THE PRINCIPAL'S ROLE IN MAINTAINING TEACHER COMMITMENT THROUGH QUALITY CULTURE AFTER THE COVID-19 PANDEMIC

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Abstract. Education is currently in a new state after Covid-19, which has brought changes to education. Especially in the competence of teachers whose development is highly demanded to face the normal era. This study aims to reveal the role of school principals in improving the ability of teachers, so that teacher commitment can be maintained through a school quality culture. This study uses a library research research method by using documentation data collection techniques from several references and the analysis is carried out using descriptive analysis methods. The results obtained that school principals can carry out strategies to increase teacher commitment in the normal era through attention to improving the quality of learning, fulfilling infrastructure, increasing teacher professionalism, forming work teams, giving authority to regulate good learning flows to teachers, establishing collaboration with outside parties, providing rewards to teachers, to evaluations that build teacher commitment.

Keywords: Principal; Teacher Commitment; Quality Culture, Normal Era

A. INTRODUCTION

Education is part of culture, education should highlight the culture as the identity and character of the nation (Sukarno, 2020). Inherited values are essentially a helper for improving fate and civilization through education. Schools are a means of transmitting cultural values to school residents. According to Mustaqim (2020) school as a formal institution is a forum for delivering culture through the freedom to determine a curriculum that is adapted to the needs and circumstances in its environment. The principal plays a very important role in shaping the mindset and behavior of school residents in accordance with the social and cultural conditions of the institution. So that school residents do not experience cultural gaps considering the current pace of globalization (Hayudiyani et al., 2020).

The principal as the top manager has a role in determining the curriculum according to the needs and conditions of the environment in conveying culture to new generations. In improving the quality of education, school institutions will always try to improve graduate achievement. Various innovations are realized to form strengths that refer to the quality culture and school achievements that are relevant in solving the current crisis. From this quality culture, an educational institution can get a picture that they have characteristics that deserve to be excelled. The implementation of a quality culture can change if the plan is adapted to the times.

The development of a quality culture places the institution as the service provider desired by the customer. Services and services that have been trusted by the community to always provide the best will be able to increase their satisfaction. So at that time a management system was needed that was well empowered by the leadership of the school

institution, namely the principal (Bawasyir & Sholeh, 2018). The principal as a high-level manager plays an important role in leading and developing the education system in his school. It is very important for managers to prepare future generations through their role in implementing quality education. There are several challenges faced by school principals in carrying out their duties, namely social and economic progress, industrialization, cultural differences, advances in communication technology, and dropout (Hidayat et al., 2018).

The challenges from generation to generation in facing the development of the times are different every time. This requires school principals to be able to prepare strategies that are able to deal with these challenges. The strategy formulated by the principal is a culture in problem solving. The same various aspects have developed and require school principals to be able to overcome them. The characteristics of aspects that experience continuous development are highly educated, willing to learn, technologically advanced, and socially conscious (Layton, 2015).

Education is currently also faced with a more serious challenge, namely new conditions after the Covid-19 pandemic which began at the end of 2019. Based on the decision taken by the government, all activities including temporary education activities were limited to being transferred online to prevent the spread of Covid-19. Teaching and learning activities are then carried out remotely online (Ramadhani, 2021). Various obstacles then accompany distance learning including the ability of teachers to operate technology, inadequate facilities, lack of experience in managing online learning to the failure of implementing the learning plans that have been prepared at the beginning of the new school year (Zhang et al., 2020). However, the government's instructions regarding online learning have required all teachers, like it or not, to adapt so that educational goals can still be achieved.

Improving conditions post-Covid-19 has made the government allow education to be carried out directly again while still implementing health protocols. Many schools adopt a policy that the learning process is carried out with sessions or students who take turns in school every day, so that crowds can still be avoided. With the new post-Covid-19 conditions, it has brought good news for teachers to be able to teach directly and be able to express themselves more in teaching. This is in accordance with research conducted by Arif et.al (2021) that the ability of teachers to use technology for teaching media has developed better based on experience during online learning. It is also supported by research conducted by Rahayu (2021) that the principles of effectiveness and efficiency of learning are more achieved when learning is carried out directly in schools.

Many teachers feel they have to prepare new learning strategies and methods to deal with this normal situation. Previously the teacher had developed himself in utilizing technology as a distance learning link (Varela & Fedynich, 2020; Rianto, 2020; Utomo & Mahmudah, 2021; Thoifah, 2021). Research conducted by Nastiti & Abdu (2020), Rahmi (2021) Maskanah & Sae (2021) also explains that teachers receive online training in innovating learning using digital technology that is supported by the school. This is expected to be a provision for teachers to be able to develop their abilities directly in schools through the implementation of the use of digital technology in the classroom. There

have been many studies regarding school efforts to equip teachers in online training to improve their competence. However, there has been no further discussion on how to maintain teacher commitment after returning to school in the normal era. This research specifically describes the situation when facing the normal era that teachers must also always be given support so that they are committed to implementing the best learning supported by the good habits of the school directly.

Direct learning has been widely welcomed by all parties, including teachers. Many things have to be re-prepared by teachers when they meet new post-Covid-19 situations and conditions, ranging from the administrative system, students to learning methods designed to adapt to new conditions. This is also found in research conducted by Zahriani et.al (2021) that not a few teachers are again confused in preparing teaching materials to providing media that can be displayed directly in class. This is supported by research conducted by Adiyono (2021) that there is teacher confusion to attract students' interest in paying attention to learning that is carried out directly in the classroom.

The development of students' ability to use digital technology as a medium that motivates learning is also a challenge for teachers in formulating interesting learning and being able to motivate students when learning directly in class. Thus the principal must take a role in improving this situation, including in terms of teacher professionalism, teacher creativity, and teacher commitment in carrying out education.

In the future, principals have no other choice but to bring in educators who are able to improve the quality of schools. A quality school will never be felt by students without teachers who are accustomed to having high commitment and loyalty in education (Othman & Kasuma, 2016). The success of education is the result of a school principal's caring culture to increase teacher commitment in carrying out their profession (Sari et al., 2021). Thus, committed teachers can influence the school climate and advance the school. So that school principals need a strategy to maintain teacher commitment through a quality culture that is able to provide good development after the Covid-19 pandemic.

B. RESEARCH METHODS

The research method used is library research, where researchers collect more specific information about the problem being studied, utilizing information that is related to theories relevant to the research being conducted. Collect and utilize information in accordance with the formulation of the problem. The data collection technique used in this research is documentation obtained through references from books, scientific articles and scientific reports on the role of school principals in maintaining teacher commitment through a quality culture. The data is then read, analyzed, until the conclusion notes are presented in a descriptive analysis method. In analyzing the data, the researchers referred to two aspects of the teacher's condition, which included: during and after Covid-19. After the data is analyzed, the findings are then presented using a deductive method that starts from a general theory and ends at drawing conclusions.

C. RESULTS AND DISCUSSION

The Ministry of Education and Culture in the Academic Paper of the Draft Regulation of the Minister of Education and Culture on Quality Assurance of Primary and Secondary Education explains that quality culture is an awareness that emerges as a tradition for education quality that leads to a continuous and unrelenting process of achievement. From here the Ministry of Education and Culture wants every educational institution to have a program that is used as a traditional system as a reference for continuous improvement. Bawasyir & Sholeh (2018) explains that principals can improve school quality depending on how strong the school can maintain the good values that have been formulated together. The management that has been agreed at the beginning oversees every day the activities realized by the school. In determining the quality of education program through the development of local culture to be implemented, the school must first analyze the potential in the area.

The principal as a top manager plays an important role in controlling and instilling a culture of the behavior and actions of his employees at school. The occurrence of organizational culture starts from formulation, acceptance, development to the stage of habituation. School stakeholders will work in accordance with the system, values and organizational norms and procedures in their duties (Korir & Kipkebut, 2016). The values instilled in school organizations can provide job satisfaction for employees and management as a guide to the creation of a better work climate motivation. The formation of this work culture encourages employees to work better in order to achieve high quality performance (Putranti et al., 2021). Work culture in the form of providing motivation to employees can produce employee job satisfaction.

Employee behavior in school organizations can be grouped into two perceptions, namely the first assumption that management plays a role in forcing and controlling employees (Utami P et al., 2021). The second assumption is that work can naturally increase commitment to goal attainment through self-direction exercises, play and rest. The function of commitment to goals is able to retain employees (Paltu & Brouwers, 2020). This assumption illustrates that management plays a role in developing employee potential and channeling it towards a common goal. The role of management will bring up a quality culture that makes employees committed to their current institution. Employees who are dedicated to their institutions can be driven by concerns about the prosperity of the organization, support the strategic direction of the institution and creatively solve work environment problems (Malik & Noreen, 2015).

Establishing a good communication flow can increase their commitment to school. In increasing organizational commitment, employee job satisfaction has internal and external job satisfaction (Coughlan et al., 2014). We can see the job satisfaction of an employee from the form of his contribution to the job as a whole. External satisfaction is shown by building trust in the leader through supervisor support. Increased job satisfaction also comes from organizational support, fairness, and coworkers (Chandra, 2017).

Putranti et.al (2021) found that the better the quality culture, the higher the job satisfaction. Patras (2017) explained that organizational culture has a negative effect on employee turnover intentions. Employees tend to leave educational institutions because

the organizational culture is not clear in determining attitudes, behavior and decision making. Wibowo (2020) states that work culture in the form of institutional regulations does not cause employees to have the intention of moving even though communication with supervisors is not smooth. This is because a good communication culture will make it easier for employees to achieve performance that has become the standard of educational institutions.

Based on the findings of Hidayat et.al (2018) that optimizing quality culture can increase teacher commitment in schools. Optimizing this quality culture is carried out through infrastructure fulfillment, internal and external customer satisfaction, teacher professionalism development, work team formation, collaboration with external parties, school evaluation and reward and punishment determination. The concept of education quality assurance can be implemented through the development of local culture that is relevant to the potential and character of the environment. Hayudiyani et.al (2020) suggested that to improve the quality of education it is necessary to pay attention to the potential of the region as a culture in formulating and implementing school programs.

Culture according to Bawasyir & Sholeh (2018) is an element of religious systems, organizations and society, knowledge, language, art, life, technology and tools. According to Fajrussalam et.al (2020), this cultural development is a traditional art that describes the condition of educational institutions. The principal makes this culture a message, understanding and quality that must be applied by school members. Cultural preservation can be done with the time management of the teaching and learning process and the limited time for activities that indicate routine school activities. Even though the school is thick with local culture, it still shouldn't be technology stuttering.

Preserving a quality culture can be done through scientific and non-scientific activities. Scientific activities can be preserved with activities in the form of research, participating in competitions, and achievements. While non-scientific school residents can improve, patience, fighting power, courage, and enthusiasm for achievement. Of course in maintaining a quality culture it is necessary to have the support of human resources, infrastructure, management, intentions, determination and motivation (Bawasyir & Sholeh, 2018). Achievements that have been achieved by an educational institution can be a guarantee for the community not to worry and believe in the future of their children. Based on the findings of Sabandi (2013), they classify elements of organizational culture in improving the quality of permanent quality, namely in terms of psychological values, beliefs, expectations, and shared commitment to quality, and on the other hand a structural process that processes quality improvement by coordinating individual efforts. in the organization.

Paltu & Brouwers (2020) found that principals must have a strategy to increase teacher commitment through giving the authority to find out who the customer is, know customer quality expectations, measure the quality that has been provided by the customer. If the principal involves the teacher in this responsibility, the teacher will feel valued and trusted so that the teacher will contribute more to advancing the school.

Based on research conducted by Novitasari & Asbari (2020) suggests that teacher commitment to work can be increased through increasing the implementation of a quality

culture in schools. Based on the opinion of Hidayat et.al (2018) that the findings that compare the perceptions of male and female teachers on quality culture in infrastructure fulfillment, the existence of a work team, school collaboration with external parties, and appreciation indicate that ensuring that this works can increase teacher commitment.

Based on this research, the role of the principal in optimizing the quality culture in schools in increasing teacher commitment can be done as follows: increasing the quality of learning can form teacher commitment in carrying out their duties at school, fulfillment of learning support infrastructure can increase teacher commitment, school efforts in increasing efforts to satisfy internal and external customers can increase teacher commitment, teacher commitment will increase if there are efforts by the school to improve teacher professional development, the formation of an effective work team can increase teacher commitment, cooperation with parties outside the school is believed to increase teacher commitment, school efforts in evaluating the performance of teachers can increase teacher commitment, efforts to provide reward and punishment properly will increase teacher commitment and teacher performance. Therefore, principals can cultivate teacher commitment through teacher behavior, work environment, and education implementation system. So that good interactions are built between fellow teachers, teachers and students, a quality school atmosphere, and good management.

The principal has an important role in maintaining the atmosphere of the school in a quality educational culture. As the decision holder, the principal has the right to determine the superior programs that will be carried out by the teacher. Of course, this decision pays attention to various factors so that it can be carried out by school residents. In maintaining the teacher's belief, it must be supported by fulfilling the teacher's needs starting from self-existence, a place for developing performance, giving trust, needs being listened to, to opportunities to work with other parties.

Educational institutions will be seen as qualified by the community if they are able to answer and provide for the needs of the community properly. The school must build and maintain the uniqueness of the school so that it requires cooperation with the teacher in conveying his ideas. In maintaining the performance of teachers, of course, they have to build a commitment that will make teachers happy in carrying out their responsibilities. Principals play an important role in building teacher commitment again after Covid-19 which requires teachers to conduct online learning.

Online learning which only focuses on sharing theory makes the teacher unable to see directly the motor development of students. Assessment is only carried out based on assignments that students do online. However, after the situation was in a normal situation which required teachers to return to teaching directly at school, teachers returned to adjust to changes in activities that were more dense and numerous. In arousing teacher enthusiasm, the principal has the responsibility to arouse teacher enthusiasm and performance.

Based on the learning habits during Covid-19 which were all online, it has brought many changes in the education system. Development occurs in various aspects of life. Teachers are becoming more skilled at using social media and online applications for learning. In order to achieve targeted developments in the use of online media, school

principals must provide online media development training to teachers so that their use can be maximized and on target. Facility support is also very much needed in supporting teacher abilities. This is supported by research conducted by Hidayat et al., (2018) that increasing teacher performance commitment is supported by facilities that support the development of the learning process on a regular basis.

Developments that occurred after Covid-19 required adjustments in utilizing more sophisticated learning media. Besides that, the principal must have management skills, which will prepare the school to have a higher development plan. In this case the principal must also communicate to the teacher so that trust is built and the teacher's wishes are channeled so that the teacher's commitment can be achieved. Therefore, school principals can build teachers' understanding of their duties and functions, involve competent teachers in a development program, and establish transparent communication of ideas for changes to the education system.

Based on research conducted by Sari et al., (2021) states that the commitment of teachers who are older after Covid-19 has decreased. This can be caused by the development of the learning process which has innovated using online media. While the ability of older teachers is not responsive in the face of change. Therefore, the principal has an important role in providing training and providing opportunities for older teachers in the form of socialization of direct assistance by young teachers. The principal provides facilities that can be used directly by teachers in the development of learning using technological media.

The existence of direct practice opportunities will make it easier to provide understanding to the teacher. The involvement of the teacher in organizing a program will be able to increase the ability and maintain the commitment of the teacher. Teachers will have a good commitment if the culture applied in schools can prosper the school members and meet the needs of the education system. Maintaining an orderly school culture will be able to increase teacher work commitment because it is presented with the aim of good results. Therefore, school principals and teachers have the right to run work programs that are environmentally friendly and able to pay attention to the needs of teachers and students so that commitment will be built in achieving national education goals.

D. CONCLUSION

Education today, which is faced with new conditions post-Covid-19, has brought changes to education. Including the competence of teachers who are highly demanded development. With the qualified ability of teachers, commitment will emerge to advance national education. Of course this must also be considered by the principal in order to ensure the quality of education through the school's quality culture. Therefore, school principals can carry out strategies to increase teacher commitment through attention to improving the quality of learning, fulfilling infrastructure, increasing teacher professionalism, forming work teams, giving the authority to regulate good learning flows to teachers, collaborating with outside parties, giving rewards to teachers, and so on. evaluation that builds teacher commitment. This research is limited to research methods

and samples, so the researcher recommends further research to explore the role of principals in improving teacher professionalism through more diverse methods and wider research objects.

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