



Innovative Collaborative Learning Leadership to Build School Academic Culture During the Covid-19 Pandemic

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Abstract. The Covid-19 pandemic has had a major impact on the world of education. The direct impact is in the form of school closures and online learning services. In a situation of uncertainty, offline learning is stopped, while schools must organize alternative learning, the ability of principals, teachers, and staff has not yet prepared other learning alternatives. In such a stammering situation, the principal as a learning leader and school leader must be ready to collaborate to develop creativity and create innovations so that the school's academic culture is awakened. The research purpose is to describe collaborative and innovative learning leadership to form a superior online learning culture. In accordance with the research objectives, the appropriate research is qualitative with an ethnographic design. The data needed is in the form of reflective learning interactions between teachers and principals in realizing collaborative learning to produce innovation. The principal, vice principal, and a teacher were chosen as resource persons where researchers studied to understand the process of learning services that took place with triangulated information. Data analysis was carried out with a data model organized in the site. The result of this study is that during the Covid-19 pandemic, schools made changes from offline learning to online learning. This is done even though they do not fully understand the procedures for online administration. In great desperation, they always coordinate and reflect. In the process of collaboration between principals and teachers, various new innovations were found. This collaborative process builds a new democratic leadership culture where teachers and principals think about how to find new innovations so that the online learning process takes place effectively. In online learning, where teachers work in schools, while students study at home, the role of parents becomes important. In this context, the school conducts home visits. Thus, the system builds a learning relationship between principals, teachers, parents and students in a connected manner. This atmosphere builds welfare and improves student learning performance.

Keywords: Academic Culture · Covid-19 · Innovative · Collaborative and Learning Leadership

1 Introduction

The COVID-19 pandemic has hit all landmasses in the world, including Indonesia. The direct impact is that school closures with offline learning are suspended, while learning activities must take place, therefore the principal must have the ability to accommodate school sources. This situation requires the principal to collaborate on all educational resources, encouraging all parties to think creatively to produce new innovations that can be applied in schools so that the process and Learning management is going well. The main problem of this research is how the character of collaborative and innovative learning leadership istics to build the academic culture of schools during the COVID-19 pandemic.

Learning is the interaction between teachers and students in the classroom with the message of teaching materials [1]. Learning leadership is a reflective process to build quality learning [2]. Collaborative learning leadership is a situation where there is a situation of mutual learning [3] with the position of teaching each other, there is a process of directing each other to give creative suggestions, and when implemented there is an innovative process. Learning in the 21st century and the industrial revolution 4.0 requires learning activities that lead to the development of critical thinking skills, using the creativity of thinking, problem solving, communication, self-management, technological literacy, innovation skills, collaboration with others and leadership [4]. These skills cannot be developed without good cooperation from each stakeholder.

Future human resources face more challenges such as information and technology literacy skills, critical thinking and creative thinking skills, communication and collaboration [5]. One of the challenges that needs to be considered by education managers, principals and teachers is the alignment of all the joint frameworks and the work of the education system according to market needs. The important role of teacher leadership in shaping students to have competencies that are in accordance with the needs of society is becoming increasingly needed [6]. Several student competencies such as critical, creative, innovative, collaborative and communicative thinking are needed to become superior human resources and be able to compete [7]. Community demands for schools to perform higher and excel academically have focused attention on the important role of leadership [8].

Guru who has good leadership will create an environment that supports teaching and learning to be effective and builds capacity for learning [2, 9]. As a determinant of school success, leadership contributes to school improvement especially in student learning [10]. Eventhough teacher learning leadership will be tested in the situation of the Covid-19 outbreak.

During the Covid-19 pandemic, there have been disruptions in the learning process in schools [1]. This is due to the school closure policy which aims to reduce the spread of Covid-19 [11]. Online learning is a solution in implementing learning and teaching activities for students in schools. Online learning is defined as the act of knowledge transfer using video, audio, images, text communication, software and with the support of the internet network. This is a modification of knowledge transfer through website forums and digital technology trends to support learning during the pandemic [12]. The integration of technology and the variety of innovations are characteristic of online learning. The offline learning model was abandoned. The online learning model is the

right choice for teachers in designing learning to be effective and efficient in order to achieve the desired learning objectives [3]. This model is designed so that students gain a memorable experience in each lesson and the teacher can make guidelines for the implementation of activities in teaching. In addition, the most important thing is the readiness of educators and students to interact online [13] and the learning interaction continues.

Teachers and school residents are required to have a collaborative and innovative leadership spirit to reduce the difficulty of implementing online learning to be more skilled [14]. Kepala school is a leader who is required to have the ability and readiness to influence, guide, direct and move teachers in the school environment to be willing to do something with a sense of responsibility to achieve goals that have been set together in the school. The leadership of the principal is a trait of group activity, everyone as a member of a group can contribute their thoughts to success in the school environment [15].

Leaders in schools are leaders who have a vision of the future who know about the direction of the school, the direction of education, not seeking material benefits alone. Therefore, a strategy is needed, an ability to carry out his function as a school principal [16]. Collative leadership is a leader in a school who has a leadership mindset that involves others in the school environment and combines ratio, emotion, and passion in the problem-solving process. So that problems that arise in schools can be solved together quickly, precisely and effectively [17]. Meanwhile, innovative leadership is the ability of a leader in a school to influence, mobilize, motivate school residents (who are led) to make updates and changes in a better direction in achieving common goals. A school principal who has innovative leadership is a leader who can utilize and have a leadership style as a democratic style or leadership style that does not make decisions from the perspective of the ruler alone, but collects all ideas from all employees and then conducts deliberations and is decided together [18]. Therefore, a teacher must have collaborative and innovative leadership in the school to improve the quality of education. So in understanding leadership, it is necessary to study the leadership of teachers past and past [19]. To learn more about collaborative and innovative learning leadership in Indonesia, we have conducted one of the previous studies that discussed the following learning leadership (Table 1).

The three studies are limited to explaining the frequency and interrelationships of collaboration, innovation, supervision and learning. While this research has the advantage of exploring how the collaboration process takes place, learning innovations are born, which are qualitatively researched. Figure 1 compares the three studies above.

Research related to learning leadership in schools has been widely carried out in Indonesia, but there has been no research that discusses collaborative and innovative teacher leadership during the Covid-19 pandemic, because the Covid-19 pandemic forces all parties to make changes according to teacher leadership intervention, teachers are required to be able to adapt to pandemic circumstances in carrying out their duties in collaborative and innovative. Becoming a teacher who is able to carry out collaboratively and innovatively is not easy, but it must be chosen with full awareness, especially during

Table 1. Previous research data

No	Researcher's Name	Year	Researcher Title	Research Methods	Researchers results: an
1.	Susan Kamper Patrick	2022	School Organizing for Collaborative Learning: School Leadership and Teacher Engagement in Collaboration (Journal of Educational Administration Quarterly Tahun 2022).	This study used quantitative research methods with a survey approach and administrative data from teachers in Tennessee schools (United States).	Significant variations in frequency across contexts (e.g. school level, geographic context, district size) and found that collaborative planning times consistently predict how often teachers collaborate. After accounting for frequency, teachers rated their collaboration as more beneficial in schools with a higher ranking of climate/professional leadership and a lower rating of administrative oversight of collaboration.
2.	Roojil Fadillah, Miftahus Surur, Elfrianto, Ahmad Khoirur Roziqin et al.	2020	The Influence of Leadership Style on the Innovation Ability of Islamic School Teachers in Learning Perspektip Organizations during the Covid-19 pandemic. (Journal of Systematic Reviews in Pharmacy 20 20).	This research uses the Quantifiable method with an SEM approach using Smart PLS 3.0 software.	The results of this study explain that transformational leadership has a positional and significant effect on teachers' innovation ability, both directly and in the mediation of organizational learning. Meanwhile, transactional leadership has a positional influence and has a significant effect on teachers' innovation ability through organizational learning mediation.

(continued)

Table 1. (continued)

No	Researcher's Name	Year	Researcher Title	Research Methods	Researchers results an
3.	Bahtiar Agung Pambudi and Imam Gunawan	2020	The Influence of Learning Leadership and Academic Supervision on Teacher Teaching Skills during the Covid-19 Pandemic. (Journal of Advances in Social Science, Education and Humanities Research 2020).	This research uses descriptive research methods, with a quantitative approach.	The results of this study are a descriptive description of learning leadership variables, academic supervision and teacher teaching skills in high categories, there is a significant influence of learning leadership on teacher teaching skills and there is a significant influence of academic supervision on teacher teaching skills and there is a significant influence of learning leadership and academic supervision on teacher teaching skills.



Fig. 1. Comparison of Research, methods and content.

this Covid-19 pandemic [20]. Therefore, the principal must help teachers to work collaboratively and innovatively. This is because a teacher will be a perpetrator of change in schools during and after the Covid-19 pandemic in Indonesia [9].

The definition of this study is that the Covid-19 pandemic has changed the behavior of school learning previously carried out online to online, which has an impact on learning leadership, on the work patterns of leaders, and dynamics school organization. The pandemic demands that everything change dramatically, even teachers are challenged and slapped hard to change according to the demands of communication technology and the challenges of the 21st century. Therefore, the research problem is how innovative collaborative learning leadership to build a school culture during the covid-19 pandemic. Solving these problems guides all schools to be able to provide quick, appropriate and effective solutions in solving online learning problems. This research will provide solutions in improving the ability of teachers who have collaborative and innovative learning leadership skills in schools. The research was conducted at SMAN 3 P andeglang Regency where this location was chosen because it is close to DKI Jakarta which is the most vulnerable area to the impact of the Covid-19 pandemic?

2 Method

In accordance with the research problem, the appropriate type of research is qualitative with an e-tnographic design that is descriptive [21]. According to [22] ethnographic approach is qualitative research that examines the life of a community as it is. The object of this study is the behavior of learning management in schools during the pandemic.

Information is collected by conducting in-depth interviews with principals, teachers, and parents, as well as observation, and tracking of relevant documents.

The data collected from one of the sources is then confronted to another source (validity test through triangulation), and there are observations and tracked documents. Valid data is coding to map information, to interpret information by prioritizing local themes, and to find relationships between meanings to build hypotheses of research results.

3 Result and Discussion

Serving

According to the type of research, the presentation of data is adjusted to the tema-tema that can be picked in the field, including: separate the culture by offline, authoritarian towards democratic, and the birth of an innovative academic culture.

Split Kebu with Offline

All informants agreed that during the covid-19 pandemic schools split and abandoned offline learning. In reality, schools can no longer use offline learning. Mr. Head mentioned it with the word split kebo.... Not *kumpul kebo (k-01)*. Offline learning endangers all school residents involved. This was carried out in accordance with the recommendations of the COVID-19 cluster and instructions from the Pandeglang district education office. The school management obeys the instructions for the implementation of learning as instructed by the leadership. Schools carry out online learning stammeringly, because schools in Indonesia are surprised by the sudden and very dangerous covid-19 pandemic, this is evident from the large number of pandemic victims who entered the hospital and who died.

School policies that abandon offline learning and replace it with online learning have encountered many obstacles (k-2). The first obstacle is that schools do not have online learning tools, even school management cannot imagine how the online learning model will be held. In an uncertain situation, accompanied by a katakutan contracting covid-19, the school management can only wait for how the command of the pro-education service directives through various supervisory offices of the nearest branch of education. This condition is a very critical condition for the leadership of educational institutions. This is gradually resolved when there is assistance regarding the provision of an online education service system that can be chosen by the sekolah SMAN 3 District Pandeglang zoom as the easiest option, and the school schedules school learning in the e-school system. In this system, schedules, material uploads, rpp, tests and schedules, student attendance, can all be integrated in an electronic administration system. This is in accordance with what was conveyed by Mr. Edi Supriyanto that the covid-19 pandemic requires schools that before doing offline learning changed to online learning (k-3). At the beginning of the COVID-19 pandemic, SMAN 3 Pandeglang was not able to carry out teaching and learning activities (KBM) online in schools because the school did not have online learning tools, Even the school management has not been able to imagine how the online learning model will be held in schools. So that SMAN 3 Pandeglang can only wait for assistance from the Provincial Education Office through various education branch supervisory offices nearby. This problem is gradually resolved when there is assistance

related to the system that can be used in carrying out Teaching and Learning Activities (KBM) by SMAN 3 Pandeglang in the form of a zoom application and scheduling school learning in the e-school system.

Towards a Democratic Collaborative

The second obstacle, where teachers and TU are not familiar with electronic systems. Teachers and staff use limited cellphones to communicate, generally through WA. When teachers are asked to use zoom for example, they stammer, complain, plus to the covid-19 concerns. Time after time teaching teachers and staff, they feel compassionate about recognizing the function of cellphones, teaching each other, learning from each other, reflecting on each other to learn how carry out online learning in schools. Teaching materials with humanistic literacy text developed by researchers can effectively increase students' creativity in critical reading skills of the global communication and education era (Suleiman et al., 2019). Teachers who have not been able to ask questions that have been able to, once the process is repeated, then a strong sense of cooperation and kinship (k-4) arises between teachers and staff in schools. This situation turned authoritarian or semi-authoritarian management suddenly into a democratic (k-5) atmosphere full of kinship. The problem can give implications for the acceleration of educational processes and outcomes that still uphold human values as the ultimate goal of long-term education [23]. School management, teachers, and staff grieve together when there is a technical problem of online learning that has not been resolved, and they laugh together (k-6) k ethics of that problem resolved. The same thing is in line with what was conveyed by Mr. Entis that the change of offline learning to online learning requires teachers and TU to carry out Teaching and Learning Activities (KBM) and services in schools using electronic systems. This certainly has an impact on teachers and TU Staff who are not familiar with electronic systems, where teachers and staff are accustomed to using limited cellphones to communicate using WA. So when teachers are asked to use the Zoom application to carry out Teaching and Learning Activities (KBM) there are many obstacles in schools. Therefore, teachers, educators and TU staff collaborate by creating training programs and discussions related to electronic systems in learning in schools, namely teachers or educators who have more ability in electronic systems to teach teachers, educators and TU staff at SMAN 3 Pandeglang. Then, teachers, educators and TU staff held discussions to convey the problems faced in teaching and learning activities (KBM) online in schools and find solutions together in solve the problem.

The third obstacle, students learning from home, those who were originally not allowed to hold cellphones, are now required to have cellphones, or laptops. Given that this school is a suburban school, the students of this school come from various social layers, the provision of HP for all students is a challenge. Useful critical reading skills are holistic abilities that can encourage the growth of strong and intelligent humanistic literacy, creativity, moral education, and character education [24]. Secondly teaching how students use zoom is also a novelty (k-7), however this challenge must be overcome. The third online learning is a change in the culture of learning in schools that have a strict presence that is changed to a culture of learning at home that is not supervised by teachers. Therefore, teachers have a new task of making visits to homes to ensure that the students learn. The school found that students turned on their cellphones and then left them for the playground, helping parents work in the market, which made

learning not can run effectively. To maintain the effectiveness of school learning, assign teachers to carry out friendships and communicate with parents (*parenting*) (k-8) so that children remain study according to the schedule submitted by the school. This is in accordance with the statement of Mrs. Siwi Astuti that the change of offline learning to online learning requires students to have cellphones and Laptop. This is certainly very burdensome for most of the students of SMAN 3 Pandeglang who have a lower middle economy (k-9). So parents need to save money to be able to buy students cellphones or laptops for Teaching and Learning Activities (KBM) online. If the student already has a cellphone or laptop. Then the teacher will teach how to use the zoom application in the implementation of teaching and learning activities (KBM) online. This process takes a long time because students have never used the zoom application in the implementation of teaching and learning activities (KBM) online. Therefore, teachers have the task of accompanying students in the implementation of Teaching and Learning Activities (KBM) online via the zoom application and collaborating with parents to monitoring the implementation of teaching and learning activities (KBM) online can run effectively. This was done because the change in the culture of learning in schools (k-10) which had strict attendance control was changed to a culture of learning at home that was not supervised by teachers (k-11).

The fourth obstacle is that schools must provide guarantees to teachers and staff who attend according to their respective task schedules so that they are not affected by the Covid-19 outbreak. The school provides handsanitiser, water faucets, soap, and facilities. This can be done easily due to its physical nature. The new habit formed so that residents who attend school wear masks, wash their hands diligently, and want to be checked for body heat is an obligation for health that must be obeyed. The school formed a task force tasked with preparing facilities, controlling facilities, controlling school residents to abide by the principles, and communicating with relevant agencies if a covid-19 attack is found for school residents. This is in line with what Mr. Edi Supriyanto said that to prevent the spread of Covid-19, SMAN 3 Pandeglang took steps (k-11), as follows: *First*, the school formed a covid-19 task force. *Second*, theecolah disinfects all facilities and infrastructure in the school. *Third*, sekolah provides handsanitiser, water faucets, soap, along with facilities. *Fourth*, the school conducts socialization and education on Covid-19 handling and prevention programs to all school residents by online using the zoom application or shared images via grub WA school residents. *Fifth*, the ecolah will ensure that teachers and staff present are in accordance with their respective task schedules to minimize the impact of the Covid-19 outbreak in the school environment.

The fifth obstacle is the teaching material that was originally in the form of a student handbook, where that form is inaccurate for online learning. Teachers are confused when it comes to teaching. Principals, teachers, and staff agreed to make teaching materials into *text power points* (PPT) (k-12), where PPT is seen as a more communicative summary of material to be delivered through online learning. In urgent situations teachers learn together in schools, propose ideas, innovations and innovations to each other so that they can summarize material from text book to power point text a good one (k-13). Even in the PPT it is packaged again in an attractive look, innovation after innovation is conveyed by young teachers for expression. This is in accordance with the statement of Mrs. Eka Dwi Putri that the first time online Teaching and Learning Activities (KBM)

were carried out at SMAN 3 Pandeglang, teaching teachers using books, however, after an evaluation between the principal, teachers, and staff it was concluded that using books was ineffective and less attractive to Students (K-13). So that it is mutually agreed upon in the implementation of Teaching and Learning Activities (KBM) in schools will be made teaching materials in the form of *text power points* (PPT). Therefore, the school conducts a program to make teaching materials in the form of *text power points* (PPT) carried out by teachers in schools while maintaining distance and following protocols health at school. The implementation of this program is able to create new ideas and innovations in making material from text books into good text power points with packaging Interesting for students.

Process of Leadership Demokratik

During teaching breaks, teachers *break* each other (*k-14*), which is an activity to complain to each other or convey good news, related to the learning activities they do. Teachers complain to let go of the tired thoughts (*k15*) felt between one teacher and another, between junior teachers and senior teachers, teachers with principals commonly called learning leadership. Learning leadership is a real atmosphere, where teachers and principals carry out reflections (*k-16*), conveying each other's new learning experiences, in order to get solutions to the experiences of other teachers, so that the next time learning process (which will datang) can run better.

The above teaches us that learning leadership is a learning relationship that is manifested in the form of reflection between teacher-teacher-principal to hone and *nurture* (*k-17*) exchanging information on the implementation of learning, providing innovations and berguru, implemented democratically, family development, when schools leave offline learning (split kebo), and replacing it with offline learning.

Discussion

During the Covid-19 pandemic, it has disrupted the learning process in schools [1]. This is due to the school closure policy which aims to reduce the spread of Covid-19 [11]. Online learning is a solution in implementing learning and teaching activities for students in schools. Online learning is defined as the act of knowledge transfer using video, audio, images, text communication, software and with the support of the internet network. This is a modification of knowledge transfer through website forums and digital technology trends as a characteristic of the industrial revolution 4.0 to support learning during the Covid-19 pandemic [12]. The integration of technology and the variety of innovations are the hallmarks of online learning. The online learning model is the right choice for teachers in designing learning to be effective and efficient in order to achieve the desired learning objectives [3]. This model is designed so that students gain memorable experiences in each learning and teachers can make guidelines for the implementation of activities in teaching. In addition, the most important thing is the readiness of educators and students to interact online [13].

The choice of schools to carry out online learning is appropriate. School choice will be collaborative in line with the results of research that states that collaboration is the best way to achieve common goals [25] dynamic collaboration demands innovation. Collaborative has a positive impact on the performance of employees, teachers, students, and schools [9, 26]. Collaborative leadership focuses on building trust, sharing power

and developing people in an organization, where teachers and staff become smarter in achieving goals, form an academic culture full of innovation and continuous change, followed by improved student learning achievement and well-being students (*student will being*). Meanwhile, the ultimate goal of research [9] only focuses on students being smarter and more competent so that the ultimate goal of education is achieved.

Collaborative leadership has a positive impact on staff, teachers and students in the school environment, in line with research [26] even superior because coborative learning leadership encourages teachers to feel *handarbeni*, encourages teachers to always increase teacher participation in online classes, implements effective online learning, teachers are encouraged to carry out parenting, making rpp in schools, making teaching materials in schools in accordance with pandemic conditions, implementing evaluation tasks in schools online.

Learning leadership during the pandemic involves all components of education, teachers, staff, students, and parents. Something similar happened in the USA [27] where school leaders can push towards collaborative learning leadership changes involving teachers in schools. However, the advantages of this research are compared to research [27] where research in changing the leadership pattern of intensive collaborative learning in involving teachers, staff, and parents socially psychologically inside and outside the classroom. Patrick's research involved only limited teachers in schools. The intensity of involvement of teachers, staff, and parents brings a more effective impact in realizing collaborative learning leadership through critical, creative, communicative thinking will produce innovative work [7] respecting their respective roles [8].

Guru must carry out effective learning [2] for school improvement [9, 10] so that there is always a change. Teachers are more skilled [14]. Every teacher as a member of a group can contribute his thoughts to success in the school environment [15]. To answer this need, a strategy is needed, an ability to carry out his function as a principal [16]. Even together, teachers combine ratio, emotion and enthusiasm in the problem-solving process, so that problems that arise in schools can be solved together quickly, precisely and effectively [17]. Aleader who has a leadership style as a *democratic style* tends to collect all ideas from all employees and then conduct deliberations and be decided together [18].

4 Conclusion

There are 3 values that we can learn from the hypothesis of the results of the research above, (a) in emergency situations schools carry out separation kebo (separation but communication) with offline learning, (b) In a situation where no certainty has been found, the school leadership leads the school democratically, where the school leadership listens and appreciates all parties who submit opinions, with a productive scope of online learning. (c) all teachers and staff think beyond their abilities, drain the mind (K-18) to get new ideas, new ideas, new innovations so that schools can organizing a fun learning process and the welfare of students. The learning process that pleases students is expected to have an impact on learning participation and improved learning outcomes during the pandemic.

Involving parents in ensuring children take online lessons correctly, Cooperation between teachers and parents, has an impact on the culture of “*nguwongke uwong*” (k-19), humanize people. As a result, children will follow lessons better, children’s welfare is more guaranteed, and children are more comfortable learning, and their learning outcomes will be optimal. Overall, this research resulted in a hypothesis that during the Covid-19 pandemic, schools held online learning, school leadership performance humanized each other’s dignity and dignity, leadership reflected on moving towards democracy where the capacity of each teacher and staff was optimally utilized, to support the success of the implementation of learning, teachers innovated each other, students could get more and more services. Well, their well-being improves, and their learning performance is getting better.

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