

Strategic Leadership Analysis of the Minister of Education in Face-To-Face Learning Decisions in the Crisis of Covid-19

Efriska Ginasti Mayangsari¹, Amy Yayuk Sri Rahayu², Zairyanto Poedjiaty³

^{1,3} Strategic Intelligence Studies, University of Indonesia

² Administrative Sciences, University of Indonesia

ginastiefriska@gmail.com, amy_soeroso@yahoo.com, zairyanto@gmail.com

Abstract

The Ministry of Education and Culture implementing Distance Learning or learning from due to pandemic issued. This article examines the ministry's decision with a qualitative approach with the background that over the course of the learning from home process, the Indonesian Child Protection Commission (KPAI) has received two hundred and thirteen cases of learning from home complaints from both parents and students. As the Ministry of Education, Culture, Research and Technology to make definite decisions based on existing research to achieve strategic leadership, the research conducted the Minister needs to run limited face-to-face learning policy in support of the decision. Nadiem Makarim as the minister applies leadership collaborative activities such as facilitating processes, mediating and fostering relationships with stakeholders.

Keywords

Crisis management; strategic leadership; collaborative leadership



I. Introduction

Since the beginning of COVID-19 entering Indonesia in March, the government quickly issued various regulations, for example Law No. 2 of 2020 to regulate the Acceleration of Handling COVID-19. The outbreak of this virus has an impact of a nation and Globally (Ningrum et al, 2020). The presence of Covid-19 as a pandemic certainly has an economic, social and psychological impact on society (Saleh and Mujahiddin, 2020). Covid 19 pandemic caused all efforts not to be as maximal as expected (Sihombing and Nasib, 2020). The government is working quickly to distribute vaccines with various variants and massively distributed in Indonesia, but this does not make Indonesia safe, especially in the health sector. Efforts to reduce cases of exposure to COVID-19 have been carried out, examples of which have been carried out, namely making work from home regulations, worshiping from home, and school activities being carried out from home or known as Learning Starling Distance (PJJ).

In particular, schools can be interpreted as formal educational institutions where the system is in the form of a design from educators to educate students with direct supervision. However, in general, schools can also be a means to shape students into human beings who have high personalities and intellectuals so that they are able to educate the nation, build and contribute to the State of Indonesia. In the midst of the COVID-19 pandemic crisis, leadership can be used as a catalyst for school improvement, Hallinger and Heck (2014). Heck and Hallinger also researched if leadership basically contributes to school improvement, especially in the student learning process. Likewise, Leithwood et al in 2019 researched that school leadership has a second influence after teaching on student learning.

Not only teaching staff and students in the school environment there are communities or other stakeholders and in an effort to prevent the pandemic the Ministry of Education

and Culture (Kemendikbud) issued several circulars related to the prevention and handling of Covid-19. For the first time, Circular Letter Number 2 of 2020 was released regarding the Prevention and Handling of Covid-19 in the Ministry of Education and Culture. Second, Circular Number 3 of 2020 concerning Prevention of Covid-19 in Education Units. Third, Circular Letter Number 4 of 2020 concerning the Implementation of Education Policies in the Emergency Period for the Spread of Coronavirus Disease (Covid-19), which among other things contains directions on the Distance Learning (PJJ) process.

Distance Learning (PJJ) is currently still utilizing various facilities according to the regulations of each school, but because currently Whatsapp is still the leader for means of communication in Indonesia, the majority of the educational process still uses these devices in smart phone devices. An example that is currently running is giving assignment submissions to students via the Whatsapp application, either through the student's parent Whatsapp group or their respective class Whatsapp group. Study time according to the daily subject schedule. Students independently study the learning material and then continue with doing assignments every day. If there is something you want to ask the teaching staff, the students discuss or ask through the Whatsapp group.

Until now, there are still reports from both education staff, students, and parents regarding the implementation of Distance Learning (PJJ) which is the focus of the Ministry of Education. Such as educators who complain about the limited availability of technological devices, operating capabilities and limitations of the internet network in some areas. In addition, the Indonesian Child Protection (KPAI) until 2020 has received complaints about two hundred and thirteen cases regarding Distance Learning (PJJ). These complaints relate to: first, assignments that are too heavy with deadlines or deadlines for submitting assignments are very short. Second, the many tasks of summarizing and copying from books.

Wilson, 2013 explains collaborative leadership is an effective mindset for solving complex problems and challenges. Sarafino, EP, and Smit, 2012 stated that complex problems such as the demand to always change according to current conditions or to be agile, how to lead collaboratively as a fundamental feature in dealing with change in the midst of this pandemic situation, including curriculum changes and their implementation in education. What is the strategic leadership attitude of Mr. Nadiem Makarim as Minister of Education to get out of the education crisis in Indonesia in the era of the COVID-19 Pandemic?

II. Research Method

In this paper the author uses a qualitative approach. according to Sugiyono (2016:9) qualitative research methods are research methods used to examine the condition of natural objects where the researcher is the key instrument. The data analysis technique uses descriptive analysis, which is used as a simple analysis to interpret the information obtained (Yoesgiantoro, 2018).

III. Result and Discussion

3.1 Crisis Management

The concept of crisis management refers to (Boin et al., 2013) in his journal saying that crisis management is the number of activities aimed at minimizing the impact of a crisis. The intended impact is measured in terms of human damage, critical infrastructure,

and public institutions. It further said that effective crisis management protects infrastructure, saves lives, and restores trust in public institutions. In short, the parameters of success in crisis management are measured from the strategies used to be able to suppress the worst impacts of the crisis so that fast, precise, and measurable action is needed.

Olafsson (2014) in his book explains that humans have at least six basic needs (the six human needs) including: Certainty, meaning certainty of the ability to avoid pain and obtain pleasure; Uncertainty/variety, meaning the need to know things that are not yet known, their changes and dynamics; Significance, meaning that feelings are needed and considered important; Connections/love, meaning a feeling of emotional closeness; Growth, the need to develop in terms of understanding; and Contributions, which means a sense to serve and help. Thus it can be said that the crisis has an impact on the basic human need for comfort and the need for certainty.

3.2 Strategic Leadership

Leadership can be defined as a process to influence what we want. In this case there are three dimensions of leadership, namely (1) leadership is the process of influencing in order to structure and manage an organization, (2) leadership with organizational values and making people commit to the values that have been set, (3) vision is a component essential for effective leadership. In the field of education, leadership is a process of influencing educators, students and other stakeholders and does not have to be limited to one person (Daniëls et al., 2019).

Leadership is the process of controlling one's thoughts, feelings, directing, guiding, influencing, or actions and behavior. Thus, strategic leadership is defined as a person's ability to anticipate, imagine, maintain flexibility, think strategically and work with others to initiate changes that will create a future that will create a better future. worthy of the organization.

Leaders are humans or individuals, while leadership is an inherent trait of humans or individuals as leaders. In another sense, strategic leadership is one's ability to anticipate, envision, maintain flexibility and think strategically and work with others to initiate changes that will create a viable future for the organization.

3.3 Collaborative Leadership

Collaborative leadership is an effective leadership style in dealing with change, which requires collaboration, listening, and adaptation. Collaborative leadership refers to inclusiveness (eg teaching staff, administrative staff, parents and stakeholders) in decision making related to organizational goals.

According to Ansell and Gash in 2012 there are three leadership roles in collaborative leadership. First, the leader is a servant, meaning that the leader facilitates the collaborative process by building and protecting the integrity of the collaborative process. Second, the leader as a mediator, meaning that the leader facilitates, mediates and fosters relationships with stakeholders. Finally, the leader is a catalyst, meaning that the leader is someone who helps stakeholders identify and exploit opportunities to create value. In this case, the leader becomes the catalyst for effective and productive collaboration.

3.4 Discussion

a. The Ministry of Education's Definitive Steps in Facing the COVID19 Pandemic Crisis

Distance Learning (PJJ) raises polemics from educators, students, and parents. Referring to Boin et al (2013) crisis management carried out by the Ministry of Education in order to minimize the impact of a crisis, namely by implementing crisis management to improve from the human side or students and students quickly, precisely, and measurably by applying Face-to-face Learning (PTM).

Educating the nation is to open the mandate of the 1945 Constitution which must be implemented by the government and society. With science or intelligence, it is believed that challenges and problems can be easily overcome. Intelligence can be obtained through formal and non-formal education, since 2020 Indonesia has implemented an online education pattern or online school due to the COVID-19 pandemic. In achieving the objectives of the 1945 Constitution, there is clear evidence in the news that Detik.com Surabaya has entered level 2 and is ready to hold face-to-face schools on September 6, 2021. In addition, detik.com also reports face-to-face schools that are already running in 600 schools in Indonesia. DKI Jakarta since August 30 until now there has been no discovery of COVID-19 shirts due to limited Face-to-face Learning (PTM) in Jakarta.

b. Nadiem Makarim's Strategy and Leadership Style as Leader of Related Ministries

A leader who can apply strategic leadership means that the leader has the conceptual ability to make strategic decisions. In addition, according to Olson and Simerson (2015) that leadership involves leaders who influence groups, organizations or communities, which must involve the team or group in transactions for leadership to occur. This can be seen in the strategic leadership synergy carried out by Mr. Nadiem Makarim in his decisions for the Indonesian education system.

According to the meaning of leadership style, the behavior patterns of leaders are used to influence the activities of the people they lead to achieve goals in a changing organizational situation (Azizzah, 2018). As the Ministry of Education, Culture, Research and Technology to make decisions, of course, the style of a leader is based on existing research to achieve strategic leadership. Therefore, the government feels the need to issue a limited Face-to-face Learning (PTM) policy during the pandemic to reduce the occurrence of learning loss for our children," Sri said in a virtual discussion broadcast on Youtube against Covid19 ID.

The way to achieve the above goal is an analysis with research tools that are already underway, for example according to the Journal entitled "Changes in Student Learning Characters Amid the Covid-19 Pandemic" written by Natasya and Sherly in 2020 online learning is less effective because of equipment for both students and teachers. inadequate and the number of opportunities that students do for independent study cannot be supervised by teachers allowing for Face-to-face Learning (PTM), based on several other similar researches, this has also become the focus of attention selection by Mr. Nadiem Makarim, Minister of Education, Culture, Research and Technology Republic of Indonesia in implementing Face-to-face Learning (PTM), because the existing reality requires it. The components of strategic leadership taken by the minister are domestic,

c. Education Collaboration in the Midst of a Pandemic Crisis

In the previous chapter (3.3) collaborative leadership has been discussed where a leader can be a facilitator for the collaborative process by building and protecting the integrity of the collaborative process, but in its implementation both Distance Learning

(PJJ) and Face-to-face Learning (PTM) should still pay attention to achieving learning objectives. Learning objectives are behaviors to be achieved or that can be done by students under certain conditions and levels of competence. Kemp and Kapel (in Uno, 2008) state that learning objectives are a specific statement expressed in behavior or appearance that is manifested in written form to describe the expected learning outcomes. Henry Ellington in Hamza B.

Second, the leader must be able to become a mediator, meaning that the leader builds relationships or facilitates, and mediates stakeholders (stakeholders), in this case the example of stakeholders for the Ministry of Education, namely teaching staff, students and parents who have difficulty in terms of networking, the Ministry of Education and Culture should work significantly helped in subsidizing the quota for education personnel and students throughout Indonesia, reviewing whether all of them had received the quota assistance or not.

Final. Leaders must be able to be catalytic leaders, where the leader is someone who helps stakeholders or stakeholders to and take advantage of and identify opportunities to create value. Leaders must be a catalyst for collaboration in an effective, efficient and productive manner. In addition to learning media and the learning process, teaching materials must have an equally important role to support the achievement of learning objectives. Mulyasa (2006) says that as a part of teaching resources, teaching materials can be interpreted as something that contains learning messages, both specific and general in nature that can be used for learning purposes. In addition to carrying out vaccinations for education staff as well as students, adequate and easily accessible facilities for hand washing must be prepared by all schools and Clean and Healthy Lifestyle Behavior (PHBS) is a mandatory thing that must be done in the school environment to prevent virus transmission. In addition, educators in implementing face-to-face learning must pay attention to the distance between students.

IV. Conclusion

Educating the nation is to open the mandate of the 1945 Constitution which must be implemented by the government and the community, in the midst of the COVID-19 pandemic crisis a phenomenon occurred which resulted in the ineffectiveness of Distance Learning (PJJ) which Indonesian children participated in. As the Ministry of Education, Culture, Research and Technology to make definite decisions based on existing research to achieve strategic leadership, the research conducted by the government feels the need to issue a limited face-to-face learning policy in support of the decision. Nadiem Makarin as the minister applies leadership collaborative activities such as facilitating processes, mediating and fostering relationships with stakeholders.

The suggestion is that all parties must maintain the COVID-19 PROKES (Health Protocol) according to government directives, teachers are required to be able to design learning activities that are lighter, creative but effective and safe schedule distribution. Teachers also need to provide more structured and regular reports regarding COVID detection if it occurs so that prevention is easy to do. In addition, Blended learning or a mixture of PJJ and PTM is a learning model that can be taken into consideration for Mr. Nadiem as a decision maker because in addition to being safer, it is also more suitable for students' learning styles.

References

- Ansell, C., & Gash, A. (2012). Stewards, Mediators, and Catalysts : Toward a Model of Collaborative Leadership. *The Innovation Journal*, 17(1), 1–21.
- Azhar, S. (2016). KEPEMIMPINAN KEPALA SEKOLAH EFEKTIF (Perspektif Pendidikan Islam). *AULADUNA: Jurnal Pendidikan Dasar Islam*, 5(1), 127–140.
- Azizzah, F. (2018). Pengaruh Gaya Kepemimpinan Transformasional Kepala Sekolah Dan Motivasi Guru Terhadap Kinerja Guru Di SMA Al-Islam 1 Surakarta. *Pendidikan Ekonomi*, 1–15.
- Boin, A., Kuipers, S., & Overdijk, W. (2013). Leadership in times of crisis: A framework for assessment. *International Review of Public Administration*, 18(1), 79–91. <https://doi.org/10.1080/12294659.2013.10805241>
- Heck, R. H., & Hallinger, P. (2014). Modeling the longitudinal; effect of school leadership on teaching and learning. *Journal of education administration*, 52, 653–681
- Leithwood, K., Harris, A., & Hopkins, D. (2019). Seven Strong Claims about Successful School Leadership Revisited. *School Leadership and Management*, 40(1), 5–22. <https://doi.org/10.1080/13632434.2019.1596077>
- Moeljono, Djoko Santoso. (2012). 13 Konsep beyond Leadership, (Jakarta: PT Elex Media Komputindo, hlm. 40.
- Moeljono, Djoko Santoso. (2012). 13 Konsep Beyond Leadership, Jakarta: PT Elex Media Komputindo.
- Natasya Virginia Leuwol dan Sherly Gaspersz. (2020). Perubahan Karakter Belajar Mahasiswa Di Tengah Pandemi Covid-19 *Jurnal Ilmu Pendidikan Pkn dan Sosial Budaya Hal. 32 -44. ISSN 2579-9924 (Online). ISSN 2579-9878 (Cetak). Volume 4 No.1 July 2020 (Special Issue)*
- Ningrum, P. A., et al. (2020). The Potential of Poverty in the City of Palangka Raya: Study SMIs Affected Pandemic Covid 19. *Budapest International Research and Critics Institute-Journal (BIRCI-Journal) Volume 3, No 3, Page: 1626-1634*
- Olafsson, G. (2014). The Crisis Leader - The Art of Leadership in Times of Crisis. In *The Crisis Leader - The Art of Leadership in Times of Crisis (Issue May)*
- Olson, Aaron K & Simerson, B Keith. (2015). *Leading with Strategic Thinking: Four Ways Effective Leaders Gain Insight, Drive Change, and Get Results*. Canada: Wiley
- Saleh, A., Mujahiddin. (2020). Challenges and Opportunities for Community Empowerment Practices in Indonesia during the Covid-19 Pandemic through Strengthening the Role of Higher Education. *Budapest International Research and Critics Institute-Journal (BIRCI-Journal). Volume 3, No 2, Page: 1105-1113.*
- Sarafino, E.P., dan Smith, T.W. (2012). *Health psychology*. New York: John Wiley & Sons, Inc
- Sihombing, E. H., Nasib. (2020). The Decision of Choosing Course in the Era of Covid 19 through the Telemarketing Program, Personal Selling and College Image. *Budapest International Research and Critics Institute-Journal (BIRCI-Journal) Volume 3, No. 4, Page: 2843-2850.*
- Sugiono. (2016). *Metode penelitian Kuantitatif, kualitatif dan R&D*. Bandung: PT Alfabet
- Wilson, S. (2013). Collaborative Leadership: It's good to Talk. *British Journal of Healthcare Management*, 19(7), 335–337.
- Yoesgiantoro, Donny & Sumiati. (2018). Pemodelan Sistem Dinamis Economy-Energy dalam Pengurangan Emisi Co2 dan Peningkatan Pdrb untuk Meningkatkan Ketahanan Daerah Banten. *Jurnal kajian Stratejik Ketahanan Nasional Vol 1 (2): 60.*