The Strategy Adopted by the School was to Utilize E-Learning Technology in Online and Offline Learning, Namely Face to Face Alternately

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Abstract:-

Purpose- The ongoing Covid 19 pandemic has caused serious problems in the education sector in Indonesia. The implementation of distance learning during the Covid 19 pandemic requires adequate support so that the implementation of learning can go as desired. The difference in the level of readiness of each school to the implementation of distance learning makes the distance learning process not fully run as expected. One way to overcome this is to implement educational management under the conditions during the Covid 19 pandemic. The formulation of a distance learning strategy in Indonesia's border areas needs to consider the results of the evaluation of the distance learning process during the Covid 19 pandemic.

Methodology- This research used an observational design and qualitative approach, aimed to determine the level of effectiveness of implementing distance learning in Indonesia during the Covid 19 pandemic. This research was also expected to be a consideration in school governance strategies formulation during the Covid 19 pandemic.

Findings- Based on the observations and interview results with 63 school principal respondents throughout Indonesia, it was found that most school governance continued to run well during the Covid 19 pandemic. The strategy adopted by the school was to utilize e-learning technology in online and offline learning, namely face to face alternately.

Significance- This study also concluded the need for a learning strategy for schools in remote areas of Indonesia so that educational goals during the Covid 19 pandemic can still be achieved amidst the existing limitations.

Keywords:- Education; School; E-Learning; Strategy Covid 19 Pandemic; Governance;

I. INTRODUCTION

The Covid 19 pandemic has occurred since the end of 2019 and has caused serious problems in education management in Indonesia. The quarantine policy and the prohibition of face-to-face teaching and learning have implications for the need for new governance that must be pursued by school leaders in Indonesia. The implementation of this policy may vary from region to region, depending on the readiness of facilities and infrastructure in each school.

The condition of Indonesia which is an archipelago with many schools in the border areas has consequences for the need for various kinds of adjustments in the implementation of distance education. This is where the problem arises. Not all schools in Indonesia are ready for this condition, especially in rural areas of Indonesia. The irony is each school seemed not to have other choices but to face the *new normal* in education with a new strategy. Indonesian government policies in the education sector in *new normal* with the application of online teaching and learning processes must be accepted by all educational institutions from elementary, middle to tertiary level in the country.

The Covid-19 virus which originated in the city of Wuhan in China entered Indonesia in March 2020. WHO stated that the spread of this virus was a pandemic because many countries in the world were affected. With the absence of drugs and vaccines to treat and prevent the spread of Covid-19, humans do not have many options to deal with this situation. One way to anticipate that the Covid 19 pandemic does not get worse is by implementing policies *social distancing* or social distancing arrangements (Matrajt & Leung, 2020), (Stein, 2020), (Sun et al., 2011). *Social distancing* is done by isolating, quarantining, maintaining distance, and reducing encounters (Wilder-Smith & Freedman, 2020).

The social distancing policy has profound implications in many ways. Many fields have been affected by the Covid-19 pandemic, starting from the fields of economy, politics, security, tourism, education, and so on (Kusno, 2020) (Fahri et al., 2020). Various activities outside the home that have the potential to create crowds are prohibited. Social activities in the community are reduced and must be carried out with permission. People are forced to do activities in the house, either for work, shopping, or studying. This situation is a global phenomenon experienced by almost all human beings in the world. Almost every country in the world implements a regional quarantine policy. Human activities outdoors are restricted, public transportation stops operating, various kinds of public facilities are closed to reduce transmission Covid pandemic 19. Some countries even apply strict and firm sanctions for their citizens who violate this quarantine policy. They were arrested by the security forces and even threatened with criminal penalties.

One of the activities that have had a very real impact is teaching and learning activities or activities in the field of education. Education has been a vital activity for all mankind over the years. Education is not just a human activity, but an effort to prepare the next generation. The existence of restrictions on social activities and regional quarantine policies have had a huge impact that was never imagined before. Policy *social distancing* has resulted in the closure of schools in almost all countries of the world and replaced by distance learning systems. In a pandemic state, human resource development must continue through education so that no generation is lost (*lost generation*). Learning, mentoring, and other face-to-face meetings in the world of education should be avoided as much as possible and replaced with Online meetings by utilizing various distance learning platforms.

The situation that arises in the world of education is also faced by Indonesia. As one of the countries with a high rate of Covid 19 infection, the Indonesian government has also implemented a regional quarantine policy and restrictions on social activities, including in the world of education. As a result, all schools in Indonesia eliminated mass face-to-face meetings in classrooms and were replaced by a variety of safer teaching and learning activities, one of which is to carry out teaching and learning activities online or *on line* (Siahaan, 2020). Distance learning platforms have also been prepared by the government and respective educational institutions in Indonesia. The government has prepared facilities and resources, one of which is by providing a data quota for teachers, lecturers, and school students throughout Indonesia, from basic education to higher education. These various efforts have been made by the Indonesian government to ensure that the teaching and learning process can still run effectively and efficiently even though learning is carried out remotely. Initially, this policy was only planned for a few months in early 2020. In fact, until the end of 2020, it turns out that the Covid 19 Pandemic has not ended. As a result, this policy is still being continued today and is accompanied by policy preparations in a new normal era or era *new normal.*

The government has provided guidance related to the implementation of education during the Covid 19 Pandemic. In practice, education during the Covid 19 pandemic causing different conditions in various regions in Indonesia. Several studies in the field of education have found that in fact, the policy in the education sector faces several serious problems. Syabenul Hidayati, for example, found the obstacles faced by students during learning during the Covid 19 pandemic era. (Hidayati, 2020). This is the case with Jariyah and Tyastirin's research (Jariyah & Tyastirin, 2020) as well as Damayanti's research which found similar problems in the field of education in Indonesia (Damayanti, 2020). There are at least three serious problems in implementing distance learning in Indonesia. First, it is a matter of facilities and infrastructure. Indonesia is an archipelago with various geographical conditions. Difficult terrain, remote border conditions, often have an impact on the difficulty of entering facilities and infrastructure in the area. As a result, the condition of facilities and infrastructure

in the area is minimal. Not all schools in Indonesia can meet the minimum facilities for implementing the distance learning process. Laptops, computers, and even the internet can be rare facilities for schools located in border areas or outer areas of Indonesia. The second problem is the issue of information technology disparities. The implementation of distance learning is very dependent on the availability of adequate signal and internet facilities. Even though the Minister of Education of the Republic of Indonesia has assisted in the form of internet data quotas for all students in Indonesia, this facility cannot be enjoyed forever by all students in Indonesia due to the lack of information technology available. Without a signal, distance learning will not run as expected. In several regions of Indonesia, this condition can still be found and is one of the obstacles in the education process. Third, it is a matter of human resources. The human resource factor, it must be admitted, is one of the most influential factors in supporting the success of education. Likewise, with the implementation of distance education. This distance learning process requires additional qualifications for educators throughout Indonesia, namely qualifications in the field of information technology. The ability to operate the Zoom application, Google Meet, Webex, and so on is an absolute must-have for every educator in the learning era *new normal*. Unfortunately, not all educators in Indonesia have this ability. It is these issues that make up the distance learning process in this era *new normal* not going as expected.

Educational institutions ranging from primary, secondary, and higher education in the era *new normal*, it is mandatory to find solutions for how online learning can be carried out without reducing the quality of education carried out face-to-face and even expected to exceed existing achievements. School governance that has been arranged in achieving the vision, mission, and strategy must of course adapt to the conditions *new normal* currently. The principal as the highest leader in the school must be able to design the teaching and learning process starting from preparation, implementation, monitoring, and evaluation so that educators and students as service users can follow the teaching and learning process well. School governance which includes transparency, accountability, responsibility, independence, and fairness affects customer satisfaction and loyalty. (Kusmayadi et al., n.d.). In school management, various managerial and operational activities are aimed at supporting the achievement of the vision, mission, and strategies formulated so that education takes place effectively and efficiently.

The achievement of the vision and mission of the school is the responsibility of all school members. School management needs to be carefully structured based on an analysis of the strengths, weaknesses, opportunities, and threats currently occurring. The visionary principal will be the inner mover change towards a modern, creative, innovative, and democratic school management. Using the digitization system is one way out so that school governance continues under the provisions.

Becoming a visionary school principal will certainly be easier if the environment you are facing has the necessary abilities to achieve ideas such as complete infrastructure, advanced and homogeneous community thinking. Indonesia has 5 large islands separated by vast oceans and 34 provinces scattered with the motto Unity in Diversity, Indonesia continues to fight to interpret the socio-cultural diversity which forms a unity/state. The purpose of this research is to describe the problems of education governance or management that must be faced by school leaders in Indonesia in the era of the Covid 19 pandemic. Through this paper, the author wants to provide recommendations in the form of considerations that must be taken by school leaders so that the impact of the Covid 19 pandemic on the world of education in Indonesia can be controlled. Research with a similar theme has been carried out by several other researchers, but researchers see some weaknesses in previous studies. Researchers want to correct this weakness by presenting a new perspective in seeing this problem.

II. METHODS

This study used a qualitative approach with an observational research design based on the model developed by Huberman and Miles. Based on this qualitative approach model, data analysis was carried out in four steps, namely *data collection, data display, data condensation,* and *conclusions* (Huberman & Miles, 1994). Data collection was carried out by observation and interviews with several respondents who were selected by technique *purposive sampling.* The object of this research was school principals spread across three regions of Indonesia, namely the western, central, and eastern regions, with a sample of 63 school principals. From the western part of Indonesia, the researchers chose West Java, DKI, East Java, North Sumatra, and Riau. From the central part of Indonesia, the researchers chose Sulawesi, Bali, Kalimantan, and East Nusa Tenggara. Meanwhile, from the eastern part of Indonesia, researchers chose Papua and Maluku.
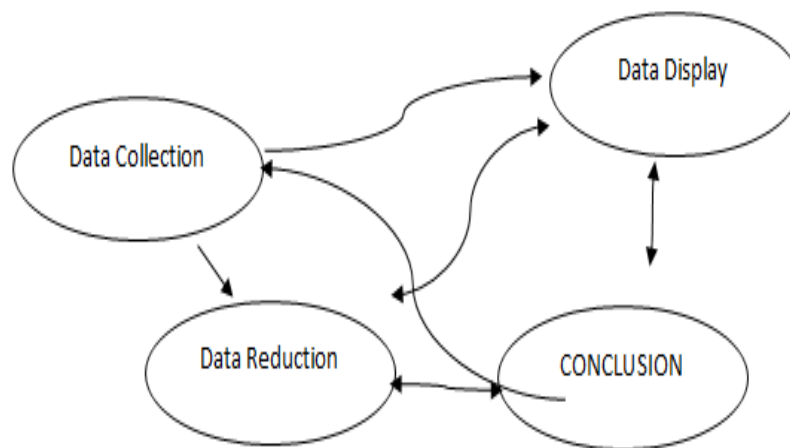

Figure 1. Components in data analysis (*interactive* model)

The data in this study were collected through observation and interview methods. The Covid 19 pandemic situation, which is still ongoing, has resulted in insecure data collection efforts using direct observation and interview methods. By the minimum standard health protocols to prevent the transmission of Covid 19, primary data collection in this study was conducted using the in-depth interview method using technology *online video call*. The questions asked in the interview included questions related to several aspects of education management, namely the planning aspect, the implementation aspect, the monitoring aspect, and the learning evaluation aspect during the Covid 19 pandemic.

Data analysis in this study was carried out by using techniques *interactive* model through data collection, data reduction, data presentation, and conclusions (Huberman & Miles, 1994). The collected data was then analyzed from the perspective of educational management theory.

III. RESEARCH RESULTS AND DISCUSSION

Research Results

This research was conducted during the Covid 19 pandemic to know the implementation of learning in schools, which were scattered in western, central, and eastern Indonesia. Respondents in this study were as many as 63 people, with a percentage of 49% of respondents coming from the western part of Indonesia; 41% of respondents came from the central part of Indonesia, and 10% of respondents came from the eastern part of Indonesia. The percentage of respondents' origin can be seen in Table 1.

Table 1. Respondent Origin

Part of Indonesia	Total
West (West Java, DKI, East Java, North Sumatra, Riau)	49%
Central (Sulawesi, Bali, Kalimantan, NTT)	41%
East (Papua and Maluku)	10%

Data collection was carried out by asking several questions that were relevant to management, namely those related to the aspects of planning, implementation, monitoring, and evaluation, in addition to questions about the identity of the respondents. Questions related to the identity of the respondent included name, school address, and years of service. Based on the information presented in Table 1, it can be concluded that most respondents came from western Indonesia, followed by in part Most of the respondents came from central Indonesia, and the rest came from eastern Indonesia. Meanwhile, seen from the years of service, there were 10 respondents with a working period of less than 1 year; a total of 14 respondents have a work period of 1 - 2 years; a total of 6 respondents have a work period of 2-3 years, and a total of 33 respondents had a work period of more than 3 years.
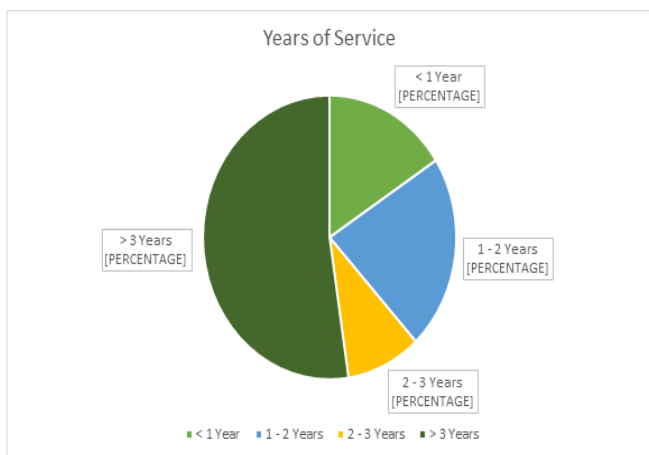

Figure 2. Work Length of Research Respondents Diagram

The aspect that was studied next was the planning aspect. Researchers asked respondents about learning planning carried out by the school during the Covid 19 pandemic. Based on the research results, it was found that the majority of respondents as much as 57 respondents, made activity plans. A total of 3 respondents did not plan activities, and the remaining 3 respondents did not provide answers. The three respondents who did not plan their activities came from three different regions, including Sulawesi, Papua, and East Nusa Tenggara.

Respondents' planning to adapt to a pandemic situation varies greatly, both online and offline. Some of the plans carried out include: preparing teaching materials through the Learning Implementation Plan (RPP) and Student Worksheets (LKPD) both online and offline; create online or offline learning schedules; make the curriculum team effective and the coordinator in charge of learning materials and media; outreach the strategy to teacher councils, foundations, parents; communicate, cooperate and provide encouragement to parents of students; conduct ongoing training of media and applications used for Distance Learning (PJJ); preparation of online infrastructure; peer tutor training; fostering teacher competence by implementing learning methods *Flipped Learning;* coordinate with the Agency through the Development and District supervisors; using the school agenda application as a

means of connecting between schools and teachers to parents and vice versa; prepare a schedule to monitor students' homes; prepare regular online and face-to-face meetings with parents and teachers; motivating and encouraging to learn how to use tools related to online learning; make a schedule for field trips; *coaching* and inter-teacher peer tutors as well as learning the use of instructional media and applications; and the first capital provides a quota package as a means of communication.

The second important aspect to consider in education management is the implementation aspect. The implementation aspect is one of the key aspects in supporting the success of teaching and learning activities during this pandemic because the Covid 19 pandemic has an impact on the implementation of a new learning process, namely the distance learning process. Not all schools can adapt well because distance learning based on information technology does not only depend on the ability of human resources but also depends on the availability of facilities and infrastructure. To find out about the implementation of learning during the Covid 19 pandemic, researchers asked three questions to respondents. The question is: how is the implementation of learning activities in the school that you lead after the COVID-19 pandemic?; What are your strategies in ensuring the achievement of the quality of student learning during the Covid period?; and how do you carry out all the plans that have been made in the online learning program?.

Respondents' answers to this question were balanced. Most of the respondents considered that the teaching and learning process during the Covid 19 pandemic was still going well. A pandemic situation can be responded to with the ability of adequate resources and readiness of facilities and infrastructure. Meanwhile, 14 respondents considered that learning during the Covid 19 pandemic was constrained by networks and other facility problems. A total of 2 respondents admitted that they experienced difficulties in their adaptability to technology. Meanwhile, 5 respondents answered that they are not able to carry out distance learning. The remaining 7 people did not give answers. More clear statistics about this can be seen in the following diagram.
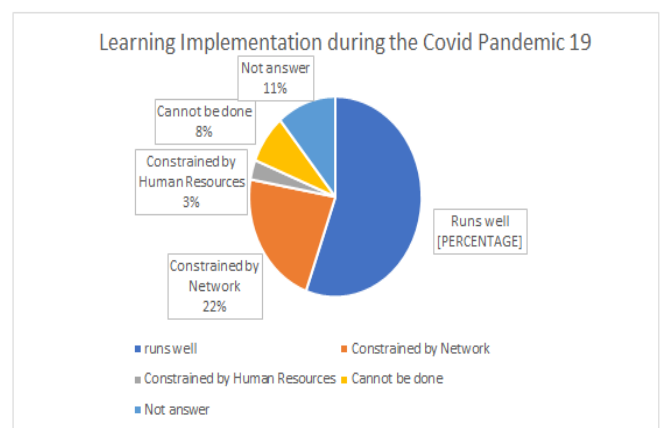

Figure 3. Diagram of Learning Implementation during the Covid Pandemic 19

Based on the diagram above, it can be seen that governance, learning in schools are working and some are not. Some of the lessons that are carried out are going well, some are experiencing problems such as networks, students do not have *handphone* or *handphone* which is used together, there is no quota, as well as constraints on teachers, namely teachers only monitoring and the lack of teacher skills in using *Learning Management System* (LMS), especially those who are elderly.

The Covid 19 pandemic situation cannot be denied that it has an impact in the form of a very large human dependence on information technology. For learning to continue, teachers are required to be able to adapt by increasing their abilities in mastering internet-based learning technology. This condition does not always work well in every school in Indonesia considering the availability of different infrastructure, as well as the readiness of human resources, namely teachers in responding to the demands of the era. This of course affects the course of education management carried out by the principal.

In addition to information about the implementation of education during the Covid 19 pandemic, researchers also asked questions about learning methods implemented in schools. The majority of respondents answered that the learning methods applied during the Covid 19 pandemic were online learning methods, followed by a combination of online and offline. The complete respondent's answer can be seen in Table 2.

Table 2. Implementation of Learning

No.	Learning Methods	Total
1.	Online	34
2.	offline	7
3.	Combination of Online and Offline	10
4.	Home visit	2
5.	Individual assignment	1
6.	Closed	1
7.	Combination of Holidays and Offline	1

The implementation of learning during the pandemic period in Indonesia is carried out using several methods that may be implemented by each school by paying attention to existing resources. The online learning method is a method that is widely used, followed by a combination learning method between online and offline, and in some areas continue to carry out learning with offline (offline) either face to face or door to door. Online learning provides flexibility to schools in choosing a platform for the teaching and learning process. There are many different distance learning platforms, both free and paid platforms. Its use also depends on the variety of the learning process being carried out. It is not uncommon for a single learning platform to be insufficient to support distance learning. Respondents in this study provide answers about platforms commonly used in learning. The results are as presented in Table 3.

Table 3. Use of E-Learning in Learning

No.	LMS	Total
1	Through WhatsApp	24
2	Zoom	22
3	Google application (classroom, meet, form)	23
4	School agenda	2
5	LMS school	2
6	Socrativa	1
7	Youtube	2
8	School Web	1
9	Shoology	4
10	Quizzy	2
11	Teams	2
12	Kahoot!	2
13	Webex	1
14	Moodel	1
15	Camtasi can	1
16	Nuadu	2
17	Not using yet	10

Based on the information displayed in Table 3, it can be seen that *platform* distance learning used varies widely, ranging from *platform* applications that only have communication features only up to a *platform* that supports multimedia features, such as chat, video calls, to a much more complex educational portal. The research data also shows that there are schools that use more than one *platform* for learning. Of the 63 research respondents, 10 respondents have not used *platform* online learning; 22 respondents used one online learning platform; 7 respondents used two online learning platforms; 6 people use three *platforms;* 4 people use four *platform*s; 4 people use five kinds *of the platform*; 3 respondents used six *platforms* all at once; 2 respondents used seven *platform* learning. Two respondents who use seven *platforms* as well as for the implementation of this distance learning, originating from the DKI Jakarta and Banten areas.

The third aspect in management which is the study in this research is the monitoring aspect. The questions that the researcher asked the respondents were: how do you do analysis, monitor learning, carry out monitoring, analyze monitoring data, and follow up on monitoring results during this covid period? In general, respondents respond to research with two different answers. First, respondents said that they had carried out monitoring. The number of respondents who gave this answer was 55 respondents. Second, respondents said that they had not carried out monitoring were 5 people. Meanwhile, 3 respondents did not provide answers. A more detailed answer to this question can be seen in Figure 3.

Based on the research results, it can also be seen that the implementation of monitoring learning activities by the principal is carried out with various activities. The answers obtained from the respondents regarding the monitoring mechanism of distance learning activities were as follows: checking the teaching materials prepared by the teacher; ensure that teaching materials are conveyed to students and check the results of student work that are collected / returned

to school at the specified time; contact book and monitoring book to parents and the results are sent back via school agenda and email; ask for photos / videos from the teacher while carrying out lessons; see the journal of teacher activities; monitor directly to students' homes, telephone, and Whatsapp; interviewing teachers; distribute questionnaires to students via Google form; listening to stories from parents; enter the WA group class; random *join* enter into online learning; cannot be implemented yet; hold internal online or offline meetings with due observance of health protocols; through reports and analysis by Waka curriculum; by reporting the results of teaching and learning activities online; monitoring via CCTV for teachers implementing online learning in schools; empowering class associations of parents; and through webinars every 3 months.
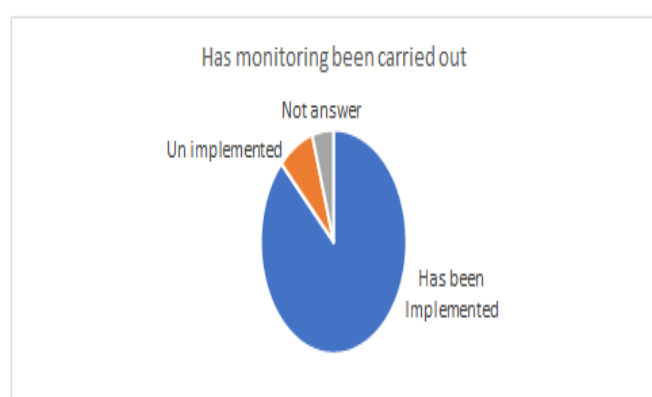

Figure 4. Learning Monitoring Implementation Diagram

There are various ways that principals in Indonesia can monitor the implementation of learning. Monitoring is carried out for teachers, parents, and students. Monitoring for online learning is by using a questionnaire to students online, the principal enters the class WhatsApp group, participates in random e-learning learning, for schools providing online learning in schools, the principal monitors via CCTV, monitoring results learning through routine online or offline meetings, and tiered monitoring, namely by requesting reports from the vice principal in the field of curriculum and empowering parent class associations. Offline learning monitoring is by interviewing teachers and visiting parents at home. The use of technology-based monitoring is currently the right choice because it can be done anywhere. The principal can directly monitor the implementation of learning and the results can come out quickly (Kurniawan & Akbar, 2020), (Purwanto et al., 2017).

The last aspect analyzed in management is the evaluation aspect. This research also seeks to find out aspects of the evaluation conducted by the principal of distance learning during the Covid 19 pandemic. Of the 63 respondents, 26 people conducted evaluations by directly monitoring the implementation of learning activities, both online and offline learning. Meanwhile, 31 respondents conducted evaluations indirectly, among others by looking at the records of respondents conducting evaluations by compiling an agenda or learning activity journals; hold a

meeting with the parents of students; and through *google form.*

Discussion

As time goes by, challenges in the world of education are increasingly growing. The complexity of problems in society, the unpredictable future of mankind, and the increasingly rapid development of information technology provide challenges for each educational institution. The Covid 19 pandemic that has occurred since the end of 2019 and has implications for the dominance of the distance learning system is a challenge that must be responded to quickly by every educational institution, including in Indonesia. The school principal as the policyholder at the education unit level is the main figure who is expected to determine the future of the school in facing the challenges of the times.

A school principal is expected to become a supervisor in the school to improve the quality of education (Nur et al., 2016). This can be seen in the education management practices carried out by school principals during the Covid 19 pandemic. Distance learning carried out during the pandemic requires good management, supported by infrastructure and competent human resources. The data in this study indicate that some school principals in Indonesia quickly adapted to respond to lesson planning during the Pandemic period. The first stage carried out by the principal is to discuss with school stakeholders, namely school leaders, teachers, parents of peseta students, foundations, the education office, and the regions. With this discussion, there was good communication from the school, students, and local officials.

The second stage is to prepare facilities and infrastructure that support learning by taking into account the available resources, namely: materials, evaluation materials, skills improvement, monitoring schedules, and procurement of facilities and infrastructure that support learning. Making material between online and offline learning is certainly different so that educators are obliged to prepare adaptive material for PJJ, material that students can work on independently because the teacher will come home, and even offline material by paying attention to health protocol. Increasing the skills of educators by preparing supportive training, especially the use of online applications, and continued with *coaching* fellow educators so that educators can be good at using it. Peer tutor training can also be a good strategy to facilitate students, of course, by still paying attention to health protocol.

The third stage is to motivate all *stakeholders* to be able to deal with this pandemic together, positive behavior and focus on learning goals from stakeholders must be shown to students. By providing learning motivation, the learning objectives that have been formulated can be achieved optimally (Emda, 2017). It must be admitted that not all school principals quickly adapt to the existing situation during this pandemic, so that several important aspects of school management cannot be implemented, for example, the planning aspect. This is possible due to the

lack of facilities that support rapid change, especially for schools located in remote areas in Indonesia. The research data shows that several schools in eastern Indonesia have not been able to organize online distance learning due to problems with facilities and human resource capabilities. This problem can also be seen in the results of Damayanti's research which found that learning *e-learning* still facing obstacles, especially in the form of smooth signals (Damayanti, 2020).

Online learning is nothing new. The online method is a solution that has been thought of and has been implemented in Indonesia. Schools that are already advanced have certainly modified online learning. Some respondents carry out online learning well because they are very familiar with using applications from the various LMS offered. Some schools use the school agenda to monitor the teaching and learning process. Network constraints are a challenge for technology-based education, it is common in any area and especially in rural areas (Apriana & Munawir, 2019). The obstacle found in the online learning process is the less than optimal internet network (Rigianti, 2020) (Asri et al., 2020).

Apart from the network factor and the availability of technology-based learning infrastructure, human resources in schools, namely educators, are the biggest supporters in supporting the success of distance learning. For the learning process to be successful it needs to be given skills so that teachers excel in using information technology, increasing knowledge, mobility, communication, and so on (Nurfadlilah, n.d.). Research data shows that the human resource factor is no longer a problem for some schools. The distance learning platform used for the learning process is not only one, but two, three, even up to seven. This shows that the existing human resources are competent and aware of the development of information technology, especially those related to the distance learning process. Respondents, who came from several big cities in the western and central parts of Indonesia, did not seem to have faced any problems in using various kinds *of platform* distance learning. In some parts of eastern Indonesia, the issue of human resources is still a problem. This can be seen from the disused *platform* distance learning. This is a natural problem for a country that is pluralistic and spread out in an archipelago like Indonesia. In terms of equity, sometimes there are gaps between one island and another. This kind of situation is not the responsibility of the principal as the holder of management at the educational unit level but is the responsibility of the central government as a determinant of national policies.

E-learning learning is an information technology-based learning process that can be accessed online. Today many distance learning or e-learning facilities are offered. Teachers have the freedom and flexibility to choose what virtual learning to use so that students can easily use it and learning outcomes can run. The use of appropriate and interesting e-learning can increase student activity and learning outcomes (Novelti et al., 2018).

As an effort to guarantee the quality of education, the implementation of learning must ultimately be evaluated. The research data shows that during this pandemic period, school principals in several regions in Indonesia have conducted evaluations through the results of learning monitoring recap which was discussed together and then followed up and reported both to the Education Office and to the Foundation. The report form is then submitted to the standard process for recapitulation; joint evaluation to share and strengthen one another; evaluations are delivered via video call and important notes are written via Whatsapp; request reporting and corrections to teachers; through evaluation meetings with all teachers through the zoom application; receive input from parents about online learning and find solutions; see the progress of collecting assignment results and teacher responses to student work; monthly reports and monthly meetings by implementing the smart school system; and analyze student learning outcomes.

Evaluation is the process of assessing whether a program is running according to the plan by comparing the results. The Covid 19 pandemic that occurred suddenly must be responded to quickly, the principal as a leader directs subordinates, in this case, the teacher, to continue working in achieving the goal of educating the nation's life. As academic leaders across the United States have responded by moving education and related activities online; presented three leadership best practices for dealing with unpredictable adaptive challenges such as those posed by the coronavirus pandemic. First, by taking advantage of a servile leadership type that emphasizes empowerment, involvement, and collaboration, academic leaders who have emotional intelligence and emotional stability must place the interests of others ahead of their own. Second, academic leaders must distribute leadership responsibility to a network of teams throughout the organization to improve the quality of decisions made in crisis resolution, and third, leaders must communicate clearly and frequently to all stakeholders through various communication channels. (Fernandez & Shaw, 2020).

The results of the evaluation of the teaching and learning process will be followed up by providing solutions to any obstacles faced by the teacher, always motivating teachers to be more creative in learning to students offline by sticking to health protocols. Understanding and implementing student management is very important to achieve the goals desired by the school to be achieved, namely the success of students in completing what the school has programmed. (Na'im, 2018). During this pandemic, the principal was also prosecuted as a leader to be able to direct accountability and autonomy, justice, and excellence; individual and collective, welfare, and workload (Netolicky, 2020).

IV. CONCLUSION

The Covid 19 pandemic has caused serious problems in the education sector in Indonesia. The results showed that distance learning using online methods has not worked as expected. Education management in several regions in Indonesia has not been fully implemented well. Various kinds of obstacles faced by school principals in several regions of Indonesia indicate that education is in this era *new normal* it still needs improvement and refinement in many ways. There are two main constraints, the first is the competence of human resources; and the second, the availability of information technology facilities and infrastructure. The fact that there are still schools in eastern Indonesia that cannot carry out distance education due to the absence of adequate facilities indicates the need for breakthroughs and new strategies in carrying out education during the Covid 19 pandemic.

Based on the above findings, the researcher suggests several improvements in the implementation of education in this *new normal era* so that situations as described above no longer occur. First and foremost, it is necessary to apply government policies in implementing online education by the situation and conditions in the regions. Implementing distance education with various e-learning platforms may have become a natural thing for areas where the infrastructure and information technology are ready, for example in big cities such as Jakarta and Banten. For areas that are not well equipped with information technology infrastructure, consideration should be given to allowing offline education, with strict application of health protocols. Second, the lack of access to information or internet access in regions, especially in eastern Indonesia, can be overcome by providing complete standardized learning modules. This learning module will serve as a guide for students during the home study and a clear technical guide for skills-related lessons. For skills-based schools such as SMK, the practicum is the main pillar of the success of the teaching and learning process. The government needs to facilitate the need for this student practicum by providing video skills that can be learned by students while studying at home.

Entering the 2021 Covid 19 pandemic, it turns out that there are still no signs of ending. On the contrary, the situation got even worse with the discovery of a new variant of the Covid 19 virus. In the next year, the implementation of education will likely continue to be carried out online. Various kinds of constraints, problems, and shortcomings during 2020 should be resolved immediately by improving the technology infrastructure in the education sector towards information technology-based education management. Good school governance requires visionary leadership of the principal so that it is adaptive to the changes that occur. Through the readiness of the principal in planning, implementing, monitoring, and evaluating the teaching and learning process during the pandemic, and supported by government policies that are following the situation in the region, the ideals or ideas of distance education during the Covid 19 pandemic will be realized.

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