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Islamic Boarding School Education Leadership in Supporting Virtual Learning During the Pandemic Period in Indonesia

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ABSTRACT

This study identified of school education leadership skills in supporting virtual learning approach during pandemic disruption. The author believes that online learning requires solid educational leadership, which can empower all potential and influence. Hence, learning objectives was affected by the Covid-19 pandemic run well. So, the researchers have visited several scientific publications on several application databases of educational leadership studies during the disruption of the pandemic several complications such as Eric Publications, Google book, Taylor and France, and many other publications actively discussing educational leadership issues during distance learning as a result of responding to the Covid-19 pandemic. While the review process involves several stages, first, giving coded the data, evaluated and looked for relevance, interpreted it in depth to conclude if the findings were relevant in answering valid questions. This study was entirely dependent on secondary data in the form of field details that have been published in various scientific publication journals, especially about educational leadership during pandemic disturbances. We found that there were a number of leadership educations was used to support virtual learning during pandemic as mention in finding section.

Keywords: *Virtual Learning, Learning Pandemic Time, Educational Leadership*

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INTRODUCTION

The Coronavirus outbreak that has hit the world has given rise to a crisis of various difficulties and challenges that have impacted all sectors of life throughout the world (Wang et al., 2021). In series, each country takes good policies and attitudes from the government sector, religion, business, and education, including Islamic boarding school education, which tells the experience of anticipating learning outcomes that are transferred from face-to-face to a distance system (Lu et al., 2021). Along with the government making learning policies to close schools and open distance classes, there

is a relationship and quality of communication that is disrupted, how online distance education activities are the most robust solution for the continuity of learning and also the safety of students and teachers and the education community so that they must become a strong, creative, dynamic individual with a bit of direction from superiors how to direct lessons while making sure everything is fine. It is this transitional period that makes the parties dhikr to make learning through digital assistance one of the solutions to overcome a crisis that has occurred significantly(Benham & Murakami-Ramalho, 2010), though rather than a pandemic that affects many sectors of life where it gives birth to ways of thinking, feeling, acting and continuing to support learning where activity is needed. The spirit of educational leadership so that learning continues.

In advanced education foundations, the scene is developing quickly, with senior pioneers first entrusted with settling on speedy choices while keeping the well-being and security of understudies, personnel, and staff central in their preparation (Agustiarasari et al., 2021). In late winter 2020, scholastic pioneers were associated with the main flood of choices: dropping occasions, moving students' home, moving to instruct on the web, and changing college approaches and methodology. A second influx of impacts before long followed, including arranging summer/fall situations, making massive spending plan cuts, proceeding to screen and change strategies, leaves of absence, cutbacks, and thinking about the drawn-out sway on college understudies and workers. Heads, who have been arranging a regular drop-in enlistment (Sihombing & Fatra, 2021) for the 2020-2021 academic year, are preparing for a significant decrease in undergrad and postgraduate enlistment, as vulnerability looms over understudies' capacity to pay for school instruction during a time of employment cutback, soaring joblessness, and aversion to signing up for courses that will, for the most part, be on the web. The economic effect on advanced education has been exacerbated by US state-funded instruction. The Great Recession adversely impacted one of only a handful of prime areas (Hirsch et al., 2021). As directors of their units, office heads should lead through seasons of commotion and emergency. As mid-level directors, they may not be straightforwardly engaged with assessing and correcting college strategies and methods that have unfurled. However, heads commonly take part in sensemaking (Medeiros et al., 2022) as they lead impartial execution of overhauled approaches, think about their impacts on personnel, staff, and understudies, and decide methods of speaking with significant partners. The division head liability includes jobs both as an entertainer and specialist of the foundation. As an entertainer, the head "brings their singular information, abilities, viewpoints, encounters, assumptions, and destinations to the gig" (Geera & Onen, 2014). Along these lines, the headworks with others inside and across the association, building connections, overseeing human and social capital, taking care of struggles, and guaranteeing evenhanded asset dispersion. As a specialist, the head "acts inside the setting of the foundation" (Gyang, 2020), working inside the framework to address scholastic capacities, handle managerial obligations, and keep up with outside connections.

For heads of units with administration arrangement programs, the complex requests of an emergency are layered upon the central grant about authority, which reports the adequacy of initiative as an aggregate joining the standard and various abilities of the workforce, understudies, and program partners (Bubb & Jones, 2020). All the more profoundly, crafted by instructive administration lays on public and popularity-based ethics advancing civil rights and value as the practices and results for

tutoring at any level. For online learning to continue, a leadership model is needed that can influence learning activities when learning is disrupted. Of course, several things become a reference for how teachers play a role in supporting learning, how top leaders, principals, can become motivating factors, and enlighten how learning must be carried out so that learning can be carried out correctly (Bambrick-Santoyo, 2018). From this, which previously had not been one thing that was focused on, all these answers online learning must be a core of learning, so we need a model that can be played by dancers whom school leaders transfer,

Virtual learning is carried out in response to school closures and remote classroom openings, which respond to government policies to combat and decide the spread of the coronavirus in the school environment, which is a recommendation from UNESCO and countries affected by the pandemic. So virtual learning is the most appropriate solution when students cannot learn face to face like the typical life day before the hit education pandemic in Indonesia.

Apart from the ability of school leaders, one of the lessons that can help students is a research-based learning approach system where this approach shows that many school leaders can provide sufficient training model capital for the position of teachers who have to handle learning independently (Leithwood & Seashore-Louis, 2011; Hifza dkk., 2020). The role of leadership in teaching is assumed to have limited influence so that many teachers cannot make teaching into interesting poetry and provide various training for teachers so that they can carry out online teaching tasks in terms of mastery of content and how to treat technology (Rapanta et al., 2020). This digital virtual becomes significant for the continuity of achieving optimal learning outcomes. On the one hand, teachers are indeed facing the complexity and demands of learning; on the other hand, they are also human beings who are on guard not to be infected with various viruses, which at that time were so scary that they needed a change of mind on how teaching work could be carried out proportionally, how to optimize the use of technology so that can help teachers and students and school principals so that there is harmonization in learning achievement both with school leaders and at the same and also with students which may therefore not be possible when the service must be done regularly (Wiliam & Thompson, 2017). This is a challenge that must be borne by every teacher where they must maintain themselves in teaching in evaluation in all respects to be able to increase the potential of students even though they are in an extended state.

Efforts to identify learning leadership models in boarding schools are inevitable, which is in line with government policy where the government sends students home to study, so the relationship between students and students is accidentally cut off teachers with students, teachers with students with teachers, and also with school leaders so that a lot of guidance and character building are slowly being missed. Not to mention the academic content that was cut off because the online learning system was carried out suddenly along with the outbreak of education with the danger of a pandemic so that every sudden decision, quite a lot of weaknesses were found so that learning outcomes would immediately drop almost two years.

So, by identifying the models and ways of the school through the teacher through guidance and other potentials possessed by the school to lead and set the good example that will straighten or attract students what the typical correct learning that must be done is. everything must come from the typical leadership that is owned by the government, which is manifested through the guidance of teachers and school principals to provide support to students and even to parents how instant assistance

models can be carried out by parents so that students are not poorly left behind during the pandemic in progress is on this basis that this study is felt to be very important, namely an effort to identify models of the principles of a how-to guide and protect students and parents through ways that are taken initiatively because Indeed, the movement and direction of guidance and leadership is a problem coming from the government or the school leadership so that all staff are mobilized to be able to export students during the pandemic as much as possible.

Indeed, at every level of education entering education in Islamic schools such as the Islamic boarding school, leadership is in the leadership of the boarding school who is in charge of the department which is fully responsible for the smoothness and program as well as the leader of the pesantren to have also the responsibility in managing, namely achieving educational goals academically. As the leader of an Islamic school, it is undoubtedly expected to manage the pesantren unit with various policies and routines of the pesantren so that the boarding school can carry out its functions both academically and socially and in relation with others. However, the placement of teaching staff in Islamic boarding schools invites novice teachers to lead the deputy leaders of the pesantren to carry out academic tasks so that leadership is often a minor part of formulating strategies to advance learning so that they can respond to communicate and apply various policies with ways of dividing tasks both from the leadership of the pesantren to their subordinates and also how they can improve learning performance, which has indeed been since the outbreak of state policies to repatriate santri and also school students and carry out learning technologically.

This is where leadership is needed that does not only function as the head of the institution. However, if the academic leadership is so that students are not left behind in learning as closely as possible, how can the leaders of this Islamic boarding school and school be able to become both the head of the pesantren and become the head of education, which is significantly responsible for developing and continuing partnerships with other students while providing leadership and influence to the pesantren which they are responsible for saving and not only the safety of the academy but also health and safety during Pandemic (Bierema, 2017). So, for that, leadership must develop how the potential exists, utilize technology, and carry out laboratories that are often unused during learning at schools, all of which are the responsibility of the pesantren leadership. By subordinates, but a pesantren leader certainly has one soul. The recipe is in terms of recruiting teaching officers how to make new plans because, during this epidemic, the planning strategy often changes due to the enormous challenge of how to evaluate learning how to conduct guidance on how to assist in the use of the program evaluation budget and as well as acceptance of new students how to make online payments online. However, as the responsibility holder, a leader must provide suitable training and other support so that teachers, students, and the community do not feel lost during the pandemic (Leithwood & Seashore-Louis, 2011; Putra et al., 2020; Suroso et al., 2021). Therefore, this study aiming o identify what leardership potential shall be propose to schools and even students during pandemic learning disruption.

METHOD

This method described the steps for a literature review to obtain scientific evidence of educational leadership in Islamic boarding schools supporting online learning during the pandemic (Halik, 2016). The author believes that online learning

requires solid educational leadership, which can empower all potential and influence so that learning objectives affected by the covid pandemic can run well and continue (Ossiannilsson, 2021). So, we have visited several scientific publications on several application databases of educational leadership studies during the disruption of the pandemic several complications such as Eric Publications, Google book, Taylor and France, and many other publications actively discussing educational leadership issues during distance learning as a result of responding to the covid pandemic-19 (Fiş Erümit, 2021). The researchers did not be able to use the data if we do not address the first issue of an in-depth research effort under the phenomenological approach, which is to find as much data as possible to become findings or answer the questions currently being studied.

While the review process involves several stages, first, we coded the data, evaluated and looked for relevance, interpreted it in depth to conclude if the findings were relevant in answering valid questions (Fayers & Machin, 2013). This study is entirely dependent on secondary data in the form of field details that have been published in various scientific publication journals, especially about educational leadership during pandemic disturbances in Indonesia (Wilde et al., 2020). We found data by searching the Google Search engine using education, regressive and virtual learning, and the pandemic period. Furthermore, lastly, we tried to design the fetus in descriptive qualitative form, how to present data by looking at the phenomenon of the impact of the pandemic on various main sectors of education, so by paying attention to the previous spelling, we designed this report in the form of a qualitative study (Bennett et al., 2012).

RESULT AND DISCUSSSION

Impact of Covid-19 on education

COVID-19 has changed the world and has had a severe impact on lives and economies. The World Bank estimates that the loss of learning from school closures caused by the pandemic could be worth as much as $10 trillion in lost workers' lifetime earnings (Schleicher, 2020). School closures have also demonstrated wide and deep inequality between countries and within countries worldwide. This allows for an acceleration of some trends; online learning becomes increasingly dominant in education. However, the issue is not just about providing technological fixes. The pattern of schooling that has existed so far would be required to respond to the following issues; (1) changing student needs, especially mental health issues; (2) teacher capacity development due to the increasing importance of distance teaching; and (3) reorienting curriculum, pedagogy, and assessment to focus more on student learning than on test results. A new kind of leader is needed to bring schools out of this crisis. After the COVID-19 pandemic, school principals must have transformative abilities. Given the various uncertainties, they need to develop plans with high flexibility while keeping the main points in mind. It is essential to build support with key stakeholders in these challenging times as we all move forward to emerge from this crisis (Marinoni et al., 2020).

Typical crisis leadership

The key to success in overcoming the crisis is very dependent on the leadership factor. In conditions full of uncertainty, school leaders face a very tough test (Wu et al., 2013). This has never been seen more clearly than during the Coronavirus crisis. The efforts that have been made during this challenging time by the model school leaders

featured in this book provide vital clues to the form of leadership in the future. They all point out that, in the absence of pre-tested steps, the most successful leaders do not believe they have the answers to all problems, but those who view leadership as taking steps even under uncertain circumstances to get through various stresses. As their story illustrates, stress is when there is no clear solution, no absolute answer, but instead presents many often contradictory paths and pulls them in different directions. Those who manage stress in a planned but flexible way seem to carry their community through the crisis in positive ways (McNulty et al., 2018).

These educators seem to prove the truth of the saying that leaders are forged by adversity. The crisis showed everyone who they are as leaders. Through a fierce struggle with the pressures that accompany the crisis, educators grow as leaders while bringing their communities out of massive disruption in the best possible way (Dirani et al., 2020). Leading through relentless disruption is not about balance, nor is it even a matter of calm, but about having the correct values to work on over and over again, constantly tweaked and corrected every time, through various uncertainties – it is in these conditions that they forge and forged. Experience shows us that the best leaders in managing crises are pragmatic visionaries. Their eyes are not limited to the period of the crisis. They look far ahead through their systems, structures, and collaborative ways. Leaders create a foundation of values-based stability in their organizations, where teachers can learn, experiment, fail, feel better, and build good relationships. They are also not proud of their abilities, keep their energy up, have and give hope, and are mentally challenging. As they transform their schools through crises, the leaders featured in this book emulate these characteristics perfectly, and as a result, they and their schools grow stronger (Mosse, 2021).

Collaborate with parents

The sudden shift to distance learning forces parents to assume roles they were not used to before as home teachers (Waizenegger et al., 2020). With minimal preparation or knowledge, they are suddenly expected to guide their children through distance learning, be it fiddling with technology for online lessons or watching their children complete their homework, all the while doing their work and responsibilities—another answer. Parents can no longer chat in the afternoon with their children's teachers or attend parent-teacher meetings. This can be very frustrating for some parents. Therefore, it is essential to keep open communication with parents: principals and teachers can help guide parents through this confusing phase and invite active parents to provide additional support. Knowing parents and understanding the community can go a long way in creating and managing parental potential during times of crisis and in many other school activities during regular times (Ionescu & Enescu, 2021).

Open communication with parents

As trusted leaders, skilled in open and personal communication, pesantren and religious school leaders can share some practical suggestions for building and maintaining good relationships with parents: Be open to feedback from parents and send online forms to parents to better understand each family's situation (Hendricks-Ferguson et al., 2015). The qquestions can range from personal problems and problems encountered during online learning to their responses to school plans and Hold regular online meetings and chat sessions with parents to receive feedback for continuous improvement. Have open communication when needed, share the mobile number and

work email address with parents and students to facilitate open communication. Have at least one parent facilitator in each class who can mobilize other parents or facilitate logistical and administrative issues as needed. We cannot do this alone. We need to collaborate and share everything with the stakeholders. Because really what we do is for the common good of our students (Soon et al., 2013). Principal of school and update information from parents regularly. Hold online forums, such as live broadcasts via YouTube or Instagram, to inform parents about initiatives and school plans for the new school year. Reassure parents that their children's education, safety, and well-being are the school's primary focus.

Involve parents and the education community

This forced isolation caused by COVID-19 is perhaps the most extended period parents spend with their children without a break (Berg-Weger & Morley, 2020). When parents carry out their role as teachers, they have difficulty carrying out these new responsibilities. Domingo shares how his district and school support parents in rediscovering the meaning of family life and parenting. Teacher and Parent Parenting Training Even before the crisis, the Education Office in Valenzuela had partnered with the City Government to organize the annual Teacher and Parent Parenting Training event. In the one-day training, parents learned about parenting, positive discipline methods, facilitating a pleasant learning environment at home, and the role of parents and families in society. Parental leaders from various schools were also trained as facilitators. The role of parents as mentors cannot be underestimated, and it is essential to train and partner with them even in regular times (Deolmi & Pisani, 2020).

Including and giving a job to the students's family is likewise one of the best amid pandemic emergencies, including:

1) Strengthen relationship - Foster a more private two-way correspondence among school and family - Build joint trust and provide families with a genuine feeling of association in their kids' learning.
2) Building limit - Assist families with growing their insight base and clarify the purposes for different distance learning tasks - Cultivating families to become reasoning accomplices; urge guardians to pose open-finished inquiries regardless of whether they know the responses. This opens up unique doors for families to discover some new information together.
3) Focus on learning - Console and assist families with the understanding that significant learning can, in any case, happen without gadgets or admittance to the Internet - Underscore that significant learning happens during the day by day exercises, for example, cooking, drawing, and perusing together, and urge families to be associated with them.
4) Connect Community - Continuously make sure to check to assume the family has any critical necessities that should be met right now before their youngster can be engaged with distance learning, e. g food, and power - Fabricate people group qualities and assets to assist understudies and families with meeting their fundamental requirements today (Iyengar, 2021).

Support parents

The classrooms have been emptied, the teacher's room which was once a place for productive discussions among teachers, is now locked, and only dust occupies the once crowded space. No one thought that in such a short period, everything would change (Bhamani et al., 2020). During this rapid transition to distance teaching,

teachers experienced difficulties, including in preparing appropriate materials for distance learning; engaging with students; adopting and adapting to the use of technology. While most of our focus has been on ensuring continued student learning, how can we also support our teachers who have to work with technology, a completely new medium, which most new teachers are using for the first time? If we can strengthen the spirit and capacity of teachers, the quality of learning increase, teachers be empowered, and learning outcomes will also increase (Alhuzimi, 2021).

Leadership recruiting education work team in crisis

Leaders of schools and pesantren understand and realize that the skills of their teachers in the field of technology are limited. The teacher is concerned with his technology skills and how best to respond to the needs and demands of students and parents (Freysteinson et al., 2021). Transforming non-teaching staff. As non-teaching staff has a lighter workload during distance learning, Vance assigned them to contact parents. They assist parents and students experiencing technical difficulties with distance learning, for example, helping to organize online parenting sessions and responding to questions from parents and students. This significantly reduces teachers' workload and gives them more time to improve their remote teaching science and technology skills. Appointing expert teachers Vance also quickly appoints teachers with higher technical skills to become expert teachers. These teachers have previously taken technology courses and can share their knowledge and tips, and advice on teaching using technology (Stasel, 2020). These expert teachers conduct mentoring sessions one by one, sometimes late into the night. They also provide technical support to teachers who are unfamiliar with technology.

Leaders must also understand how to empower human resources (HR). Some teachers, for example, physical education teachers, cannot teach online during school closures (Liu et al., 2021).The principal identified their alternative subject skills and appointed them to teach in the lower grades with these teachers. During the school holidays, these teachers develop their mastery of the material and prepare teaching materials to prepare for the new school year. In cultivating our staff, one thing to remember is that there is no perfect formula. Each school has a different culture, system, and potential to be developed. It is the responsibility of leaders to find out which method works best for them (Petrie, 2011).

Regenerate future school leaders

In the demands of a fast transition to distance learning, it is easy to feel overwhelmed with the sheer volume of tasks to complete (Day et al., 2016). As school leaders, it is essential to trust the teachers and plan and implement programs. An effective leader has the ripple effect of building new leaders. Here are some tips from experienced school leaders: Leadership Distribution In schools, one manifestation of effective leadership is distributed among teams of individuals with different skills and experiences but with a shared mission to ensure that education continues for all the students. Suggestions to get rid of the mindset with the leader, and the teacher is the subordinate who is only there to take orders. We must involve them thoroughly and be a part of the decision-making process (Grace, 2010). Build trust with the teachers. When there is trust, responsibility is easier to accept. Develop all the teachers and empower them to become leaders. Once these teachers feel involved, they will be motivated to nurture other teachers, who will continue to nurture others. Refrain from dictating mid-level leaders (school leader, MGMPS leadership) about what to do.

Instead, focus on being there for them and guiding them to make their own decisions. Follow up regularly and establish open communication with teachers. Always share more ideas and thoughts with them. Continue to encourage and motivate them to become leaders on their own (Yurkofsky, 2021).

Protect and guide teachers and the school team

The COVID-19 pandemic has forced us to get rid of traditional teaching models. As frontline workers in the education sector, teachers must quickly adapt their pedagogy to provide quality education during distance learning. Their workload is doubled, and the balance between their personal and work life is disturbed (Day et al., 2016). Apart from being overwhelmed by the new technology they are exposed to for the first time, teachers must also struggle to provide education to those who do not have access to technology. The lousy impact that all of this has on the teacher's physical and mental health cannot be underestimated. The pressure is felt by all teachers and everyone involved in education to turn this crisis into an opportunity. As the principal, it is essential to understand and be compassionate in these new conditions and pay attention to all staff's well-being and psychological needs (Yurkofsky, 2021).

The Principal's Approach In our struggle to adapt to the new normal, sticking to old and outdated rules is no longer efficient; it is more important to be flexible and accommodating when facing the unknown, separately but together (Zepeda & Lanoue, 2021). Here are some ways Caroline gives her staff more leeway during distance learning sessions. Be flexible The school implements a rotating work schedule for teachers because not all teachers have a good internet connection in their homes. Teachers use classrooms instead of teachers' rooms to minimize interaction (Ryan & Ryan, 2010). Teachers are generally required to be absent from school once a week, but they can come more often if they wish. Exceptions are given to pregnant women who can work entirely from home. Building resilience In order for teachers to teach their students about resilience, they must first be tough themselves. Caroline incorporates aspects of well-being into their school-based professional development training. In addition to honing teaching, curriculum, and planning skills, teachers at Tzu Chi Middle School are also involved in keeping a daily well-being journal to build positive thoughts and gratitude. During the three weeks in July and August, teachers were encouraged to write about positive actions, helpful help or advice they encountered during the day, as well as someone they were grateful for. They then shared their thoughts in a WhatsApp group chat (Hanafi et al., 2021).

Building of school belonging

Building a sense of belonging among his coworkers is something that Vance has been working on with all his heart, even before the pandemic (Felten & Lambert, 2020). When the pandemic hits, there is already a strong support network among teachers and staff, while everyone may not be ready. Vance was able to take advantage of this strong foundation as a foothold to continue to motivate teachers and keep staff morale high. Establishing a sense of normalcy Regular and open communication is the basis of Vance's strategy of engaging teachers. The management team holds casual one-on-one or small group chat sessions with the teacher, and talks about light topics like everyday life, family, even whatever they want to talk about. This creates a sense of normalcy and helps teachers adjust their remote work schedules. If a teacher has a particular problem, Vance will hold a one-on-one discussion or counseling session for them (Verschelden, 2017).

Supporting and motivating teachers: Holiday Challenges by Principal Domingo Lozande When he learned that his teachers were feeling stressed and socially isolated, Domingo created a series of "Holiday Challenges" to inspire and motivate his staff: Once a week, articles on various topics such as caring, family support and the importance of helping others are published, along with tips and guiding questions that assist staff in self-reflection. Staff can freely reflect or chat with their colleagues on the topic of the week (Azorín, 2020). At the end of the week, a challenge would be uploaded for the teacher to complete. Teachers and their families can participate in these challenges, which allow them to have fun and strengthen relationships.

Teacher welfare during the COVID-19 pandemic

Instructive pioneers, the two administrators, and managers assume a significant part in supporting educators (Pelmin, 2020). Research has shown that initiative practices that help independence can assist with working on educators' encounters of social help and flexibility and increment their ability to explore shared difficulties in the work environment. Here are a few ideas for executing initiative that upholds independence. They were paying attention to the requirements of educators, for example, those connected with the requirement for executing internet learning (Bishop, 2021). They are perceiving and attempting to comprehend the issue according to the instructor's point of view, for example, giving the open the door to educators to voice the troubles and unique open doors that have emerged while instructing from a distance during COVID-19. Request input from educators in decision-production at the school level, for example, to get some information about the best way to complete different exercises and undertakings during the COVID-19 pandemic. Clarify the explanations for the undertakings instructors should do, such as clarifying how and why different assignments are critical to do from a distance (Pregowska et al., 2021).

Leadership in activating students

Learning is essentially a social activity (Dewey, 2012). Placing older students with their younger siblings can provide 'friends' support which is very important to overcome isolation in face-to-face and online teaching and learning activities (Sadovnik & Semel, 2016). This kind of strategy helps teachers ensure students are supported and ensures that adequate and interactive learning can still be created even in distance learning situations. A strong focus on student well-being can also integrate life-wide learning strategies into formal teaching and learning activities. Lifewide learning is any informal setting that allows students to learn the material while building their identity. Learning takes place anywhere, not just in the classroom. Students' current experiences can be incorporated into formal teaching through distance learning. This provides an opportunity for them to share and discuss their feelings (Retter, 2012).

Paired groups, or other informal settings, allow students to know they are not alone and create a sense of belonging in the student community at school " Expanding and activating support networks: Principal Jaida Malonzo's approach to special education schools Batino Elementary School is the first Special Education Center in Quezon City, Philippines; almost 30 percent of students with special needs (Baquedano-López et al., 2013). The main driving force behind Jaida starting a sign language program at her school was her difficulties as a principal in helping her hard of hearing students. SCHOOL PROFILE Batino Elementary School Quezon City, Philippines Public School 650 students 41 staff Incorporating life-wide learning, particularly sharing experiences during this pandemic, promises a more authentic, complete, and holistic form of learning so students can combine and integrate their

learning, formal and informally, with their personal and academic development (Csikszentmihalyi, 2014).

An important point that becomes the fundamental finding of this study is how the educational leadership in boarding schools supports remote or perceptual learning during the pandemic disruption. The leadership we found included how the impact of this pandemic which authorized the implementation of virtual learning, could be overcome by solutions that came from the school government, which were transferred to teachers and applied in daily learning so that the solutions were more or less explained, Mr. from the school. Other findings include how we look at how typical teachers and students should deal with learning when a pandemic disrupts it. Because this is a consequence that occurs due to the government's policy of closing schools face to face but activating online learning. Because this policy was sudden, Yani's learning was transferred to online, several problems and challenges arose, so it needed a strong Gresik who still encouraged and helped so that the implementation of online learning could take place wherever possible by minimizing problems and optimizing good results.

So, among other things, is how the sip title from the school is built for collaborative ideas in learning, meaning that it does not expect solutions to come from parents from teachers but is raised from schools, namely schools by adopting policies from the education office through the collaboration of policymakers with input from researchers on how to provide solutions to problems that arise. Other findings include how school leaders build communication that is not very open in dealing with problems, including building communication with the school committee, teacher council, and, most importantly, with parents. So, the involvement of the community and parents is beneficial, whereas when teachers and students do not. We meet again every day. However, assignments and lessons still happen, so the empowerment of parents and the community is necessary here. This must be filled by educational leadership who truly understands the actual conditions and how to apply government policies oriented towards solving problems, not adding to problems.

These are significant findings, among others, that we have reviewed from various sources with the note that leadership in solving problems during the learning period disrupted by the pandemic must come from schools and schools based on policies made by the regulatory policy team in collaboration with the findings of experts in the field so that schools can demonstrate function as a leader, protector, and protector so that the virtual educational goals during the pandemic can be carried out as much as possible

The COVID-19 pandemic in 2020 has caused unprecedented chaos. Education systems worldwide are being forced to carry out a seemingly endless shutdown of institutions (Hargreaves & Fullan, 2020). In its 2020 statement, UNESCO warned of the devastating impact of school closures. UNESCO warns that the negative impact of the extension of the school closure period would be felt much more severely by marginalized and vulnerable groups. The forced closure of schools and places of learning around the world has exposed three significant weaknesses of global education (Jandrić et al., 2020) namely: (1) the need to rethink education not only as a school-driven endeavor but must be a concerted effort of families, communities, and entire societies; (2) the inadequacy of the "one size fits all" education model, which is reflected in the inability of factory-style education to cope with the diverse characteristics of education systems around the world; and (3) widening gaps in access to education, some students have the opportunity to be able to continue their

education while those who are not fortunate experience severe suffering, which became increasingly apparent during the pandemic. This handbook extracts practical, insightful conversations from the three-part webinar series, Educational Leadership in Crisis Times, held earlier this year.

Leaders of schools and pesantren must be able to mobilize Leaders People can gather parent leaders (selected officers and volunteers from among parents, such as school committees) to help the school handle administrative matters (Mukhtar et al., 2020). He divided the elders' leaders based on where they lived and monitored their environment. These parental leaders act as information officers for families, especially those who do not have internet access or are less responsive. Families who have difficulty engaging in distance learning contact these parent leaders, coordinating home visits with teachers and school management (Hartiwi et al., 2020). The support and attention of schools for parents can be in the form of training and understanding the use of technology for parents, which among other things, pesantren and school leaders must be able to help others manage disruptions in their lives and work, and ensure students and their communities do not freeze and can react reasonably and positively (Murray & Swanson, 2020). Turning lessons online further clarifies competence, commitment, collaboration, and coping mechanisms. Therefore, Domingo implemented a five-step professional development plan for his teachers. Needs analysis Hold meetings and informal conversations on social media to assess the current technology skills of teachers (Ren et al., 2020). Training Conduct a series of webinars and Learning Action Cell sessions online to train teachers in using various technology-based applications and platforms to improve their teaching performance. Schools can partner with the Information and Communication Technology unit of the Education Office and experts and various other parties to provide this training. Consultation Separately, each division can conduct virtual discussions, as a whole or in smaller groups, to provide tailored technical, emotional, and social assistance to teachers. Assessment Have informal chats or regular online message exchanges to assess teachers' progress. Peer support Assign a critical peer to assist teachers with concerns about distance teaching. The role of the friend is to provide technical guidance and emotional support (Lau & Lee, 2021).

So we can conclude that through the identification of several field studies evidence that proposes educational leadership during a pandemic disrupted through suggestions and perspectives on how to support distance learning after we describe both in the results and discussion sections. Thus, we believe this finding has answered the main problem, namely what and how the principles and policies of leadership from schools in supporting support for learning that are being disrupted by the pandemic through various programs and creativity and innovation from schools that are transferred to teachers and teachers are applied in student support, especially parents and even the community how they participate in supporting learning when disturbed by the pandemic. Educational leadership during this disruption must appear and be supported and initiated by the school, and Bastian gets guidance and supervision from the education office and then transferred to be applied at the level of students, teachers, and parents.

The results of the study identified models and characteristics of school leaders for teachers and forwarded them to students with solutions on how to anticipate learning while the covid pandemic disrupted it. So, concretely, this study has succeeded in several sources of literature that have been published in various educational journals that are disturbed by conflict, among others, we note that the most

strategic thing to give so mean students learn is, among other things, that we understand that conflict not only has an impact on health but also has an impact on the world of education, how it is carried out, how Ali feels and how he is perceived. The point is that learning must not be left behind. Furthermore, we see that in schools, there are many leadership crises where teachers and students, when they are in a coffee crisis, do not get a preventative solution how to get through this critical period, so because we serve a problem we are looking for models of forms of support that the school for students can carry out. The example that we cannot help but suggest is how the school is in collaboration, meaning that parents are not considered as other people but are partners where when the school is disconnected but can be reconnected, education and supervision by parents, so by the school we build this collaboration which we think is where the school should move.

Another example is how teachers and principals open communication with parents on how to handle learning and what obstacles they face to be resolved together in the future. Likewise, schools should not hesitate to invite community leaders, especially parents, to jointly find learning solutions because, for almost two years, students have been in their respective places, a change that is not uncommon, so that students are more involved with the community and their parents. Support students, so do not be cut off at all. Then schools also need to think about how to regenerate school leaders who have high leadership potential and have dedication and have character as a leader, which means they have a solution for a high commitment to problem-solving, right? The last thing is we studied and found that it is essential to protect teachers and teachers under challenging times so this must come from school leaders who know how to protect and protect teachers and students and give full attention to parents invites to build open communication and establish cooperation compact so that the problems faced during coffee can be run together but must start from the school because the school gives them great authority and responsibility because they are every holder who must be ready to provide solutions in the form of leadership. Furthermore, we also note that God is included in how the leadership recruits academic staff to become a team that work separately. Furthermore, we also noted how to distinguish staff and teachers and other essential components for future preparation that each of them has preparation and a vision for the future how the company or school continue to be in his heart not only while he is still around. Next, we found out how to protect and help teachers and schools in a team understand how to succeed in learning when the covid pandemic disrupted them. Next, we also see how to make the school or make education a sense of belonging by parents and the community so that the school is owned by the school and becomes a sense of belonging by the community. The next part of leadership is to provide a sense of security. Prosper in carrying out their duties, especially during the pandemic crisis, the principal or school leader must have a trick and have a circle to prosper the teachers and other animals. We also see that leadership, not only to parents but also to students, meaning teachers and the school, can motivate students to be active even though the masses are in a state of tension due to the pandemic outbreak. We have presented all of these explanations in the results section, which results from a study of various sources of information and existing literature.

CONCLUSION

In this final section, we can conclude the critical role gained after a series of literature reviews to gain the understanding and skills needed when guiding schools

during a pandemic disruption. We believe that the bleaching of our data held by the previous state has answered these elephant questions and hypotheses with high quality. As for the critical points, among others, we see that the impact of this copyright does have not only an impact on human health but also education, so that it requires a strategy or approach or method for every educational leader to be able to implement it so that the goals established during the disturbance can be resolved. Furthermore, we also see that several tropical crises have occurred so that many schools cannot carry out some government policy in responding to coffee. We also want to share that for school empowerment or student learning, school collaboration with parents is essential because the typical payment during coffee is at home being a teacher is like a teacher if we have received training and understanding, then they will be easy to help and support their students. Furthermore, we must have various skills, including open communication with parents, to make it easier to carry out these obligations. Yes, we also see that Indonesia Bagus always involves parents in terms of learning and also the learning community in places where students have a heart, teachers, and schools cannot afford to be active in the village, so they have to involve parents and the community leaders to support each other's learning during this disturbance period. We see that the support from parents is tremendous where the student succeed almost 100% it has an impact or a result of the support of parents.

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All authors have contributed their work accordingly to their shared authorship roles. Therefore there is no complicated issues in this project.

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