# Head Master Learning Management at Rural Area Primary School in Tojo Una Una Distrik

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**Abstract**: The research objective is to describe head master learning management of rural area primary school in Tojo Una Una District. The research used qualitative approach with case study. Sources of data were school head master, teachers, parents, and students. Data were analyzed with thematic analysis through data reduction, display, and data verification. Credibility and confirmability were used for data validity. The research findings indicated that (1) head master of Rural Area Primary School coordinated learning program with teachers: (a) worked together with teachers to achieve school objectives. (b) gave opportunity to teachers to have suggestion, and comment to school program, and (c) made learning planning in each year to learning implementation. (2) school head master motivated teachers to maintain learning process through (a) gave sustainable motivation for improving responsibility to do their tasks. (b) gave rewards to prestation teachers staff, and stakeholders, and (c) developed cooperation with teachers, head master, and community, (3) provided a conducive teaching and learning process done by:(a) manage the staff to maintain environment (b) improved teachers and students' awareness to take care their behavior and values,(4) evaluated learning process for Rural Area Primary School with (a) control evaluation implementation in each subject matters, formative and summative in each semester. (b) managed teachers to do their tasks in teaching and learning process (c) prepared learning facility, ,(5) developed learning community in rural area by: (a) improved excellent service to students and teachers (b) gave socialization to community about the importance of future education.

## A. Introduction

Isolated schools must have innovative, professional principals and managerial skills to carry out their duties and obligations to support the performance role of a principal. A principal must have competence, skills, attitudes, and values reflected in the habits of thinking and acting. Isolated schools are generally located in economically fragile environments. However, the attention of some parents is still focused on education. So, parents expect their children to be valuable people in the future. Children living in remote areas as a fundamental form of the nation's society are not sufficiently recorded in the gross and pure participation rates or graduation in national exams. Various unpleasant phenomena encountered in remote areas are that there are still many elementary school children who cannot do the addition of two-digit numbers and recognize letters. This is part of the reality of national education.

This Isolated school is also seen from the community's perspective, which is still very thick with customs and challenging to reach by transportation. It is not affordable by technology such as cell phones or so on, so in a situation like this, excellent cooperation between teachers and principals is essential for school progress. Especially considering the current conditions that require students to study online, but with the limitations that some schools have, they require teachers to meet face-to-face by visiting students' homes.

The principal is responsible for motivating teachers and staff to remain enthusiastic in building the expectations of their students. The attitude and behavior of the principal are very much needed then; educators need to develop, expand, update, and deepen their knowledge and skills every time. In this regard, educational programs that can help develop the competence of educators include seminars, training, and courses. Teachers are expected to play a professional role in carrying out their duties.

The role of elementary school teachers in this digital era is very complex and many because elementary schools are the foundation of further education and have unique characteristics, such as a classroom teacher system that requires teachers to be skilled in teaching and mastering various subjects. Achieving success in realizing the goal requires that every school be able to prepare students to face the changing times due to globalization. Leadership is one of the determinants of the direction and goals of the school that must be able to respond to the times. Leaders who cannot anticipate this changing world or do not respond are more likely to put their schools on the list of stagnation situations and eventually collapse.

The results of the study indicate that several things affect teacher performance, namely: the leadership role of the principal, compensation, teacher discipline, and teacher resource development. The impact of providing special allowances specifically for remote areas for junior high school teachers can improve work discipline, stimulate teacher work motivation, increase teacher work ethic, encourage teachers to improve the ability to apply learning methods, encourage teachers to increase their mastery of technology-based learning media.

The principal's learning leadership in developing a productive work environment will create better learning conditions because it is one of the roles in determining success in the quality of education. The teacher is an essential component in determining the success of the implementation of the educational process other than the principal's learning leadership. The teacher is the primary educator who is directly or indirectly involved in students' learning process at school. In achieving learning leadership, activities must be focused on teachers in achieving the school's vision, mission, and goals. Therefore, for education to progress, it must be managed by professional education administrators. The importance of professional education administrators in achieving educational goals is a cooperation between all existing elements, including utilizing all educational facilities and infrastructure. In this context, educational administrators play an essential role.

Teachers in Isolated schools mostly work as civil servants and receive special allowances. This situation helps improve the quality of schools because they already have good experience managing schools located in remote villages. Providing motivation is also very much needed by stakeholders and every school member because the teacher is the spearhead in implementing education and prepares the potential development of quality learners.

## B. Theoritical Review
## Educational Leadership Concept

Leadership is the activity of influencing others to want to try to achieve goals and objectives. According to Danim (2009), leadership is the influence of direct communication between individuals in certain situations to achieve one or several specific goals. For this reason, the principal, as a leader in the school, is expected to use his influence to influence teachers and staff to achieve school goals.

One of the principal's functions is as an educator. The role of the principal as an educator is a significant but, at the same time, noble role. As an educator, school principals must be able to instill and improve at least four kinds of (1) mental matters relating to inner attitudes and human character, (2) morals, and matters relating to good and evil teachings regarding actions that are defined as good character. , (3) physical matters relating to physical and bodily conditions, and (4) artistic matters relating to human sensitivity to the beauty of art. The ideal principal is a principal who understands learning administration well; besides that, he must be an excellent friend to teachers in the area (Wahjosumidjo, 2008).

Nurlaela (2019) argues that: the principal as an instructional leader must clear the channel for growth and progress, identify talents and abilities in others, and release the strengths that exist in everyone concerned. Learning leadership is a leader's behavior that places more emphasis on variables that are closely related to teaching and learning situations, including the characteristics of developing the school's mission and goals, managing learning programs, encouraging an academic learning climate, developing educational production functions, and developing a conducive work environment. In carrying out his leadership duties, the principal can take various positive ways so that the goals can run well and effectively. This way can be known through his leadership behavior in everyday life. The behavior is divided into two: leadership behavior toward tasks and leadership behavior oriented toward human relations (Wahjosumidjo, 2008).

The principal as a learning leader is seen as an effective principal. The Society (2012) held a high-level meeting with 24 countries to discuss Teaching and Leadership for the 21st Century and agreed on effective principal leadership, namely the principal's function, which focuses more on learning leadership than managerial. The principal's role has progressively shifted from a manager to a learning leader (Shelton, 2011). Learning leadership aims to improve learning as the core business of education. This concept is in line with Fanani et al. (2014) principal's learning leadership can be defined as the principal's behavior that indirectly affects student achievement through teachers.

The government has accommodated schools as one of the six principal competencies with the stipulation of Permendiknas No. 35 of 2010 concerning Technical Guidelines for the Implementation of Teacher Functional Positions and Credit Scores (Regulation of the Minister of Education and Culture, 2010). In Permendiknas number 28 of 2010 concerning Assignment of Teachers as Principals, article 12 paragraph 1 states that the performance assessment of principals/madrasahs is carried out periodically every year and cumulatively every four years.

Learning leadership is a substantial concern for teaching and learning, including professional learning by teachers according to the development of students. Strategies to improve learning effectively are (1) modeling, (2) monitoring, and (3) professional dialogue and discussion. Learning

leadership also directly focuses on the teaching and learning process, improving student achievement, curriculum and assessment, and developing learning programs (Sergiovanni et al., 2009)

The juridical basis on learning leadership is the Regulation of the Minister of National Education Number 35/2010 concerning Technical Instructions for Teacher Functional Positions and Credit Scores that credit scores in competencies assess the effectiveness of school principals: (1) personality and social; (2) learning leadership, (3) school and madrasah development; (4) resource management, (5) school/madrasah entrepreneurship; (6) learning supervision; Effective and optimal learning leadership from the principal will create an academic atmosphere that supports the achievement of school goals.

Learning leadership is a multidimensional construct that relates to how school principals can organize and coordinate the work-life in schools which, not only in the form of learning experiences and student learning achievements but also in the environment in which the activities are carried out (Daryanto, 2018; Surachmi, 2012). Learning leadership is the leadership role of the principal in improving learning and student performance (to improve instruction and student performance).

The main goal of learning leadership is to provide excellent service to all students to develop their potential to face an unknown future and conditions with highly turbulent challenges. Good leadership can determine the right goals and objectives for the success of educational programs. So the principal should understand education's duties, functions, and roles in schools. This responsibility is applied to realize the goals of the vision and mission of educational institutions. The personality of a leader can determine the direction of suitable policies for the organization led by internal and external factors that must be owned by a visionary.

Because learning leadership contributes significantly to improving student learning achievement, it must be applied in schools. Learning leadership can provide encouragement and direction to school residents to improve the learning achievement of their students. Learning leadership can also focus the activities of its citizens on achieving the school's vision, mission, and goals. Learning leadership is essential to be applied in schools because of its ability to build a learning community for its citizens and even being able to make the school a learning school or a learning society/community. Learning leadership ultimately becomes the most effective entry point in improving student learning achievement, primarily if it is supported by a burning spirit to achieving it (Juharyanto et al., 2019)

The characteristics of effective learning leadership are (1) being able to coordinate learning programs, (2) placing more emphasis on achievement, (3) conducting regular student evaluations, (4) creating a conducive learning climate, (5) and being able to formulate learning strategies. These characteristics can affect student learning outcomes, especially for students who are in Isolated schools. In learning leadership, there are three dimensions, namely defining the school's mission, learning programs, and promoting the learning climate in schools (Puspitaningtyas et al., 2019).

Learning leadership strategies to run effectively include (a) exemplary, (b) learning in the classroom and outside the classroom, (c) conducive climate, (d) conducive culture, (e) strengthening leadership, and (f) school principals as models, (g) many discussions with teachers about the quality of learning, (h) assisting teachers, (i) setting quality targets, (j) making program implementation activities to achieve quality targets, (k) monitoring and evaluation (monev) program implementation, (l) ) following up on the results of monitoring and evaluation (Masaong, 2013; işman, 2016).

Principals are successful if they understand the school's existence as a complex and unique organization and can carry out the role of the principal as someone who is responsible for leading the school. The principal is leadership that others cannot fill without being based on consideration. The role of a leader reflects the school's responsibility to mobilize all available resources so that work and high productivity are born.

Learning leaders and principals must have the knowledge and ability to diagnose educational and learning problems in schools, carry out clinical supervision functions, develop staff, and evaluate and develop learning programs according to the needs of students (Surachmi, 2012). The behavior of the learning curriculum, teachers, and staff significantly contribute to increasing the effectiveness of learning in schools. In this case, the principal emphasized that learning is the main reason for one's existence in school, including emphasizing the importance and value of high achievement in speaking and writing skills.

The principal's learning leadership behavior is the principal's behavior in applying the principles and techniques of learning management, motivational techniques, and the ability to diagnose learning problems and take innovative actions by involving the entire school community (Surachmi, 2012). There are five basic ways influential learning leaders communicate high expectations for their students in schools: (1) establishing inclusive classrooms that send the message that all students can learn, and (2) providing extended learning opportunities for students who need them. , (3) observing and reinforcing positive teacher behavior in the classroom that ensures a well-

managed and demanding academic climate, (4) can send messages to students in a variety of ways, and (5) establishing policies in which students make relative progress toward homework.

From some of the theories above, it can be concluded that learning leadership is mentoring carried out by school principals focusing on learning, including planning, implementation, and evaluation following the applicable curriculum to develop professional teachers in improving student learning outcomes.

## The Principal's Role as a Learning Supervisor in Schools

Purwanto (2006) reveals that supervision is a supervisory and coaching activity planned by the principal to assist teachers and other school employees in carrying out their work effectively. Dharma (2008), in his journal, revealed: "According to the traditional concept, supervision is carried out in the form of inspection or fault-finding. Meanwhile, in the modern view, supervision is an attempt to improve education or learning, namely as an aid for educators to improve professional skills so that students will be of higher quality. The consequence of traditional supervisory behavior or snooper vision is that the teaching staff will become afraid, and they will work forcibly and reduce/turn off the creativity of teachers/lecturers in their professional development.

Masaong (2013) suggests that the supervisory techniques that the principal can carry out are: class visits include (1) focusing attention on the components and situations of teacher learning in the classroom, (2) stacking on efforts to advance the learning process, (3) helping teachers concretely to advance the learning process, (4) help teachers to evaluate themselves, (5) freely provide opportunities for teachers to be able to discuss problems faced in the learning process. In education, quality is a successful learning process that is fun and provides enjoyment. Only relative concepts are often found. In this concept, the quality of education is usually measured from the customer side, both internal and external customers.

Considering the importance of the quality of learning, the principal has a dominant role in these improvement efforts. One of the principal's duties in improving the quality of school teachers is to carry out learning activities based on the applicable curriculum. Thus, an understanding of the curriculum and its implementation strategy is fundamental. Although the teacher carries out learning activities in the classroom and the field, the role of the principal is also crucial, from planning and implementation to evaluation of teacher learning.

Supervision is aimed at creating or developing a better learning situation, which is created by the teacher's competence in teaching behavior. This process can be seen from the implementation of learning activities caused by the existence of supervisory services and activities that are more directed to efforts to improve teachers' ability to manage learning activities supported by the pedagogic and professional competencies of teachers.

Once learning supervision is so essential, school principals need to plan, coordinate, stimulate, and direct teachers through teacher professional development to improve the quality of learning. This process is in line with Sahertian (2010), and Ubabuddin's (2019) learning supervision functions include (1) improvement, (2) observation or research, (3) coaching, (4) development, (5) coordination, (6) motivating, and (7) assessment.

## School at Isolated Area

A remote area is a community isolated from almost all changes towards progress. Juharyanto et al., (2019). Remote areas include the notion of physical and cultural remoteness (Supriadi, 1990) in Rahayu et al. (2009). Specifically for physically remote areas, it is an area that is far or difficult to reach utilizing communication and transportation coupled with unfavorable geographical conditions. Each region has its uniqueness and local wisdom that must be maintained. So far, the cultural content of local wisdom, which includes socio-culture, arts, and traditional values, has declined in quality, and the younger generation does not understand the culture their parents have embraced.

Areas with such conditions cause the community to be confined or isolated from the surrounding areas. These areas include: (a) remote areas of inland land, (b) remote areas of beaches and rivers, and (c) remote areas of waters, islands, and international borders. Indonesia is a country that has a typical overall remoteness of the region, where until now, the problem of education that has not been evenly distributed in remote areas is still the main obstacle that hinders the pace of education development in our country.

Characteristics of remote areas appear with distinctive geographical, socio-cultural, and educational characteristics, thus requiring a different approach to handling their education. The impact of living in remote areas should not be underestimated because teachers who work in remote areas are the same as changing assignments or serving in remote areas—other parts of the world. The government's support and seriousness in guarding the professionalism of teachers through various strategic steps and targeted programs will significantly determine the quality of education in the region (Nugroho, 2017).

Learning, which is a process of interaction between students and teachers and learning resources in a learning environment, shows that there are three essential components involved in learning: students, teachers, and learning resources. Learning resources have a broad meaning, and there are many types, but in this study, the specific learning resources looked at are library book collections. The educational process carried out in schools must become a strategic vehicle for efforts to develop all individual potential or to help students to be able to ennoble their lives (enabling life) (Tjalla, 2010).

From several research results, it is hoped that it can provide an accurate picture of the condition of education in remote areas, especially concerning the conditions of students, teachers, and learning resources, for stakeholders and policies in the world of education. So it is hoped that decision-making for developing education policies in remote areas can be more targeted and follow real needs in the field. In addition, the wider community is more concerned with the condition of education in remote areas, which still need to be developed.

So far, there has been an erroneous assumption and has continued for a relatively long time that only urban areas are the front face of Indonesia. For this reason, the reverse paradigm must be changed so that the front face of Indonesia is visible and reflected in the border area.

In addition, the forms of efforts to accelerate the growth of the populist-based border economy include (a) strengthening the capacity to strengthen existing traditional community institutions/non-governmental groups, (b) empowerment, mentoring, and strengthening the participation of women in economic or social activities. , (c) developing the national insight of the people in border areas, (d) reviving the role of microfinance institutions in increasing economic growth, and (e) identifying the potential and development of leading sectors in border areas (Suciati & Ariningsih, 2016).

Remote or underdeveloped areas generally have relatively the same characteristics, namely the lack of access to transportation, communication, and information and limited electrical resources. These three factors are interrelated. When discussing the utilization of information and communication technology (ICT) for education in remote areas, it will not be separated from these problems.

In addition, the lack of facilities and infrastructure owned by schools in remote areas to support the implementation of the learning process also affects the quality and quality of education in the area (Koesnandar, 2013). ICTs are primarily used for administrative functions and have not been explored in depth as media or learning and assessment aids, so this becomes a real challenge that policymakers must take seriously regarding improving the quality of education (Triyoso & Sudibyo, 2017).

Education in Indonesia defines rural areas as particular areas stipulated through Permendikbud No. 34 of 2012 concerning criteria for particular areas and the provision of special allowances for teachers. Particular areas, namely: (a) remote or underdeveloped areas, (b) areas with remote indigenous conditions, (c) border areas with other countries, (d) areas experiencing natural disasters, social disasters, or areas located in other emergencies; and, (e) the small outermost island (Marannu, 2018).

Education is one measure of the success of a country's development. Government programs such as nine years of compulsory education, school operational assistance (BOS), assistance for poor students (BSM), and other government programs are government efforts to improve the education of the Indonesian population.

Schools located in remote areas with character, unfriendly terrain, generally poor economic conditions, low awareness of public education, inadequate school facilities and infrastructure, inadequate quantity and quality of teachers, dominance of the status of teachers who are still non-PNS, and government policy factors that tend to change from time to time, actually make it more difficult for school principals.

The limited facilities and infrastructure and the profiles of teachers in small elementary schools that will be used as the basis for developing the model include (1) the profiles of remote elementary school teachers who were sampled for the study, including their academic qualifications and performance profiles, (2) training models and strategies for improving the performance of elementary school teachers in remote areas in Bengkulu Province, (3) learning conditions in remote elementary schools, and (4) availability of learning support facilities and infrastructure.

The process of education and teaching in schools shows how educational inputs are converted into educational outputs and outcomes. From some of the opinions above, it can be synthesized that remote schools are schools located in remote areas far from the hustle and bustle of the city and lack all learning support facilities.

## Methods

This research was conducted at SDN Biga, Walea Besar District. The selection of this research location was based on the consideration that SDN Biga is a school located in a remote area. The

distance of SDN Biga from the Regency has to cross the sea by boat with a journey of one day and one night, and the distance from the sub-district to the school can be less than 9 km. The school environment is amidst the Saluan ethnic community, with the majority Muslim. There are ten educators, education staff, and 298 students with an average Muslim religion. Have sufficient facilities and infrastructure but do not have security, namely a fence, due to several factors, so there has been no construction of a school fence. SDN Biga is one of the leading schools out of 11 in Walea Besar District. This SDN Biga often participates in various competitions and gets achievements in O2SN activities at the district level.

The approach used in this study is a qualitative approach using a case study research design because it is directed to reveal events or incidents related to the learning leadership of the principal of SDN Terpencil, Walea Besar District.

In this study, the researcher acts as a critical instrument because the researcher is a full observer who observes all forms of activity and collects data related to the learning leadership of the head of SDN Biga. The data source of this research is the principal as a key informant. Teachers, supervisors, students, and parents are sources of supporting data.

Data collection techniques used interviews, observations, and document studies. The interviews used were structured and unstructured interviews. The observation used was the non-participatory observation, namely, the researcher as an outsider observing a phenomenon that occurred at SDN Biga. Study documents are used as official or unofficial documents and photographs needed to complete interview and observation data.

Data analysis used thematic analysis using the following steps: data reduction, data display, and data verification. To test the validity of the data using: (1) credibility, which is to prove the data that has been collected is following the actual situation. Techniques to achieve credibility are extended observations, increased persistence in research, triangulation of techniques and sources, discussions with colleagues and member checks, and (2) confirmability, namely testing the research results related to the process that has been found.

## Results and Discussion
### The Principal's Efforts Coordinating Learning Programs with Teachers at SDN Biga in Tojo Una-Una District

The study results show the various efforts made by the principal in influencing his employees to coordinate learning programs, namely collaborating with teachers. The principal provides directions so that teachers can efficiently complete their tasks. The learning program estimates the implementation of learning to determine the effectiveness and progress in achieving the learning objectives.

The role of the principal is huge in carrying out the wheels of leadership. This role is in line with the progress the school will obtain if a great leader leads it. Facts prove that in the hands of a great leader, a school can become a quality school. This result is in line with (Sagala, 2010) that a good school will always have a good principal.

Qualified leaders can create breakthroughs or innovations so that the school they lead continues to grow. A great leader can also provide morale so that the people he leads are not pressured but work voluntarily so that maximum results can be obtained. In education, school principals are required to be ideal leaders so that the institutions they lead can progress, implement quality management, and produce output in the form of quality students. This result follows the statements of Sagala (2007), Usman (2010), and Hisrich (2002) that principals must have an entrepreneurial spirit because, with an entrepreneurial spirit, the principal can reflect a personality that gives strength to schools to have a culture of sustainable achievement, achieving school success. They lead and realize effective school management. Leadership plays an important role or is a significant factor driving the success of school reform efforts (Sergiovanni, 1998; Robbin, 2001; Yulk, 1989)

One of the roles and duties of the principal is the manager because the principal is required to have the ability to behave like a manager in a school organization. A manager's role is to organize available resources to achieve specific goals. In connection with this expression, the principal, as the controller of the organizational wheel in the school, can plan all activities for the short, medium, and long term while still referring to the vision, mission, goals, and objectives of the school to be achieved in line with the regional development umbrella where the school is located.

As a manager in formulating all development strategies in schools, the principal does not deny the conditions or needs that develop within and outside the school environment. The strategy is reviewed carefully and with prudence, principles to make decisions and policies such as economic, social, cultural issues, human resources, natural resources, financial resources, politics, and infrastructure owned by schools and the community, the organization of all work programs must be mobilized professionally. Based on the results of observations in offline learning, students respond positively to each lesson and pay attention to the teacher when explaining. In addition, based on the

results of interviews conducted by researchers at SDN Biga, there are several efforts made to coordinate learning programs, namely:

a.  Planning of the Learning Programm

In formulating learning programs, the principal coordinates with teachers to improve learning quality and student achievement.

This learning program is one of the planned learning activities or assessment strategies used to convey competence. Planning is carried out in a directed manner so that teachers can spend time effectively to achieve learning goals and success through effective planning. The Minister of Education and Culture and his staff continue to look for solutions to improve education, one of the focuses is improving the 3T area through the Pioneer Teaching Campus program, which was initiated during the Covid-19 pandemic, including in districts and cities classified as 3T.

b.  Evaluating the Teacher's Performance

The principal tries to apply learning leadership to schools that are in the disadvantaged and remote category. Implementing it is not an easy problem. Principals must work hard in realizing quality schools so that principals evaluate teachers to improve teacher performance. Evaluating a teacher is an effort to see the maximum skills he possesses while implementing his work. Even though it is located in a remote area, SDN Biga is a school that gets the best scores on the national exam. To achieve learning objectives, a teacher is expected to understand and understand what is meant in the curriculum.

**Principal's Efforts in Motivating Teachers to Improve Learning at SDN Biga in Tojo Una-Una District**

The learning process is the core of the overall educational process, with the teacher as the primary role holder. The learning process is booming, and the quality of education can be increased if teachers can understand and live their profession and have insight into knowledge and skills to make the learning process effective. Teachers are required to be able to create an innovative, creative, and fun learning atmosphere. Competency standards and essential competencies as well as indicators of competency achievement regarding Curriculum 13 (K13), namely learning by emphasizing affective aspects and balanced competencies so that in their activities more practice but due to lack of equipment and even lack of laboratory rooms and equipment and mediocre equipment then the teacher is quite tricky and tries to overcome these problems with various teaching methods

Professional teachers have high performance in carrying out their teaching tasks in the classroom, so the learning process is of high quality for students. The quality of the teacher's learning process can be seen in the learning achievement obtained by the students. If students' learning achievement is high, it can be ascertained that the learning process carried out by the teacher is of high quality. The high learning achievement of students is one indicator that reflects the excellent quality of education in the school. One thing that needs to be done by a teacher to become a professional teacher is that the teacher must continue to improve his quality, especially the implementation of performance, both in the learning process and the completeness of teacher administration as a form of physical evidence that he is genuinely a professional teacher.

The high and low quality of education is primarily determined by the learning services teachers provide to students, then supported by the leadership, the principal, and the existing facilities and infrastructure. SDN Biga is one of the schools located in a remote area still very thick with its cultural values , so people sometimes pay less attention to children's education.

Most of the parents of students are underprivileged and work as farmers, so they do not pay attention and control their children in the field of education. This is a massive role for the teacher to educate students at SDN Biga. One of the obstacles found in the field is that many teachers are not in remote schools for various reasons, so at SDN Biga, there are still not enough teachers.

In addition, the lack of suitable facilities and infrastructure makes it difficult for teachers to learn effectively. This condition will impact the teacher's lack of attention in the learning process. So this is where the principal's role is needed in motivating teachers so that teachers get enlightened in increasing teacher morale.

Several efforts were made by the principal of SDN Biga, namely: (1) motivating teachers to foster work spirit in the teaching and learning process, (2) giving advice to teachers either individually or in groups, and (3) giving awards to teachers for teacher motivation. Do a good job and always invites teachers to participate in every activity, (4) the principal praises the teacher, (5) in a pandemic situation like now, the principal pays attention and always involves the teachers in every activity. These efforts are in line with (Purwono, 2013), who stated that influential learning leaders would be

involved in curricular and learning problems, all of which will affect student learning achievement because school principals can take action to develop a productive work environment and also satisfying for teachers and at the same time finally able to create improved student learning conditions.

## The Principal's Efforts in Creating a Conducive Teaching and Learning Process at SDN Biga in Tojo Una-Una District

Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, article 3 states that National Education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming at developing the potential of students to become human beings of faith and piety to the nation. God Almighty has a noble character, is healthy, knowledgeable, capable, creative, independent, and becomes a democratic and responsible citizen. Furthermore, in Law Number 14 of 2005 concerning Teachers and Lecturers, article (1) states that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through the education pathway. Formal education, primary education, and secondary education. The incompetence of a teacher in delivering teaching materials in the learning process indirectly affects learning outcomes.

The learning process can only be achieved with the competencies that exist in the teacher's personality. Limited knowledge in the delivery of material, both in terms of teaching methods and books to support other learning subjects, will affect learning outcomes.

Various efforts have been made to improve teacher performance, namely through the Subject Teacher Deliberation Forum (MGMP), Teacher Working Groups (KKG), and various other training, both in their respective fields of study and other things that can improve teacher professionalism.

Principals are essentially teachers who are given additional tasks. The principle is one of the components of education that has the most role in improving the quality of education. The principal must be able to create a conducive and innovative atmosphere in carrying out activities at school. This role is under the Regulation of the Minister of National Education Number 13 of 2007 concerning Standards for Principals/Madrasah. It is stated that principals manage teachers and staff optimally, utilizing human resources and creating a conducive and innovative school culture and climate for learning.

Principals can apply several principles in improving the performance of teachers as education personnel in order to be able to improve their professional abilities. As mentioned by Mulyasa (2005), these principles are as follows: (a) education staff will work harder if the activities are exciting and fun. The objectives of the activities need to be (b) structured and informed to educate staff so that they know the purpose of their work. Academic staff must also be involved in setting these goals, (c) education staff must always be informed about the results of each of their work, and (d) reward is better than punishment. However, sometimes punishment also needs to be done, (e) try to meet the needs of education personnel by paying attention to their physical condition, providing a sense of security, showing that the principal pays attention to them, and arranging the experience in such a way that every employee gets job satisfaction.

The principal must have the right strategy to motivate teachers in carrying out their various tasks and functions. The principal can carry out this strategy by setting a harmonious environment, a conducive work atmosphere, discipline, rewards, and punishments effectively and providing various learning resources so that teachers can improve their performance professionally. Various strategies that can be used by school principals in improving the performance of teachers, as stated by Mulyasa (2005), are: (a) teachers will work harder if the activities carried out are exciting and fun, (b) the objectives of the activities need to be explicit and informed. to teachers so that they know the goals to be achieved, (c) teachers must always be informed about the results of each work

SDN Biga is a research school with problems with conducive teaching and learning processes, namely climate and pandemics. Based on the results of research conducted at the Biga Elementary School in improving a conducive climate, namely carrying out developments in this case related to the discipline of teachers in carrying out the teaching and learning process, because this school requires qualified educators to make them can compete with schools in urban areas.

Led a school in a remote area is not easy. Because it takes much knowledge and a solid mentality to deal with all school members, not to mention being faced with the community, the principal works hard to improve adequate climate conditions and provide comfort to students, teachers, and the community. The obstacles in the field based on the results of the research are: (a) in carrying out the teaching and learning process, the dynamics of the teacher and the process of resolving conflicts that occur both in the teacher himself and in groups, the lack of interest of students in going to school, (b) those who only want to work to earn money is also supported by parents so that

sometimes the exams just me and the teachers follow directly at the house concerned, (c) not much different from students, teachers also sometimes come late and lack discipline.

With these obstacles, a principal strategy is needed to improve teacher performance, based on what Mukhtar (2015) has done, the principal's strategy, and the teacher's performance. Strategy can be interpreted as a method or technique applied by a person, in this case, the leader, to achieve the desired goal. Principals are essentially teachers who are given the additional task of leading the organization of the school. Therefore, the principal's task is not only to organize and carry out the teaching and learning process but also to be able to analyze various problems, be able to give consideration, be proficient in leading and acting in organizations, able to communicate both verbally and in writing, participatory and proficient in solving problems correctly.

Professional school principals in the new paradigm of education management must have a positive impact and fundamental changes in the renewal of the education system in schools. These impacts include educational effectiveness, strong school leadership, effective management of educational resources, orientation to quality improvement, good teamwork, intelligent and dynamic, independent, participatory with school members and the community, openness, managerial, innovative, continuous evaluation and improvement, responsiveness, and anticipation of needs and accountability.

The success or failure of a principal is not only determined by himself. However, it is also determined by the accumulation of all the subsystems involved, namely the principal with a set of competencies, characteristics of subordinates, the situation, and condition of the school organization, the cooperation of all school members, and environmental conditions. The success of the school means that the implementation of the school organization can run well as expected by the competence of the principal in improving teacher performance, (b) the principal as an entrepreneur, and the principal's leadership in improving teacher performance.

### Efforts by the Principal in Conducting Student Evaluation at SDN Biga in Tojo Una-Una District

The learning process can be called an educational interaction that is conscious of the goal, meaning that the interaction that has been proclaimed for a specific purpose, at least, is the achievement of instructional goals or learning objectives formulated in lesson units.

Forming good training or learning plans starts with determining the proper lesson objectives. This training identifies each essential subject or topic that must be covered to achieve this goal.

Then these points must be adapted to one another to form the lesson. Teaching planning is a program prepared to teach students to achieve predetermined goals.

Based on information from interviews conducted at SDN Biga, the principal's efforts to evaluate students are (a) the principal guides so that the evaluation carried out by most of the SDN Biga teachers does not only use test procedures but also uses non-test procedures, (b) guidance in utilizing the results of the evaluation, especially the skills to analyze the results of the new student learning evaluations given by the principal to the teacher, (c) the principal preparing a student learning evaluation tool.

The success of learning is strongly influenced by several factors, including the learning process. The learning process is a series of activities and interactions between students and teachers controlled through lesson planning. The implementation of the learning process needs to be carried out systematically based on the learning procedures that have been developed.

Therefore, one of the abilities that elementary school teachers must possess is understanding and carrying out learning procedures, including preliminary, core, and closing activities. Core activities in the learning process Core activities use methods adapted to the characteristics of students and subjects, including exploration, elaboration, and confirmation.

The final and follow-up activities must be carried out based on the plans made by the teacher. Teachers must plan and carry out final and follow-up activities effectively, efficiently, flexibly, and systematically.

The final activity in learning is not only defined as an activity to close the lesson but also as an activity for assessing student learning outcomes and follow-up activities. Follow-up activities must be taken based on students' processes and learning outcomes.

### The Principal's Efforts in Building a Learning Community at SDN Biga in Tojo Una-Una District

Schools as a collection of small groups have a peculiarity that can be seen as a school community, namely the cohesiveness of behavior guided by mutual agreement based on agreed values and norms. Several things can be done to improve the learning process, including the learning community. A learning community is a group of teachers and students in the classroom who interact in teaching and learning activities.

Based on interviews with school principals, several efforts are made to build a learning community at SDN Biga: providing the best service for students, solving problems faced, indicators of the school model as a learning community, and strategies for growing learning.

A learning community is an organization where members continuously develop their capacities to achieve desired results, encourage new and broad thinking patterns, and continually learn how to learn together. The learning community is the concept that lifelong learning is an essential activity for each individual and the school community.

Schools are creative and adaptive to changes that occur in the world of education and society. Every learning community member should be respected and have the same goal of achieving quality education. Stakeholders help develop education and actively involve discovery and problem-solving in the classroom, teaching implementation, and school management.

The main challenge faced by schools comes from students. In order for a school to become a learning community, time is needed for open discussion. Discussions about broader educational change and learning should move up and down.

For this reason, schools must think about what happened, agree on the principles of cooperation and take advantage of existing practices. The best way to build a learning community is for schools to think of strategies, always work together, and always be solid in any activity. The emphasis of the analysis in this step is the determination of strategies and methods to achieve the expected capability goals. It is necessary to design learning activities in the form of face-to-face activities, structured activities, and independent activities. Integrated learning strategies can support the success of teaching programs. The learning community is constantly in touch with many people, both fellow community members and others who participate in activities organized by the community. Learning communities can provide teachers opportunities to improve learning to encourage students and parents to work together in achieving learning goals. Teachers can also re-examine the teaching-learning process.

SDN Biga is one of the schools still lagging that there are still many obstacles, both in terms of facilities and infrastructure as well as the learning system. Regarding school facilities and infrastructure, SDN Biga still lacks classrooms and laboratories that support learning systems, such as science laboratories and others.

Then in terms of learning, namely, students' interest in learning is lacking, teacher constraints in choosing learning media, students' understanding constraints, student learning assessments, constraints on supervision, and teacher constraints for implementing offline learning. In addition, the community plays an essential role in supporting and collaborating with teachers in forming study groups. Thanks to the community's cooperation in licensing, facilities, and moral support supporting study group activities in remote areas. The life of the surrounding community will have a negative or positive impact depending on their habits because the condition of students, especially those still in the stage of entering adolescence, is easily influenced by things they often see.

Learning activities are one of the leading educational activities in schools. The learning outcomes achieved by students primarily determine the success or failure of the educational process. To achieve student learning outcomes as expected, the teacher tries his best to create the best possible learning situation. However, some students have difficulty in learning. In addition, students' interest in learning is less because it is influenced by the environment and lack of parental support, so it is not easy to follow the existing learning. The learning community is a means to improve student learning outcomes to an optimal level with the strategy of creating learning networks both within and with parties outside the school.

Then learning is now being diverted online due to covid-19. This condition is a significant obstacle for the SDN Biga school and requires extra staff for teachers. In online learning, children find it challenging to focus on learning because the home atmosphere is not conducive, there is a limited internet quota or internet or wifi packages that become accessible to online learning, and interference from several other things.

In line with the opinion of Sadikin & Hamidah (2020), which states that online learning has weaknesses, namely, learning is not adequately supervised during the online learning process, weak internet signals, and high quotas are challenges in online learning.

Learning difficulties are deficiencies that do not appear naturally. Learning disabilities cannot be recognized in a different physical form from people who have learning difficulties. This learning difficulty is not always caused by low intelligence factors (mental disorders but can also be caused by other factors outside intelligence.

**Conclusion**

The principal's efforts in coordinating learning programs with teachers in remote elementary schools in Tojo Una-Una Regency are (1) collaborating with teachers as a guide for teachers to achieve

goals, (2) providing opportunities for teachers to submit suggestions and responses to planned programs, (3) planning for each implementation of learning programs.

The principal's efforts in motivating teachers to improve learning in remote elementary schools are by providing motivation both from within and from outside, fostering a sense of responsibility for each task given, giving awards to teachers who excel, and paying attention to employees and all stakeholders. Those who are in school then build work between teachers and principals and between schools and residents.

The principal's efforts in creating a conducive teaching and learning process are that the principal directs all school members to be able to keep the school environment clean and comfortable, foster self-awareness of teachers and students to continue to behave in a disciplined manner maintaining the values that are already embedded in regional elementary schools. isolated

The principal's efforts in evaluating students in biga elementary schools can determine students' learning achievement, directing teachers to carry out tasks well, and preparing learning facilities as a form of the principal's efforts in evaluating students.

The principal's efforts in building learning communities in remote elementary schools are by improving service for both students and teachers, providing socialization to the local community that education is essential for the future. In addition, the principal also directs the teacher to pay more attention to the evaluation of students.

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