School Development Strategy Post Covid-19 Outbreak Based on Human Process and School Culture Revitalization

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Abstract. This study aims to describe the strategies carried out by school principals in the context of organizational development in revitalizing human processes and school culture after the COVID-19 pandemic. This research was conducted with an approach that was carried out in one SMA Negeri Padang City, West Sumatra Province with A accreditation. The subjects in this study were the principal and teachers who were selected purposively. Data collection techniques used are observation and interviews. Data analysis is (1) data collection, (2) data reduction, (3) data presentation, and (4) drawing conclusions. Strategy development in the human process becomes: a) Building a sense of urgency, b) Creating guiding coalitions, c) Developing vision and strategy, d) Communicating the change vision, e) Empowering employees for broad-based action, f) Generating short-term wins, g) consolidate profits and produce more change, h) anchor new approaches in culture. This research is expected to have an impact both theoretically and practically in education management.

Keywords: Change · Culture · Development · School · Revitalization

1 Introduction

Educational institutions face complex challenges in preparing the quality of human resources in line with the times that require great adaptation. The demands on the education sector should no longer meet the need for education but move on to efforts to achieve efficiency, relevance, and improve the quality of education [1]. Thus, the urgency of implementing education leads to efforts to build individuals who will excel, have a high fighting spirit, never give up, independent, become human lifelong learners, like to build and foster networks, are innovative and agents of change, are jointly aware, productive, and globally oriented [2–5].

The Covid-19 pandemic can be seen as a medium for transferring new life management in all fields, including education. The stress of the Covid-19 pandemic has been felt by every element of education. For almost four years, educational institutions have adapted to the extreme changes in the system during the pandemic. Some schools are also still lulled by the various tolerances given in school operations during the pandemic. Entering the fourth year, it is time for schools as educational institutions to start thinking

more futuristically to develop institutions. Not just carrying out adaptation habits during a pandemic.

Schools need to be back in the school development process. Innovation is not only the key to survival for organizations in a difficult environment but also a critical point for school organizations to improve the quality of education, and meet social needs. In many cases, school management innovation stems from external environmental challenges, changes, pressures, as well as responsibilities and performance requirements [6]. Innovation has become a strategic issue in the world of education. Innovation in Education is considered as part of innovation in the economy and society which emphasizes productivity and efficiency [7, 8].

To be able to handle technological disruption and other generative impacts of the COVID-19 pandemic, school principals are required to have e-leadership capacity, but in practice, some school principals are confused about this change [9]. Principals must act quickly and with foresight, make decisions carefully, consider options and consequences, communicate empathetically and humanely, and move forward as the credibility of the school community. There was a tense and insecure situation to bring the school out of problems, especially those related to followers [5, 10]. This is due to the lack of capacity and capability of principals to accept crucial and incidental challenges.

Good education will move towards improving the quality of education, that's why education in its implementation aspect is a dynamic activity. All expectations and challenges to education require actors who are engaged in the scope of education to aggressively make changes from all aspects [11]. This is familiar in the education system because the characteristics of education itself are open systems such as change of leadership, publication of new curriculum, development of school buildings, learning process carried out by teachers and students. Of course, in this case the role of the principal as a leader is needed who will direct all school components towards achieving school goals. The ultimate goal is to deliver every student to be skilled in mastering science and technology and be able to build good social relationships by becoming individuals who have character.

Organizational development needs to be carried out in the organization in order to achieve the goals that have been stated in its vision and mission [12, 13]. The assumption that organizational development needs to be carried out is that humans as individuals in the organization have the potential and desire to develop. They are not only stagnant in their potential, but they will always make changes both within themselves and in their organization.

Organizational development is carried out due to threats that come from both internal and external to the organization. A healthy organization certainly has a life cycle. This emphasizes that organizational life is always colored by change, and no organization is stagnant with previous conditions. The deal with this, it is necessary to develop an organization by him [14].

The leadership process needs to be carried out effectively. Effective means here are the results or the level of success in achieving goals (outcomes) by doing the right job [15]. Effective means being able to achieve goals well. Effectiveness focuses more on the expected output or results. Characteristics of an effective principal, namely a principal

with a visionary leadership character, he is an innovator who is able to influence and direct his subordinates by sharing the talents that exist within him [13, 16].

The principal in implementing his leadership practices needs to have a far-sighted vision and be able to identify environmental changes and be able to transform these changes into the organization; pioneering change and providing motivation and inspiration to individual employees to be creative and innovative, as well as to build a solid team work; bring updates in work ethic and performance management; dare and take responsibility to lead and control the organization. The essence of leadership is sharing of power by involving subordinates together to make changes [17, 18]. In formulating change, a humane transformational approach is usually used, in which a participatory work environment with a collegial management model is full of openness and togetherness in making decisions.

Related to the explanation above, this study aims to explain the strategies carried out by school principals in the context of organizational development in revitalizing human processes and school culture after the covid-19 pandemic.

2   Research Method

This research was conducted with a qualitative approach. In this study, an in-depth study of the object under study was carried out using data collection techniques directly from people in their natural environment (in this case the school environment). This research was conducted in one SMA Negeri Padang City, West Sumatra Province with accreditation A. The subjects in this study were school principals and teachers who were purposively selected who were considered to have more information related to the data they wanted to explore.

Data collection techniques used are observation and interviews. The observations made in this study were participant observation and unstructured observation. In conducting observations, researchers used observation sheets/guidelines and field notes. The form of interview conducted in this research is structured interview in which the researcher sets his own problems and questions to be asked with the aim of finding answers to hypotheses and respondents have the same opportunity to answer them. Data collection tools used in this interview are interview guides and tape recorders. Data analysis used the stages proposed by Miles and Huberman (1992) namely (1) data collection, (2) data reduction, (3) data presentation, and (4) drawing conclusions.

3   Result and Discussion

The results of this study describe the school development strategy carried out by the school principal after the COVID-19 pandemic. School development in this study focuses on human resources, especially teachers and school culture. The development strategies in the human process are grouped into: a) Establish a sense of urgency, b) Create a guiding coalition, c) Developing a vision and strategy, d) Communicating the change vision, e) Empowering employees for broad based action, f) Generating short term wins, g) consolidating gains and producing more change, h) anchoring new approaches in the culture.

a) Establish a sense of urgency
    Change needs to start by cultivating a sense of importance or urgency to change.
    The first step to creating change begins with changing the teacher's mindset to
    make changes and not get stuck with the status quo. The principal makes himself an
    example in motivating teachers. In the interview session the principal stated:

    The change that I brought myself was to change the mindset of the teachers by
    setting an example for me to continue my education, doing research to motivate
    the teachers. Within a period of 6 years, several teachers who did not experience
    a professional promotion had succeeded in being promoted the following year. A
    total of 16 teachers have issued a decision letter for promotion. I try not to be seen
    as using formative power as a principal, but as a colleague who motivates and
    facilitates teachers in the process of improving their competence and recognizing
    their professionalism. Make them aware that this is one of the urgent things they
    must do right now; don't wait for tomorrow, the day after tomorrow, or the next
    year, but now it must begin. This is not an easy thing but it is worth trying (interview
    10/03/2022).

Establishing a sense of urgency means throwing away a sense of complacency for the
teacher for what he has done so far regarding his duties and responsibilities. Teachers
should not be quick to become complacent. Principals need to know some of the causes
of their members feeling complacent quickly, namely organizational conditions that are
always good, crises/conflicts rarely occur, low performance standards, organizational
goals that are too narrow and low feedback from outsiders [19, 20]. Organizations need
to be disbursed by creating reasons why the change needs to be made. At this stage,
identification and study of the internal and external situations faced as well as discussing
crises or potential crises and major opportunities that require changes.

    In the next interview session with one of the senior teachers, he explained:

    Principals encourage teachers to improve their competence, one of which is by
    continuing their education to a master's level. So that the average teacher here has a
    master's education status. We, like teachers in other schools, are certainly in shock
    from the COVID-19 pandemic because all learning systems have changed. In that
    situation, the principal motivates us to adapt quickly and don't be spoiled by the
    situation we face. Teachers are convinced by polite and persuasive communication
    that the current situation is a destiny that needs to be grateful for so that we will be
    stronger in the future. We work together in assignments and in learning to improve
    competence and remain one of the leaders (interview, 15/03/2022).

b) Create a guiding coalition
    Form work groups as teams with sufficient power to lead change. Groups can be
    cross-functional and cross-level. This working group is expected to be able to formu-
    late policies and the results will be a direction for the course of the change process.
    The principal in this case encourages groups to work consisting of teachers. Leading
    change is not only carried out by the principal but involves representatives or several

teachers who are considered capable. During the interview, one of the vice principals explained:

In implementing my program, I am not alone. I was assisted by representatives and other teachers. They all certainly know what their duties and responsibilities are, especially in implementing the programs that have been prepared together. We are committed to cooperate and coordinate with each other so that the implementation of the program is successful in achieving its goals. The school principal always carries out the duties and functions that are accountable to team members. Determination of time targets and success are two standards that do not escape the evaluation conducted by the principal. There are times when we run into problems both in terms of time; because the main task of teaching still has to be done optimally, and in terms of resources. In this case the solution from the team and the coordination from the principal I think is very helpful (interview, 15/03/2022).

c) Developing a vision and strategy

The principal and all elements of the school formulate a vision to direct change efforts and develop strategies to achieve the vision that has been set. With a clear vision and strategy, it is expected to achieve the goals that have been set. Therefore, the new vision and strategy must be used by all parties involved in the change process. The vision and strategy according to Kotter (2002) fulfills the characters which include imaginable, desirable, feasible, focused, flexible, communicable [17].

Components ranging from vision, culture, structure, systems and organizational capabilities are interrelated and exert influence. Leaders initiate changes in the vision first to make changes to the culture, structure, systems, and organizational capabilities. Vision in this case is seen as the first thing to do in change. Leaders who want to make changes must communicate this vision to their subordinates. Changes in the system can later affect the ability, culture, organizational structure in achieving its goals. Changes in the structure can later affect the system, capabilities, culture, and organizational structure [18]. Changes in capabilities can affect systems, structures, and cultures. Then changes in culture can affect systems, structures, and capabilities.

d) Communicating the change vision

The principal always communicates the vision and strategy he has set which is manifested in the form of his work program. In an interview session with the principal regarding several ways to communicate the vision and strategy, he explained:

I conduct briefings for subordinates who have a good maturity level in order to convey my program. For those who have a low maturity level, I use the right language and tasks for them by reminding them of their duties. I also showed him how good work behavior is. At 06.30 WIB I try to be at school. From home I leave at 06.00 WIB. Every week I give feedback regarding inaccuracies when doing their job. If I do not follow the rules set by the school, I will make a written call to the subordinate accompanied by giving him advice/tausiyah. Every Friday I also routinely to all my subordinates. I have a dream if my means to realize that change is using technology (interview, 10/03/2022).

In addition, the principal in communicating his vision is carried out through non-formal discussions with the teacher so that the vision is communicated fairly and not rigidly. In order to be understood and supported, the new vision and strategy need to be continuously communicated whenever there is an opportunity with any media. Communication is needed to influence employee attitudes so that they can adapt to changes that occur. The effectiveness of communicating the vision can occur when the vision is simple, conveyed in forums, repetitive in nature and exemplified by the principal.

e) Empowering employees for broad based action
Principals and teachers are required to act as creatively as possible and dare to take risks for the actions taken. The obstacle faced by this school when implementing the change program contained in the school's vision is the lack of talent and interest of students in their competence. At this stage, obstacles to change efforts must be removed. Structures, systems, and mechanisms need to be changed to suit the changed vision. Encouraged by subordinates' courage to take creative actions, take risks, and take non-traditional actions [8].

f) Generating short term wins
The principal in this case needs to plan some actions taken to immediately produce victory. Providing confidence in the correctness of the vision and strategy that has been determined, leaders need to immediately provide evidence of success and victory. Therefore, immediately planned performance improvements to create a win. Subordinates who make it possible to achieve victory need to be recognized and rewarded. In the interview session, the principal explained:

Strive for/make plans to increase teacher competence such as national-scale education and training. As a leader, I fight under the Director General of Teachers and Education Personnel with accurate data, then link with policy makers in cities, provinces and the center. Which in the end succeeded in carrying out the training. Our teachers need to exist and be known in their professional environment. They get involved with various activities and win various awards.

g) Consolidating gains and producing more change
At this stage, the principal can change all or part of the systems, structures and policies that are not compatible with the changes. Even principals need to recruit, promote, and develop people who are considered capable of implementing the vision change. Then refresh the change process with new projects, new themes and change agents [21, 22]. In implementing change, there will be some resistance from several parties in the organization to implement the change. This is due to the comfort of subordinates in their old behavior or the gap between the expectations (goals) for the change and the reality that is happening now when the new change begins. In the interview session the principal explained:

Implementing a new policy is not easy. Challenges always come, especially rejection from subordinates. I consider this rejection part of the positive response; If there is no response from the teacher or those who are subject to the policy, this

actually shows something bad. It's possible they don't care. Indifference is the scariest "pest" than "war". That's why I prefer it when there are teachers who respond whether it's in the form of rejection, even scathing comments. So I have a chance to explain. In this communication process, the persuasive approach is carried out. Even I wrote them to have a relaxed discussion while drinking coffee. This more informal strategy is more effective than if I used my power as principal (interview, 11/03/2022).

h) Anchoring new approaches in the culture
    Leaders, especially principals in this case, should show an attitude of service and be able to build good relationships with their subordinates. Leaders at this stage create better performance through service and customer orientation and productivity, better leadership and more effective management. Leaders also build a better relationship between the new behavior and organizational success. The development of facilities also needs to be done regarding change leadership.
    Anchoring new approaches in the culture is carried out through three channels, namely (1) quality policy, (2) regulation, and (3) value socialization. Quality policy is a standard set in the school management system that continuously and comprehensively touches all work units. The first step in quality management is to establish quality policies and objectives as indicators of success. Management of cultural development through regulation is carried out to regulate the behavior of students while in the school environment. These forms of regulation consist of policies, rules and regulations equipped with a reward and punishment system and standard operating procedures. Value socialization is part of the management steps for developing school culture which is carried out through: (a) installation of slogans showing the values developed by the school, and (b) socialization of values to teachers and school employees to be transferred to students through exemplary and value integration in learning.
    Slogans are phrases or sentences that briefly and clearly express the values that are believed to be conveyed to all school members. The choice of phrases or sentences in the slogan describes the direction of the school's view of the order of school organizational activities as well as can be a distinguishing characteristic of one school from another.
    Management of school culture development through regulation and socialization of values is carried out to support the achievement of a quality culture through the implementation of education and training. In other words, the values that are socialized with regulations that bind them are substituted through the implementation of education and training for students while carrying out their education at school. To ensure that the cultural development process is carried out properly, monitoring is carried out by the disciplinary commission, student representatives, and picket teachers. Furthermore, evaluation of these three aspects is carried out by the principal on a regular basis.

4   Conclusion

The Covid-19 pandemic can be seen as a medium for transferring new life management in all fields, including education. The stressing of the Covid-19 pandemic has been felt by every element of education. Over the past four years, educational institutions have adapted to the extreme changes in the system during the pandemic. Some schools are also still lulled by the various tolerances given in school operations during the pandemic. Entering the fourth year, it is time for schools as educational institutions to start thinking more futuristic for the development of institutions. Not just carrying out adaptation habits during a pandemic. The results of this study show that the school development strategy carried out by the principal is effective in developing a new system, increasing teacher provisional, and post-covid-19 school culture. The development strategies in the human process are grouped into: a) Establish a sense of urgency, b) Create a guiding coalition, c) Developing a vision and strategy, d) Communicating the change vision, e) Empowering employees for broad based action, f) Generating short term wins, g) consolidating gains and producing more change, h) anchoring new approaches in the culture. This research is expected to have an impact both theoretically and practically in the field of education management.

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