

Leadership Agility for Pandemic COVID-19: Study of The Principal's Role in Implementing "Teach from Home" Policy

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Abstract

The World Health Organization (WHO) declared COVID-19 as a global pandemic status. All state governments face a dilemma amid uncertainty. The education sector is undergoing a policy change called "Teach from home" - the process of teaching and learning using online methods from each home. Principals, teachers, students and parents have an essential role in the implementation of this policy. This article discusses part of the principal's leadership in implementing the "Teach from home" policy of a joint pandemic situation. This study uses qualitative methods with individual and group analysis units - data collection techniques using observation and in-depth interviews with snowball sampling techniques. The results showed that the principal's leadership used the concept of more efficient and effective administrative implementation, especially in the COVID-19 pandemic situation. Principals' leadership implements leadership dexterity which includes strategic sensitivity, leadership unity, and resources fluidity are very relevant.

Keywords: Leadership agility; policy implementation; COVID-19

1. Introduction

The Pandemic COVID-19 seriously threatens human health [1], has caused panic and public health emergencies worldwide [2], and panic disorders [3]. I was very panicked, and the education sector did the learning process from home and school was closed. The "Teach from Home" education policy in Indonesia, of course, has a difficult choice in its application [4] how the principle applies the readiness of teachers and students to respond to ways and methods of learning during the COVID-19 pandemic. Most school principals try to carry out the learning process because the value of education is more critical [5]. Under ideal conditions, the principal must respond proportionally and targeted at the learning process that occurs in the school environment. The principles of leadership are based on organizational values and guiding employees to implement corporate goals to achieve goals [6]. However, in a COVID-19 pandemic situation, principals have difficulty measuring the "Teach from home" policy whether the policy is in line with learning outcomes [5]. Implementation of the learning process from home is not enough, and how the perception of teachers and students about the learning process is one factor, the whole learning process must be improved [5].

In the "Teach from home" policy, theories of leadership agility tend to have little predictive influence on the efficiency and effectiveness of policy implementation. Unlike other crises, policy implementation usually directs administrators to plan and choose actions carefully [4]. Principals follow decisions and guidelines for implementing policies [5] and or wait for orders from higher leaders so that administration becomes efficient and effective. Leadership studies that consist of strategic sensitivity, leader response, and resource fluidity [7], can also survive in an uncertain environment, be smart to seize

opportunities, be innovative, and act in the right way [8]. In the case of educational research, the focus is on the effective use of instructional media in the classroom [9], the effective use of educational technology [10], and the effectiveness of online learning [11]. Some, the literature shows that the principal's leadership strategy significantly influences the success of the learning process, or online learning leadership [11], and the factors that influence it such as intrinsic motivation, independence of online learning, and flow experience [5]. A focus on agility in leadership can direct the "Teach from home" policy to implement learning outcomes effectively or not.

By making conceptual and methodological recommendations, we contribute to the literature on analyzing policy implementation. The theory of policy implementation is on the level of conflict and its ambiguity, namely symbolic, administrative, political, and experimental [4]. Therefore, the education policy "Teach From Home" is measured based on the variant perception of the principal and teachers to assess and determine the type of implementation used. We also measured the strategic leadership variants applied by school principals in the COVID-19 pandemic situation. The remainder of this paper is structured as follows. The next segment will discuss the literature on Policy Implementation and leadership agility. Methodological steps to collect data, process data, analyze and interpret data, to the conclusion. A description of the findings of the proposed policy implementation and leadership agility is in the "discussion" section. We suggest potential research sites for comparative public policy researchers in the "Conclusions" section.

2. Literature Review

Administrative policy implementation is low conflict level, low ambiguity level, the political implementation is high conflict but little ambiguity, the experimental implementation is small conflict. Still, high uncertainty and the typical application is high conflict and also high ambiguity [4]. As in the following picture 1:

Picture 1. Ambiguity-Conflict Matrix: Policy Implementation Processes

		CONFLICT	
		Low	High
AMBIGUITY	Low	Administrative Implementation Resource Example: Smallpox Eradicate	Political Implementation Power Example: Bushing
	High	Experimental Implementation Contextual Conditions Example: Head start	Symbolic Implementation Coalition Strength Example: Community action agency

Source: [4]

Administrative implementation is low conflict and low ambiguity [4]. Policies with the various activities that will be carried out [12]. Orders that have are formal [13]. Messages have been controversial, although few [4]. The system is somewhat more normative for taking better action to improve efficiency [14], and requires a little coercion but is a behavioural control activity [15].

Political policy implementation is high conflict-low ambiguity, but that does not mean that administrative application has no politics. Still, an emphasis on political use requires a high level of power approval [4]. Furthermore, it will be carried out

by bureaucratic elements for political interests [12], bureaucratic elements using strategies especially public sector strategies and general management [16].

Experimental policy implementation is low-conflict high ambiguity. The main principle driving this type of deployment is that contextual conditions dominate the process [4]. Contextual, in the sense that plays a vital role, came to the surface. Contextual related to individual actors, situations, events, and organizations where behaviour occurs [17]. It depends on which actors are actively involved, how a good leader or actor must behave [13].

The policy implementation symbolically is high-conflict high ambiguity, the most decisive coalition power [4]. High conflict requires consensus from all elements of policy, and high uncertainty also involves agreement. Therefore, Symbolic Implementation consists of a lot of time and money in the search process and can lead to misdirection [18]. Urgently requires a deep understanding of the policy before it is implemented [4].

From the description of policy implementation, as explained, leadership agility is needed in every policy implementation. Although more in-depth research is required to implement coordination in government bureaucracy [16]. The concept of leadership agility was initially inspired by the idea of strategic agility [8]. This concept has been popularly used in strategic management and business organizations, then tried to be developed in public or government organizations. Therefore, the authors offer leadership agility from the dimensions of sensitivity strategic, leadership unity, and resources fluidity [7].

Strategic sensitivity, the sharpness of perception and attention to strategic developments [7], [19], accurate perception and broad insight [20]. The ability to reconfigure the system [21] based on information and experience so that the organisation can reach its goals accurately. The point is that strategic sensitivity is the sharpness of perception and intensity of awareness and attention to strategic situations [20], and development situations [7], [22].

Meanwhile, Leadership Unity is the ability of leaders to encourage members to commit to agreed strategic changes [7], [19]. The ability of leaders to change direction or pivot efficiently and effectively [13]. Ability based on the situation needed at the time [15]. Capabilities are that have an impact on the organization [23]. The ability of leaders to change directions that can have an effect on the organization towards efficient and effective based on the situation. The commitment meant is that there is a desire of members of the organization to change for the better [15]. Commitment to growth accompanied by action [13]. Not something that happens because forced, but shared ambition between fellow members of the organization [16].

Similarly, fluidity resources are the ability to adapt, adopt, and configure [19] resources. The ability to adjust the capacity and accuracy of services to be active and responsive [24], adjust human factors that often cause failure [25], and adjust external threats and opportunities [26]. The ability to adopt standardization of professionalism [14], take more learning-based actions [20], and adopt new technologies [13]. While the ability to configure is to reconfigure the system [21], reconfigure new resources [27], and open new markets or launch new product categories [13].

3. Research Methods

The research method used is descriptive qualitative, examining individuals and groups as a unit of analysis as individuals selected the school principal and teachers, and as a

group selected the Principal Conference Activities which every month. The main focus of this research is the "Teach From Home" education policy pursued by schools related to the COVID-19 pandemic. Data collection using in-depth interviews, questionnaires, and literature studies. The collected data is using the "run query Nvivo-12 plus" program to get the variant. The process of the research phase begins with gathering, coding, grouping, categorizing, analyzing, and drawing conclusions.

Determination of the sample using purposive sampling and snowball sampling. Research questions are in the form of free answers; How do principals encourage teachers to carry out learning from home? What steps are taken by the principal to ensure that learning from home is carried out and achieve the learning objectives? How do you build a "Teach From Home" commitment? Are there specific strategies implemented regarding the "Teach From Home" policy? What are the reasons, implementing "Teach From Home" in addition to COVID-19 rights?

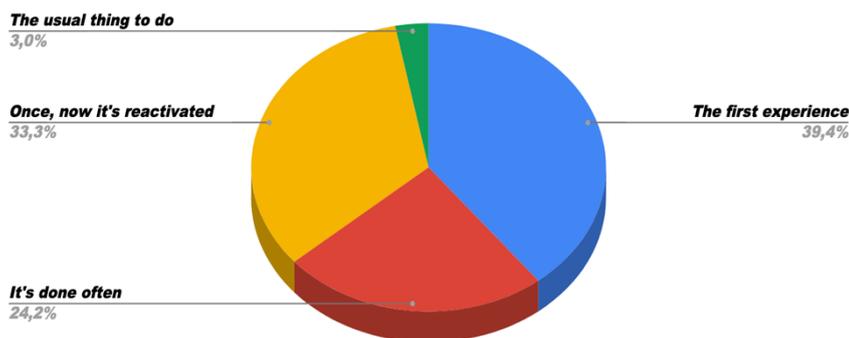
The results of the data were with the theory and the effects of previous studies that are considered relevant researchers to use the comparison. The analysis procedure includes testing the validity of using triangulation of sources, time, and place. Grouping data in the form of matrices and tables that have been processed for analysis with three data analysis techniques through pattern matching, making explanations, and time series.

4. Results and Discussion

4.1. Results

The policy "learn from home, work from home and worship at home" is the policy of the Indonesian government to reduce the spread of COVID-19. The Ministry of Administrative Reform and Bureaucracy Reform stipulated Circular Number 19 of 2020 concerning Adjustment of the Work System of State Civil Apparatuses (ASN) in Preventing the Spread of COVID-19 in Government Agencies. This circular contains the policy "work from home". Of course, the policy applies to all government officials, including principals and teachers in implementing the learning process also from home. Research carried out by giving questions to principals, and teachers related to their experiences implementing "Teach From Home" online using digital media.

Picture 2. Teacher's perception of the use of "Teach from home"



Source: questionnaire results

The "work from home" and "learn from home" policies are new experiences for school teachers. Each local government adjusts this policy to be implemented in their area. Principals and teachers use the term "Teach From Home". This policy follows circular number 4 of 2020 Ministry of Education and Culture which contains the implementation of the education system in the emergency period of the spread of COVID-19, the contents of which are online learning, life skills education, vary according to their needs. Interests, qualitative feedback, without having to give scores or quantitative scores.

As many as 39.4% of teachers stated that the use of digital learning media was the first time they implemented it, 33.3% said they had used it, only that it reactivated after the COVID-19 pandemic. The lowest percentage is 3% stating the use of digital learning media is they are accustomed to carrying out, and 24.2% states it has been implemented frequently, meaning that 27.2% of teachers already have the knowledge and experience in using digital learning media. The remaining 72.8% is a condition that encourages them to carry out digital learning due to the existence of a COVID-19 pandemic.

4.2. Discussion

The "Teach From Home" policy as a series of COVID-19 pandemic policies is a policy that was born administrative when viewed from the dimensions of structure and function, namely from the president, ministers, regional governments and school principals. The regulatory policy is low conflict-low ambiguity, in harmony with the series of activities that will be carried out starting from the presidential level up to the principal as technical implementers in the school environment. Implementation orders are formal, not much controversy, efficiency, and control of behavioural activities. The case of smallpox and tuberculosis prevention policy, administrative implementation has sufficient resources until the disease is successfully eliminated [4]. Research related to irrigation reform policies in Indonesia, each local government must issue a decree and administrative instructions to roll out the plan after the issuance of a national regulatory framework for irrigation reform in 1999-2004 [12]. Because there is a decree that must be issued by policy implementers at the next level, this is where strategic agility is needed. Research examining the effect of agile organizational intelligence on upper management and middle management workers found that there was a significant influence on strategic vision, knowledge and organizational.

Principals in education units in schools have a strategic function to implement leadership agility. On the dimension of sensitivity strategic, principals should have the sharpness of perception and attention to development born from the awareness of the responsibility of achieving efficiency and effectiveness of the learning process. Activators and inhibitors of strategic sensitivity, lack of preparation and work pressure cause strategic leaders to be agile, but operational and intellectual excellence accompanied by emotional intelligence can create competitiveness, by opening dialogue, deliberation, and evaluating the context [20].

The fluidity of resources through adaptive and flexible learning processes, human resources are seen as a whole as part of the organization [20]. Principals must be able to provide the learning process to existing teachers, based on the data in Figure 2 that 39.4% stated that online learning was the first experience and 33.3% said it had been implemented but reactivated.

Leadership Unity is achieved by developing collective commitment, avoiding obstacles to collective responsibility, strengthening shared knowledge, uniting diversity that occurs among people in the organization [20]. Based on the data in Figure 2 that teachers have the opportunity to build commitment, 27.2% are accustomed to using digital learning. It is an opportunity for principals to unite teachers so that they want to make online learning a habit. Even when combined as a whole, 61.6% have already been implemented but only reactivated. Of course, this requires policies for education providers, ranging from the central government to local governments and school principals as implementing strategies at the lower levels.

The "Teach Form Home" policy is a political implementation when viewed from the principal's power dimension. From the data in Figure 2, where 39.4% stated that it was the first time they learned online, it requires a top-down approach, resource management, and high awareness [4] from the principal and teachers. All the contents of the policy are precise, namely teachers teaching from home, students learning from home. But

something is worrying, which is a form of supervision of the learning process, how to secure the compliance of the teachers whose resources are vital for the success of the learning process. The principal must ensure that the learning process is not frustrated by teachers or students who may not agree with the "Teach from home" policy. Leadership unity [20] in this situation is an excellent approach to be applied, the commitment of teachers and students to build awareness of the impact of policies amid the COVID-19 pandemic situation which is difficult to predict when it ends. However, the learning process must continue without waiting for the environment to return to normal.

The implementation of the "teach from home" policy can be applied provisional application when viewed from the dimensions of the COVID-19 pandemic situation. Problematic preferences and technology are uncertain, and no COVID-19 pandemic knows when it will end, not even technology can provide an answer. The outcome will depend very much on which actors are active and who are most involved [4]. Principals, teachers, students, and parents of students are actors who are involved, but among those actors who are most involved, it requires more in-depth research. In typical situations, the teacher carries out learning in the classroom so that the teacher becomes the most involved actor. Still, the online learning process tends to have difficulty claiming that the teacher is the most interested. The teacher has trouble controlling his students because they do not interact directly.

Symbolic implementation of "teach from home" can be applied if viewed from the dimensions of the school as a community between schools. Schools that implemented online learning during the COVID-19 pandemic made this situation an opportunity to redesign vision. A high level of conflict is essential because it regulates how the resolution is developing, for schools that can design battle into a decision facing millennials who tend to use information technology will have competitiveness. High levels of ambiguity produce varied results across activities, especially for the sake of changing for the better. Such conditions require leadership agility and organizational agility. Organizational agility also requires leadership in agile organizations [21]. Agile organizational attributes include the ability to react, adaptability, flexibility, and competitiveness [8].

The COVID-19 pandemic situation for agile school organizations can use it as an opportunity to improve competitiveness. The data in Figure 2 has the potential for that; 61.6 % of the teachers have already been and become accustomed the using online learning. Research on the success of agile organization software development projects shows that "team capability" and "customer involvement" are the main contributing factors [28]. Research on innovation in manufacturing companies in the digitalization era involves customers together to create service innovations called agile co-creation models [29]. Research on the relationship between principals' leadership style, school culture, and school organization's image found that the principal's leadership style has a significant relationship with school culture and school's vision [30]. From some of these studies more convincing that the ability of the team, customer involvement, and leadership determine the agile organization in the framework of vision competitiveness.

5. Conclusion

The implementation of the "Teach From Home" policy as a series of COVID-19 pandemic policies is a policy that was born administrative when viewed from the dimensions of structure and function, namely from the president, ministers, regional governments and school principals. The "Teach Form Home" policy is a political implementation when viewed from the principal's power dimension. All contents of the system are precise. Namely, teachers teach from home, students learn from home, so power is decisive. The implementation of the "teach from home" policy can be applied to experimental implementation when viewed from the dimensions of the COVID-19

pandemic situation. Problematic preferences and technology are uncertain, and no COVID-19 pandemic knows when it will end, not even technology can provide an answer. The symbolic implementation of "teach from home" can be applied if viewed from the dimensions of the school as a community between one school. Among all approaches, what is in the COVID-19 pandemic is administrative policy implementation.

Principal's leadership style has significance to the culture and image of the school. Principal's leadership agility consisting of strategic sensitivity, leadership unity, and resource fluidity determine the principal's leadership style. So that the COVID-19 pandemic situation has the relevance of the application of leadership agility to support the implementation of administrative policies "teach from home".

Therefore, we suggest potential research for comparative public policy researchers to explore further the quantification of the relative variance between administrative, political, experimental, and symbolic implementations on the efficiency and effectiveness of achieving goals. It is also essential to conduct quantitative research on the application of the agility of leadership in public organizations.

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