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 <https://doi.org/10.55463/issn.1674-2974.50.4.7>

Innovative Leadership to Build School Academic Culture during the Covid-19 Pandemic

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Received: February 7, 2023 ▪ Revised: March 3, 2023 ▪ Accepted: March 9, 2023 ▪ Published: April 28, 2023

Abstract: This article presents a new approach to collaborative leadership that emerged during the COVID-19 pandemic. This approach involves appointing citizens with IT knowledge to build online learning systems and establishing connectivity among school leaders to promote collaboration and innovation. The authors used interviews with elected school leaders and analyzed data on learning interactions to validate the effectiveness of this method. The results of this study contribute to existing knowledge on collaborative leadership and provide practical examples of how it can support the continuity of learning services during crises. The findings suggest that a shift from authoritarian to collaborative leadership is necessary to foster innovation and improve student achievement and well-being. This approach emphasizes collaboration and innovation as essential for effective learning outcomes. By enabling school leaders to work collaboratively and innovatively, this method offers practical insights into how schools can adapt to crises and foster an academic culture of continuous improvement. The novelty of this approach lies in its emphasis on collaboration and innovation, which are essential for producing effective learning outcomes, particularly during crises such as the COVID-19 pandemic. The practical application of this approach makes it relevant to the current education landscape and can inform educational policy and practice.

Keywords: academic culture, COVID-19, online learning, innovative leadership, collaborative leadership.

在新冠肺炎大流行期间建立学校学术文化的创新领导力

摘要: 本文介绍了在新冠肺炎大流行期间出现的一种协作领导的新方法。这种方法涉及任命具有信息技术知识的公民来构建在线学习系统，并在学校领导之间建立联系以促进协作和创新。作者通过与当选学校领导的访谈和学习互动数据分析来验证该方法的有效性。本研究的结果有助于丰富有关协作领导的现有知识，并提供实际示例说明它如何在危机期间支持学习服务的连续性。研究结果表明，从独裁领导转变为协作领导对于促进创新和提高学生成绩和幸福感是必要的。这种方法强调协作和创新对于有效的学习成果至关重要。通过使学校领导能够以协作和创新的方式开展工作，这种方法为学校如何适应危机和培养持续改进的学术文化提供了实用的见解。这种方法的新颖之处在于它强调协作和创新，这对于产生有效的学习成果至关重要，尤其是在新冠肺炎大流行等危机期间。这种方法的实际应用使其与当前的教育环境相关，并可以为教育政策和实践提供信息。

关键词：学术文化、新冠肺炎、在线学习、创新领导力、协作领导力。

Introduction

The learning process in the 21st century and the industrial revolution 4.0 requires learning activities that lead to the development of critical thinking skills, using creativity in thinking, problem solving, communication, self-management, technological literacy, creative thinking, innovation skill, collaboration with others and leadership [1]. These skills cannot be developed without good cooperation from each stakeholder.

Future human resources face more challenges such as information and technology literacy skills, critical thinking and creative thinking skills, and communication and collaboration [2]. One of the challenges that education managers, principals, and teachers need to pay attention to is the alignment of all the joint frameworks and educational work according to market needs. The important role of teacher leadership in shaping students to have competencies that are in accordance with the needs of the industrial era 4.0 society is becoming increasingly needed [3]. Several student competencies such as critical, creative, innovative, collaborative, and communicative thinking are needed to become superior human resources and be able to compete in the industrial era 4.0 [4]. Community demands for schools perform higher and excel academically have focused attention on the important role of leadership [5].

Teachers who have good leadership will create an environment that supports effective teaching and learning and builds capacity for learning [6], and leadership can even be used as a catalyst for school improvement [7]. As a determinant of school success, leadership contributes to school improvement, especially in student learning [8]. A teachers leadership will be tested for leadership skills when faced with unprecedented changes, such as the COVID-19 pandemic in Indonesia.

During the COVID-19 pandemic, there have been disruptions to the learning process in schools [9]. This is due to the school closure policy that reduces the spread of COVID-19 [10]. Online learning is a solution in implementing student learning and teaching activities in schools. Online learning is defined as the act of knowledge transfer using video, audio, images, text communication and software with the support of an internet network. This is a modification of knowledge transfer through website forums and digital technology trends as a hallmark of the industrial revolution 4.0 to support learning during the pandemic [11]. The integration of technology and a variety of innovations are characteristic of online learning. The online learning model is the right choice for teachers in

designing learning to be effective and efficient in order to achieve the desired learning goals [12]. This model is designed so that students get a memorable experience in learning and teachers can make guidelines for the implementation of activities in teaching. In addition, the most important factor is the readiness of educators and students to interact online [13] and learning interactions continue to take place.

Teachers and school residents are required to have a collaborative and innovative leadership spirit to reduce the difficulty of implementing online learning to be more skilled [14]. The principal is a leader who is required to have the ability and readiness to influence, guide, direct and move teachers in the school environment to want to do something with a sense of responsibility to achieve the goals that have been set together in the school. The principal's leadership is a trait of group activities; everyone as a member of a group can contribute their thoughts to success in the school environment [15].

Leaders in schools are leaders who have foresight and know the direction of the school, the direction of education, not seeking material gain alone. Therefore, a strategy is needed, an ability to carry out his function as a school principal [16]. Collaborative leadership is a leader in school who has a leadership mindset that involves others in the school environment and combines ratio, emotion and passion in the problem-solving process. So these problems that arise in schools can be resolved together quickly, precisely, and effectively [17]. Innovative leadership is the ability of a leader in school to influence, mobilize and motivate school residents (who are led) to make renewal and change in a better direction in achieving common goals. A principal who has innovative leadership is a leader who can use and have a leadership style as a democratic style or leadership style that does not make decisions from the point of view only but collects all ideas from all employees and then deliberates and decides together [18]. Therefore, teachers must have collaborative and innovative leadership in the school to improve the quality of education. Therefore, in understanding leadership, it is necessary to study past and present teacher leadership [19].

Research related to learning leadership in schools has been widely conducted in Indonesia, but there has been no research that discusses collaborative and innovative teacher leadership during the COVID-19 pandemic, because the COVID-19 pandemic forced all parties to make changes according to teacher leadership expectations, and teachers are required to be able to adapt to pandemic circumstances in performing their duties collaboratively and innovatively. To become a

teacher who is able to perform collaboratively and innovatively is not easy, but it must be chosen with full awareness, especially during this COVID-19 pandemic [20]. Therefore, school principals must help teachers work collaboratively and innovatively. This is because a teacher will be a change actor in schools during and after the COVID-19 pandemic in Indonesia [7]. As for measuring a teacher having innovative collaborative learning leadership abilities in building an academic culture during the COVID-19 pandemic in schools, they must meet the following indicators:

1. A professional teacher must comply with health protocols
2. A teacher who adheres to effective learning management
3. A teacher engaged in collaborative and innovative leadership
4. Involve parents in learning
5. A teacher who reflects after the teaching and learning activities ends
6. Student learning outcomes are good and students' grades are good
7. Students are happy in following learning

Teachers who meet the indicators of teachers who have innovative collaborative learning leadership will be consistent, then a productive academic culture will be formed and become an example for other teachers, like a walking guide. As a result, productive academic behavior reflects professional teacher behavior, productively reflects a superior school culture, gives birth to brilliant student learning achievements, and has an impact on student well-being while learning in the school environment. Well-being is made up of two main elements: feeling good and functioning well. Feelings of happiness, contentment, pleasure, curiosity and engagement are characteristics of someone who has had positive experiences in their life. Experiencing positive relationships, having control over one's life, and having a sense of purpose are all important attributes of well-being. Feeling good and functioning well can shape students to be ready to accept learning and run it happily according to the mental development they experience. The learning we design should lead to student happiness and well-being [21].

The urgency of this research is that the COVID-19 pandemic changed school learning behavior previously carried out offline to online, which had an impact on learning leadership, on leaders work patterns, and school organizational dynamics. The pandemic demands that everything change dramatically, even teachers get challenges and hard slaps to change according to the demands of communication technology and the challenges of the 21st century. Therefore, the research problem is how innovative collaborative learning leadership can build school academic culture during the COVID-19 pandemic. Solving these problems enables all school residents to

provide fast, appropriate and effective solutions in solving online learning problems. This research will provide solutions in improving the ability of teachers who have collaborative and innovative learning leadership abilities in schools. The research was conducted at SMAM 4 Pandeglang Regency, where this location was chosen because it is close to DKI Jakarta, which is the most vulnerable area to the impact of the COVID-19 pandemic.

1. Method

In accordance with the research problem, the appropriate type of research is qualitative with an ethnographic design that is descriptive analytic [22]. The criteria for selecting the research object are based on the research problem: how to mobilize the learning relationship between principals, teachers, students, and parents during the COVID-19 pandemic. Therefore, the appropriate type of research is qualitative with an ethnographic design that is descriptive-analytical.

According to [23], the ethnographic approach is qualitative research that examines the life of a group of people and is carried out scientifically aimed at analyzing the cultural patterns of the group. The ethnographic approach was chosen because it can scientifically examine the life of a group of people to analyze their cultural patterns. In this case, the group being studied is the education group consisting of principals, teachers, students, and parents involved in learning during the COVID-19 pandemic. Methodology flowchart is presented in the Fig. 1.

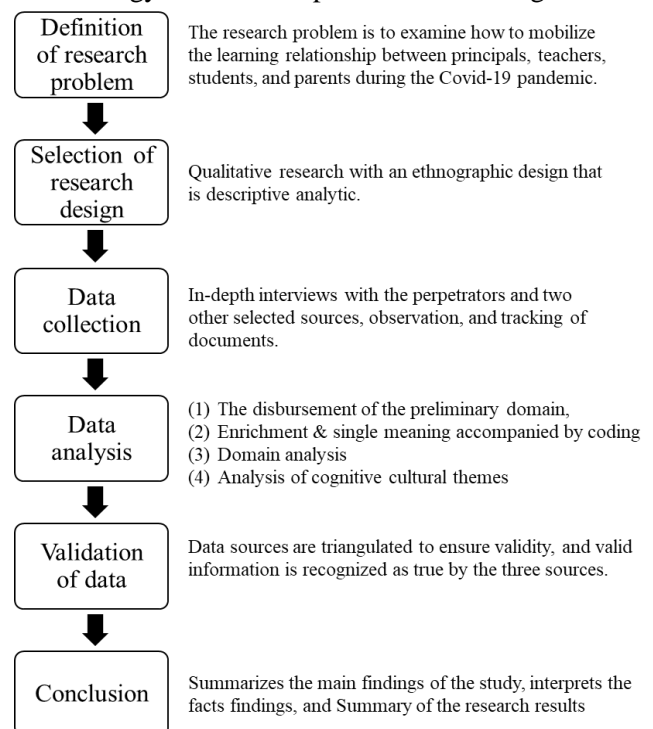


Fig. 1 Flowchart of the research methodology

This research began by conducting in-depth interviews with the perpetrators and two other selected

sources, followed by observation and tracking of documents. All information is recorded in a field notebook. Here the researcher places himself as a research instrument as well as a student who learns from the resource persons including the principal, vice principal, and selected teachers as well as from the three speakers, and the data sources are triangulasi. Researchers do not realize the prevailing symbol culture. Valid information is information that is recognized as true by the three sources. In certain cases, when information is recognized by the source, the researcher deepens the information with an extension of time.

Data analysis is carried out by data design organized in the site. Data analysis is carried out by the design of data organized on the site during the data collection process. The data analysis phase begins with (1) the disbursement of the preliminary domain, (2) enrichment and single meaning accompanied by coding, (3) domain analysis includes semantic relationships and semantic universal local, and (4) analysis of cognitive cultural themes by looking for the identification of contrast dimensions and regulatory domains to build hypotheses of research results.

The validity of the data in qualitative research of this literature study uses techniques, namely, (1) persistent observation techniques, namely observations made continuously on phenomena, especially learning during the COVID-19 pandemic, which has implications for building academic culture; and (2) data triangulation by extracting the truth of information through sources.

2. Results and Discussion

2.1. Serving

In accordance with the type of research, the presentation of data is adjusted to themes that can be learned in the field, including separation from offline kebo, authoritarian toward democracy, and the birth of an innovative academic culture.

2.1.1. Pisah Kebo with Offline

All informants agreed that during the COVID-19 pandemic, schools separated and left learning offline. In reality, schools can no longer use offline learning. The school principal mentioned it with the word pisah kebo (no kumpul kebo). Learning that is held offline endangers all school residents involved. This was carried out in accordance with the recommendations of the COVID-19 cluster and instructions from the Pandeglang district education office. School management obeys the instructions for the implementation of learning. Schools carry out online learning haltingly because schools are surprised by the presence of the COVID-19 pandemic victims who enter the hospital and die.

School policies that abandon offline learning and replace it with online learning encounter many obstacles. The first obstacle is that the school does not yet have experience in organizing online learning. Second, the school has not prepared online learning tools, and even school management has unthought about how the online learning model will be held. In an uncertain situation, forcing school management to do the thinking, not just waiting for the command to get instructions from the provincial education office waiting for each other through the various offices of the supervisors of the nearest education branch. This condition is a very critical condition because KBM must run immediately. The school principal does not consider friends and foes, attacks or displeasures, ranks and groups; anyone who has ideas and ideas to build online learning will be heard and invited to work together. In the principal's room, there are young people in the surrounding village who work for the school. Little by little the problem of implementing learning was resolved and zoom became the teacher's choice, while e-learning began to be built; in this system, schedules, lesson plans, material uploads, attendance of students in the zoom room, and test questions can all be integrated in an electronic learning administration system. This system is undergoing continuous improvement and innovation every day.

2.1.2. Towards a Democratic Collaborative

The third obstacle is that in general, teachers and teachers are not familiar with the electronic learning system. Teachers and staff using mobile phones communicate on a limited basis, generally through Whats-app. At the beginning of the teachers introduction to Zoom, they stammered, complained, and some even got sick. Time after time teaches teachers and staff so that they feel nurturing to recognize the wider function of mobile phones, teach each other, learn from each other, and reflect on each other to learn how to carry out online learning as new friends of teachers who must be known quickly. This situation suddenly turns authoritarian or semi-authoritarian management into democratic atmosphere full of family. Abilities and inadequacies and needs force them to thaw rigid relationships. School leaders, teachers, and staff grieved together when faced with the technical problems of online learning that had not been resolved, and laughed boisterously when the problems were resolved.

The fourth obstacle is that students study from home, those who were originally not allowed to hold a mobile phone are now required to have a mobile phone or laptop, some have their own mobile phones, some borrow property from parents or family, and some join neighbors' friends at home. This school is a school located in the suburbs; students of this school come from various social strata, from rich, middle and poor

families, so procuring mobile phones for all students is a challenge. Likewise, not all students can use a mobile phone for learning. Some students are not familiar with zoom, and zoom is a new item although this tough challenge can gradually be overcome. Online learning is a change in the new learning culture in schools that have strict attendance control and have changed to a home learning culture that is not supervised by teachers. Therefore, teachers have a new task of making visits to homes to ensure that students learn. The school found that there were students who turned on their phones and then left them to play, helping parents work in the market, which made learning unable to run effectively. To maintain the effectiveness of learning, the school assigns teachers to perform relationships and communicate with parents (parenting) so that children continue to learn according to the schedule delivered by the school. We see that there are teachers who diligently come to parents to deliver assignments and take student work.

The fifth obstacle is that schools must guarantee teachers to attend classes according to their respective assignment schedules. The school provides hand sanitizer, clean water faucets, soap, and other facilities to ensure a clean and healthy life. The presence of teachers, leaders, and technicians are scheduled. All this can be done easily. The behavior of the teachers, school leaders, and staff became different from their old habits. The new habit formed so that residents who attend school wear masks, diligently wash their hands, and want to be checked for body heat is an obligation to health that is obeyed. The school formed a task force in charge of setting up facilities, controlling facilities, and controlling principally obedient school residents.

The sixth obstacle teaching materials that were originally in the form of student handbooks, became inaccurate for online learning. Teachers are confused when to teach. They agreed that they should make a power point for learning media. School principals, teachers, and staff agreed to make teaching materials into power point texts (PPT), where PPT is seen as a more communicative summary of material to be delivered through online learning. In urgent situations, teachers learn together at school and propose ideas, new thoughts, and innovations where they can summarize material from textbooks into power point texts that are interesting, unique, funny, and loved by students. The intelligence, uniqueness, and closeness to the lifestyle of the students become choices that are developed together. PPT with local culture.

2.2. Toward an Innovative Academic Culture

The experience and thinking ability of teachers related to IT can be seen in the display of the learning media they make, including (a) PPT which is colored by fringe betawi culture *ondel-ondel*, fringe sundanese culture, all of which are unique and complicated; (b)

PPT whose appearance is colored by the culture of the metropolis, skyscrapers, airplanes, Monas Monument, State Palace, hotels, beautiful parks, actor, which are unique and feel interesting to students who follow the lesson; (c) In addition to the two types of PPT, standard PPT is also found, what is meant by standard PPT here is made based on the existing PPT template pat.

It is common for adult teachers to direct good teaching to young teachers. During COVID-19 in field observations there have been significant changes, the limitations of adult teachers are increasingly readable, the IT skills of young teachers are increasingly obvious, therefore during the pandemic there has been a change in the direction of coaching, young teachers are hunted by adult teachers to learn how to make good PPT, how to teach using PPT, how to combine PPT with zoom, and many other similar things. This indicates to us that there has been a change in the direction from sustainability to productive innovation.

3. Discussion

From the conclusions of the quantitative data above, to improve the ability of teachers who have collaborative and innovative leadership in building academic culture in schools during the COVID-19 pandemic in Indonesia. So the researcher provides 3 solutions, as follows.

3.1. Separate Boredom with Online Learning

In this study, we describe such a separation with a school principal who has an authoritarian nature or acts powerful or arbitrary in school. Then, the principal leaves the authoritarian nature to the nature of collaboration or the principal who leaves stubbornness to become a principal who has a democratic nature or discussion in solving all problems in the school. This shows that a principal who has an authoritarian nature will trigger various negative behaviors in educators and education staff who are subordinate to him in this case are teachers at school. As for the negative impact of an authoritarian principal, as follows:

a) Raising the attitude of reluctance of subordinates to express thoughts, opinions, and criticisms of superiors for fear of being perceived as opposing superiors, the dominance of school leaders/principals hinders the emergence of ideas of renewal from teachers in schools.

b) Promote all compliance behavior, namely obedience, loyalty, and respect during the time the school leader/principal occupies the leadership position. Loyalty will be lost after the leader is replaced or rotated.

c) Independent behavior in working as a teacher is lacking because it has been conditioned by the habit of waiting for orders or instructions from superiors so that initiative, creativity, and responsibility are not formed in a teacher.

While a principal who wants to change his attitude from authoritarian to a principal who has a collaborative nature and likes to discuss with his subordinates will have a positive impact on educators and education staff who are subordinates at school, namely teachers will be open to all problems faced in the classroom, bringing independence to teachers and bringing out the nature of creativity to teachers. This is in accordance with the opinion of ES which states that the principal who has an authoritarian and rigid nature will find it difficult to solve problems at school because teachers will tend to be afraid to convey the problems faced at school, but if the principal is willing to change his authoritarian and rigid nature into a principal who has a collaborative nature and likes to discuss it will make it easier for the principal to solve everything problems faced by teachers and students in schools. This is because teachers will be more open to problems faced at school and will tend to be creative to help the principal in finding solutions to every problem faced at school.

3.2. Democratic Collaborative Action

Etymologically, collaborative comes from the words *co* and *labor*, which means the unification of energy or increased ability that is used to achieve goals that have been set or that have been mutually agreed. In general, collaboration is a pattern and form of relationships carried out between individuals or organizations who want to share with each other, participate fully with each other, and mutually agree or agree to take joint actions by sharing information, sharing resources, sharing benefits, and sharing responsibility in making joint decisions to achieve a goal to achieve common goals or to solve various problems faced by those who collaborate [24].

Collaborative action in schools is created from good relationships with parents, between fellow teachers, community members, stakeholders, committees, the community around the school, and the relevant government. These relationships are created from members of the school organization and outside the school, all of which are created for profit and support and assistance in making schools innovative. With relationships established, a person will be more willing to strive to show his contribution and support projects or plans in building innovative schools.

In building an innovative school, one of the necessary measures is to build cooperation with the school environment and outside the school. Building cooperation within the school environment is by fostering and fostering motivation and enthusiasm in performing the duties of teachers, students, staff, school committees, surrounding communities, and related governments in building innovative school programs. Before making cooperative relationships with outside the school environment, it should build

cooperation within the school environment to improve the quality of learning, increase the effectiveness of learning in schools, improve teaching and learning activities, and others. Thus, schools will become innovative schools and can produce the latest innovations in the world of education in Indonesia that can minimize problems that occur in schools and find innovative solutions in schools. This collaborative action will certainly not run optimally without a leader who has a collaborative and innovative leadership spirit. This is because collaborative and innovative leadership is a leader who can influence, move, motivate others (who are led) in making updates or changes in a better direction in achieving common goals and in making decisions not only from the point of view but also from gathering all ideas from all employees in the school, then deliberating and deciding together. Thus, by doing collaborative actions and supported by a leader who has a collaborative and innovative leadership spirit, innovative ideas will emerge in schools that can solve problems in schools, increase student achievement in schools, and improve the quality of teaching and learning activities in schools. This is in accordance with the idea of a principal who takes collaborative actions to people within the school environment and people outside the school will be able to come up with the latest innovative ideas that can solve problems in the school and make it easier for students and teachers to perform teaching and learning activities at school. This is because every problem faced in school will be thought of with the best solutions and innovations in solving problems that occur in schools. Then, people outside the school environment occasionally provide ideas and innovations that have not been thought of by people in the school environment that can be applied well in school.

3.3. Organizational Overthinking Breeds an Innovative Culture

A teacher organizer is a teacher who is active in a teacher organization in a school and has an interest in raising a teacher organization in the school. Someone who works as a teacher and who has a collaborative character will help the teacher to be more aware of his potential and shortcomings in carrying out his duties as a teacher, because a collaborative teacher will easily identify any potential and shortcomings he has with the help of teachers who are more experienced in the school environment or expert educators outside the school. Teachers who are collaborative will tend to be teachers who excel and have the latest innovative ideas about effective and productive learning. This is because teachers who have a collaborative character will be happy to collaborate and discuss with teachers, parents and educator experts regarding problems faced in teaching and learning activities in schools, the latest

learning trends, how to educate effectively, how to motivate students in class, how to manage learning in class and others. If collaborative actions are carried out continuously. The result is that student achievement will be better, and students will be happier to follow learning in class. Thus, students will feel happy in participating in learning at school. This is in accordance with SA's statement saying that innovative teachers in schools are dominated by young teachers who have a collaborative character. This is because young teachers who have a collaborative character often have discussions with teachers, educators, or parents. Therefore, the discussion can culminate in solutions to problems faced by teachers in the classroom and bring up the latest innovative ideas in schools that are relevant to the state of teaching and learning activities during the COVID-19 pandemic.

From the presentation of the results of the discussion above, there are 3 solutions to improve the ability of teachers who have collaborative and innovative leadership in building academic culture in schools during the COVID-19 pandemic in Indonesia First, separating coexistence from authoritarian to the door of collaboration is a principal who has an authoritarian nature or acts alone or arbitrarily in school. Then, the principal leaves the authoritarian nature to the nature of collaboration or the principal who leaves stubbornness to become a principal who has a democratic nature or discussion in solving all problems in the school. Second, collaborative action that gives birth to innovation is to build cooperation in the school environment by fostering and fostering motivation in performing the duties of teachers, students, staff, school committees, surrounding communities, and related governments in building innovative school programs. Before making cooperative relationships with outside the school environment, it should build cooperation within the school environment to improve the quality of learning, increase the effectiveness of learning in schools, improve teaching and learning activities, and others. Thus, schools will become innovative schools and can produce the latest innovations in the world of education in Indonesia that can minimize problems that occur in schools and find innovative solutions in schools. Third, over mind organizational teachers with collaborative character toward innovative is a teacher who has a collaborative character aware of his potential and shortcomings in carrying out his duties as a teacher, because a collaborative teacher will easily identify any potential and shortcomings he has with the help of teachers who are more experienced in the school environment or expert educators outside the school. Teachers with collaborative character will become outstanding teachers and have the latest innovative ideas regarding effective and productive learning in schools.

The hypothesis of the presentation of research data and discussion of the results of the research above is that the COVID-19 pandemic forced teachers and schools to perform teaching and learning activities that were previously online in schools. This certainly causes a very big problem for teaching and learning activities in schools. Thus, teachers are required to be able to adjust to online learning during the COVID-19 pandemic. Moreover, teachers are not fully prepared in carrying out online teaching and learning activities in schools and the lack of ability of teachers who have collaborative and innovative learning leadership skills in dealing with problems that occur in schools, which are able to provide fast, appropriate and effective solutions in solving problems in schools. To deal with the above problems, schools have 3 solutions to minimize problems that occur in schools during the COVID-19 pandemic, as follows: First, the Principal carried out separation in dealing with problems that occurred in Teaching and Learning Activities during the COVID-19 pandemic by strengthening cooperation between principals and teachers (collaboration) and two-way discussions in solving problems faced in schools. The implementation of separation by the Principal will be successful if the Principal wants to change the authoritarian nature to the nature of collaboration or the Principal who abandons stubbornness to become a principal who has a democratic nature or discussion in solving all problems in the school Second, Collaborative actions taken in the school environment by school residents will foster motivation in performing the duties of teachers, students, staff, school committees, the surrounding community and the government regarding the development of innovative school programs. If the school becomes innovative, it will be able to produce the latest innovations in the school that can minimize problems that occur in schools and find innovative solutions in schools. One of these innovations is in the form of a training program for teachers to improve the quality of human resources and facilities that can support schools in facing the COVID-19 pandemic. Third, teachers who have a collaborative character are aware of their potential and shortcomings in performing their duties as teachers, because collaborative teachers will easily identify every potential and deficiency they have with the help of teachers who are more experienced in the school environment or expert educators outside the school. Teachers with collaborative character will become outstanding teachers and have the latest innovative ideas regarding effective and productive learning in schools. If the school can implement the 3 solutions above, it will form a collaborative principal learning leadership pattern and tend to perform reflection after learning involving all teachers and parents in the school. Collaborative leadership has a positive impact

on staff, teachers, and students in the school environment. Every day there are improvements in learning (there are new innovations) that appear in schools. These innovative improvements occur continuously, which ultimately form an academic culture with continuous change, followed by improved student achievement and student well-being. Although the 3 solutions above are new things for principals and teachers who will stammer (confused) in carrying them out, in this confusion teachers will still conduct teaching duties in schools and formal and informal coordination with other teachers and principals to perform their duties at school.

3.4. Hypothesis

The hypothesis of this study is that collaborative leadership has a positive impact on staff, teachers, and students in the school environment. This agrees with Yuni Kusmawati's research, in 2021 in the *Journal of Equilibrium: Journal of Education*. Research [7] states that collaborative leadership has a positive impact on employees, teachers, students, and schools. Collaborative leadership focuses on building trust, sharing power, and developing people within an organization. Thus, a leadership collaborative based on all members of the organization (teachers, employees) can become smarter and competent in order to achieve the goal of education. Our research has advantages compared to research [7] where the ultimate goal of our research is to form an academic culture with continuous change, followed by improved student achievement and student well-being. Meanwhile, the goal of research [7] only focuses on students being smarter and more competent so that the goal of education is achieved.

The hypothesis of this study is that collaborative leadership has a positive impact on staff, teachers, and students in the school environment. This agrees with research [25] in 2021 in the *Journal of Advances in Social Science, Education and Humanities Research*, which stated that there is a significant influence of learning leadership on teacher teaching skills. Our research has advantages compared to research [25] where this study only discusses the positive impact of learning leadership in schools on teacher teaching skills. Our research discusses the positive impact of cooperative learning leadership on teacher skills, teacher participation in the classroom, managing learning effectiveness in schools, implementing teachers as companions for student learning activities, making lesson plans (RPP) in schools, making teaching materials in schools, conducting evaluation tasks in schools, and others.

The hypothesis of this study states that changes in the principal's learning leadership pattern are collaborative and tend to perform reflection after learning involving all teachers and parents in the

school. This agrees with research [26, 27], which state that school leaders can encourage collaborative learning leadership change that involves teachers in schools. Our research has advantages over previous works [26, 28] where research in changing collaborative learning leadership patterns involves all teachers and parents in schools. Meanwhile, the research [26] only involved teachers in schools. Thus, our research has more effective results in changing collaborative learning leadership patterns in schools.

The conclusion from the overall presentation of the data presentation and the results of the discussion of this research is that during the COVID-19 pandemic, continuity of learning in schools was carried out online [29-31]. This is followed by changes in the principals collaborative learning leadership pattern and tends to perform post-learning reflections involving all teachers and parents in the school [32-34]. Collaborative leadership has a positive impact on staff, teachers, and students in the school environment. Every day there are improvements in learning (there are new innovations) that appear in schools [35-38]. These innovative improvements occur continuously, which ultimately form an academic culture with continuous change, followed by improved student achievement and student well-being. So the authors provides 3 solutions, namely separation from authoritarian kebo to the door of collaboration, collaborative action gives birth to innovation and over mind of teacher organization with collaborative character toward innovative.

4. Conclusion

The main finding of this study is that during the COVID-19 pandemic, the continuity of learning in schools was carried out online, and there was a change in the collaborative leadership pattern carried out by the principal, which tended to involve all teachers and parents in post-learning reflections. Collaborative leadership positively impacts staff, teachers, and students in the school environment. Every day improvements in learning (new innovations) appear in schools [39-43]. These innovative improvements occur continuously, ultimately forming an academic culture with continuous change, followed by improved student achievement and well-being. Thus, the researcher provides three solutions: separation from authoritarian "kebo" to the door of collaboration, collaborative action giving birth to innovation, and over the mind of teacher organization with collaborative character toward innovation.

This research shows that collaborative leadership positively impacts the school environment, which aligns with previous research findings that support democratic and participatory leadership patterns. This research provides insights into innovative and collaborative leadership practices that have emerged despite the COVID-19 pandemic. This research can

inform educational policy and practice by providing practical examples of collaborative leadership practices that can support the continuity of learning services during times of crisis. This research also emphasizes the need to shift from authoritarian leadership to collaborative leadership, which can foster innovation and improve student achievement and well-being.

The strength of this research is that it provides insight into effective collaborative leadership practices in the school environment as well as practical recommendations for the development of educational policy and practice. However, the limitation of this research is the research design that focuses on a specific education group and region and only obtains data from a few sources, making the findings not widely generalizable to the education context in all regions.

Recommendations for further research are to conduct similar research on different education groups and regions to compare the impact of collaborative leadership practices on student achievement and well-being and involve more data sources to obtain more complete and representative findings. Additionally, further research can examine the factors that influence the effectiveness of collaborative leadership practices in the educational environment.

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