacy, directing teachers to improve IT skills, and sending teachers in training related to online learning. Meanwhile, the principal's solution to overcoming external obstacles is to maximize the availability of facilities and infrastructure. We are establishing student study groups at home for students and assigning teachers to do home visits.

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