

THE ROLE OF THE PRINCIPAL TO INCREASE TEACHER INNOVATION AND CREATIVITY DURING THE PANDEMIC

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Abstrak

Tujuan penelitian ini adalah untuk mengetahui bagaimana peran Kepala Sekolah untuk meningkatkan inovasi dan kreativitas guru di SMP Al-Azhar 3 Bandar Lampung di Masa Pandemi Covid-19. Metode yang digunakan dalam penelitian ini adalah metode kualitatif deskriptif dimana pengumpulan data menggunakan teknik wawancara, observasi, dan dokumentasi. Sampel penelitian adalah kepala sekolah, Wakil Kepala Sekolah, tiga orang guru, dan siswa. Peran kepala sekolah dalam meningkatkan inovasi dan kreativitas guru dalam pembelajaran adalah (1) kepala sekolah sebagai teladan; (2) supervisi dan bimbingan, (3) pemberian reward dan punishment, (4) melibatkan guru dalam pelatihan, (5) menciptakan suasana kerja yang menyenangkan, (6) memberikan kebebasan berinovasi dan berkreasi.

Kata kunci: Peran Kepala Sekolah, Inovasi Guru, Kreativitas Guru, Covid-19

Abstract

The purpose of this research is to find out how the role of the Principal to increase the innovation and creativity of teachers at Al-Azhar Junior High School 3 Bandar Lampung during the Covid-19 Pandemic. The method used in this study is a descriptive qualitative method where data collection uses interview, observation, and documentation techniques. The sample of the study was the principal, the vice principal, three teachers, and the students. The role of the headmaster in improving the innovation and creativity of teachers in learning is (1) The Principal as an example; (2) Supervision and guidance, (3) Rewarding and punishment, (4) Involving teachers in training, (5) Creating a pleasant work atmosphere, (6) Providing freedom to innovate and create.

Keywords: Principal Role, Teacher Innovation, Teacher Creativity, Covid-19

INTRODUCTION

The rapid change of the times resulted in changes in all aspects of life, both changes in nature, as well as human mindsets that are included in it is a change in the paradigm of education. Various obstacles and problems occur in the international world as well as in Indonesia, namely in the face of the Coronavirus Disease (Covid-19) outbreak, which began to occur in March 2020. The

National Disaster Management Agency (BNPB) issued decree number 13 A related to the determination of the emergency period due to coronavirus. Based on the determination, the Ministry of Education and Culture (Kemendikbud) issued a Circular Letter from the minister of education and Culture Number: 36962/MPK. A/HK/2020 dated March 17, 2020 on online learning and working from

home in order to prevent Corona Virus Disease (COVID-19) (Sari, 2020). Government policies in the field of education during the Covid-19 pandemic, including the absence of face-to-face meetings between teachers and students to avoid the spread of Covid-19. In other words, almost all schools are changing the form of learning into a distance learning model (PJJ). In the world of education, Distance learning involves stakeholders in its handling which includes: principals, teachers, and parents must be able to create synergy in building the effectiveness of teachers in teaching and learning during the Covid-19 pandemic through innovation and creativity of learning.

According to the Great Dictionary of Bahasa Indonesia (DEPDIKNAS, 2008:333), Innovation is defined as an introduction to new things; new discoveries that are different from existing or pre-known ones whether concerning ideas, ideas, methods or tools. Learning innovation here is intended to be something new change that is different from before and deliberately made to improve in the efforts to achieve learning objectives (Iriansyah, 2020). Efforts in carrying out innovative learning processes, one of which is by conducting the learning process through online media.

Creativity is the result of one's creation in creating something different from before, as an imaginative creation, or turning the existing thing into a new thing (Lapeniene & Dumciene, 2014; Mia Hocenski, Ljerka Sedlan König, 2018). Forms of creativity can be the ability to

think and work creatively (Leung et al., 2012). In this context, teachers are required to be able to develop creativity both in the form of thinking and working creatively in order to be able to produce a variety of effective distance learning innovations. As a teacher must have the willingness of teachers to try to find, explore and find various advances, approaches, methods and learning strategies that will support the emergence of new innovations. Without the support of the teacher's desire to always innovate in learning, learning will make students become saturated. Therefore, a teacher must have creative ideas in the learning process. Teacher creativity should be able to stimulate students to bring creativity, both in the context of creative thinking and in the creative context of doing something. Creative teachers will inspire students (Fisher, 2004). Creative thinking always starts from critical thinking that is finding and giving birth to something that previously did not exist or improve something that was not previously good, for that creative teacher has characteristics such as: Flexible, optimistic, respectful, nimble, humorous, inspiring, gentle, disciplined, responsive, empathetic, while the factors that affect the creativity of teachers are internal factors (inheritance and psychological) and external factors (social environment culture). Internal factors are the essence of the human being itself in which there is a drive to develop and develop towards a better company than ever before, in accordance with his ability to reflect

to meet all his needs (Morais & Azevedo, 2011; Sawyer, 2004).

To increase creativity and innovation in learning, teachers need the support of the principal as a leader (Leithwood & Mascall, 2008). During the COVID-19 pandemic, principals need to improve managerial and leadership security to support the creation of a conducive learning climate, effective learning, and creative teacher teachers (Hanum et al., 2020). The principal's job is to lead, direct and control all activities in the school. While the teacher's job is to educate, do the learning and assess the learning outcomes of students. In addition, it is the student's job to actively study. Education workers encourage the entire learning process, managing a certain amount of funds properly and responsibly. This condition requires special attention from the principals, so that teachers can still carry out effective distance learning by developing creative and innovative learning (Citra Resmi & Hasanah, 2020; Hasim & Hasanah, 2020).

SMP Al-Azhar 3 Bandar Lampung, is one of the schools whose teachers are known to have high creativity, and able to develop distance learning innovations. Smp Al-Azhar 3 Bandar Lampung is one of the private schools that are in great demand by the community, as evidenced by the number of students who are more than 835 students. In addition, SMP Al-Azhar 3 Bandar Lampung famous by brending "Superior, Islamic and Reliable Public Option Lampung". The interest of society to SMP

Al-Azhar 3 Bandar Lampung remained high even in the condition pandemic such as this. SMP Al-Azhar 3 Bandar Lampung has 47 teachers, consisting of civil servants, GTT (non-permanent teachers), GTY (Foundation permanent teachers) and honorary teachers. Teachers of SMP Al-Azhar 3 Bandar Lampung are required to remain present at school from 07.30 until 15.00 WIB to be able to provide online learning in schools while still complying with health protocols by being in their respective classes. The formation of classes by the principal aims so that teachers can continue to teach and use teaching materials in the classroom to make videos or can carry out meeting rooms with learners. teachers in the classroom should be able to develop appropriate teaching methods to change and technological development in line with the existing its the covid-19 pandemic. From the author's conversation with resource persons, at SMP Al-Azhar 3 Bandar Lampung all teachers in their learning use online learning using applications from the Al-Azhar Lampung Foundation, namely SIMASKOT (Integrated Management Information System), Blogger, WhatsAps Group, Google Classroom (GC) which easy to access. In the process of providing learning, the principal as a leader is assisted by the vice principal who always monitors and evaluates the work of the teachers in providing teaching materials to students. This makes teachers have a high willingness and motivation to continue to innovate and be

creative in providing material to students. From the data are obtained, they always follow the competition and apart increase creativity both held over the principal and the foundation of Al-Azhar Lampung. Therefore, this study aims to explore the leadership of school principals in creating and developing teacher creativity so that they can develop digital-based learning innovations in the era of the Covid-19 pandemic.

LITERATURE REVIEW

Understanding Learning Leadership

The headmaster as a leader has a role and leadership pattern that relates to influencing his followers to always follow his direction in carrying out the task of organizing the school in order to develop and advance the school. Many theories and results prove that the success or failure of a school depends heavily on the success of the principal's leadership. This is due to the role of the principal as the person who determines the success or failure of a school organization in achieving its school goals effectively and efficiently.

The definition of overall learning leadership has the same meaning, namely the ability of a school leader, namely the principal, to influence the behavior of both teachers and students in carrying out activities related to the learning process leading to the achievement of school objectives (Nasution, 2016). Learning leadership is a person's ability to guide, influence and direct to carry out his teaching

activities effectively and achieve professional satisfaction (Lamb, Martin-Misener, Bryant-Lukosius, & Latimer, 2018). Under the direction of the headmaster as a leader, teachers can freely develop and find their own models and strategies that support the achievement of maximum learning outcomes in accordance with the objectives and can develop and find their own ways or models of approaches that suit the conditions of students who have long been involved. Sergiovanni (1987) relates the explanation of the concept of learning leadership to the successful management of the school, namely a principal or a teacher who demonstrates formidable managerial skills, ideals and skills, which ensures the availability of a working climate that supports the efforts to achieve school goals. Learning leadership basically refers to the educational context of the ability to influence people or groups of people with a view to achieving a goal (Luyten & Bazo, 2019).

Education Supervision

One effective way to Increase Teacher Innovation and Creativity during the Pandemic is through the role of principals and teachers. Principals and teachers play a very important role in the implementation of education, because principals and teachers directly interact with students during the teaching and learning process. Therefore, a principal needs to guide, nurture and well direct his teachers and staff.

Teaching supervision is a series of professional assistance efforts to teachers

(Gunawan, 2015a). Supervision aims to develop a better learning activity situation to achieve school education goals, foster teachers professionally, and assist teachers in assessing student learning outcomes (Gunawan, 2011). Teaching supervision is directed to develop the learning process conducted by teachers. Principals and supervisors in providing professional coaching to teachers should apply the qualities of educational leadership. Burhanuddin, et al., (2007) stated that through this supervision evaluation, supervisors can: (1) improve teaching practices; (2) provide encouragement for pbm improvement in schools; and (3) provide consideration and advice on improving the management of PBM supporting facilities and infrastructure in schools. Pidarta (2009) affirmed that as an activity to foster educators in developing the learning process, including al. supporting elements.

Muslim (2013) revealed that class visits are visits made by supervisors (principals) to the classroom while the teacher is teaching; and through class visits, supervisors can know the activities of teachers and students and the problems they face in implementing KBM, which is very important information for supervisors in an effort to help teachers improve their professional skills. Burhanuddin, et al., (2007) emphasized that class visits and observations of classes conducted by the principal or school supervisor are useful to know the quality of the implementation of

teaching and learning activities. During class visits, principals and supervisors may: (1) learn the strengths and weaknesses of the implementation of learning activities for further development and development; (2) identify the obstacles faced while carrying out an idea of teaching reform; ; (3) directly know the needs of teachers and students in carrying out an effective teaching and learning process; (4) obtain some information to develop a detailed professional coaching program; and (5) fostering the teacher's confident attitude to do and carry out better learning. Sahertian (2008) suggests class visitation techniques are one of the techniques in the implementation of supervision where the principal or supervisor comes to the class to see how teachers teach in the classroom. Furthermore, Sahertian (2008) affirms the purpose of using class visit techniques that supervisors can obtain data on the actual situation during the teacher's teaching.

Reward and Punishment

Work discipline, is a problem that needs to be considered, because with discipline, it can affect the effectiveness and efficiency of achieving organizational goals. Work discipline, basically can be interpreted as a form of obedience of one's behavior in complying with certain rules or regulations related to work, and enforced in an organization or company in an effort to apply teacher discipline to the presence of class in teaching and learning activities, can be taken with some efforts. The

efforts in improving teacher discipline are as follows: (a) the school has a well-managed system of order control, (b) the existence of discipline in attitudes and behaviors starting from the school leadership, (c) requiring teachers to fill out the class agenda and fill out absentee books circulated by picket officers, (d) at the beginning of the entrance of the principal's school with the teacher making an agreement on disciplinary rules, (e) reduce the teacher's chances of leaving the classroom, and (f) any coaching meeting is announced the lowest frequency of violations. In addition, a Reward and Punishment system is also implemented to improve teacher discipline in classroom teaching attendance.

Reward and punishment are two methods of motivating a person to do good and improve his achievements (Nugroho, 2006). Reward means reward. In the management concept, reward is one of the tools to increase the motivation of employees. Punishment is a punishment or consequence that must be held accountable by a person for not performing his or her duty. If reward is a positive form of reinforcement, then punishment as a form of reinforcement is negative, but if given appropriately and wisely can be a motivational tool. The purpose of this method is to improve and educate in a better direction. In the context of learning related to teacher discipline in carrying out tasks, the application of reward and punishment methods can also increase the motivation of teachers to

attend on time in learning activities in the classroom.

The principal as the learning leader has a very strategic role in achieving the school's objectives in improving Teacher Innovation and Creativity during the Covid-19 Pandemic. One of the important factors is the existence of transparency (example) in the discipline given by the principal. This is like the philosophy of education put forward by the Father of National Education Ki Hadjar Dewantara, "Ing Ngarso Sung Tuladha." The principal as the leader of the learning should be able to set an example to all school wara in order to create a culture of discipline in the school, which will ultimately improve the quality of the school.

Training

A more effective approach to improving the quality of learning can be done through improving teacher competence conducted by training. Armstrong's training (2006-137-138) was defined as a learning activity carried out with the primary purpose of helping organization members acquire and recall the knowledge, skills, and abilities and attitudes required by the organization.

Rothwell and Sredl as quoted by Stern & Kemp (2004; 126) describe training as a short-term learning intervention intended to build individual knowledge, skills, and attitudes to meet current or future work requirements. Training should have a direct and very specific impact on work performance and should be based on the needs and culture of a unique

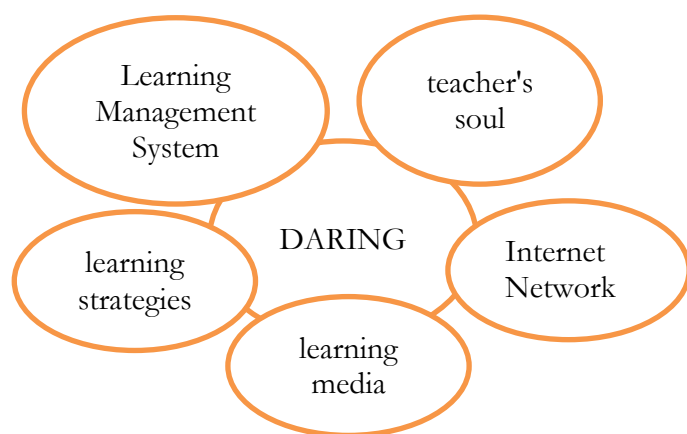
organization. Training for teachers has manfaat as according to Stren & Kemp (2004; 126), including: improved job satisfaction and morale, increased teacher motivation, increased efficiency in the maximum process, increased capacity to adopt new technologies and methods, increased innovation in strategy and improved the image of institutions.

Learning Innovation During the Covid-19 Pandemic

Learning is the ultimate activity. This means that an individual's success in achieving educational goals depends a lot on how effective learning can take place. Learning can improve understanding and expand knowledge. Quality learning depends on the motivation of students and innovation and creativity of teachers. Students who have high motivation are supported by teachers who are able to facilitate that motivation will lead to the successful achievement of learning targets. Good learning design, supported by adequate facilities, coupled with creativity and innovation from teachers will make it easier for students to achieve learning targets. Teachers with various skills that they have can facilitate students to have good knowledge and understanding. The wider the knowledge of students, the more ways come to them to express their own ideas (Mustafa, Hermendra, & Zulhafizh, 2018).

Innovation is defined as the introduction of new things; new discoveries that are different from existing ones or previously known both regarding ideas, ideas,

methods or tools, so that learning innovation can be interpreted as an effort to develop or utilize learning instruments ranging from content or material, methods to reference values or standards with the purpose of holding learning activities that produce outputs for the formation of certain knowledge or understanding as intended previously. During the Covid-19 pandemic, various parties, especially teachers, have made various learning innovation efforts, including changing face-to-face learning patterns into face-to-face learning patterns. Other learning models that can be used by teaching staff as a medium for delivering knowledge, namely online learning and mixed learning (a combination of two learning methods, namely face-to-face through video conference platforms and online learning. Online learning methods do not require students to be present in class. Learners can only access learning through internet media. Related to this, it is necessary to have a conscious attitude of teachers or students in ensuring the quality of their learning (Zulhafizh, Atmazaki, & Syahrul, 2013). Online learning requires students to prepare their own learning, evaluate, regulate and simultaneously maintain motivation in learning (Mustafa, Hermendra, and Zulhafizh, 2019) suggest that students can become more skilled and insightful when they want to control themselves to continue learning.



Basically in innovating in learning can be done by teachers and principals during the Covid-19 pandemic. One of the indicators of success in learning is assumed to be achieved through innovations in the world of information technology applied in learning media. In practicing this learning innovation, a teacher is expected to be able to approach, recognize, explore and develop the learning potentials of learners. The basis of the innovation is teaching using the approach "discovery inquiry" will be more effective and encourage independent learners in learning and thinking about something so that students have an understanding based on the mindset in nature.

RESEARCH METHODS

This research method is a case study using qualitative approach (Maxwell &Reybold, 2015). data collection was carried out through observation, in-depth interviews, and documentation relevant to the topic of this study. Participants in this study were determined by purposive sampling method

(Jupp, 2015; Lewis-Beck et al., 2012), consisting of principals Vice Principals, teachers and students. Data retrieval is conducted through an in-depth individual interview process (Rachmawati, 2007; Rosaliza, 2015). Data analysis is done by qualitative analysis method. The research was conducted from March to April 2021, at Al-Azhar Junior High School 3 Bandar Lampung.

RESULTS AND DISCUSSIONS

By sampling purposive (purposive sampling) using interview techniques with 7 people, namely the Principal, 1 Vice Principal, 3 Teachers, and 2 students. The results of interviews with several people are attributed to the Role of the Principal in efforts to Increase Teacher Innovation and Creativity during the Pandemic (Al-Azhar Junior High School Study 3 Bandar Lampung). Based on interviews with the principal, vice principals, some teachers, and even some writers can summarize in the description how the Role of the Principal in efforts to Improve Teacher Innovation and Creativity during the Covid-19 Pandemic. In general, the headmaster's leadership role in improving creativity and innovation of teachers are seen in the following: 1.The principal as the learning leadership; 2. Application of gifts and penalties; 3. Involve teachers in training; and 4. Creating a pleasant work atmosphere.

Principal as Learning Leadership

The headmaster is a good example in terms of creativity development. According to the results of an interview with one of the

teachers, it is known that the Head of Al-Azhar Junior High School 3 Bandar Lampung has a visionary spirit and character. In addition, it was also conveyed that the principal is an example of a creative leader in his leadership who is able to guide, influence and direct teachers to carry out their teaching activities effectively and achieve student satisfaction. The headmaster, as a leader, has the responsibility of directing teachers to develop and find their own models and strategies that support the achievement of learning outcomes in accordance with educational purposes. In addition, the principal always provides a real example through creative works developed. According to the principal, the example is expected to be a driver and encouragement for teachers to be more aware in terms of competency development and creativity, especially during the covid-19 era. The leadership behavior of the principal, which directly exemplifies creative behavior, is proven to change the mindset of teachers to become more creative educators and encouraged to always develop themselves. This is in line with the results of the study (Ilyavi, 2019; Sunaengsihet al., 2019) which explains the existence of a leader is the key to the success of a managerial program.

Supervision

Supervision of learning is very important to be implemented thoroughly in junior high school, because with supervision al. can be known al. weaknesses in the school that

can affect the quality of the school. Everything can be overcome by the supervision activities carried out continuously and seriously.

The results of interviews with two class teachers can be informed that SMP Al-Azhar 3 Bandar Lampung conducts continuous supervision at the beginning of each month, the beginning of the semester and the end of the semester. Furthermore, the headmaster supervises the teacher about the learning activities carried out by the teacher and all involved in the daily learning activities assisted by the Vice Principal. With the implementation of supervision, activities will always be controlled and orderly in their learning activities. This was reinforced by the principal, "During the Covid-19 pandemic, we continued to carry out supervision because one of the principal's duties was to supervise teachers. The results of supervision will be the basis of the principal to develop the teacher profession in a sustainable manner. The principal has mapped out the teacher's abilities in terms of mastery of various digital platforms that will be used in Distance Learning (PJJ) through SIMASKOT, Blogger, WhatsApps Group and Google Classroom (GCR). After knowing and identifying the abilities of each teacher, the follow-up that needs to be done by the principal is to provide technical guidance both through peer tutors and personal guidance. As a principal must have adequate skills related to the material to be given teachers and must always improve the ability of school principals

in utilizing digital applications in online or distance learning (KS, March 2021).

The explanation from the principal was strengthened by a statement from G2, one of the senior teachers who was assigned to assist in the implementation of the academic supervision. the following is the statement of respondent G2 "Yes, at school we still hold academic supervision even during the Covid-19 pandemic.

The principal makes the direction of activities more practical by making a structured schedule and measurable targets to be achieved through professional guidance activities. Principals are also given directions on what teachers should do to keep distance learning effective.

The implementation of continuous supervision by the principal is one of the best ways to develop teacher motivation and creativity in learning. this is in line with the results of research (Ololube & Major, 2014; Rahabav, 2016) which states that evaluation and supervision are important efforts in building teacher competence and professionalism to remain creative and innovative

Application of Reward and Punishment

According to the principal's explanation, to build the discipline and work motivation of teachers in developing creativity and innovation in digital-based learning, the principal applies a reward and punishment system. statement from the principal, in line with the statement of two teachers, namely P3

and P5 "The principal in an effort to improve teacher innovation and creativity, provides rewards and punishments. the reward given to the principal will be announced and will be given to the teacher at the time of teacher's day commemoration, the assessment assessed by the principal is for teachers who excel and have high dedication to the school. Meanwhile, for punishment actions carried out by the principal by holding directions, reprimands, and warnings, which are educational in nature", In line with P3's statement, the following is P5's statement, "We teachers are trying hard to keep developing the ability to develop learning innovations because in our school a reward and punishment system is applied which is always applied to all teachers. all achievements are well rewarded, as well as various teacher mistakes will be punished, at least get a reprimand from the principal".

Based on the results of interviews regarding the implementation of reward and punishment at SMP Al-Azhar 3 Bandar Lampung, it is known that the principal also gives gifts and reprimands to teachers and employees. The results of the interview with the principal at SMP Al-Azhar 3 Bandar Lampung regarding the rewards and punishments are "In addition to being verbal, they also carry out together. By conducting coaching in groups or together. Coaching is carried out through routine coaching, both in routine meeting activities and in special activities for fostering teachers and education personnel. This is in

accordance with what was said by the principal, as follows: "In coaching special teachers on teacher's day, the principal conveys coaching and virtual awards presentation".

Based on the results of the interview regarding the implementation of rewards and punishments at SMP Al-Azhar 3 Bandar Lampung, it is known that the principal also gives gifts and reprimands regarding activities in terms of implementing online learning activities and activities carried out followed by the school. The results of interviews with school principals are "The form of rewards is by (1) giving certificates, (2) prizes for better teacher and employee performance scores, (3) verbal praise in ceremonies or meetings, and (4) cash prizes. while the forms of punishment are (1) verbal and written reprimands, (2) written sanctions, (3) separate coaching, as stated by the 5th grade teacher respondents, namely "The principal in giving rewards in the form of giving certificates, prizes for performance values, orally in the ceremony or meetings, and cash prizes. while for punishment is a verbal and written reprimand, lower performance value than others, separate coaching." Based on the results of interviews regarding the implementation of reward and punishment, the principal in solving the problem of giving awards and coaching giving awards or rewards include: for rewards in the form of giving certificates, giving prizes for evaluating good performance, verbal praise in ceremonies or meetings, and monetary prizes. while the

punishment is a verbal and written reprimand, the performance value of teachers and employees is lower than others, separate coaching. This is done by following the procedure for giving awards and incentives to outstanding teachers and staff, every teacher who gets an award for a proud achievement is announced, teachers who have high performance are prioritized for promotion opportunities.

While punishment actions are based on objective criteria through directive actions, reprimands, and warnings, the weight of fair action, and the actions taken are educational. the reward system implemented for teachers who have high dedication and good performance at SMP Al-Azhar 3 Bandar Lampung, aims to: 1) raise the dignity of teachers; 2) encourage the spirit of teacher achievement; 3) promote disciplined performance; 4) increase enthusiasm for provide optimal service to students; 5) create a climate of competition in terms of increasing achievement and professionalism, these five things aim to improve the quality of the process and learning outcomes. Although reward and punishment is a classic theory, in this study it was proven effective in building teacher discipline and motivation to remain creative and innovative in distance learning. Involve teachers in training In an interview with the resource person, two teachers in grade VII and grade IX stated that the principal encourages every teacher to attend training or training both

functionally and with the aim of achieving professional competency standards and increasing professionalism to have competence above the standard and within a certain period of time. This activity can be in the form of courses, training, upgrading, or various other forms of training. Teachers can participate in functional training activities on the basis of assignments, either by the principal, or other institutions such as the Education Office, or professional organizations such as the Union Teachers of the Republic of Indonesia (PGRI), or because of the teacher's own initiative. As for training activities or collective teacher training, it is an activity in participating in meetings or joint activities that aim to achieve standards or above the standards of professional competence that have been set. The teacher's collective activities include: Workshop activities or teacher group activities such as the Teacher Working Group (KKG) both at the sub-district level and at the Al-Azhar Lampung foundation level in the School Cooperation Agency, the principal gives freedom to all teachers to develop creativity in their respective fields. Create a pleasant work atmosphere

In his daily life, the principal always maintains good relations between teachers and takes part in creating a friendly and pleasant school atmosphere and conditions. This conducive work atmosphere is evidenced by the increasingly felt school scheduling activities. The togetherness that exists between the

principal and the teachers of SMP Al-Azhar 3 Bandar Lampung which is held every Friday morning is to establish religious activities by reading the holy book of the Koran together more solemnly, the next activity with the school community holding joint sports activities for example table tennis, cycling, futsal and gymnastics. Schools need to be developed so that they become safe, comfortable, and orderly schools in implementing all regulations, not only to improve student achievement, but also to foster teacher achievement and be able to display the best performance. To create good conditions, attention, care, and cooperation from all elements (stakeholders) are needed, starting from school leaders/principals, teachers, students, school committees, and the surrounding community as education supporters. All elements are responsible for creating a safe, comfortable and effective atmosphere for the implementation of good education.

Learning will be successful if the school atmosphere is safe, comfortable and orderly. The following are the results of an interview from a Deputy Principal who conveyed what the principal of SMP Al-Azhar 3 Bandar Lampung did in creating safe, comfortable, and effective schools during this pandemic by doing the following: Improving the safety of the school's physical environment. To improve school safety, especially from the spread of the Covid-19 virus, efforts must be focused on school

physical buildings equipped with health equipment to support the completion of health protocols for schools, which are supported by directivetechnically according to Health protocols and anticipating the resolution of all possible problems that arise during the Covid-19 pandemic. All school facilities and infrastructure must be clean and in accordance with health protocol procedures during the Covid-19 period. In addition, it was stated that schools must complete various standard operating procedures (SOPs) when they are going to reopen schools, everything must be managed from the time children enter school until they return home. the use of thermoguns at the entrance gate for early prevention of transmission of all people who enter by knowing the maximum body temperature must be 37°C people enter the school area. In addition, environmental disinfectants are sprayed regularly. This is an effort to make schools safer from the spread of the Covid-19 virus.

Improve teacher discipline

"Under no circumstances, teachers must maintain discipline, especially in carrying out their duties as a teacher in accordance with their main duties and responsibilities". This was conveyed by the Deputy Principal who said that 'Teachers of SMP Al-Azhar 3 Bandar Lampung are always present at school from 07.30 to 15.00 WIB, in the activity of providing teaching materials to students, teachers will

enter their respective classes and later the principal and deputy principal will review the teachers in giving learning and will evaluate the shortcomings or obstacles faced by the teacher. SMP Al-Azhar 3 in terms of discipline in carrying out learning activities through PJJ and in implementing health protocols wherever they are, especially in the school environment. wear masks, always wash hands with soap, keep a distance and continue to carry out their duties as teachers and other activities that support and support in increasing teacher creativity, mutual respect and respect among others in the school environment. In creating an atmosphere conducive and comfortable school even during a pandemic.

Give freedom to innovate and be creative

The principal of SMP Al-Azhar 3 Bandar Lampung then shared his opinion with the students and with the teacher to get information that the principal gave the teacher and students the freedom to innovate and be creative. the principal quoted from what was conveyed by the Minister of Education that First, innovation must come from freedom because it is liberated. Freedom is a condition when we are independent to do whatever we want to do. What is the relationship between education based on freedom? Is it efficient with the times, considering the rules is an important indicator in all actions. The achievement of freedom in question is in terms of innovation, creativity and tolerance for every failure. Second, that there must be action to remove

the barriers that exist in between. The barriers are like barriers to the interaction between teachers and students. then from the results of interviews with the principal in Kroschek with 2 grade students from class IX, what was conveyed by the principal always reminded the teacher to use learning media creatively and fun. teachers continue to use online media in the implementation of their learning using a variety of media applications in learning activities. from the information conveyed by Mubata Elementary School students using the Zoom meeting application, Google Classroom application, video applications via YouTube which are packaged in an attractive way so that students are interested, comfortable and do not feel bored in receiving learning. Furthermore, the principal as well give freedom. the purpose of being given freedom is for teachers to be creative and teachers to be more creative in learning in Distance Learning (PJJ) through SIMASKOT, Blogger, WhatsApps Groups and Google Classroom (GCR), so that students can digest the lessons well. Freedom can also provide opportunities for teachers to use learning media.

CONCLUSION

The conclusion of the research on the role of the principal in improving the innovation and creativity of teachers during the pandemic in Junior High School, especially at Al-Azhar Junior High School 3 Bandar Lampung concluded that there are several roles and responsibilities of school leaders to

continue to develop and improve teacher innovation and creativity. The success of the school in carrying out activities and learning is the responsibility of the principal. At Smp Al-Azhar 3 Bandar Lampung, the role of a principal is so active that various successes are obtained during the Covid-19 pandemic. From some information from the resource person, it can be concluded that a principal should be able to model SMP Al-Azhar 3 Bandar Lampung, namely: (1) the principal as an example, (2) supervision and guidance, (3) rewarding and punishment, (4) engaging teachers in training, (5) creating a pleasant work atmosphere, (6) provide freedom to innovate and create. Thank you, the author thanked the head of Al-Azhar Junior High School 3 Bandar Lampung and its ranks who have helped the implementation of this research.

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