

Digital Leadership In Improving Teacher Performance During The Covid-19 Pandemic

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Abstract

Education involving digital technology is the latest transformation in the education system, especially during the COVID-19 pandemic. During the current Covid-19 Pandemic, education must be carried out using online digitalization between Educators and Students as well as Education Personnel and school committees. The study aims to overcome the Leadership Model which is influenced by rapid technological developments by changing the model. This research is a qualitative research using literature study method. Research on literature studies on learning media for distance learning (online) in early childhood is important to do. The research results show Traditional Leadership towards Digital Leadership. A leader, especially a stakeholder in the education sector, needs to know the advantages and disadvantages of the digital world itself and be able to inspire his subordinates to innovate and defend ideas. Deep acumen applying digital leadership benchmarks demonstrates a fast-paced, cross-hierarchical, cooperative, and often team-oriented approach to integrating innovation. The novelty of this research is that it shows that the ability to plan and organize digital leadership programs is important and can help improve students' academic performance, despite the COVID-19 pandemic crisis.

Keywords : *Digital Leadership, Educator Performance, Covid 19*

INTRODUCTION

The world of education is increasingly challenging, especially in the digital era, which requires school leaders to cultivate the use of digital technology in school administration and management. Ministry of Education and Culture of the Republic of Indonesia has produced the ICT Transformation Plan 2019-2023, which was launched to support digital education agenda in Indonesia (Łobaziewicz, 2017). The Influence of Digital Models on the Performance of Educators and Staff Education in Pasaman Regency". Current Covid-19 pandemic, education must be done by digitizing online between educators and students and Education Personnel with school committees (Kadiyono et al., 2020). Leadership Models Towards Digital Leadership A leader especially stakeholders interests in the field of education need to know the strengths and lack of the digital realm itself and being able to have the ability to inspire his subordinates to develop and defend ideas. Sharpness in implementing digital leadership benchmarks demonstrate a fast, cross-hierarchical, cooperative, and approach a core team that often integrates innovations (Mahaputra et al., 2021). This research aims to see the role of Digital Leadership in Formal Education, especially in public schools (Ridwan, 2021). Digital leadership is a provision for leaders and prospective leaders to be able to direct the organization which he led to transform towards digital (Normianti et al., 2019). Goethals explained that digital leadership means leadership in core sectors of society information such as communications, the press or some media (Hartiwi et al., 2020). This definition means that digital leadership is leadership in the information sector like communication, practice, and various media (Robinson et al., 2019). In this case, digital leadership train leadership in the context of different technological levels (Naidoo, 2019). Principals are required to train themselves to master digital technology skills, including the possession of digital technology-focused leadership characteristics (Wu et al., 2020). Teachers are also encouraged to master ICT and digital technology competencies so as not to experience difficulties in implementing these changes. Thus, to achieve transformation in

education school principals and teachers are required to use these skills to improve students' academic performance, using the methods of digital technology (Lubis et al., 2021).

Principals wanting to implement digital leadership need to wisely use their space and opportunities to bring great changes to the school culture and thus have a positive impact on the education system in Malaysia, which aims to use the elements of technology and digital mastery to enhance student marketability in the 4.0 era of education (Hashim, 2018). Principals need to identify the best approach to ensure the effective involvement of both teachers and students (Spiteri et al., 2020). According to Nasreen & Afzal, (2020), the responsibilities of teachers have become more complex, as they need to be committed to discovering various alternatives to support the integration of digital technology in teaching and learning. Students are enthusiastic about digital learning and the use of digital devices such as mobile phones, tablets and so on because they want to get internet access. According to Wu et al., (2020), there are still school leaders who are reluctant and misunderstand the use of digital technologies, such as the role of social media and the advantages of using digital devices. Some principals do not master ICT and digital technology competencies. According to Laurillard et al., (2018) there is a correlation between the knowledge of technology integration and principals' ability to motivate themselves to implement whole school changes. Aslam et al., (2020) also argue that the principal is the leader who must initiate and sustain the integrated use of technology in education by modeling and incorporating technology into their daily management and administrative practices. Khusniyah, (2021) discovered that the need for school administrators to adapt to technological developments is crucial, as technological developments will continue to occur. Several studies mention barriers to the integration of digital technology in learning, such as the fact that teachers are unable to use digital technology in the classroom due to lack of knowledge, skills, training, and self-confidence as well as limited facilities. According to Coman et al., (2020), because teachers do not explore course materials well and do not want to use that time to do coursework or exercises, digital teaching will depend on the teacher's computer literacy level and burdens the teacher with the task of determining learning effectiveness through student assessment. The report by the Organization for Economic Cooperation and Development (OECD) also outlines issues preventing the implementation of teaching and learning in digital environments, such as limited access to and usage of computers. Students are using mobile devices for purposes that are not educational and the level of student inclination for the use of digital devices leads to different performance effects. Digital leadership is the leadership to bring about change using digital devices in the field of educational management. This transformation process requires leaders to intensify their efforts to mobilize, implement and absorb the use of digital devices as a medium of teaching and learning through strategic planning aligned with the vision of the school. Digital leadership is characterized by transformational leadership styles and the use of digital technology. In this theory, leaders model behavior, and employees will be inspired to follow suit (Bass, 1989). This style of transformational leadership never changes, it only adapts to the context. It can be used in all fields but is particularly important in fields that are adapting to quickly changing technology, where innovation and agility are required. Digital teaching is teaching that integrates digital technology in student learning. It can take place in all areas of the curriculum

This leadership directs, facilitates, and coordinates work digital and knowledge processes in organizations (Tanjung et al., 2021). Digital leadership is not only requires an appreciation of the potential of information technology and communication to help business leadership, but also recognition of the limitations of these technologies and how they can be used. Used to project leadership throughout the organization (Baptiste, 2019).

RESEARCH METHODS

This research is a qualitative research using literature study method. Research on literature studies on learning media for distance learning (online) in early childhood is important to do. To provide an overview to future readers or researchers about learning media that can be applied to early childhood during distance learning, especially online. The source of this research data is secondary data in the form of literature that discusses learning media that utilize technology. Researchers collected various literature discussing digital leadership that can improve teacher performance to support the online distance learning process (Van Jaarsveld et al., 2019). The research instrument was the researcher himself by analyzing the literature according to the research topic. The form of data analysis carried out in a literature study is to analyze articles or literature related to the topics discussed so as to produce findings in accordance with the research questions. The flow of this research follows the design of Efron and Ravid as below (Hou et al., 2019).

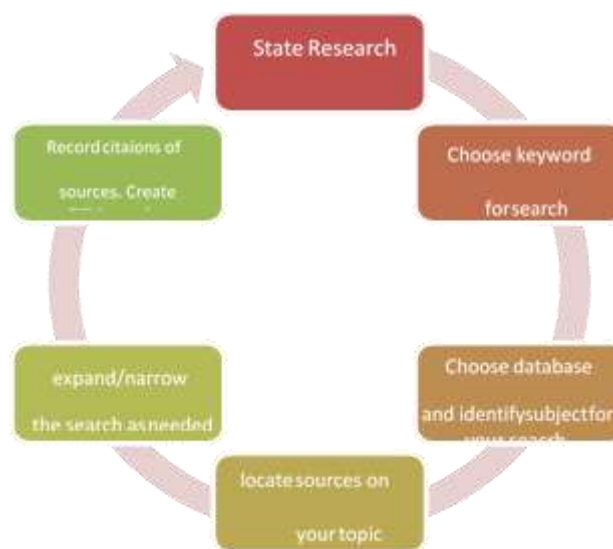


Figure 1. Stages Of Literature Study Research

Research is conducted to answer problems, so the first step in conducting research is to have research questions (Sebastian et al., 2019). The next step taken to answer the research question is to choose keywords that are appropriate to the research topic. The keywords in this research are media or technology-based applications in early childhood learning during the Covid-19 pandemic. Furthermore, the literature found will be identified and classified according to research needs (Monika Semwal et al., 2019). The fourth stage is finding the topic studied in a literature. Then the topics found from sharing literature are reduced by sub-discussions according to the keywords in the research. All literature used in the research is cited and included in the bibliography (Leithwood, Sun, et al., 2020)

RESULT AND DISCUSSION

Distance Learning

Distance learning is an ability that is enhanced by certain knowledge or behavior as a result of experiences that are limited by time and place. In Indonesia the distance learning policy for the PAUD level is directed in the form of e-learning or online (in the network), and is also known as Learning From Home (BDR). This policy states that: 1) Learning from home through

online/distance learning is carried out to provide a meaningful learning experience for students, without being burdened with the demands of completing all curriculum achievements for grade promotion and graduation; 2) Learning from Home can be focused on life skills education, including regarding the Covid-19 pandemic; 3) Activities and learning tasks for learning from home can vary between students, according to their respective interests and conditions, including considering the gap in access/study facilities at home; 4) Evidence or products of learning activities from home are given qualitative and useful feedback from the teacher, without being required to give a quantitative value (Astuti et al., 2020).

Based on the above studies, distance learning in early childhood in Indonesia must still pay attention to the principle of learning for children, namely learning while playing. This means that the learning activities carried out must be with playing activities. Learning must also be adapted to pandemic conditions, so that children understand and can adapt to pandemic conditions that require everyone to care about health protocols. Washing hands, wearing masks, maintaining distance and avoiding crowds and bringing personal equipment when in public places such as eating utensils, equipment for worship and so on. Learning activities can be adapted to the interests and talents of the child so that the child can do it happily without any demands that stress the child and can cause the immune system to decrease. Online learning facilities must also be considered in implementing PJJ in early childhood, so that children's learning rights are fulfilled.

Researchers understand that the term BDR or Learning from Home used by the Government implies flexibility. Schools that can implement digitally, can take the e-learning method. However, for schools that cannot afford it due to various conditions, they can make adjustments, including carrying out home visits alternately within a period of once a week distributing worksheets or other media. In this study, researchers focused on online learning, namely e-learning..

Current conditions require learning to be done online or in online terms, including for early childhood. Researchers believe that online distance learning can be done for early childhood. Utilizing the internet network online, by using audio-visual and direct communication, both through synchorous and asynchorous. Shepherd Chimururi made observations of two children, and the results were obtained that one child who was given an audio visual stimulus, remembered it longer and more clearly than a child who was only given a picture of an elephant. He further said that e-learning has a positive impact because it develops better hand-eye coordination and motor skills, and this can help children develop problem-solving skills (Leithwood, Harris, et al., 2020).

The important thing to note is the suitability of the child's experience with technology. The results of this study indicate that audio-visual media will make it easier for children to understand learning. In accordance with the stages of cognitive development of children who are in the preoperational stage. As much as possible the teacher must be creative in holding learning media so that it is attractive to early childhood.

Parents and teachers still have to consider the stages of child development. The success of online learning in early childhood is determined by cooperation between teachers and parents in supporting distance learning activities that are carried out online. Mother's involvement in the online learning process for children will have a positive impact on children's pre-academic development (Lam et al., 2022). Parents must be able to manage time, energy and thoughts to work and accompany children to carry out online learning activities (Ekyana et al., 2021). The results of the study (Safrizal et al., 2021) revealed that 40% said their parents were busy working, 32% online learning facilities were not supportive and 12% said their learning objectives were not achieved. The same thing was also found from the results of research (Spadafora et al., 2022) that the biggest difficulty in implementing online learning at the kindergarten level in Ontario

Canada is the difficulty for teachers and parents to balance work, taking care of the house and accompanying children learning online. Not having teaching experience and knowledge causes difficulties for parents in accompanying their children to learn online (Pranitasari, 2020). This is consistent with research by Muhdi et al (Muhdi et al., 2020) which states that one of the obstacles to successful online distance learning in early childhood is pedagogical obstacles. So teachers need to educate parents in accompanying children to learn. Online learning must be made as interesting as possible so that children are always enthusiastic and motivated (Charles et al., 2020). Regarding applications that can be used in digital learning for early childhood, Jennifer and friends (Zosh et al., 2016) explained in their research that applications to be used for early childhood must use the science of learning about how children actually learn, and the media used must be active for children, and not passive. This means that the learning media used must contain learning content according to the principles of learning in children and are active to bring up scientific learning for early childhood. Learning is encouraged by a constructivist approach, children can find knowledge for themselves by experiencing it directly, and learning is well planned as is face-to-face learning in class. One of the characteristics of e-learning is that teaching materials are independent and can be used accessed at any time, both by students and by teachers. Apart from that it involves authentic experience, based on investigation and there must be involvement of students' parents or assistants in the learning process. As stated by the Science of Learning for choosing useful applications for Education parents or stakeholders such as teachers need to pay attention to: the meaningfulness of using the application, the content in the application must be interactive and interesting and provide an exploratory experience that can achieve learning objectives (Zosh et al., 2016).

The teacher's skills in using technology also affect the success of the distance learning process carried out online in early childhood. Especially in children's physical and motor development activities. Research (Yudanto et al., 2022) found that 95.5% of kindergarten teachers used social media WhatsApp, 10.6% used zoom meetings, 6.1% used Google meet and 66.7% made visits to students' homes. Strengthening the research results of Yudanto et al (Suhendro, 2020) (Fadhilah et al., 2021) also stated that online distance learning is carried out by teachers using WhatsApp, text messages and via telephone and utilizing TV media through TVRI broadcasts showing learning material for all levels of education including for early childhood (Owan et al., 2019). This means that the distance learning process in early childhood requires teachers to be able to operate various online applications that support the learning process, especially for motor-physical development activities and other practical activities. Several previous studies have examined the use of technology in the early childhood learning process which can be used as a reference in the online distance learning process. The first research conducted was conducted by Daviq Chairilsyah (Chairilsyah, 2019), namely regarding the application of "web-based measurement" to identify the level of gross motor development of early childhood. Making it easier for parents during a pandemic to measure children's motor development. Development of interactive multimedia learning to recognize numbers and Lovandri Dwanda Putra, and Ishartiwi (Putra & Ishartiwi, 2015). This research talks about how to produce interactive learning multimedia with material on recognizing numbers (1-10) and letters (A-Z) that are appropriate for use in the early childhood learning process. In terms of material aspects, learning aspects, display aspects and programming aspects. The purpose of this research is to produce interactive learning multimedia products to recognize numbers and letters that are appropriate for early childhood. Multimedia-based early childhood educational games at the Harapan Bunda Sejati PAUD Foundation by Rahman Rosyadi and Giat Karyono (STMIK AMIKOM Purwokerto lecturer), the educational games developed are games containing numbers, letters, calculations or geometric shapes or other things that are difficult for the teacher to explain , but the content of the material is loosely based, not a structured curriculum published

by the ministry (Lipska-Ziętkiewicz, 2021). The results of development like this really help teachers and parents present meaningful learning for children during the learning process from home, especially online (Mwesiga et al., 2018).

Development of traditional Sasak tribe video game media for preservation culture and local content learning resources by Hastuti Diah Ikawati, Zul Anwar and Zulfakar, in This development research was carried out with the aim of facilitating and facilitating students learning traditional games, it is necessary to develop types of video-based learning resources (Ikawati et al., 2018). Derek, Eileen, et al also said that the availability of online digital learning resources that can be freely accessed has an impact on learning models that provide opportunities for students to learn for life. Furthermore, research on the development of short films to develop character in early childhood (Kristanto, 2018). Short films can be used as an alternative learning media for early childhood during distance learning. Of course this development can be carried out on other aspects of development so as to stimulate all aspects of development in early childhood (Nurbaeti, 2022).

In short, solving this problem requires leadership digital. Digital leadership is a disposition for leaders and aspiring leaders to be able to direct the organization they lead towards digital transformation. Goethals explains that digital leadership matters leadership in key information society areas such as media, journalism, or certain media (Chandolia et al., 2020). This definition means that digital leadership is leadership in information areas such as communication, practice, and various media. In this case, digital leadership train leadership in the context of different technological levels (Gordon, 2019). This leadership directs, facilitates, and coordinates work digital and knowledge processes in organizations. Digital leadership is not only requires an appreciation of the potential of information technology and communication to help business leadership, but also recognition of the limitations of these technologies and how they can be used for project leadership in the organization (Hesbol, 2019).

Digital leadership

Digital leadership as described by Tanniru is important process for developing and sustaining a culture of innovation by bringing ideas to life quickly using IT and business architectures agile (DeMatthews et al., 2021). Furthermore, digital transformation requires change top-down organizations, need leaders who are willing and able leveraging digital to innovate, fail quickly, and create value. The digital era is the term used to refer to the emergence of the internet digital, especially computer information technology. New media in the digital age often used to describe digital technology. Leadership (Ford et al., 2020). Digital Leadership a leader must be extra careful about the new limitations and opportunities that arise as a result of the development of ICT and must be able to use ICT effectively. For this reason, the leadership characteristics that will be sought at this time are a leader who has innovation capabilities, digital skills, strong networks, collaboration, participatory engagement, and vision. In response to this, in short, there is a need for a digital leadership. Digital leadership is a provision for leaders and otential leaders to be able to direct the organizations they lead to transform towards digital. Goethals explain that digital leadership means leadership in the core sectors of the information society such as communication, press or multiple media

Digital A leader must pay attention to limitations and opportunities emerging from the development of ICT and must be able to use ICT effectively. For this reason, the leadership characteristics that will be sought at this time are: leaders with innovation, digital skills, strong networks, collaboration, participatory engagement, and vision (Meyer et al., 2022). This definition means that digital leadership is leadership in the information sector such as communication, practice and multiple media. In this regard, digital leadership trains leadership in the context of various levels of technology. This leadership directs, facilitates and coordinates digital work and knowledge processes in organizations.

This media is characterized by being able to be manipulated, networked or characterized the internet, except the internet such as print media, television, magazines, newspapers and others are not included in the list of new media media. and in general teachers, principals and even school boards really understand what's going on called digital leadership, so what is done in the future the Covid-19 pandemic has a positive and positive impact (Shin et al., 2020). Para E-Leader Challenge digital leaders need to communicate effectively with the public via electronic means. Even if you don't communicate face to face, it's very difficult to trust someone. So, build trust with followers in virtual communication is a big challenge for followers leaders because face-to-face communication does not occur between them (Bellibaş et al., 2022). Also it is very difficult for a leader to inspire people, motivate them and inspire them to do well in the situation virtual as he was unable to see their directive reactions and expressions and the instructions (Osman, 2020). Principals who establish professional improvement practices among teachers can increase teachers' confidence to integrate digital teaching and learning. However, Utama, (2020) found that the functions of the digital learning space have not yet reached the minimum requirements – which shows that, in Malaysia, principals have not yet been able to fully implement the constructs of digital leadership. This indicates that the principal needs to fill the gaps that still exist in his management and administration. The findings of the study also indicate that digital learning opportunities and digital learning communities are two indicators of excellence in the professional practice of teachers. Principals need to provide professional development opportunities to ensure that teachers can acquire the practical skills to develop their professional practice. Teachers agree that principals encourage the use of ICT and digital technology across the curriculum. A study by Łobaziewicz, (2017) also pointed out that the management of school organization by using ICT in teacher supervision can help to overcome traditional administrative weaknesses and time constraints, and encourage learning outside the classroom and keeping pace with the developments in ICT and digital technology that continue to dominate the world of education. Digital leadership is seen as an expression of management and administration that can support the latest requirements for digital transformation by ensuring total quality management including motivating, coordinating and evaluating the efforts of all stakeholders in improving teaching and learning, especially during the COVID-19 pandemic

Even though virtual communication can be done effectively, virtual leaders must still strive to lead and guide people from afar. This creates a major challenge for a leader in creating a collaborative virtual culture. It is a culture that helps him to be heard by all his followers so that they can work with him to achieve common goals. Create a social environment through ICT so that followers can collaborate with each other and work in a more socially responsible way with others in mind.

CONCLUSION

The Effect of Digital Models on Educator Performance in the current Covid-19 Pandemic, education must be done using digitization using Online between Educators with Students and Education Personnel with school committees. The research aims to address the Leadership Model influenced by rapid development of Technology by changing Leadership Models. Traditional to Digital Leadership. A leader in particular Stakeholders in education need to know the strengths and drawbacks of the digital scope itself and can have capabilities to inspire his subordinates to innovate and defend ideas. Demonstrated acuity in implementing digital leadership benchmarks fast, cross-hierarchical, cooperative, and often team-oriented approach integrate innovation. research aims to see the role Digital Leadership in Formal Education, especially in Public Schools. This leadership directs, facilitates and coordinates digital Work and

knowledge processes in organizations. Digital Leadership requires not only an appreciation of the potential of Information and communication technology to assist in the Leadership of a company, but also recognition of the limitations Of these technologies and how they are used in projecting Leadership throughout the organization. This leadership directs, facilitates, and coordinates digital work and knowledge processes in organizations. digital leadership not only requires an appreciation of the potential of information technology and communication to help business leadership, but also recognition of the limitations of these technologies and how they can be used. Used to project leadership across all organizations. Leadership digital is a disposition for leaders and aspiring leaders to be able to direct the organization he leads digitally.

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