

## **The Influence of Principal's Participatory Leadership and School's Culture on Distance Learning in the Covid-19 Period**

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**Abstract:** This study aims to determine whether there is an influence of the principal's participatory leadership and school culture on the implementation of distance learning at State Vocational School 1 of Prabumulih. The population of this study were 100 teachers at State Vocational School 1 of Prabumulih and the sample taken using the Slovin formula was 80 teachers. This type of research uses quantitative research with correlation and descriptive methods, while the sampling is done by random sampling, the research instrument uses a questionnaire. The results indicate that there is a significant influence between the principal's participatory leadership and school culture in the implementation of distance learning at State Vocational School 1 of Prabumulih. Then between the participatory leadership of the principal and school culture in the implementation of distance learning are accepted, which means that there is a simultaneous significant Influence between the participatory leadership of the principal and the culture schools in the implementation of distance learning at State Vocational School 1 of Prabumulih.

**Keywords:** Implementation of Distance Learning, Participatory Principal Leadership, School Culture.

### **A. Introduction**

The way students learn in schools has changed due to advances in information and communication technology (Kontostavrou & Drigas, 2019; Al-Adwan & Smedley, 2012). Teachers can carry out learning activities that are not limited by space and time by utilizing device technology. Various learning support technologies and social media platforms can be used to develop communication.

When the covid 19 outbreak attacked the planet, the need for communication and information technology gadgets increased. When close contact is limited due to health restrictions, remote learning is a possibility. There are several drawbacks to distance learning (PJJ) being used to meet the demands of the situation. Some of the challenges faced are the costs associated with using media in the educational process, the lack of

suitable infrastructure, and the need to improve the literacy skills of educators and digital education professionals (Ferri et al., 2020).

Leadership is an interaction component that can motivate team members to work towards a common goal. Leaders can train their leadership by exerting many forms of influence on each individual in the organization, including persuasion, encouragement, and teamwork (Royani, et al., 2020). Leaders also have tasks that various, including setting plans boasting policies and rules, being skilled at executing activities, acting as a controller, providing incentives and punishments, and being fair a leader can also set a good example by offering a forum for members to share opinions or suggestions on any issue that they may experience (Hackman, 2013).

Culture is defined as the complex whole which includes knowledge, art, morals, customs and habits, acquired by humans and as members of society or culture becomes the whole complex which includes every knowledge, every belief and belief, art, morals, habits and abilities in other habits required by humans. According to Djatmiko (2008), culture is a complex whole that includes all of these elements, in carrying out each of the activities mentioned above. Syarifudin (2011) continues by stating that formal culture can also be understood as an organizing system of knowledge, data, experience, beliefs, values, attitudes, meaning, hierarchy, religion, time, roles, relationships, places, views of the cosmos and the goods and properties that a person acquires from society, especially from members of each generation, to achieve certain goals.

The quality of education is affected by the end of school activities, especially face-to-face teaching. This is understandable since it lasted almost two years, the Covid-19 pandemic was a big wave affecting all aspects of life, including the education sector. The impact of the Covid-19 pandemic on lost learning has made it even more difficult to provide high-quality education in Indonesia, making it a difficult problem to address before the pandemic.

By issuing Circular of the Minister of Education and Culture number 4 of 2020 on Tuesday, 24 March 2020 (Pusdiklat.Kemdikbud.go.id). The government is trying to overcome the problems that have arisen until the end of face-to-face instructions (PJJ) and is carried out using web media (online).

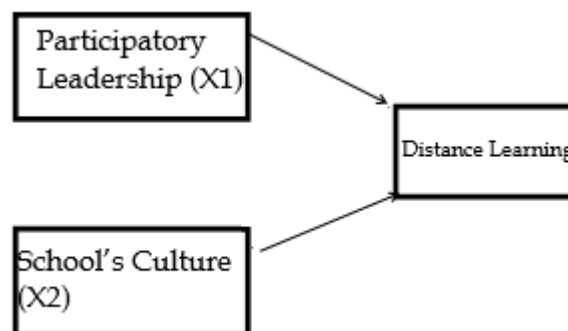
At this point, it can be seen that life is starting to gradually return to normal. The teaching and learning process in schools is similar. Keeping in mind medical procedures, face-to-face learning has started. However, it is impossible to let go of the distance learning model that was "forced" to be used during the pandemic (Guri-Rosenbilt, 2005). The benefits of the PJJ model must still be utilized. Some campuses and institutions have even succeeded in managing learning management systems. For

example, the Palembang PGRI University campus has succeeded in turning an integrated hybrid learning system into approachable and interesting learning.

According to the author's own observations, there have been many schools in Prabumulih that have successfully implemented PJJ, while Covid-19 is still on the air. Of course, this depends on the existence of effective leadership to carry out school management. To realize the current vision, mission, goals and objectives of the organization, a leader is needed who will not act as a dictator over the course of the organization and who will be single but able to serve his needs. Organizational strategic plans will be implemented as intended with proper leadership. The upholding of excellent school ideals is fueled by effective leadership. School culture, in addition to leadership, plays a role in encouraging the highest levels of job satisfaction.

According to Lusri and Siagian (2017), job satisfaction is the first way school culture can have an impact on improving long-term performance. The fundamental capital for schools to deal with crises like this is school culture. The value of hard work is essential for the acceptance and effective implementation of learning activities in any modality (PJJ and PTM). The author knows many of the principles that become a culture at SMK Negeri 1 Prabumulih from the results of initial interviews with the head of SMK Negeri 1 Prabumulih. The description above brings the writer to the conclusion that it is necessary to conduct further research on the impact of school culture and participatory leadership on distance learning at Prabumulih 1 Public Vocational School.

From the relationship depicted between the X variable, namely the participatory leadership of the principal and the Y variable, namely the implementation of PJJ and the relationship between the X variable of school culture and the variable namely PJJ, the relationship between the X variable, and the X variable with the Y variable can be described as follows:



**Figure 1. Relationship Between Variables**

The hypothesis proposed in this study is 1) the implementation of PJJ at SMK Negeri 1 Prabumulih is influenced by the participatory leadership of the school principal; 2) in SMK Negeri 1 Prabumulih, the implementation of PJJ is influenced by the school culture; 3) the school culture of SMK Negeri 1 Prabumulih and the participatory leadership of the principal have an impact on PJJ.

## **B. Methods**

This study uses field research (Burgees, 2002), a particular type of research focused on collecting empirical data in the field. When viewed from precedents, field analysis can be divided into two types, namely quantitative analysis and qualitative analysis. In contrast, this study uses data consisting of individual observations obtained from evaluation results and analysis using statistical methods (Sugiyono, 2012).

The population in this study were all teachers of Vocational High School (SMK) Negeri 1 Prabumulih. These teachers are teachers who actively teach their respective subjects and other additional duties such as Deputy Principals, Heads of Laboratories, Heads of Libraries, Student Council Advisors and teachers who are entrusted with positions and responsibilities as Principals. The total number of teachers and employees of SMK Negeri 1 in the city of Prabumulih in 2022 is 100 teachers (processed from primary data from the National Education Office of South Sumatra Province). The sample used was 80 teachers. Then the steps for taking samples from the population of teachers at SMK Negeri 1 Prabumulih, in this study, the authors used a questionnaire to collect data according to the request besides that, the researcher used data triangulation that was expected to be obtained in this study to become valid data and can provide clear and honest description of the variables studied.

## **C. Results and Discussion**

### **Result**

#### **The Effect of Principal Participatory Leadership on Distance Learning**

Based on research, it can be seen that the link between Participatory Leadership of school principals and distance learning can be seen through the results of Pearson correlation and simple linear regression analysis with test 1 tested with SPSS.

**Table 1. Principal Participative Leadership Against Distance Learning**

		PJJ	Participatory Leadership
Pearson	PJJ	1,000	,347
Correlation	Participatory Leadership	,347	1,000
Sig. (1-tailed)	PJJ	.	,001
	Participatory Leadership	,001	.
N	PJJ	80	80
	Participatory Leadership	80	80

**The Influence of School Culture on Distance Learning**

The results of calculating the correlation between school's culture and distance learning can be seen in the table below.

**Table 2. Results of the Correlation of School Culture to Distance Learning**

		PJJ	School's Culture
Pearson	PJJ	1,000	-,307
Correlation	School's Culture	-,307	1,000
Sig. (1-tailed)	PJJ	.	,003
	School's Culture	,003	.
N	PJJ	80	80
	School's Culture	80	80

**The Effect of Principal Participatory Leadership and School Culture on Distance Learning**

The linkage or influence between Participatory Principal Leadership and School Culture on Distance Learning can be calculated using multiple linear regression analysis with F table test. For the F test with a significant level of 0.05, the F table value can be found using the following formula:  $F_{table} F(k,n-k) = F(2, 80-2) = F(2,78) 3.11$ , so it can be seen that the value of F table with a constant of 2 and a sample of 80 is 3.11.

**Table 3. Test Results for the Coefficient of Determination Between X1 and X2 for Y**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,415a	,172	,151	12,856

**Discussion**

**The Effect of Participatory Principal Leadership on Distance Learning**

The results of the research above prove that there is a significant positive influence between the principal's Participatory Leadership on teacher distance learning at SMKN 1 Prabumulih with a significant value of  $0.00 < 0.05$  and shows that the correlation coefficient is 0.062 with a coefficient of determination (R square) of 0.312 which means that the effect of the principal's Participatory Leadership on distance learning is 6.2% whether or not Participatory Leadership will influence whether or not the teacher's distance learning is good at SMKN 1 Prabumulih.

The better the Participatory Leadership of the school principal will improve the teacher's distance learning at SMKN 1 Prabumulih, and conversely if the Participatory Leadership of the principal is not good, the distance learning for teachers at SMKN 1 Prabumulih will also be low. The same thing was conveyed by Rahabav (2016) that participatory leadership is a series of activities to be able to assist each teacher in developing each of their abilities in managing the process through learning by helping teachers to be able to develop their abilities in the learning process so that they can achieve goals in a predetermined process. In order to improve teacher performance, it is very necessary to have participatory school principals.

### **The Influence of School Culture on Distance Learning**

The results of the research above prove that there is a significant positive influence between School Culture on teacher distance learning at SMKN 1 Prabumulih with a significant value of  $0.01 < 0.05$  and shows that the correlation coefficient is 0.307 with a coefficient of determination (R square) of 0.94 which means that the influence of school culture on distance learning is 9.4%, meaning that it has a strong influence with a positive relationship, so that the better or higher the school culture of teachers at SMKN 1 Prabumulih, the distance learning of teachers at SMKN 1 Prabumulih also increases, vice versa.

Apart from within oneself, school culture also comes from outside, such as wages/salaries, conditions of place and relationships with colleagues. Therefore, if the school culture, both from within and from outside, can be achieved, it will also have an impact on distance learning that is felt by teachers at SMKN 1 Prabumulih.

### **The Effect of Principal Participatory Leadership and School Culture on Distance Learning**

The results of the study prove that there is a simultaneous and significant influence between principal Participatory Leadership and School Culture on distance learning seen from a significance value of  $0.009 (0.01) < 0.05$ , with a coefficient of determination (R square) of 0.172 or 17.2% which means it has a strong influence, while the other 17.2% is influenced by other factors outside the variables studied. Because the value of the coefficient of determination generally ranges from 0-1, the smaller the R square

value, the weaker the effect, and conversely if it is closer to 1, the stronger the effect, so that the influence of the principal's Participatory Leadership and School Culture simultaneously has a strong influence on Teacher distance learning at SMK Negeri 1 Prabumulih.

The simultaneous influence of the Participatory Leadership of school principals and School Culture on teacher distance learning with a strong influence can prove the previous explanation that the Participatory Leadership of school principals has a strong effect on teacher distance learning, meaning that if the Participatory Leadership of school principals is carried out well, then distance learning it will be fine too. Likewise for School Culture which has a strong influence on teacher distance learning meaning that if the School Culture is high then distance learning is also high. When the three variables are combined, namely between the Participatory Leadership of the school principal and the teacher's distance learning, the effect also becomes strong.

#### **D. Conclusion**

There is an influence between the principal's participatory leadership and school culture either partially or jointly on the improvement of distance learning

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