



Principals' managerial role in realizing the ideal curriculum and learning: The case of remote areas schools in Indonesia

Maisyaroh^{1*}

Juharyanto²

Nurul Ulfatin³

Maulana Amirul Adha⁴

Abdullah Mohd Nawi⁵

^{1,2,3}Universitas Negeri Malang, Jl. Semarang No 5, Malang City, Indonesia.

¹Email: maisyaroh.fip@um.ac.id

²Email: juharyanto.fip@um.ac.id

³Email: nurul.ulfatin.fip@um.ac.id

⁴Universitas Negeri Jakarta, Jl. Rawwa Mangun Muka Raya No.11, East Jakarta City, Indonesia.

⁴Email: maulanaamirul@unj.ac.id

⁵Universiti Teknologi Malaysia, Jalan Iman, Skudai, Johor, Malaysia.

⁵Email: abdullahmnavi@utm.my



(+ Corresponding author)

ABSTRACT

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Leaders who have a strong spirit and are creative, innovative and skilled are needed by one-roof schools, especially in realizing ideal curriculums and learning methods. The aim of this study is to describe the efforts of school principals in creating an ideal curriculum and the optimal method of learning during the Covid-19 pandemic. It uses a qualitative approach with a multisite study research design. The location of this research is three one-roof schools in the Bondowoso Regency. Data collection was carried out by unstructured, in-depth, group interviews, observation, and documentation studies. The validity of the data was checked using data triangulation, member checks, discussions among members, and adequacy of reference materials. The data was analyzed using reduction analysis, presentation, verification, and drawing conclusions. Cross-site data analysis was carried out on a constant comparative basis. The results revealed that school principals employ varying strategies to achieve ideal learning, influenced by factors such as students, teachers, infrastructure, and local community conditions. The results also show that in order to realize an ideal curriculum and learning in one-roof schools, it is necessary to compile and implement learning in accordance with the conditions and readiness of students by including local knowledge and highlighting the principle of partnership with the community. This research offers practical guidance for policy makers and the school community in realizing ideal curriculums and learning methods, especially for schools in remote areas.

Contribution/Originality: This research contributes theoretically and practically to understanding the managerial role of school principals in managing curriculums and learning during the pandemic, especially in one-roof schools. It offers an alternative solution for remote school principals who are seeking an independent learning policy and optimal curriculums and learning management in the post-pandemic era.

1. INTRODUCTION

The use of online learning in Indonesia regarding the implementation of education policy in an emergency situation owing to the spread of the Covid-19 virus has had a substantial impact on all levels of society (Korkmaz & Toraman, 2020; Yokuş, 2022). When students are participating in online learning, principals need to fulfill their responsibilities regarding the management of all learning activities that take place during the pandemic (Vrontis, El

Chaarani, El Abiad, El Nemar, & Yassine Haddad, 2022). The principal oversees all school activities to achieve school goals and leads the school by maximizing potential and taking full responsibility for learning (Ingemarson, Rubenson, Bodin, & Guldbbrandsson, 2014; Johnson & Weiner, 2020). In addition, principals are the pioneers of schools, and they have the responsibility and the authority to lead, monitor, and choose all of the supporting activities that are related to the educational activities that take place in schools in order to ensure that the goals of the schools are met (Champ et al., 2019; Wyk, Kotze, Tshabalala, & Mukhati, 2021).

During times of crisis, it is the responsibility of principals to ensure that the school is managed in an appropriate manner. This includes being prepared for and handling emergencies or unforeseen situations that have an impact on students, teachers, parents, and schools (Harris, 2020; Nurabadi, Suhariadi, Mardiyanta, Triwiyanto, & Adha, 2022; Ongaga & Stallings, 2021). In the case of the Covid-19 pandemic, school principals had to play a crucial role in determining suitable policies to enable learning to continue. Principals have to take prompt and decisive action in selecting appropriate responses to crises and emergencies (Salehudin, Zulherman, Arifin, & Napitupulu, 2021; Viner et al., 2020).

The existence of schools touches all elements of society in urban, rural and even remote areas. Remote areas are defined by a more sparse population, less developed roads, culture, specific geographical conditions, and can be located far from civilization (Alomyan & Alelaimat, 2021; Juharyanto, Arifin, Sultoni, Adha, & Qureshi, 2023). Even with less favorable conditions, people in remote areas should still have access to education that is on par with urban areas. One-roof schools are schools that are established and managed in an integrated manner in one building to help remote communities to obtain a sustainable education (Juharyanto, Sultoni, & Adha, 2021; Tveit, Cameron, & Kovač, 2014).

The quality of education cannot be separated from learning quality (Maral & Ozdemir, 2022; Nurabadi et al., 2022). Principals need to manage curriculums and learning in schools optimally by seeking support from all personnel (Aquino, Afalla, & Fabelico, 2021; Robinson et al., 2016). Running a school, implementing an ideal curriculum and ensuring an optimal method of learning is not easy, especially in private schools, which tend to be in remote areas (Niesche & Jorgensen, 2010; Tveit et al., 2014). Schools in remote areas have characteristics and peculiarities that distinguish them from other schools, which include a weak economy, a community that adheres to traditional values, low awareness of education, inadequate infrastructure, and lack of technology and internet access (Arifin, Juharyanto, Shofa, Rahmania, & Mokhtar, 2022; Juharyanto, Arifin, Saputra, & Adha, 2020). Under these conditions, principals are required to have a strong, skilled, innovative and creative spirit in order to develop a conducive learning climate.

The outbreak of Covid-19 is still a world problem (Harris & Jones, 2020; Shereen, Khan, Kazmi, Bashir, & Siddique, 2020), coupled with the obligation of schools to implement an independent learning curriculum policy (Maisyaroh et al., 2021; Sihombing, Anugrahsari, Parlina, & Kusumastuti, 2021). It is impossible for learning activities to be carried out properly under these conditions, especially for schools in remote areas. Regardless of the circumstances, learning must continue in order to fulfill students' right to receive a proper education, and it requires innovative curriculum management, planning, learning and evaluation (Dieudé & Proitz, 2022; Tveit et al., 2014).

The current emergency is not wholly negative for the educational system. It has the potential to inspire institutions to perform at a higher level in the years to come. For instance, many educational institutions have implemented digital transformation by making use of web-based tools to streamline the teaching and learning processes and to hold meetings and ensure managerial coordination when employees work remotely (Daher, Anabousy, & Alfahel, 2022; Karasneh, 2022; Maisyaroh et al., 2021). However, this does not specifically describe remote areas, with very specific characteristics of complexity. Theoretically, this research aims to complement previous research which has not fully examined the managerial role of school principals in managing curriculum and learning during a pandemic, especially in one-roof schools. Practically, this research can be used as an alternative solution that can be applied by school principals in remote areas who are seeking optimal management

of curriculum and learning in the post-pandemic era and want to implement a policy of independent learning. This situation is the initial and main reason for the need to carry out studies aimed at the specific characteristics of schools in remote areas.

2. LITERATURE REVIEW

2.1. Curriculum and Learning Management

Curriculum and learning management includes planning, organizing, implementing, and evaluating the curriculum and learning in educational units or schools (He, Schultz, & Schubert, 2015). In schools, efforts to achieve quality learning are carried out through several learning management activities, including: (1) the learning model or standard processes, (2) encouraging students to be active and motivating students to have a high enthusiasm for learning, creativity, and participating in dialog, (3) helping students to achieve a mindset by giving them the freedom to think critically, (4) understanding the active involvement of students in the learning process (Buske, 2018).

These activities cannot be separated from the role of school principals and teachers as executors of these activities (Hallinger, 2011; Heck & Hallinger, 2014; Zheng, Li, Chen, & Loeb, 2017). The school principal is responsible for the implementation of learning activities in accordance with the regulations implemented by the government, while teachers are responsible for achieving the quality of learning through careful planning of learning activities and helping students to achieve through the indicators of learning success as follows: (1) students have a high level of curiosity, (2) students consistently participate in learning activities, (3) students understand the development of science and have the skills to find sources of information that support learning activities, (4) students are able to manage information and build knowledge that they master, (5) students are able to use the knowledge that has been obtained to solve a problem, (6) students can communicate their knowledge to the people around them, and (7) students have awareness and independently take the initiative to participate in learning activities (Lee & Chiu, 2017; Tassabehji, Hackney, & Popovič, 2016). The scope of managing curriculums and learning in supporting efforts to improve the quality of learning and achieving learning objectives includes managerial activities related to curriculum conditioning, including: (1) implementation of the curriculum, (2) preparation of educational calendars, (3) distribution of teaching tasks and preparation of teaching schedules, (4) planning, implementing, assessing, analyzing final learning outcomes, and following up, as well as improving the quality of learning through supervision activities, (5) preparation of academic regulations, (6) determining the learning load of students including the learning system applied and the learning load that must be taken by students, (7) selection of learning strategies, and (8) monitoring and evaluation (He et al., 2015; Mustofa, Lin, & Chen, 2023).

With the advancement of technology, the Covid-19 pandemic prompted a shift in learning patterns. What was once purely face-to-face now has an alternative with the implementation of distant learning (Hwang, 2018; Schneider & Council, 2021). Students should be able to learn on their own with the help of distance learning, which eliminates the need for them to interact in-person with teachers. This was then implemented in a hybrid manner taking into account the pandemic conditions in accordance with the respective regions. Almost the same as blended learning, the hybrid learning model combines conventional face-to-face learning and online or digital learning (Moskal, 2017; Singh, Steele, & Singh, 2021). The hybrid learning model is set the same as the face-to-face learning model but utilizes digital classroom technology. The learning method is also designed according to the circumstances and needs of students through the use of the internet and applications that support online learning that can be accessed via computers, laptops or smartphones. The implementation of learning with the hybrid model comprises a combination of face-to-face learning and online learning sessions, all of which are adapted to the students' learning needs (Khanna, 2011; Ro, 2020).

2.2. Aim

The purpose of this research is to describe the efforts of school principals in managing and realizing the ideal curriculum and learning during the pandemic, especially in one-roof schools. This research is considered important because one-roof schools are located on the outskirts with geographic and demographic characteristics, community interest in education, and a lack of learning support infrastructure. However, the limitations that schools face should not make school principals pessimistic. Armed with strong motivation and dedication to their work, school principals are enthusiastic about realizing the ideal curriculum and learning during the Covid-19 pandemic. In this way, to realize quality learning in schools, principals should have a precise leadership strategy to accommodate learning needs during a pandemic.

3. RESEARCH METHODOLOGY

3.1. Research Design

This study uses a qualitative approach, with a multi-site research design. The purpose of this study is to describe the efforts of school principals in realizing the ideal curriculum and learning during the Covid-19 pandemic in one-roof schools. A multi-site study design was chosen because the background of each research site had similar characteristics related to curriculum management and learning during the pandemic. The existence of schools located in remote areas with limitations and complex problems is an opportunity for deeper research. To realize quality learning in one-roof schools, an appropriate leadership strategy is needed, especially to accommodate learning needs during the Covid-19 period.

3.2. Participants and Procedure

There was a total of 18 informants from three one-roof schools, comprising three school principals, nine teachers and six parents of students. The informants were recommended by the school principals based on competence and experience in the field of curriculum management in the previous period. The involvement of students' parents in this research was to support the informants. The researchers also want to know about parents' opinions, hopes and desires regarding ideal learning during the pandemic. The research was conducted from May–August 2022 when the government allowed face-to-face learning again, but in schools this was still limited, so the number of informants in this research is limited according to each school's policies. The location of this research is Bondowoso Regency in East Java Province, and the Tlogosari, Grujugan, and Kaligedang one-roof schools were selected. These schools were chosen because they have unique characteristics that distinguish them from ordinary public schools. One-roof schools are primarily located in remote areas with diverse social, economic, cultural and geographical conditions. Data was collected from in-depth, unstructured, group interviews, observation and documentation studies. Interviews were conducted to obtain accurate information based on the perspectives and experiences of each informant related to the research focus. Observation involved taking pictures of the conditions in the field to be used later as complementary research data, and the documentation study was carried out to support or reinforce the evidence from the results of the interviews and observations.

3.3. Data Analysis

The triangulation process was used to measure the data validity. The following are the five steps involved in the triangulation process: (a) comparing information from interviews and observations; (b) comparing a person's situation and perspective with others; (c) comparing information from interviews with the contents of the relevant documents; (d) comparing factual information with theories or references to provide a comparative explanation; and (e) discussions with colleagues. The initial step in the data analysis involved systematically searching for and gathering interview transcripts and field notes, followed by an organized sorting of the data based on the specific focus of the research. The data analysis followed the guidelines outlined by Miles, Huberman, and Saldana (2014),

namely data reduction, presentation, and conclusion. Employing a multi-site analysis approach was driven by the similar backgrounds across each site. Furthermore, conducting cross-site data analysis followed a continual comparative method, drawing from interview transcripts, field notes, and study documentation.

4. RESULT

4.1. Local Community and Problems in the Implementation of Learning During the Pandemic

The complexity of the problems faced by one-roof schools is in the implementation of education. Problems that arise from various aspects such as economics, culture, geography, demography, and community enthusiasm seem to be a challenge for school principals in realizing quality education. The low interest of marginalized communities in education seems to be the biggest problem for one-roof schools and requires fast and appropriate handling. This problem has not yet been resolved, and the Covid-19 outbreak has brought new problems for one-roof schools, especially in the implementation of learning. The schools under study have different problems regarding the implementation of learning, and these are described in Table 1.

Table 1. Problems in the local community regarding the implementation of education.

Cross-site findings		
Kaligedang one-roof school	Tlogosari one-roof school	Grujugan one-roof school
Lack of internet access for online learning	The majority of students do not have cellphones and internet access	Parents and students lack cellphone facilities
Learning activities do not refer to lesson plans, but instead refer to the readiness and condition of students	Student lack the motivation to take part in online learning	Students' learning motivation is low, forcing teachers to adjust learning activities
Lack of parental concern for the implementation of education in schools and the demands of working for their children	Lack of parental supervision in supporting online learning and the perception that the existence of Islamic boarding schools is more important than public schools	Parents think that online learning eliminates the essence of school existence, it's not uncommon for parents to think schools are closed
Lack of learning support facilities, such as benches, and books worth reading	Lack of learning support facilities such as reading books	Lack of infrastructure such as learning support tools and media
Insufficient number of teachers in scientific fields	Low motivation and willingness among teachers to learn information and communication technology (ICT)	Not many teachers can use technological devices

The results of this study indicate that one-roof schools should receive more attention from local regional governments given the complexity of the problems that they face regarding the implementation of learning. In the one-roof school in Kaligedang, which is at the foot of Mount Ijen, the results showed that during the Covid-19 pandemic, learning was not carried out online due to the lack of internet access. A sample of the information, observation results, group discussion forums, and conclusions from various documents are as follows. Mr. Wahyu and Mrs. Nurma, the principal and a teacher at Kaligedang one-roof school, said that:

“It's normal here, it's just a holiday, that's all the kids know. The problem is that there is no online access here because there is minimal internet and usually the children take their assignments to their teacher's house.”

Meanwhile, in the Tlogosari one-roof school, learning during the Covid-19 pandemic was carried out alternately at school referring to odd–even attendance. This is due to the lack of cellphones, laptops and internet facilities owned by students to support online learning. Many students still use internet/Wi-Fi facilities provided by RT/RW (which is an administrative unit that consists of a number of houses or families). The opinions of Mr.

Setyo (school principal) and Mr. Pondong (teacher) also confirmed the findings regarding learning conditions at the Tlogosari one-roof school as follows:

“Because of situations like that, we are limited regarding the availability of facilities, including cellphones. Even if they have cellphones, there is no data allowance. So, we still rely on the Wi-Fi facilities in the RT/RW (village)”.

From various observations of school conditions, especially in classrooms, it appears that there are still no facilities such as LCD (liquid crystal display) projectors, or school Wi-Fi, and there is minimal internet connection. Through the group discussion forums, it was found that it was not uncommon for students to come to school to take assignments from their respective homeroom teachers due to the lack of internet connection to carry out online learning.

The findings at the Grujugan one-roof school show that learning activities during the Covid-19 pandemic were not carried out fully online due to the lack of cellphone facilities among students. Sometimes students have to wait for their parents to come home from work so that they can use their cellphone, so it's not uncommon for teachers to carry out lessons twice a day. Three teachers from the Grujugan one-roof school also supported the statement regarding learning conditions during the Covid-19 pandemic, stating that:

“Learning here during the pandemic was not carried out fully online because it adapted to the students' conditions, considering that not all of the children here have cellphones. Those who have them are parents, so students have to wait for their parents to come home from work before they can use their cellphones”.

Furthermore, the findings at the Kaligedang one-roof school show that one issue during the Covid-19 pandemic was the absence of lesson plans that were used as a reference by teachers for each subject, because learning was carried out according to the conditions and readiness of the students. In this regard, the principal, Mr. Wahyu, and several teachers stated that:

“We make learning plans similar to those from the Department, but we adapt the implementation to suit the children. We can't apply it directly to children; if the learning is not interesting for the students, they will be reluctant to come to school because they prefer to follow their parents to work in the plantation. It is not uncommon for students to complain to teachers because they are bored with learning in class and there are still students who cannot read even though they have reached junior high school”.

The same was found at the Tlogosari one-roof school, as stated by Mr. Setyo and Mr. Pondong:

“Students' learning motivation here regarding online learning is lacking. It is not uncommon for the homeroom teacher and I to visit students' homes, as they want to take part in learning and take semester exams which are held online”.

The findings at the Grujugan one-roof school show that the Covid-19 pandemic has affected students' psyche and has led to a lack of interest and motivation to learn. It was proven that during one semester students did not meet the target in carrying out the assignments given by the teacher. This is also reinforced by the opinion of three teachers at the Grujugan one-roof school, who stated that:

“Students' motivation to learn is low. For example, out of 10 assignments in one semester, only three were completed. There are also students who don't do any work at all; the Covid-19 pandemic has affected students' psychology and their learning motivation has dropped”.

Furthermore, based on the results of observations, the majority of people who live under the slopes of Mount Ijen earn their income from gardening and agricultural products. When entering the harvest season, children of learning age prefer to work in gardens or agriculture. They think that being able to work and earn money is the

main priority rather than studying at school. The Covid-19 outbreak led to the opportunity for children of learning age to help their parents and work because learning activities at school had been suspended.

This is in line with the opinion of Mr. Wahyu and two teachers, who stated that:

“His parents sent him to school instead of being idle at home. The main thing is that they get a diploma. But if there is work to do at home, for example during the harvest season, school is not important; the important thing is that the harvest makes money, so we adjust the school’s strategy to how the school continues to exist.”

The same condition was also found in the Tlogosari one-roof school. Mr. Setyo (principal) and two other teachers stated that:

“There was a lack of supervision and control from parents regarding their children's learning during the Covid-19 pandemic. Parents think that public schools are not important, especially during the Covid-19 pandemic. The fact that learning was suspended actually strengthened parents' intentions to move their children to Islamic boarding schools.”

In the Grujugan one-roof school, the results showed that parents thought that online learning removed the essence of the existence of school, so it was not uncommon for parents to assume that the school was closed during the pandemic.

The problems that occurred during the implementation of learning during the pandemic in the three one-roof school locations varied greatly both in terms of facilities and from educators. Mr. Wahyu and Mrs. Rika, the principal and a teacher in the Kaligedang one-roof school, stated that:

“There is a lack of educators who teach specific scientific fields according to a certain level of education. Most teachers double up in teaching, so it is possible for one teacher to teach several subjects across levels of education in elementary and middle school.”

Mr. Setyo and Mr. Pondong stated that:

“When we entered, one computer and 43 tablets were available for students to use. Actually, this school is good, but still have to pay attention. All of the teachers here are young. I’m sorry, but all I see them do is come, sit, finish, and go home.”

The findings at the Tlogosari one-roof school showed that there was a lack of books that students could use in learning. However, the availability of infrastructure for 43 tablets and one computer is not used optimally by teachers in online learning due to a lack of teacher motivation and willingness to master IT. Meanwhile, the Grujugan one-roof school also experienced the same problem, namely the absence of tools and media to support learning activities.

4.2. *The Principals’ Efforts in Realizing the Ideal Curriculum and Learning during the Pandemic*

The findings of the research conducted at the three one-roof schools regarding the efforts of school principals to realize the ideal curriculum and method of learning during the Covid-19 pandemic have similarities. However, each school principal has a different method, which is described in Table 2.

Table 2. Efforts by the school principal to realize the ideal curriculum and learning.

Cross-site findings		
Kaligedang one-roof school	Tlogosari one-roof school	Grujugan one-roof school
Simplification of the curriculum from the central curriculum by adjusting school conditions (student learning readiness and motivation)	The simplification of the emergency curriculum from the central curriculum as well as the Ijen Geopark local content curriculum	Simplification of the curriculum by looking at the condition of student readiness and the integration of local knowledge

Cross-site findings		
Kaligedang one-roof school	Tlogosari one-roof school	Grujugan one-roof school
The learning curriculum is organized flexibly by taking into account the number of teachers	Reducing study hours to adjust to the development of Covid-19 as well as the addition of the Ijen Geopark curriculum and the independence curriculum were organized to produce one project theme	The reduction in hours and teaching materials refers to policies during the COVID-19 pandemic
Implementation of learning during the COVID-19 pandemic was carried out offline by giving routine assignments which would later be collected at each teacher's house	The implementation of learning during the Covid-19 pandemic was not carried out fully online. Learning during the pandemic was more dominant using the WA group to distribute assignments	The implementation of learning is not carried out fully online. Students were given assignments every Monday and they were collected every Thursday
Evaluation is carried out at the end of the semester; assessment is only a form of appreciation for the willingness of students to attend school	Evaluation of the curriculum at the end of the year by looking at programs that have not been achieved	Learning evaluation is carried out every two months
The school principal tries to provide infrastructure that is lacking in terms of benches and books worth reading	The school principal forms Pokjar, IT training, and creates teacher learning accounts	The school principal applies the pick-up ball method to pick up students to take part in learning
The principal always motivates teachers to be passionate about teaching	The school principal maximizes the role of the surrounding community who have Wi-Fi facilities to help online learning	There is an initiative from the teacher to make learning tools and media independently
Pray together before learning activities	Pray together before learning activities begin in an effort to attract students' attention	Pray together before learning activities

The findings show that the efforts made by school principals to realize the ideal curriculum and learning during the Covid-19 pandemic were to simplify the curriculum by adjusting school conditions (students' readiness and learning motivation). Mr. Wahyu stated in the focus group discussion activity that:

“We make learning plans like those from the Department, but we adapt the implementation to suit the children. If our curriculum target is not the target prepared by the ministry, it is important that our curriculum target is to get them to come to school. However, we have temporarily ignored the curriculum targets.”

Furthermore, Mrs. Rika and two other teachers also expressed their opinions regarding the learning curriculum during the Covid-19 pandemic:

“The learning curriculum here is organized flexibly in its implementation by taking into account the number of teachers the school has. The teachers that Kaligedang one-roof school has are very limited at both elementary and middle school levels, so to overcome this, Mr. Wahyu as the principal uses the teachers he has to teach at all levels”.

Not different from the findings at the Tlogosari one-roof school, Mr. Setyo, the school principal, stated that:

“There is integration of local content curriculum, namely Ijen Geopark. This is done as an effort to attract students' attention in learning and instill the values of love for local culture. We are required to visit sites such as the Ijen Crater, geological elements, and cultural locations, such as the "singo ulung" and “batu solor.” The sarcophagus in Maskuning Kucur is a relic from the graves of ancient people.”

In order to realize an ideal curriculum and learning during the Covid-19 pandemic, learning activities must be carried out in accordance with the geographical conditions that can make it difficult for students to enjoy internet access to support learning. Mr. Wahyu and two other teachers stated:

“The problem is, before this, we combined all the teachers, and the teachers here mostly came from the area around the school, some are neighbors. That's usually a representative, right? In fact, it's just class representatives who take on assignments, because in a pandemic, you can't gather in crowds. The children here also believe or not believe in something called a pandemic. So, when the class came to the house, everyone came like that and the teacher continued to picket every day. If the children don't want to go to school, they'll ask the teacher to go to the teacher's house.”

In addition, the findings at Tlogosari one-roof school showed that learning during the Covid-19 pandemic was not carried out fully online. The following is an excerpt from an interview with Mr. Setyo and Mr. Pondong through a focus group discussion, who stated that:

“Special curriculum. Yes, it is indeed a simplification of the existing curriculum. In the end, some were reduced, others added, to adjust to Covid conditions. Because there are online and offline hours, those of us who study at home with or without a network end up using WhatsApp. Actually, there are those who are more advanced, for example, by using a website or a learning management system, but we only use WhatsApp, the important thing is that the assignments are completed by the students.”

The same condition was also seen in the Grujugan one-roof school. Three teachers stated that:

“Learning is carried out by students by picking up or taking assignments every Monday and handing them in every Thursday.”

Meanwhile, learning evaluations during the Covid-19 pandemic were carried out regularly. This supervision aimed to determine the learning and achievement progress of students. Meanwhile, assessment of students is only a form of appreciation for the students' willingness to attend school. The school does not provide high standards for student assessment because the school's goal is to help students easily graduate and obtain an elementary school diploma.

In the Kaligedang one-roof school, Mr. Wahyu (principal) and Mrs. Rika (teacher) stated that:

“We once consulted with the old principal about how to handle student assessments, and he suggested giving the lowest grades to students who were not active and giving high grades to assignments that were actually bad, so that the average grade looked better. He also added that if teachers are creative, they should take their own initiative to improve the quality of teaching without being forced from above.”

Furthermore, the Tlogosari one-roof school's learning evaluation activities were carried out at the end of each year by looking at programs that had not been optimally achieved. Learning evaluation activities were carried out online with the availability of 43 tablets that were ready to be used for computer-based semester exams.

Grujugan one-roof school showed that learning evaluation activities in schools were carried out every two months. This was done because of the lack of motivation among students in collecting assignments that had been given by the teacher, so to anticipate the grades at the end of the school year, evaluation activities were carried out every two months.

One-roof schools were founded to fulfill the education needs for communities in remote areas. Economic conditions and community enthusiasm for education can be said to be far from expectations, so the condition of schools in remote areas cannot be said to be the same as those in urban areas, especially in terms of the availability of infrastructure. However, the limited conditions of the one-roof schools did not discourage school principals in their efforts to achieve quality education, especially when entering the pandemic.

Mr. Wahyu, the principal of the Kaligedang one-roof school, stated that:

“I still work at SMP (Junior High School) 1 Bondowoso. I am also an alumnus of SMP 1, so when I need books, chairs, or uniforms that my students might need, God willing, they will fulfill them, so I try to get enough chairs and books to read, first by seeking cooperation with the school in urban areas.”

In addition, the school principal holds coordination meetings every week and always provides motivation for teachers, even though the school is in a very limited situation.

The findings at the Tlogosari one-roof school showed that the efforts made by the school principal in making the curriculum and learning successful during the Covid-19 pandemic were by forming “Pokjar” (study groups). Study groups were formed to provide assistance for students who experience problems with learning facilities, understanding the material, or submitting assignments. In addition, the school principal also maximizes the role of local residents who have Wi-Fi facilities to help support online learning activities.

Teachers were enthusiastic about making learning a success during the pandemic by implementing the pick-up or door-to-door method to pick up students from their respective homes. This was done as an effort by the school to get students to participate in the learning process. Furthermore, teachers independently created learning tools and media by actively involving students and as a form of implementing independent learning during the Covid-19 pandemic. Three teachers at the Grujugan one-roof school also reinforced this by stating that:

“The teachers here are enthusiastic about learning. We pick up students from home so that they can take part in lessons. Also, the teachers here prepare practical learning equipment personally from home”.

Based on the findings from the three one-roof schools, the principals always appealed to teachers before learning activities began to invite students to pray together. This was done to attract students' interest and enthusiasm to participate in learning. The Bondowoso community is more interested in activities that contain religious elements because they adhere more to religious values and traditions. Therefore, the activity of reciting prayer together is used as a strategy by the principal and teachers to ensure the success of learning activities.

5. DISCUSSION

5.1. Partnership as a Strategy for School Principals in Overcoming Local Problems of One-Roof Schools in the Implementation of Education during the Pandemic

The principal is the top leader who is responsible for achieving the quality of education in schools. The quality of education in schools will be maximized if it is supported by well-organized educational components such as input, process, output, teachers, students, infrastructure, and finance (Nurabadi et al., 2022; Olesen, Hasle, & Sørensen, 2016; Pan, Nyeu, & Chen, 2015). Quality schools are not born by themselves but must be formed and planned as well as possible. In addition, it needs to be supported by a school principal who has a strong character and is skilled in carrying out his main duties properly (Drysdale, Bennett, Murakami, Johansson, & Gurr, 2014; Male & Alhouti, 2017; Musadad & Adha, 2022).

Realizing quality schools is not easy, especially for principals who lead schools in remote areas which have limitations in various aspects, including the diversity of the community, and problems that are more complex than schools in urban areas (Juharyanto et al., 2021; Tveit et al., 2014). The findings in the three one-roof schools show various problems that describe the conditions of each region related to the implementation of education. Some problems from each school can be solved by the principal with an accurate strategy or technique by prioritizing the concept of a win-win solution (Forster, 2016; Lemon & Verhoef, 2016). The strategy adopted by the school principal in overcoming this problem should be to establish partnerships with various parties, including parents, religious leaders, community leaders, local religious organizations, directors of plantation companies, and local village heads. This is in accordance with the recommendations of various research results in both developed and

developing countries, where schools cannot provide quality learning alone and require strong partner involvement from parents and the community (Dove, Zorotovich, & Gregg, 2018; Jonbekova, Sparks, Hartley, & Kuchumova, 2020).

Partnerships provide many benefits for schools, because those who partner with schools can participate directly in school management with regard to achieving goals, funding, and manpower (Bandur, 2012; Maisyaroh et al., 2021). In order for the partnership to be well established and to have an impact, especially in the success of the implementation of education, school principals must communicate intensively, create good relationships and always discuss problems that occur in implementing education (Dove et al., 2018; Ulfatin, Mustiningsih, Sumarsono, & Yunus, 2022).

5.2. Effective Principal Learning Leadership during the Covid-19 Pandemic at One-Roof Schools

The Covid-19 pandemic was a time when all schools experienced confusion, especially in determining the direction and goals of learning. The Covid-19 pandemic period provided new challenges for one-roof school principals, especially in organizing ideal learning. As a learning leader, the principal must be able to accommodate teachers' needs and create a conducive learning environment so that student achievement can always be improved (Hallinger, 2011; Alma Harris, Jones, Cheah, Devadason, & Adams, 2017). For successful leadership, the principal must have a meaningful presence and act as a resource provider, an instructional resource, and a communicator (Aas & Paulsen, 2019; Liebowitz & Porter, 2019).

The efforts of a school principal in realizing an ideal curriculum and optimal learning during a crisis are crucial. Firstly, they must ensure the adaptation of the curriculum to suit the needs of remote learning, integrate technology, and provide equal access for all students (Nurabadi et al., 2022; Wyk et al., 2021). School principals need to monitor the quality of online teaching and offer training for teachers. Additionally, they should maintain strong communication with parents and students to monitor learning progress and support psychosocial needs (Tocalo, 2022). Lastly, school principals must be inspirational leaders, motivating staff and students in facing the challenges presented by a pandemic (Stone-Johnson, Hubbard, Resultan, & Steilen, 2023; Taun, Zagalaz-Sánchez, & Chacón-Cuberos, 2022).

In order to achieve ideal learning, one-roof school principals must be able to maximize their role, especially in accommodating the needs of teachers and students in learning (Juharyanto et al., 2023; Niesche & Jorgensen, 2010). As was the case during the Covid-19 pandemic, with the limited conditions of one-roof schools, principals were required to think creatively and innovatively to overcome the existing limitations, especially regarding the implementation of learning (Freeman, Robinson, & Bastone, 2020; Wyk et al., 2021). Principals can appeal to teachers to apply practice-based learning (Heystek & Emekako, 2020; Slavik, Nelson, & Lesseig, 2016), which is done as a way to overcome the issue of students who have low motivation to learn. Furthermore, the principal can invite teachers to develop learning tools and media by involving students. In this way, students will be enthusiastic about participating in learning because they feel directly involved in the process of creating media and teaching materials. Meanwhile, one-roof school principals have also emphasized the importance of collaboration in their leadership approach and integrate religious and local elements into schools' educational programs (Olesen et al., 2016; Sarbaini & Ali, 2021) because the majority of the population highly values religious and local traditions.

6. CONCLUSION

6.1. Conclusion

The success of learning during the Covid-19 pandemic is the responsibility of all educators in schools. The principal as a leader has an obligation to create ideal learning in every educational unit. As is the case in one-roof schools, which are limited in several aspects, learning activities should be carried out as much as possible during the Covid-19 pandemic. Based on the findings, it shows that each school principal had a different strategy in realizing

ideal learning. These strategies were based on the conditions and situations of each school from the aspects of students, teachers, infrastructure and the conditions of the local community. However, at the same time, the one-roof school principals emphasized partnerships in their leadership strategies and included religious values and local content in the school curriculum.

6.2. Implications and Suggestions

The limitations of this research are that it was only carried out in Bondowoso Regency and was limited to discussing the curriculum and ideal learning methods during the Covid-19 pandemic. The informants in this study were limited to the school principal, teachers and the surrounding community. The results of this study are expected to be a reference for conducting further research, especially in one-roof schools in other areas, by including school supervisors, students and experts in the field of school curriculums. These results can also be used as a recommendation for the local education office in Bondowoso Regency in policy making, especially for one-roof schools located in remote areas.

It is hoped that principals of one-roof schools will be able to establish cooperative relationships with various parties and directly involve the parents of students and the community in managing learning, especially during a crisis such as the Covid-19 pandemic. In addition, school principals can also benefit from the presence of religious and local community leaders to provide socialization and mobilize the community to care about the implementation of learning.

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