

## Contribution of Post-Pandemic Transformational Leadership towards Learning Loss

Riswanti Rini\*, Riswandi, Amrina Izzatika, Ika Wulandari Utami Ningtyas, Alif Luthvi Azizah, & Handoko

Department of Elementary School Teacher Education, University of Lampung, Indonesia

\*Corresponding email: [riswanti.rini@gmail.com](mailto:riswanti.rini@gmail.com)

Received: 28 January 2023

Accepted: 22 April 2023

Published: 23 May 2023

### **Abstract: The Effect of Post-Pandemic Transformational Leadership towards Learning Loss.**

**Objectives:** The research aimed to determine the effect of principal's transformational leadership to solve learning loss problem. **Methods:** The population in this study was junior high school teachers in Bandar Lampung. This research used cluster random sampling with a total sample of 226 teachers. The data collection technique used a survey questionnaire with 5-points Lickert scale. The data were analyzed by Pearson correlation coefficient. **Findings:** The results showed that each variable of transformational leadership could solve the learning loss problems with positive effects by 9.7%, while 90.3% was influenced by other unexamined variables. **Conclusion:** There was a positive effect of principal's transformational leadership to solve learning loss problem.

**Keywords:** principal's transformational leadership, educational quality, learning loss.

### **Abstrak: Kepemimpinan Transformasional Pascapandemi Terhadap Learning Loss. Tujuan:**

Masalah dalam penelitian ini adalah permasalahan learning loss. Penelitian ini bertujuan untuk mengetahui pengaruh yang kepemimpinan transformasional kepala sekolah terhadap penyelesaian learning loss. **Metode:** Jenis penelitian ini adalah penelitian kuantitatif. Populasi dalam penelitian ini adalah guru SMP Negeri di Bandar Lampung tahun 1997. Penelitian ini menggunakan cluster random sampling dengan jumlah sampel sebanyak 226 guru. Teknik pengumpulan data menggunakan angket dengan menggunakan skala Likert. Data yang diperoleh dianalisis menggunakan koefisien korelasi Pearson. **Temuan:** Hasil penelitian menunjukkan bahwa setiap variabel kepemimpinan transformasional dapat menyelesaikan permasalahan learning loss dengan pengaruh yang positif. Besar pengaruh Kepemimpinan terhadap penanganan learning loss sebesar 9,7%, sedangkan 90,3% dipengaruhi oleh variable lainnya yang tidak diteliti. **Kesimpulan:** Terdapat pengaruh yang positif kepemimpinan transformasional kepala sekolah terhadap penyelesaian masalah learning loss.

**Kata kunci:** kepemimpinan transformasional kepala sekolah, mutu pendidikan, learning loss.

### **To cite this article:**

Rini, R., Riswandi, Izzatika, A., Ningtyas, I. W. U., Azizah, A. L., & Handoko. (2023). Contribution of Post-Pandemic Transformational Leadership towards Learning Loss. *Jurnal Pendidikan Progresif*, 13(2), 560-567. doi: 10.23960/jpp.v13.i2.202331.

## ■ INTRODUCTION

The implementation of distance learning system became a new challenge for education sector in Indonesia (Saputra et al., 2021; Simamora, 2020), as Minister of Education and Culture on 24 March 2020 issued Circular Number 4 of 2020 on Implementation of Education Policy amidst COVID-19 outbreak to maintain the physical and mental health of students, teachers, principals and all school stakeholders. It required all elements of education to carry out online learning whether at the elementary, secondary, or higher education levels (Astuti et al., 2022; Herliandry et al., 2020; Tate & Warschauer, 2022; Zhang et al., 2022). The learning activity should accommodate student learning necessities, yet in fact, this online learning is far from ideal to fulfill the task. It has faced various obstacles especially related to the learning effectiveness. The ineffectiveness of online learning can be caused by an abrupt change in the learning system that was previously conventional to an online system without a proper preparation (Hong et al., 2022; Macasling et al., 2023; Mpofu & Mpofu, 2023; Yu et al., 2022).

A study by the World Bank showed that the learning effectiveness of student in Indonesia during distance learning was only 40 percent at max (Kantos et al., 2022). From that assumption, the World Bank measures the potential for learning loss, which is up to 0.9 years in each semester (Afkar & Noah, 2021). Learning loss described as any specific or general loss of knowledge and skills or to reversals in academic progress, most commonly due to extended gaps or discontinuities in a student's education (Ali et al., 2023; Huong, 2020). Learning loss is one of a concept that defined as less optimum learning process caused by a missed or disrupted education especially the absence of teaching-learning activity at school (Blaskó et al., 2022; Frank, 2023). In online learning, learning loss also

caused by the absence of direct interaction between educators and students, limited communication with colleagues, limited study time for students, difficulties in discussing, and limited assessment processes (Andriani et al., 2021).

A less optimum learning process could affect student learning outcomes. The Ministry of Education, Culture, Research and Technology (2021) stated that there is a decrease in learning achievement due to differences in access and quality during online learning, limited interaction between teachers and students, limited interaction between students and their peers, time management problems, lack of concentration and loss of focus, as well as a lack of student absorption of the learning materials provided during the pandemic. Moreover, classroom learning achieved a better academic result compared to online learning (Adeyeye et al., 2022; Salas Pilco et al., 2022). Which this learning outcomes is one of main indicator in quality of education.

A school has the authority and independence to improve its quality of education. According to Hoy and Miskel (2013), many factors might affect quality of education such as organizational culture, principal leadership, organizational climate, facilities and infrastructure, teacher performance, and financing. Principal leadership has an important role improving the quality of education (Rahman & Darmiyanti, 2022). This improvement process cannot be separated from principal leadership model which acts as an agent of change who has a major impact to his followers, also an innovative vision and mission to accomplish a good school achievement. A good principal is a leader who can meet standards (AlAjmi, 2022; Evans, 2022). The standard for a leader in a school (principal) is regulated in the Regulation of the Minister of National Education No. 13 of 2007 regarding Standards for School/Madrasah Principals. It

contains general qualifications for school/madrasah principals, specific qualifications for school/madrasah principals, and competencies.

Transformational leadership is a new type of leadership (new leadership paradigm) which considered as an effective way to make a dynamic alteration especially in transitional environment (Begum et al., 2022; Hilton et al., 2023). Suharsaputra (2016) explained that transformational leadership is a change-oriented leader through inspiring members of organization to strive in achieving the set vision. This leadership style is also based on a good quality of education. The importance of improving the quality of student emphasized the principal leadership more focus on the quality of educator professionalism and the quality of school output. A good quality of educator will improve its student quality. Regarding the description of the background of the problem, the researchers are aware that further research is needed, considering the importance of the principal's leadership in quality improvement especially in dealing with post-pandemic learning loss. Therefore, the researcher conducted this research to find out how the effect of principal's transformational leadership to solve learning loss problem.

## ■ METHODS

### Participants

The population in this study were teachers at State Junior High Schools in Bandar Lampung. Total population of 1997 teachers. However, for this study in determining the sample using cluster random sampling with a total of 226 teachers.

### Research Design and Procedures

This study uses analysis of variance. Analysis of variance is an analytical method for testing the differences in the average data from three or more groups (Sugiyono, 2006). Then

the period of this study for 6 months. The research was carried out by making research instruments by compiling indicators that were translated from research variables. The study conducted instrument distribution via Google form to teachers at public junior high schools in Bandar Lampung to see the effect of transformational leadership on learning loss.

### Instrument

Transformational leadership have indicators: Idealized influence, Inspirational motivation, Intellectual stimulation, and individual consideration. The transformational leadership instrument consist of 21 questions. The loss learning variable has indicators of decreased academic ability, decreased test scores, loss of skills and knowledge, academic setbacks, students' progress is hampered, procedural factual knowledge is more susceptible to damage, losses at the educational level. The learning loss variable has 42 questions. The results of the validity test on the transformational leadership and learning loss instruments stated that all instruments were declared valid with a significance value below 0.05. The reliability test results for the transformational leadership variable are 0.968, while the learning loss variable is 0.969 which means that the instrument is valid and reliable to use.

### Data analysis

Data analysis was carried out by analysis of variance (ANOVA) by first conducting a data normality prerequisite test. The analysis was carried out to see the effect of transformational leadership and learning loss. Calculating how much influence the transformational leadership variable has on learning loss so that it can predict the possibility that it will occur.

■ **RESULTS AND DISCUSSION**

Hypothesis testing was carried out using SPSS software by comparing F count and F table or comparing the significance value with the error rate used (0.05). So it is known that  $H_0 =$

transformational leadership has no effect on solving learning loss in schools. Meanwhile  $H_1 =$  transformational leadership has an effect on solving learning loss in schools.

**Table 1.** Analysis of variance

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	14194.164	1	14194.164	24.021	.000
	Residual	132364.969	224	599.915		
	Total	146559.133	225			

Table 1 shows that the calculated F value is 24.021 with a Sig value of 0.000. Error level of 0.05 means  $H_0$  is rejected and  $H_1$  is accepted. A significance value of  $0.000 < 0.05$  means that  $H_0$  is rejected and  $H_1$  is accepted. The conclusion from this test is that transformational leadership influences the completion of learning loss in schools. Transformational leadership brings change to improve learning loss during the co-19 pandemic. Leadership is the main thing to achieve educational success. Educators can work optimally with the application of transformational leadership. Transformational leadership makes employees more engaged with the workplace (Kýzýlođlu, 2022).

Transformational leadership is the effort of a leader (school principal) to encourage subordinates (teaching staff) to work as optimally as possible so that learning can run effectively and efficiently. The application of transformational leadership in academics is closely related to educational success. The principal’s leadership style has a significant influence on teacher performance. The influence of the principal’s transformational leadership in improving teacher performance in the 4.0 education era can be indicated from the following indicators: 1) Self-confidence, motivation and high expectations to achieve a vision of the future together, 2)

principals set an example in school attendance, 3) principals become inspiration for school members in improving competence, self-development, and performance, 4) principals become leaders who provide knowledge and ways of thinking in finding information technology-based learning development strategies (Saputra et al. 2022). The application of transformational leadership can be an example for subordinates because it can maximize performance and obtain results as expected. The Covid-19 pandemic has caused learning loss so that by implementing transformational leadership it is hoped that education will improve in the future with the expected achievements.

The summary model shows how much influence transformational leadership has on learning loss. Based on Table 2, the summary test model shows that transformational leadership has an effect of 9.7% on learning loss. 90.3% learning loss is influenced by other variables. Transformational leadership can increase the performance of subordinates (teachers) to work optimally. However, transformational leadership is not the only way to deal with learning loss. Education leaders may benefit from training and development in transformational leadership styles proven to

**Table 2.** Correlation analysis

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.311	.097	.093	24.309

enhance performance in business organizations and educational settings (Anderson, 2017). Transformational leadership is expected to improve student performance and achievement.

Transformational leadership is an action taken by someone to coordinate, direct, and influence other people in choosing and achieving the goals that have been set. In terms of solving quality of education problems during the pandemic, we need a leader who is able to restore the lost spirit of education, especially in dealing with post-pandemic learning loss. Transformational leadership is leadership where the leaders can inspire, direct and move followers to make change through empowerment in achieving certain goals (Sumadi & Fitria, 2021). The transformational leadership style provides intellectual stimulus, attends to individual growth needs and leads followers to rise above themselves for a mutual purpose. By creating, maintaining, and building trust, strong relationships, and creating social network structures that are conducive to continuity and providing intellectual stimulation, various goals or visions, school principals could drive the teacher to solve learning loss simultaneously as a team. Therefore, the success of school principal in dealing with learning loss through transformational leadership will give a positive implication to improve the quality of education.

This study also found out that apart from the leadership factor, there are other variables that affect the handling of learning loss problem. Thus, further research is needed to analyze what factors can help in dealing with learning loss. These findings is important to

form a strategy that synergizes those factors in order to accelerate the improvement quality of education after the pandemic.

## ■ CONCLUSIONS

According to the results and discussion in this study, it could be concluded that there was a positive effect of principal's transformational leadership to solve learning loss problem. Each variable of transformational leadership could solve the problem of learning loss with a positive effect by 9,7%, while 90.3% was influenced by other unexamined variables.

## ■ REFERENCES

- Addin, F. N., Kejora, B., Taufik, M., & Kosim, A. (2020). *Pengaruh kepemimpinan transformasional kepala madrasah terhadap kinerja guru di madrasah aliyah ghoyatul jihad kabupaten karawang [The influence of the transformational leadership of the madrasah head on the performance of teachers in the madrasa aliyah ghoyatul jihad, Karawang district]*. *DoubleClick: Idaarah*, 4(2), 153-166.
- Adeyeye, B., Ojih, S. E., Bello, D., Adesina, E., Yartey, D., Ben-Enukora, C., & Adeyeye, Q. (2022). Online learning platforms and covenant university students' academic performance in practical related courses during covid-19 pandemic. *Sustainability*, 14(2), 878.
- Afkar, Rythia & Noah Yarrow. (2021). Rewrite the future: How Indonesia's education system can overcome the losses from the COVID-19 pandemic and raise learning

- outcomes for all. *The World Bank*, 8.
- AlAjmi, M. K. (2022). The impact of digital leadership on teachers' technology integration during the COVID-19 pandemic in Kuwait. *International Journal of Educational Research*, 112, 101928.
- Ali, K., Burgos, D., & Affouneh, S. (2023). Educational loss at times of crisis: The role of games in students' learning in palestine and iraq. *Sustainability*, 15(6), 4983.
- Anderson, M. (2017). Transformational Leadership in Education: A Review of Existing Literature. *International Social Science Review*, 93(1), 1–13.
- Andriani, W., Subandowo, M., Karyono, H., & Gunawan, W. (2021). *Learning Loss dalam Pembelajaran Daring di Masa Pandemi Corona* [Learning Loss in Online Learning During the Corona Pandemic]. *DoubleClick: Prosiding Seminar Nasional Teknologi Pembelajaran Universitas Negeri Malang*, 1(1), 496.
- Astuti, B., Purwanta, E., Ayriza, Y., Bhakti, C. P., Lestari, R., & Herwin, H. (2022). School connectedness instrument's testing with the rasch model for high school students during the covid-19 pandemic. *Cypriot Journal of Educational Sciences*, 17(2), 410-421.
- Begum, S., Ashfaq, M., Xia, E., & Awan, U. (2022). Does green transformational leadership lead to green innovation? The role of green thinking and creative process engagement. *Business Strategy and the Environment*, 31(1), 580-597.
- Blaskó, Z., Costa, P. D., & Schnepf, S. V. (2022). Learning losses and educational inequalities in Europe: Mapping the potential consequences of the COVID-19 crisis. *Journal of European Social Policy*, 32(4), 361-375.
- Evans, L. (2022). Is educational leadership (still) worth studying? An epistemic worthiness-informed analysis. *Educational Management Administration & Leadership*, 50(2), 325-348.
- Fadhilah, M. L. Z., Suryadi, S., & Abubakar, A. (2020). *Pengaruh gaya kepemimpinan transformasional kepala sekolah terhadap etos kerja guru dan staf* [The effect of the principal's transformational leadership style on the work ethic of teachers and staff]. *DoubleClick: Jurnal Manajemen Pendidikan*, 2(2), 206-224.
- Al Faruq, M. H., & Supriyanto, S. (2020). *Kepemimpinan transformasional kepala sekolah dalam meningkatkan mutu guru* [Principal transformational leadership in improving teacher quality]. *DoubleClick: JDMP (Jurnal Dinamika Manajemen Pendidikan)*, 5(1), 68-76.
- Frank, J. (2023). Rethinking the purposes of schooling in a global pandemic: From learning loss to a renewed appreciation for mourning and human excellence. *Studies in Philosophy and Education*, 42(1), 5-16.
- Herliandry, L. D., Nurhasanah, N., Suban, M. E., & Kuswanto, H. (2020). *Pembelajaran pada masa pandemi covid-19* [Learning during the covid-19 pandemic]. *DoubleClick: JTP-Jurnal Teknologi Pendidikan*, 22(1), 65-70.
- Hilton, S. K., Madilo, W., Awaah, F., & Arkorful, H. (2023). Dimensions of transformational leadership and organizational performance: the mediating effect of job satisfaction. *Management Research Review*, 46(1), 1-19.
- Hong, J. C., Liu, X., Cao, W., Tai, K. H., & Zhao, L. (2022). Effects of self-efficacy and online learning mind states on

- learning ineffectiveness during the COVID-19 lockdown. *Educational Technology & Society*, 25(1), 142-154.
- Huong, L. T., & Jatturas, T. N. (2020). The COVID-19 induced learning loss - what is it and how it can be mitigated. In *The Education and Development Forum*, 1(1), 79.
- Kantos, Z. E., Yurttan, A., Ta'dan, M., & Topcu, Z. (2022). Distance education during the covid-19 pandemic from the perspective of both sides of accountability: Opinions of teachers and parents. *Education Quarterly Reviews*, 5(1), 432-448.
- Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi. (2021). *Data Penyelenggaraan Pendidikan di Masa Pandemi Covid-19*. Media Wacana Press.
- Kýzýlođlu, M. (2022). The effect of transformational leadership on organizational learning and innovation during covid-19. *Journal of Business Research*, 14(1), 416-432.
- Macasling, M. C., Luar, V. G., Alap, M. M., Cabalse, M. G., Tantog, A. J., & Alayon, M. F. (2023). Exploring the interest of bachelor of physical education students in online learning: A case study. *Canadian Journal of Educational and Social Studies*, 3(1), 163-175.
- Machali, I., & Hidayat, A. (2016). *The Handbook of Education Management Teori dan Praktik Pengelolaan Sekolah/Madrasah di Indonesia [The Handbook of Education Management Theory and Practice of School/Madrasah Management in Indonesia]*. DoubleClick: Jakarta: Kencana.
- Maris, I. S., Komariah, A., & Bakar, A. (2016). *Kepemimpinan transformasional kepala sekolah, kinerja guru dan mutu sekolah* [Principal transformational leadership, teacher performance and school quality]. *DoubleClick: Jurnal Administrasi Pendidikan*, 23(2).
- Mpofu, F. Y., & Mpofu, A. (2023). The covid-19 pandemic and digital transformation in zimbabwean state universities: Opportunities, challenges, and implications for the transition to online learning. *International Journal of Social Science Research and Review*, 6(3), 64-88.
- Rahman, M. R. A., & Darmiyanti, A. (2022). *Strategi Kepemimpinan Kepala Sekolah dalam Meningkatkan Mutu Pendidikan di Masa Pandemi Covid-19* [Principal Leadership Strategy in Improving Education Quality During the Covid-19 Pandemic]. *Double Click: Jurnal Pendidikan Dan Konseling (JPDK)*, 4(4), 5860-5869.
- Salas Pilco, S. Z., Yang, Y., & Zhang, Z. (2022). Student engagement in online learning in Latin American higher education during the COVID 19 pandemic: A systematic review. *British Journal of Educational Technology*, 53(3), 593-619.
- Saputra, I., Rini, R., & Hariri, H. (2022). Principal's Transformational Leadership in Education Era 4.0: A Literature Review. *International Journal of Current Science Research and Review*, 5(8), 2852-2860.
- Saputra, W. N. E., Wahyudi, A., Supriyanto, A., Muyana, S., Rohmadheny, P. S., Ariyanto, R. D., & Kurniawan, S. J. (2021). Student perceptions of online learning during the covid-19 pandemic in indonesia: A study of phenomenology. *European Journal of Educational Research*, 10(3), 1515-1528.
- Simamora, R. M. (2020). The challenges of online learning during the covid-19 pandemic: An essay analysis of

- performing arts education students. *Studies in Learning and Teaching*, 1(2), 86-103.
- Sugiyono. (2006). *Metode penelitian kuantitatif, kualitatif, dan R&D*. Bandung: Alfabeta.
- Suharsaputra, U. (2016). *Kepemimpinan inovasi pendidikan*. Bandung: Refika Aditama.
- Sumadi, S., & Fitria, T. N. (2021). The influence of transformational leadership on the lecturers' performance in institute technology business aas indonesia. *International Journal of Economics, Business and Accounting Research (IJEBAR)*, 5(2), 444-454.
- Tate, T., & Warschauer, M. (2022). Equity in online learning. *Educational Psychologist*, 57(3), 192-206.
- Yu, H. H., Hu, R. P., & Chen, M. L. (2022). Global pandemic prevention continual learning—taking online learning as an example: The relevance of self-regulation, mind-unwandered, and online learning ineffectiveness. *Sustainability*, 14(11), 6571.
- Zhang, L., Carter Jr, R. A., Qian, X., Yang, S., Rujimora, J., & Wen, S. (2022). Academia's responses to crisis: A bibliometric analysis of literature on online learning in higher education during COVID 19. *British Journal of Educational Technology*, 53(3), 620-646.