



УДК 373

МРНТИ 20.01.01

<https://doi.org/10.51579/1563-2415.2022-1.05>

THE ROLE OF THE PRINCIPAL IN IMPROVING THE QUALITY OF ONLINE LEARNING DURING THE COVID-19 PANDEMIC

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Abstract. *The aims of this study were 1) to analyze the implementation of the principal's role as a motivator in improving the quality of online learning during the covid-19 pandemic at Bintoro 4 Demak State Elementary School, 2) to analyze the implementation of the principal's role as a supervisor in improving the quality of online learning during the covid pandemic. -19 at the Bintoro 4 Demak State Elementary School, 3) analyzing the impact of providing motivation and supervision on improving the quality of online learning during the COVID-19 pandemic at the Bintoro 4 Demak State Elementary School. The method used in this research is qualitative phenomenology. Data collection techniques using interviews, observation and documentation. The data analysis technique uses the theory of Milles and Huberman which consists of data reduction, data display, and conclusion drawing/verification. As for the validity of the data using the degree of trust (credibility), transferability (transferability), dependability (dependability), certainty (confirmability). The results of the study 1) The implementation of the principal's role as a motivator in improving the quality of online learning during the Covid-19 pandemic at Bintoro 4 Demak Elementary School includes (1) utilizing all potential, coordinating and increasing collaboration of all school components, (2) giving appreciation to outstanding teachers and students, (3) providing direction, guidance and advice to teachers and students, (4) conducting multi-way communication with various stakeholders. 2) Implementation of the role of the principal as a supervisor in improving the quality of online learning during the Covid-19 pandemic at Bintoro 4 Demak Public Elementary School online by means of the principal sending a question form regarding the completeness of learning administration using google form, so that the completeness of the learning device can be found. . after it is known that there are learning problems the principal provides academic assistance through private conversations using video calls and face-to-face online meetings using google meet. 3) The positive impact of providing motivation and supervision on improving the quality of online learning during the Covid-19 pandemic at Bintoro 4 Demak Elementary School is that all school members have enthusiasm for learning, teachers are enthusiastic in teaching and students are increasingly independent in learning. The impact of the existence of e-supervision carried out by the principal, teachers can carry out online learning by collaborating with technology.*

Keywords: *Principal's role, quality online learning.*

Main provisions of the article. The positive impact of providing motivation and supervision to improving the quality of online learning during the Covid-19 pandemic at Public



Primary School number 4 Bintoro, Demak is that all school residents, both teachers and students, have enthusiasm for learning, teachers are enthusiastic about teaching and students are increasingly independent in learning. The impact of the existence of e-supervision by the principal, teachers can carry out online learning by collaborating with technology.

Introduction. The quality of online learning is decreasing, occurring in schools and teachers located in remote areas or districts, the problem is also how to overcome fundamental limitations such as non-existent or unstable internet access, financial limitations of students' families, and limited digital school facilities [1]. For rural areas that can still access the internet, costs are an obstacle because students' families cannot pay for credit and internet data packages for their children.

The principal as an education management officer is one of the important components of achieving national education goals because the principal is the person most responsible for the success of the school. Especially on student learning carried out by teachers in the online learning process [2]. The difficulty of teachers in implementing online learning requires the role of the principal as a motivator in motivating and a role as a supervisor in providing academic assistance with learning problems. This is because the success of learning carried out by the teacher cannot be separated from the attention of the principal [3].

The principal's role is to help teachers understand issues and make wise decisions that can positively affect student education. In this case the principal acts as a partner, innovator and pioneer, consultant, and motivator. One of the principal's roles is as a motivator. The principal must have the right strategy to motivate education staff in carrying out their duties and functions. This is because motivation is a dominant factor and can move other factors towards work effectiveness, especially in the current era of the Covid-19 pandemic.

The key to the success of a school essentially lies in the efficiency and effectiveness of the implementation of the principal's role because the success of a school is the success of the principal itself. The need for leadership qualities of principals, it is always emphasized the importance of three basic abilities that need to be possessed by principals, schools, namely conceptual skills, human skills and technical skills [4].

This supervision has a positive impact on improving the quality of teachers, education staff and students. Supervision is one of the important factors in an effort to improve the quality of education through activities carried out by supervisors. School supervisors supervise to provide assistance to principals, teachers and education staff in solving problems encountered during the education process. Supervision intends to develop a better learning situation. What is meant by the situation of the learning process is a situation where there is a process of interaction between teachers and students in an effort to achieve learning objectives.

Conceptual framework. The quality of learning since the Covid-19 pandemic has declined globally in Indonesia and specifically in the Demak Regency area. The decline in the quality of learning was identified from the number of students who complained that in distance learning during the Covid-19 pandemic, there was no explanation from the teacher about the materials being studied. In fact, teachers can record videos explaining a material before giving assignments to students. The problem is, teachers are also not equipped with digital literacy education and technological skills to take advantage of existing basic facilities. In addition, the Ministry of Education and Culture does not provide specific and detailed directions in the implementation of online learning during the Covid-19 pandemic, so teachers and schools are required to innovate and make their own policies [5].

The quality of online learning is decreasing, occurring in schools and teachers located in remote areas or districts, the problem is also about how to overcome fundamental limita-



tions such as non-existent or unstable internet access, financial limitations of students' families, and school digital facilities that are inadequate limited [6]. For rural areas that can still access the internet, costs are an obstacle because students' families cannot pay for credit and internet data packages for their children. In the end, teachers are often forced to visit students in their respective homes despite the risk of spreading Covid-19 [7].

Based on the results of an interview with the principal in the pre-research, Mr. Nuryanto on Monday, December 28, 2020, that the quality of learning at the Public Primary School number 4 Bintoro, Demak has decreased. The decline in the quality of learning is caused by teachers not being ready for online learning, the ability of teachers to manage the learning process becomes increasingly difficult when faced with a set of computers and various rules in virtual learning. The average test results which are decreasing below the minimum standard of completeness criteria compared to before the implementation of online learning during the Covid-19 pandemic is an indicator of the declining quality of learning.

The principal as an education management officer is one of the important components of achieving national education goals because the principal is the person most responsible for the success of the school. Especially on student learning carried out by teachers in the online learning process. The difficulty of teachers in implementing online learning requires the role of the principal as a motivator in motivating and a role as a supervisor in providing academic assistance with learning problems. This is because the success of learning carried out by teachers cannot be separated from the attention of the principal [3].

The principal as a supervisor is charged with the role and responsibility of monitoring, fostering, and improving the learning process in the classroom. One of the principal duties of the principal, apart from being an administrator, is also a supervisor [8]. In online learning like this, the role of the principal as a supervisor is very much needed in helping teachers solve problems or difficulties they face. Supervision is an integral part of all educational management activities aimed at developing the effectiveness of the performance of educators and education personnel in schools. Supervision as one of the main tasks and functions of the Principal on the competence of the principal [9]. The target of supervision is the improvement and development of the performance of teachers and education personnel in learning.

This supervision has a positive impact on improving the quality of teachers, education staff and students. Supervision is one of the important factors in an effort to improve the quality of education through activities carried out by supervisors. School supervisors supervise to provide assistance to principals, teachers and education staff in solving problems encountered during the education process. Supervision intends to develop a better learning situation. What is meant by the situation of the learning process is a situation where there is a process of interaction between teachers and students in an effort to achieve learning objectives.

Likewise, the role of the principal as a very important motivator in order to encourage teachers to continue to improve the quality of learning. Teachers who have high work motivation always create new innovations to achieve the expected goals. If in the school there are some teachers who have low work motivation, then they cannot complete the work assigned to them with good results. This situation can cause obstacles in achieving work results or affect the effectiveness of teachers' work.

Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 6 of 2018 explains that school principals are teachers who are given the task of leading and managing educational units which include kindergartens, extraordinary kindergartens, elementary schools, extraordinary elementary schools, secondary schools, first, special junior high school, high school, vocational high school, special high school, or Indonesian School



Abroad. According to Priansa & Euis [10], defines the principal as "a functional teacher who is given the task to lead a school, where the teaching and learning process is held or a place for interaction between teachers who give lessons and students who receive lessons".

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The key to the success of a school essentially lies in the efficiency and effectiveness of the implementation of the principal's role because the success of a school is the success of the principal itself. The need for leadership qualities of principals, it is always emphasized the importance of three basic abilities that need to be possessed by principals, schools, namely conceptual skills, human skills and technical skills [4].

The principal is the manager of education in the school as a whole and the principal is the formal leader of education in his school. In an educational environment in schools, the principal is fully responsible for managing and empowering teachers to continue to improve their work abilities. By increasing the ability of all the potential it has, it is ensured that teachers continue to improve their work abilities. By increasing the ability of all the potential they have, it is certain that teachers who are also partners of the principal as a field of educational activity can try to display a positive attitude towards their work and improve their professional competence.

Research objectives. This research wants to know the role of the principal as a motivator and supervisor in improving the quality of learning at Public Primary School number 4 Demak. Researchers act as instruments as well as data collectors. Therefore, the researchers came to directly observe the implementation of online learning and the implementation of the role of the principal of the Public Primary School number 4 Bintoro.

Methodology

Research design. This type of research is qualitative phenomenology, which is an approach that focuses on the concept of a particular phenomenon and the form of the study is to see and understand the meaning of an experience related to a particular phenomenon which in the context of this research is the phenomenon of the principal's role as a motivator and supervisor. in improving the quality of learning during the Covid-19 pandemic.

As for the research design that is used as a guide for action in the field to determine the implementation of the role of the principal as a motivator and supervisor in improving the quality of online learning during the Covid-19 pandemic and to determine the impact of providing motivation and supervision carried out by the principal of Public Primary School number 4 Bintoro, Demak with how to conduct field research that is focused on the problem and research objectives.

from the results of research in the field, it was found that the government's policy with the Minister of Education and Culture Decree No. 4 of 2020 regarding learning from home in the midst of the Covid-19 pandemic in its implementation experienced many obstacles and obstacles. All because the ability of educators to master and operate IT is not all capable or proficient. While online learning relies heavily on the use of technology, this is the problem in general online learning has decreased the quality of learning.



Principals in this condition need to play their role to improve the quality of learning. One of these roles is as a motivator and supervisor. As a motivator, the principal is able to encourage teachers to stay enthusiastic in carrying out online learning and the role as a supervisor for the principal is able to provide assistance and guidance on online learning problems faced by teachers.

from the analysis of the data found in the field and a discussion of the results of the research, the researchers concluded that there was an implementation of the role of the principal as a motivator and supervisor as well as the impact of providing motivation and supervision on improving the quality of online learning during the Covid-19 pandemic at Public Primary School number 4 Bintoro, Demak.

Data Sources. Data and data sources in this study include primary data and secondary data. Primary data were obtained directly by the researcher from the principal, teachers, and students when the researcher was at the research site using interview techniques. while the secondary data obtained by the researcher in the form of documents related to the role of the principal during online learning.

The source of data in this study is the source of the informant's data and the source of written data. The source of the informant's data is obtained by conducting interviews with the principal to explore data about the role of the principal as a motivator and supervisor as well as to teachers and students who are affected by the principal's role. while the written data sources are obtained from student progress notes, documents in the form of school profiles.

Data collection technique. First the technique used in this research is structured interview technique and unstructured interview. Structured interviews have the aim of knowing all forms of in-depth nature, as previously formulated in accordance with a problem that is free (relaxed) and can provide the widest opportunity for informants to provide the necessary information. With this method the researcher will interview the principal, several teachers as the main source and some students regarding the role of the principal as a motivator and supervisor at Public Primary School number 4 Bintoro, Demak.

The second technique is observation. This method researchers use to explore the general situation of the implementation of the principal's academic supervision and the implementation of the role of motivator during the Covid-19 corona pandemic at Public Primary School number 4 Bintoro, Demak. The third technique is documentation. Data from documentation has a high level of confidence in the truth or validity. Documentation as a rich source of data to clarify the state or identity of the research subject, so as to speed up the research process.

The third technique used in qualitative research is documentation as a data source because of its benefits for referring, interpreting, and predicting [11]. It says the document can be accounted for because it is a stable, rich and encouraging source, as evidence for a test. The documentation required in this study is all supporting data owned by the school. The documentation technique was chosen because documentation is a stable data source, and is able to show a fact that is ongoing and easy to obtain. Data from documentation has a high level of confidence in the truth or validity. Documentation is a rich source of data in clarifying the state or identity of the research subject, so as to speed up the research process.

Findings and discussion. The following are the findings on the research on the role of school principals in improving the quality of online learning during the Covid-19 pandemic at Public Primary School number 4 Bintoro, Demak.



Table 1. Research Results

No	Research Purposes	Research Result
1	Implementation of the principal's role as a motivator in improving the quality of online learning during the COVID-19 pandemic	Utilize all potential, coordinate and improve collaboration of all school components Give appreciation to teachers and students who excel Provide direction, guidance, and advice to teachers and students Perform multi-way communication with various stakeholders
2	Implementation of the principal's role as a supervisor in improving the quality of learning from the Covid-19 period	Supervision is very necessary in order to develop more teaching and learning situations through coaching and improving the teaching profession Supervision is an activity that can motivate teachers to carry out teaching tasks with full responsibility and professionalism Supervision is useful to help teachers find solutions to the obstacles faced in the teaching process
3	The impact of providing motivation and supervision on improving the quality of online learning during the Covid-19 pandemic	Teacher: Enthusiasm to learn in order to improve professionalism More enthusiasm in carrying out teaching tasks with new paradigms Student: Enthusiastic in learning online More independent in learning

Implementation of the principal's role as a motivator in improving the quality of online learning during the COVID-19 pandemic at Public Primary School Number 4 Bintoro, Demak. The principal's role as a motivator in improving learning during the Covid-19 pandemic at Public Primary School Number 4 Bintoro, Demak, one of which is (1) utilizing all potential, coordinating and increasing collaboration of all school components, (2) giving appreciation to outstanding teachers and students, (3) providing direction, guidance and advice to teachers and students, (4) conduct multi-way communication with various stakeholders.

The role as a motivator carried out by the principal is in line with the theory according to Daryanto [12]. That the principal is not only responsible for the smooth running of the school technically academically, but all activities, the state of the school environment with its conditions and situations as well as relationships with the surrounding community is also their responsibility. Initiatives and creativity that lead to the development and progress of the school are the duties and responsibilities of the principal.

Mulyasa [13], as a motivator, the principal must have the right strategy to motivate education staff and students in carrying out various tasks and functions. The role of the principal as a motivator is very important in developing and achieving school goals that have been



set, one of which is the school's goal in the field of libraries, the principal provides motivation to all school residents to maximize the use of the library, as is now online learning during the pandemic.

According to Danim [14], "Motivation is the encouragement of leaders, including principals, to act in a certain way. Motivation is basically a mental condition that encourages leaders to take actions or activities and provides strength that leads to achieving the fulfillment of desires, giving satisfaction, or reducing imbalances.

According to Danim [14], "Extraordinary leaders do their main tasks and functions beyond what should be done according to minimum standards". The self-motivation that exists in every school principal is also a source of enthusiasm that encourages him to take action (external motivation) against other school members (teachers, employees and students) to jointly achieve the goals that have been set.

Implementation of the principal's role as supervisor in improving the quality of online learning during the COVID-19 pandemic at Public Primary School number 4 Bintoro, Demak. The implementation of academic supervision at the Public Primary School number 4 Bintoro, Demak consists of three stages, namely planning, implementing and following up on the results of academic supervision. The findings of the research at Public Primary School number 4 Bintoro, Demak regarding the role of the principal as a supervisor in improving learning during the Covid-19 Pandemic Period that it turns out that supervision is carried out online with the term e-supervision. This is certainly a unique and different thing where previously supervision used conventional methods where the principal met face to face with the teacher who was his mentor to explore various problems related to the learning process.

In the midst of the Covid-19 pandemic, school principals continue to adapt to new situations that are still unclear, especially in conducting learning for students. Principals and teachers need to work together to design contextual learning to be applied online, as well as principals as research findings also conduct online supervision [15]. This is in accordance with the research of Suwaebah [16] that the implementation of academic supervision at the Public Vocational High School number 1 Indramayu and the Public Vocational School number 1 Sindang in Indramayu Regency. In his conclusion, Suwaebah [16] stated that academic supervision activities carried out by the Education Unit Supervisor and Headmaster carried out online can motivate teachers to develop professionalism, improve teacher performance, enhance the quality of the learning process, so that learning objectives can be achieved.

However, the difference is that the uniqueness of the Public Primary School number 4 Bintoro, Demak is the online supervision carried out using the Zoom application, as well as the Google Classroom in online classes, to provide direction to teachers and students in a virtual video forum. Of course, this is a little different when schools do it only to one individual when facing problems in online learning. This is also slightly different from the results of Sihaan et al. research [17] that the ability of the principal at Muslim Elementary School in carrying out supervision is in the good category but carried out conventionally where teachers and principals meet face to face even though they still wear masks.

Based on research findings at Public Primary School number 4 Bintoro, Demak Academic supervision even though online is still professional supervision in the academic field which is carried out based on scientific principles regarding their field of work, who understands learning more deeply than just ordinary supervisors. This academic supervision activity carried out by the principal is a form of professional service developed to improve the professional component of the school, especially in online learning during the pandemic. Even yes-



terday, a webinar was held to improve the ability of teachers to improve the quality of learning during the current Distance Learning period.

The implementation of the supervision of the principal of the Public Primary School number 4 Bintoro, Demak which is carried out online is unique in its own right, for example in the supervision of teacher learning devices, the principal of the Public Primary School number 4 Bintoro, Demak asked for a Learning Implementation Plan file and syllabus online and then assessed the existing points, then if there is a shortage, the principal will make a virtual relationship via video call for clarification and coaching. Then based on research findings at the Public Primary School number 4 Bintoro, Demak that once a week the principal holds a virtual meeting with all teachers using the Zoom meeting application. This means that school principals always find innovation steps in the midst of limitations and distance learning policies by the government.

This is in line with Purwanto et al. [18] that teachers in carrying out their main duties, namely as educators and teachers who are the spearhead in carrying out the education wheel. The logical implication of academic supervision is that teachers are expected to be able to shape the professionalism of teachers themselves in carrying out their duties, so as to create an effective learning process development and increase efficiency in learning. Implicitly the contribution of supervision is very much needed in order to develop a better teaching and learning situation through coaching and improving the teaching profession.

The impact of providing motivation and supervision on improving the quality of online learning during the Covid-19 pandemic at Public Primary School Number 4 Bintoro, Demak. The positive impact of providing motivation and supervision on improving the quality of online learning during the Covid-19 pandemic at Public Primary School number 4 Bintoro, Demak is that all school residents, both teachers and students, have an enthusiasm for learning, this is known based on active reactions and interactive relationships both in learning and in learning. complete study assignments. Then the teacher's enthusiasm in teaching and students' learning independence is increasing. Increasing students' learning independence at home without even being under parental assistance and supervision.

The Ministry of National Education in Andang [19], mentions the function of the principal and aspects of his work, one of which is as a motivator, there are several tasks including: being able to manage spaces (principals, deputy teachers, administrative staff) that are conducive to work, able to organize conducive classrooms to be able to organize a conducive lab/workshop space for study/practice, able to manage a library conducive to learning, able to arrange a cool, comfortable, and orderly school environment, able to create harmonious working relationships among employees, able to create harmonious working relationships fellow teachers, able to create harmonious working relationships among teachers and employees, able to create a sense of security in the school environment, able to apply the principle of appreciation able to apply the principle of punishment able to develop internal and external motivation for school members.

The impact of the existence of e-supervision by the principal, teachers can carry out online learning by collaborating with technology. Teachers can do online classroom learning using google meet or google classroom, besides that teachers are able to innovate in learning and renovate Learning Implementation Plans with online and offline learning models during the pandemic.

Likewise, the findings of this study are in line with Busrin [20] that academic supervision activities carried out by Education Unit Supervisors and school principals can motivate



teachers to develop their professionalism, improve teacher performance, enhance the quality of the learning process, so that learning objectives can be achieved.

The findings of this study are in line with Kurniati [21] that the supervision carried out by the principal according to the perception of most teachers is quite sufficient. Therefore, it is recommended for school principals to improve the quality of supervision, such as increasing class visits in the context of clinical supervision, observing improvements, motivating teachers' morale, reviewing lesson plans, conformity between learning devices and learning implementation, and observing learning methods. It is hoped that by increasing the frequency of class visits, teacher performance will grow. The teacher's work motivation is classified as good so it needs to be maintained and improved, especially in terms of independence in work, defending opinions and solving problems. It is hoped that with the increase in teacher work motivation, better performance will grow.

The quality of learning after academic supervision during the covid-19 pandemic at the Public Primary School number 4 Bintoro, Demak is increasing and in the good category, this is based on the cumulative value of the questionnaire filled out by the teacher about the quality of online learning. The results of the research findings above explain that the professional principal of the Public Primary School number 4 Bintoro, Demak in the new paradigm of education management must have a positive impact and fundamental changes in the renewal of the education system in schools, especially during the Covid-19 pandemic, these impacts include the effectiveness of education, strong school leadership, effective management of educational resources orientation to quality improvement, team work that is compact, intelligent and dynamic, independent, participatory with school members and the community, openness, managerial, innovative, continuous evaluation and improvement, responsive, and anticipation of needs and accountability [22, 23]. The principal as a leader, has a strong personality, understands the conditions of teachers and other education personnel, has short-term and long-term programs, and is visionary, able to make the right and wise decisions and able to communicate well with all school members.

Conclusions and Recommendations. Based on the explanation that has been described, several conclusions can be drawn as research findings that the implementation of the principal's role as a motivator in improving the quality of online learning during the Covid-19 pandemic at Public Primary School number 4 Bintoro, Demak includes 1) utilizing all potential, coordinating and increasing collaboration of all school components, 2) giving appreciation to outstanding teachers and students, 3) provide direction, guidance and advice to teachers and students, 4) conduct multi-way communication with various stakeholders. Implementation of the principal's role as a supervisor in improving the quality of online learning during the covid-19 pandemic at Public Primary School number 4 Bintoro, Demak online school with the term e-supervision. The technical implementation of this is by way of the principal sending a question form regarding the completeness of learning administration with the google form, so that the completeness of the learning device can be known. After it was discovered that there were learning problems, the principal provided academic assistance through private conversations using video calls and online face-to-face meetings using Google Meet. The positive impact of providing motivation and supervision to improving the quality of online learning during the Covid-19 pandemic at Public Primary School number 4 Bintoro, Demak is that all school residents, both teachers and students, have enthusiasm for learning, teachers are enthusiastic about teaching and students are increasingly independent in learning. The impact of the existence of e-supervision by the principal, teachers can carry out online learning by collaborating with technology.



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Ковид-19 пандемиясы кезінде онлайн оқытудың сапасын арттырудағы көшбасшының рөлі

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Түйін. Бұл зерттеудің мақсаты: 1) Бинторо 4 Демак мемлекеттік бастауыш мектебінде Ковид-19 пандемиясы кезінде онлайн-оқыту сапасын арттырудағы мотиватор ретінде көшбасшы рөлін іске асыруды талдау; 2) Бинторо 4 Демак мемлекеттік бастауыш мектебінде Ковид-19 пандемиясы кезінде онлайн оқытудың сапасын арттыру үшін жетекші ретінде жетекші рөлінің орындалуын талдау, 3) мотивация мен бақылауды қамтамасыз етудің білім деңгейін жақсартуға әсерін талдау Бинторо 4 Демак мемлекеттік бастауыш мектебінде Ковид-19 пандемиясы кезінде онлайн оқыту сапасы. Бұл зерттеуде қолданылатын әдіс – сапалық феноменология. Сұхбат, бақылау және құжаттаманы қолдану арқылы мәліметтерді жинау әдістері. Деректерді талдау әдісі деректерді қысқарту, деректерді көрсету және қорытынды жасау/тексеруден тұратын Миллес пен Губерманның теориясын пайдаланады. Сенімділік (ықтималдық), тасымалданғыштық, сенімділік, сенімділік (верификациялық) дәрежесін қолданатын деректердің сенімділігіне келетін болсақ. *Зерттеу нәтижелері* 1) Бинторо 4 Демак бастауыш мектебінде Ковид-19 пандемиясы



кезінде онлайн оқытудың сапасын арттырудағы мотиватор ретінде көшбасшы рөлін жүзеге асыру (1) барлық әлеуетті пайдалануды, барлық мектептің ынтымақтастығын үйлестіруді және кеңейтуді қамтиды. құрамдас бөліктер, (2) құрметті мұғалімдер мен студенттерге құрмет көрсету, (3) мұғалімдер мен студенттерге бағыт-бағдар беру, нұсқау беру және кеңес беру, (4) әртүрлі мүдделі тараптармен көпжақты байланыс орнату. 2) Бинторо 4 Демак мемлекеттік бастауыш мектебінде Ковид-19 пандемиясы кезінде онлайн режимінде оқытудың сапасын арттыруда жетекшінің google арқылы оқытуды басқарудың толықтығы туралы сауалнама жіберу арқылы жетекші рөлін жүзеге асыру. , сондықтан оқу құрылғысының толықтығын табуға болады. Оқу мәселелері белгілі болғаннан кейін, директор Google Meet арқылы бейне қоңыраулар және бетпе-бет онлайн кездесулер арқылы жеке сөйлесулер арқылы академиялық көмек көрсетеді. 3) Бинторо 4 Демак бастауыш мектебінде Ковид-19 пандемиясы кезінде онлайн оқытудың сапасын жақсарту үшін уәждеме мен бақылауды қамтамасыз етудің оң әсері барлық оқушылардың оқуға ынталы болуы, мұғалімдердің оқуға ынталылығы және оқушылардың тәуелсіз болуы. оқуда. Директор жүзеге асыратын электронды бақылаудың болуының әсері мұғалімдерге технологиямен ынтымақтаса отырып, онлайн оқытуды жүргізуге мүмкіндік береді.

Түйінді сөздер: көшбасшы рөлі, жоғары сапалы онлайн оқыту.

Роль руководителя в повышении качества онлайн-обучения во время пандемии Covid-19

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Аннотация. Целью данного исследования были: 1) проанализировать реализацию роли руководителя как мотиватора в повышении качества онлайн-обучения во время пандемии Covid-19 в государственной начальной школе Бинторо 4 Демак; 2) проанализировать выполнение роли руководителя в качестве супервайзера по улучшению качества онлайн-обучения во время пандемии Covid-19 в государственной начальной школе Бинторо 4 Демак, 3) анализ влияния обеспечения мотивации и контроля на повышение качества онлайн-обучения во время пандемии Covid-19 в государственной начальной школе Бинторо 4 Демак. Метод, использованный в данном исследовании — качественная феноменология. Методы сбора данных с использованием интервью, наблюдения и документации. В методе анализа данных используется теория Миллеса и Хубермена, состоящая из сокращения данных, отображения данных и составления/проверки выводов. Что касается достоверности данных с использованием степени доверия (правдоподобия), переносимости, надежности, определенности (подтверждаемости). Результаты исследования 1) Реализация роли руководителя как мотиватора в повышении качества онлайн-обучения во время пандемии Covid-19 в начальной школе Bintoro 4 Demak включает (1) использование всего потенциала, координацию и расширение сотрудничества всех школ компоненты, (2) воздать должное отличившимся учителям и ученикам, (3) дать указания, рекомендации и советы учителям и ученикам, (4) провести многостороннее общение с различными заинтересованными сторонами. 2) Реализация роли руководителя как супервайзера в повышении качества



онлайн-обучения во время пандемии Covid-19 в государственной начальной школе Бинторо 4 Демак онлайн посредством направления руководителем анкеты о полноте администрирования обучения с помощью google, чтобы можно было найти комплектность обучающего устройства. После того, как становится известно, что есть проблемы с обучением, директор оказывает академическую помощь посредством частных бесед с использованием видеозвонков и личных онлайн-встреч с использованием Google Meet. 3) Положительное влияние обеспечения мотивации и контроля на повышение качества онлайн-обучения во время пандемии Covid-19 в начальной школе Bintoro 4 Demak заключается в том, что все ученики проявляют энтузиазм к учебе, учителя с энтузиазмом относятся к обучению, а ученики становятся все более независимыми в обучении. Влияние существования электронного надзора, осуществляемого директором, позволяет учителям проводить онлайн-обучение, сотрудничая с технологиями.

Ключевые слова: роль руководителя, качественное онлайн-обучение.

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