

Principal's Leadership Strategy to Improve School Achievement in the Covid-19 Era: Comparative Study of Two Senior High Schools

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Abstract:

This study aims to describe: 1) the leadership strategy of two school principals, 2) school achievement, and 3) efforts to improve school achievement during the Covid-19 pandemic. This research uses a descriptive qualitative research method. It used snowball sampling. The study was conducted at State Senior High School 1 (SHS) and Catholic High School (CHS). Key informants consisted of 1 principal, one vice principal, three teachers, three education staff, three students, and three parents from each school for in-depth interviews. Data collection techniques were also carried out through observation and documentation studies. The results showed that: 1) in SHS the relationship-oriented leadership pattern stood out, while in the CHS the task-oriented leadership pattern was more prominent, (2) the achievement of both high schools was above the national average; and 3) The Head of SHS forms a learning group based on interests and talents, while CHS forms an innovative virtual achievement group. The results of this study are helpful for school principals as a reference in implementing effective leadership patterns to improve school achievement. The taxonomy of leadership patterns (entrepreneurial, bureaucratic, political, and professional) can be applied to improve school achievement, although there is a different emphasis between the two schools.

Keywords: Comparative Study; Principal Leadership; The Taxonomy of Leadership Strategy; School Achievement; Covid-19 Era

1. Introduction

The principal occupies a strategic position in leading the school to achieve success. The quality, achievement, image, and reputation of a school are largely determined by a principal. Visionary leaders and able to institutionalize the vision to all school stakeholders so that they understand and are motivated and committed to realizing that vision. A principal who is successful in improving school achievement is of course because the principal can apply the

right leadership strategy. However, which leadership strategy is appropriate to improve the performance of a school is not widely known. Other schools will be able to imitate the right leadership strategy so that there will be an increase in the quality of education at large.

An effective principal's leadership strategies will influence, encourage, guide, and direct his followers, including teachers, education staff, students, parents, and other related people, to work together to achieve the

goals that have been set. Effective leadership is developing new ways of working by adjusting to the outside world and not just what happens within the organization's boundaries (Hamzah et al., 2021).

During the Covid-19 pandemic, there were difficulties in implementing offline learning, while the implementation of online learning was not ready. Principals need to find the right strategies to continue to be able to implement effective learning in these difficult situations.

State High School 1 Samarinda (SHS) was founded in 1953 and has been in development until now. It is one of the favorite high schools that is loved by the public and highly attractive to prospective students. Likewise, Saint Francis Assisi Catholic High School Samarinda (CHS) is one of the favorite private schools in Samarinda. Historically these two schools are in great demand and have some academic and non-academic achievements. Both schools have a good image and reputation for the people of Samarinda. According to 2020 data, these two schools are accredited with A grades.

2. Literature Review

2.1. Principal Leadership Strategies

Leadership is related to knowledge, skills, and the ability to make changes or transformations (Laub, 1999). The changes in question are changes that lead to continuous quality improvement. The principal is the highest leader at every level of education and a determining factor for the quality and progress of the school. The principal as a leader is the main element that brings about change and ensures school effectiveness (Munifah &

Purwaningrum, 2022) and is a determining factor in improving the quality and improvement of schools (Wiyono, 2018).

There are four patterns of leadership strategies, namely: a) entrepreneurship, (b) bureaucracy, (c) politics, and (d) professional (Shrivastava & Nachman, 1989). Although the four taxonomies of leadership patterns were initially used to analyze profit-oriented organizations/companies and goods products, they can also be applied to service-oriented organizations that do not pursue profit, such as educational organizations.

Entrepreneurial leaders are innovative entrepreneurs who experiment aggressively and are skilled at practicing stunning transformations of possibilities. Leadership exists in people who positively influence others who work with them and are fully involved in the work they have been assigned and the decisions they make. Individuals and organizations can create an entrepreneurial culture by developing entrepreneurial culture training and incorporating entrepreneurial processes and new initiatives to be more flexible, innovative, and able to change an organization. A successful entrepreneurial leadership strategy concerns people and interpersonal values that provide an interactive paradigm and the core basis for the achievement of the process (Darling et al., 2007).

The definition of bureaucracy has been stated in many dictionaries from several countries, which are very clear and consistent (Albrow, 1970). In principle, the pattern of bureaucratic leadership is formed by the bureaucracy and the system that accompanies standard operating procedures (SOP). The role of the principal in carrying out his duties must

be guided by the laws and regulations made by the government. A school principal must meet the principal standards set by the national government. The characteristics of bureaucratic leaders are needed, namely (a) prioritizing obedience to regulations, (b) higher leaders demanding obedience from leaders, (c) trying to develop informal relationships, and (d) realizing and fostering position-oriented cooperation. Bureaucratic leadership can result in, among other things, (a) being less active in creating and developing organizational activities because it tends not to be easy to make changes, (b) slow to make decisions, and (c) preferring routine work.

Organizations are similar to political systems. Organizational politics focuses on interest (interest), conflict, and power (power). Interest is the tendency to achieve goals, values, desires, expectations, and other trends that make people act in one way rather than another (Morgan & Hunt, 1994). Power influences decisions to obtain the expected results (Daft, 2008).

Political leadership is defined as the ability to make many people do something because of the formal power in the state. Political leadership is interpreted from three perspectives, namely (1) leadership as a pattern of behavior, (2) leadership as a personal quality, and (3) leadership as a political value (Alfian, 2019). As a pattern of behavior, leadership is related to influencing others to achieve goals. As a personal quality, leadership is related to charisma. As a political value, leadership is concerned with the ability to mobilize others with moral authority or ideological views.

Although the definition of political leadership is related to formal power in the state, it does not mean that it is only applied to

the field of political position and control, such as members of the representative council, governor, or regent. Still, it can also apply to places such as school principals. Analysis of political leadership can also be carried out at a particular position or position in an organization or society.

Organizational politics emerges when people think differently and act differently. These differences create tensions that must be resolved through political means. These political methods include: (a) autocratic, b) bureaucratic, c) technocratic, and d) democratic. Authoritarian leadership is an extreme form of transactional leadership, in which the leader has total (totalitarian) power over followers. Autocratic leadership is best applied in times of crisis where decisions must be made quickly and without debate. Bureaucratic leadership is shown by leading behavior marked by the strict implementation of a procedure applied to the leader and his subordinates. A bureaucratic leader, in general, will make all decisions based on the rules that have been used, and there is no more flexibility.

Technocratic leadership is carried out because of the ability of leaders who stand out in the field of science and expertise in controlling an organization. Democratic leadership is leadership where the leader is always willing to accept and appreciate suggestions, opinions, and advice from the community through deliberation forums to reach an agreement. The attitude and leadership of a leader can be seen through how he carries out his leadership work (such as when giving orders to his subordinates, how to rebuke his colleagues for mistakes, how to lead meetings, and so on).

The term professional applies to all officers from top to bottom. Professionalism can be interpreted as a person's abilities and skills in doing work according to their respective fields and levels.

The empowerment of the principal's ability to achieve his vision is much influenced by the principal's professional ability as the most crucial element in the school. The principal's professional knowledge will be seen from the principal's various efforts in empowering all available resources in the school. The characteristics of professional quality work are required to meet the requirements that have been standardized by the authorities and have received recognition from the community and the state (Good, 1946). Characteristics of professional positions: a) de facto required work skills (skills) by specific tasks and demands of the type of position; b) the expertise of a professional worker is not just the result of habituation or conditioned routine, but requires pre-service education that is programmed in a relevant and meaningful way, is carried out effectively and efficiently, and has standardized evaluative benchmarks; c) Professional workers are required to have a broad social perspective so that the choice of position and work is based on a specific value framework to be optimistic about their position and role, be motivated and try to do their best. It will encourage professional workers to improve themselves and their work continually. Professional people love their profession and have a high work ethic; d) professional positions need to be approved by the community or the state; professional organizations develop benchmarks as a reference. Strictly speaking, professional positions have requirements and a code of ethics that the perpetrators must meet. It will ensure the appropriateness of work, and at the

same time, it is the social responsibility of the professional worker concerned.

2.2. *School Achievement*

Sometimes used interchangeably with quality of education to describe the evolution of the education system or to compare the situation of a school or group of schools (UNESCO, 2017). School achievement is used interchangeably with academic quality when describing the evolution of an education system or when comparing school situations or groups. So, the concept of school achievement is used to compare the case of one school with another school.

Academic achievement is the ability individuals or groups achieve as evidence of the efforts made through learning (Soapatty, 2014). Academic achievement is the result of learning evaluation which is usually expressed in a quantitative form that is prepared for the evaluation process, for example, lesson scores, courses, test scores, and so on.

Non-academic achievement is not taught formally in the classroom, and there are no specific lessons to learn about it. While there is no set syllabus, these skills can be developed and worked on through experience. Non-academic achievements are achieved by students when participating in extracurricular activities at school, such as organizational activities, sports activities, and the arts. Academic achievements include general test scores, national final exams (UAN), scientific works, and academic competitions. Non-academic achievements include politeness, sports, arts, skills, honesty, and other extracurricular activities (Mawardi, 2020).

3. **The Aims of this Study**

This study aims to describe the principal's leadership strategy to improve school performance during the Covid-19 pandemic in two private and public high schools. During the Covid-19 pandemic, there were difficulties and uncertainties in the implementation of learning. On the one hand, there are difficulties in implementing face-to-face learning and on the other hand, the implementation of online-based learning is not ready.

The principal as the highest leader must find the right strategy to continue to be able to carry out learning well and even increase the presentation of the school. SHS and CHS are known as two favorite schools that are classified as the most popular schools in the community because of the various achievements achieved. This study needs to be carried out to obtain the best practice from these two schools to be used as a reference in other schools. In detail the purpose of this research is to 1) compare the leadership strategies of the two principals based on the taxonomy of entrepreneurship, bureaucracy, politics, and professionalism; 2) compare the achievements of the two schools, and 3) describe the efforts of the two principals in improving school achievement.

4. Methods

4.1 Research Model

This study was designed using qualitative descriptive research methods to explain the comparison of the leadership strategies of two principals (one public and the other private) in improving the achievements of the two schools. This qualitative research approach is used to reveal complex social behaviors (leadership behaviors of both principals), reveal various

events, and describe conditions or processes. This study was conducted in two locations, namely in SHS and CHS.

4.2 Participants

The participants involved in this study consisted of one principal, one vice principal, three teachers, three education staff, three students, and two parents/guardians from each school. The number of key informants for both sample schools was 26 people. Then at the time of data collection, there was an addition of informants, namely three teachers, four students, three education staff, and three parents of students from each school, bringing the total to 52 informants.

4.3 Data Collection Tools

This research data collection tool uses in-depth interviews with informants, field observations, and documentation studies. Informants in this study were selected using snowball sampling techniques. It is first determined by the key informant and then requests information regarding the next person to be selected as the informant to ensure the right individual is used to obtain the complete data as possible.

4.4 Data Collection Process

This research was carried out during the Covid-19 pandemic, so the data collection process was carried out online and offline for six months. First of all, the 26 key informants conducted in-depth interviews. Key informants of teachers are seen as having extensive knowledge of the principal's leadership strategies because they have experience as followers for at least 2 years. Second, develop explanations based on information from key

informants to provide additional data needed to arrive at the data's realization. Such additional data was obtained through interviews with additional informants recommended by key informants.

The topic of the in-depth interview is designed according to the focus of the research and is guided by the principle of an open and rational mind. Observation of visits to the two research sites was also carried out by observing the activities of people, objects, and environmental situations that were considered relevant to the research focus. In addition, documentation studies were carried out related to data on national examination results, school accreditation, and achievements of both schools.

4.5 Data Analysis

The data that has been collected is processed and analyzed using qualitative descriptive data analysis techniques. This data analysis technique aims to decipher, interpret and describe systematically collected data that emphasizes meaning rather than generalization. Therefore, the researcher is a key instrument.

To make it more meaningful and easy to understand, the presentation of data uses interactive model analysis developed by (Miles & Huberman, 2014). This model uses three stages, namely data reduction, data display, and drawing verification. This qualitative data analysis is used to describe the characteristics or characteristics of existing constructs using tables. The interactive nature of data collection is a process in the form of a non-linear cycle. The process of data collection and data analysis is inseparable. Data collection is placed as an integral component of data analysis activities. Data analysis is carried out

from the beginning of research activities to the end of the study.

5. Research Results And Discussion

5.1 *The Principal Leadership Strategies for the Improving School Achievement*

The entrepreneurial leadership strategies of the Head of SHS are illustrated by: 1) the ability to transform schools through the formation of a school development team; 2) there are efforts to develop cooperation with universities; 3) conducting teacher training at the beginning of each semester on information and technology-based learning management as a solution to overcome the Covid-19 pandemic by implementing online learning; 4) provide social assistance to students who do not have a smartphone, and 5) the pattern of approach to leadership behavior tends to be relationship-oriented. The need to be a good relationship between the principal and followers.

In CHS, it can be seen from 1) the initiation that all elements of the school (principal and deputy principal, schools, teachers, students, and laboratory assistants and education staff) are actively involved in using school social media to implement online learning; 2) perform a clear division of tasks to followers, training and mentoring teachers and students in online learning practices; 3) behavioral approach pattern heads with followers appear to be task-oriented; 4) the existence of informal activities as a strategy to maintain good psychological relationships between leaders and followers. The teachers at CHS (private schools) appear to be more open than SHS (state schools) in seeking information and participating in online learning skills training. The results of the study revealed that private school teachers were more open-minded than public schools following the

results of previous studies (Titaree Boontantrapiwat, 2022).

There are similarities between the two principals, namely, both leaders who act as innovators, namely those who are always looking for, finding, and making updates. The principal, as a leader, must act as an innovator (Puspita Rahayu et al., 2022). Steve Jobs said that innovation is what separates leaders from followers. The leadership strategies of SHS bureaucracy are 1) strengthening the importance of following the directions of the ministry of education and provincial and city governments in implementing learning during the Covid-19 pandemic; 2) learning materials are emphasized to meet the contents of the national curriculum, and the principal always obtains information and data from the Development Team.

The strategies of the leadership of the CHS bureaucracy can be seen from 1) the school's compliance with the direction of the ministry of education, provincial, city, and municipal governments, and the head of the foundation; 2) learning during the Covid-19 pandemic is carried out in a combination of online and offline; 3) there is flexibility in the application of school rules with the concept of independent learning as stated in the policies issued in collaboration between the principal and deputy principal, foundations and parents of students; 4) the pattern of personal approach stands out for parents, teachers, education staff and students; and 5) developing patterns of informal relationships in realizing cooperation with orientation to the position and position of followers.

The strategy of political leadership in SHS is illustrated by the application of collegial collective democratic leadership. Collegial

collective leadership, namely, decisions are not determined by one person but based on deliberation involving many people in a democratic manner (Pramitha, 2020). All decisions involve all elements of the school and parents and especially get input from the School Development Team formed during the Covid-19 pandemic. The organization of the learning process seems integrated so that specific cases (electricity supply, internet network, and availability of credit) are relatively easy to handle. The operational leadership pattern appears based on realizing the school's vision and mission because the school development team has described it.

The strategies of political leadership in CHS are illustrated by: 1) the application of democratic leadership, besides involving school elements, it also involves the foundation and parents of students; 2) the role of parents is prominent in providing financial subsidies for the smooth learning process; 3) schools apply cross-subsidies from parents so that the lack of funds from underprivileged parents can be overcome; 4) prominent patterns of public leadership involving private institutions, especially the provision of funds for the learning process; and 5) the approach to cultural values stands out without discriminating against ethnicity, religion, and race. The pattern of professional leadership of SHS is illustrated by: 1) the ability of the principal to empower all school resources; 2) improving the quality of internal school resources such as teacher resources, administration, laboratory assistants and facilities, infrastructure resources, especially the development of learning facilities during the Covid-19 pandemic; 3) direction to each person based on the position and function of each task; 4) the right man and the right place approach that encourages individual productivity to realize school goals; 5) Judging

from personal characteristics, the principle of SHS has a master's level of education, broad social insight, 15 years of experience as top schools, and attend various courses and leadership training.

From the information above, it can be seen that the two principals as leaders do not only guide teacher resources. The principal as a leader is also influential and trains administrative staff or academic staff (Yuliani & Kristiawan, 2017).

The strategies of professional leadership of CHS are illustrated by: 1) the ability to encourage all followers (teachers, students, and education staff) to empower themselves and be responsible for the tasks they carry out; 2) coordinate education stakeholders (parents), school supervisors, related education office officials in an integrated manner in carrying out the learning process; 3) produce high school achievements by winning various academic and non-academic achievement awards so that the school becomes one of the favorite private schools; 4) the principal has extensive experience in the field of leadership, an extensive network of formal and informal collaborations, has attended various courses and training related to leadership and has a master's degree.

1. From the explanation above, it appears that the two principals have contextual intelligence, namely the ability of leaders to know the developments and the direction of that development. A leader needs to have the intelligence to diagnose context (diagnoses context), learn how to interpret and react appropriately to shifts or changes in the environment, agents change (change agent), and consensus building (consensus builder)

convincing others to see the common good (Kutz, 2011).

2. Both Principals can change from adapting to developments. The learning system from the original mode outside the network (offline) turned into a network mode (online). The taxonomy of entrepreneurial leadership patterns is more prominent in CHS than in SHS. In contrast, bureaucratic leadership patterns are more likely to be seen in SHS.

Table 1: Comparison of Leadership Strategies by Two Senior High School Principals

N o.	Eleme nts of Analys is	Equatio n	Differe nces	Stre ngth s	Weak nesse s
1.	Entrepreneur Leadership Strategy	1. During the Covid-19 pandemic, both carried out online learning updates. 2. The two principals initiated the need for training of teachers using learning technology	1. The Head of SHS forms a School Development Team. The Head of CHS focuses on improving the task distribution system according to POS 2. CHS strengthens	1. The Head of SHS forms a school development team to facilitate data access, and the implementation of	1. The head of SHS lacks initiation to develop publication facilities managed directly by the school. 2. There is no

		gy 3. Both principals are trying to subsidize underprivileged students to take online learning, such as credit. 4. Both school principals seek, find and apply new (innovative) ways to overcome learning problems offline and online.	active school publications on social media, while SHS is relatively lacking. 3. CHS provides online learning training assistance to teachers and students beyond regular study hours. SHS uses the time according to the traditional study schedule. 4. In SHS, learning financing resources	learning during the Covid-19 pandemic is going well. 2. Cooperation with universities affects improvements in the academic quality of CHS. 3. In CHS, the division of tasks makes it easier for	special team to research and develop schools at CHS, draining the principal's energy and thoughts.			es due to Covid-19 are obtained from the government, while at CHS, it is obtained from more economically capable parents.	principals to evaluate performance. 4. CHS is active on social media, attracting the attention of parents and the public to school activities. Also has the potential to earn from youth	
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				ube.					ng policies and solving problems, while the Head of CHS takes a personal and communal dialogical approach.	n the emotional connection between the principal and his subordinates. CHS is faster in making decisions.	
2.	Bureau cratic Leadership Strategy	1. Both school principals follow the rules set by the government. Especially during the Covid-19 pandemic: online and offline learning 2. Both school principals have bureaucratic and administrative mechanisms established to solve problems.	1. Regarding implementing general rules and policies, the Head of SHS directly reports to the Regional Government (Provincial Education Office). The head of CHS coordinates with the foundation. 2. The Head of SHS has a database and studies in executive.	1. The SHS development team decides the policy in coordination with the competent elements. 2. CHS conducts a dialogical relationship when there is a problem that will strengthen the	1. The head of SHS is slower in making decisions. 2. The head of the CHS can be less accurate in determining policies and less comprehensive						
						3.	Political Leadership Strategy	1. Equally use the principles of democracy or listen to the opinions of all elements of the school. Both can manage power	1. The Head of SHS determines decisions and programs in a bureaucratic way. It uses technocrats, namely selecting	1. The Head of SHS provides an understanding of the basic rules and school	1. Head of SHS, in a bureaucratic way, takes a long time to make decisions

		(power) to influence decisions that achieve goals.	certain people considered experts in their fields to join the Development Team, while the Head of CHS emphasizes a collegial collective approach. Even though it is a private school, it prioritizes joint decision-making patterns.	governance to all parties before making a decision. 2. The Head of SHS has clear and measurable benchmarks in planning, implementation, and implementation. 3. The head of CHS	The head of CHS tends to be considered a personal decision.
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				is systematic and efficient in concluding the decisions.	
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Source: Research Results, 2020

5.2 Comparison of Two School Achievements

Both sample schools are accredited A. Comparison of the National Graduation Scores of students from the two sample schools is presented in Table 2.

Table 2. Comparison of National Graduation Values of the Two Samples and National

No	Subjects	SHS		CHS		National	
		Science Major	Social Science	Science Major	Social Science	Science Major	Social Science
1	Indonesian	78.60	76.86	79.95	72.38	69.69	59.52
2	English	76.88	74.83	73.53	62.96	53.58	44.78
3	Math	49.35	42.54	48.73	47.45	39.33	34.46
4	Physics	51.79	-	48.64	-	46.47	-
5	Chemical	66.86	-	81.25	-	50.99	-
6	Biology	59.87	-	55.22	-	50.61	-

7	Economy	-	72.00	-	69.06	-	52.89	2.	ent		
8	Sociology	-	68.27	-	65.12	-	51.98		c. Student Achievement	16 Winners	32 Winners
9	Geography	-	74.00	-	52.00	-	50.04		Non-Academic Achievements	32 Achievements	50 Achievements
	Average	63.89	68.08	64.56	61.50	51.78	48.95		a. School Achievements	10 Winners	6 Winners
									b. Teacher Achievement	2 Winners	6 Winners
									c. Student Achievement	20 Winners	38 Winners

Source: Processed from various sources

In Table 3, SHS has an average value of majoring in Social Studies, which is higher than that of CHS. However, in the science major, the CHS scores were higher. Compared with the national average, all subjects in the two sample schools appear above the national average. The average value of all national issues is only 48.95 Social Studies majors and 51.78 Science majors compared to CHS with 61.50 Social Science majors, 64.56 Science majors, and SHS with 68.08 Social Sciences majors, 63.89 Natural Sciences. The pattern of leadership in the two good sample schools can increase the national graduation score.

Table 3. Comparison of Academic and Non-Academic Achievements of the Two-Sample

2019 and 202

No.	Achievement type	SHS	CHS
1.	Academic Achievements	27 Achievements	35 Achievements
	a. School Achievements	7 Juara Winners	0 Winners
	b. Teacher Achievement	4 Winners	3 Winners

Source: Research Results 2020

The academic and non-academic achievements of the two schools during 2019-2020 are presented in Table 3. It can be seen that the number of CHS achievements is more than SHS, which is 35 versus 27 for academic achievement and 50 versus 32 for non-academic achievements.

5.3 The Principal's Efforts to Improving School Achievement

The principal of SHS is to hold regular and scheduled meetings to unify the perceptions and goals of all school elements. Qualifying teachers and employees by their fields and abilities facilitate teachers to participate in education and training, workshops, and seminars supporting improving the quality of learning. The principal also facilitates the collaborative learning of teachers. Principals need to continue to encourage teacher collaborative learning as one of the fundamental methods of teacher professional development (Krasniqi, 2021). The power of principals to

increase teacher resources significantly increases school achievement (Miyono, 2013).

Develop strategies to maintain high school titles and even continue to improve school achievement. Student recruitment systems and mechanisms are carefully designed and grouped according to student interests and talents. They provide appropriate services for students to achieve their post-secondary goals in high school.

Another way to improve school performance is collaborating with outside parties such as universities. Cooperation, for example, is carried out by students taking courses covering nine subjects at Mulawarman University. The strategic steps taken by the Principal show a high commitment to improving the quality of the school. The improvement of non-academic student achievement is enhanced through collaboration with universities to participate in and win competitions in local, regional, national, and international events.

SHS is equipped with adequate facilities and infrastructure. The available infrastructure is classrooms, office spaces, laboratory rooms, library rooms, multipurpose buildings, and media multi rooms. Facilities that support the general learning process include computers, desks, chairs, blackboards, document racks, and stationery. A conducive environment supports harmonious interactive relationships between the principal, teachers, education staff, and students. A good school culture supports the improvement of students in the academic and non-academic fields. SHS has a high attractiveness reflected in the increased interest of prospective students to study at the school.

In the academic field of CHS, the principal and his apparatus always carry out a planned and structured review and update of the curriculum every two years. Teachers are prepared to attend courses and training to (1) improve the ability to integrate the knowledge of Technology, Pedagogy, and Content; (2) improve the ability to develop quality learning tools that integrate learning objectives, teaching materials, and learning media, student worksheets and learning evaluations. Monitoring and evaluation are related to the completeness of learning tools that the teacher must prepare.

Principals continue to motivate teachers to improve student achievement by: (1) being creative in attracting attention and motivating students, (2) being innovative in using methods, models, and learning media, and (3) applying educational learning with a Technological Pedagogical Content approach. Knowledge, (4) innovation in organizing learning resources and teaching materials, and (5) integrating critical thinking, creative thinking, reflective thinking, and decision-making skills into learning activities through inquiry-based activities. This explanation is by the opinion (Saleem et al., 2020) that the principal as a leader provides motivation, assistance, direction, and guidance to clarify work goals for teachers and remove obstacles that stop teachers from achieving learning goals. The use of media in learning can improve student learning outcomes from 43% to 91% (Wahyuningtyas & Sulasmono, 2020).

As a result of the training, teachers seek to increase student creativity through student-centered rather than teacher-centered learning methods. Increased teachers' ability to practice Higher Order Thinking Skills (HOTS) and integrate learning tools: lesson plans, teaching materials, learning media, student worksheets,

and learning outcomes assessment. Towards the end of the year, analyze the grid of third-grade final exam questions for each subject from simple, medium and complicated, and complex to be distributed to all students.

Teachers and education staff have the commitment and responsibility to carry out their duties and obligations well even though they are working from home during the Covid-19 pandemic by working online. School education staff are also placed by their fields; they continuously improve with new knowledge and skills through seminars, webinars, and peer tutoring. During the Covid-19 pandemic, the principal created a Virtual Achievement Group, which made several groups greet students to improve their achievement directly. The principal and vice principal for student affairs are also included in the group and act as managers. As a result, from August to December 2020, there were nine achievements. Memorandums of Understanding (MoU) have been to 40 educational institutions in the last five years. Both collaborating parties have felt the benefits of this symbiotic mutualism cooperation. Table 4 presents the efforts of the two schools to improve the performance of the schools they lead.

Table 4. School Principal's Efforts to Improve School Achievement

State High School 1 (SHS)	Assisi Catholic High School (CHS)
a. Equalize the perception of all elements of the school	a. carry out curriculum development and virtual learning systems
b. Holding a school development	b. Conducting online learning adaptation teacher training

team since the Covid-19 pandemic	during the Covid-19 period.
c. Improving Teacher Quality through training, workshops, and seminars	c. Managing the mindset of teachers with exam and workshop programs
d. Organize student groupings according to student interests and talents through the development team	d. Activating and involving students in student council activities
e. Fixing the facilities and infrastructure to support the implementation of learning	e. Equip facilities and infrastructure to support the learning process
f. Building healthy relationships with all elements of the school	f. Building teacher enthusiasm in developing innovative and creative learning systems
g. Build the trust of parents of students	g. Create a virtual achievement group
h. Collaborating with universities	h. Establish a network of cooperation and partnership programs

Source: Research Results 2020

In Table 4, it can be seen that both schools are equally trying to adapt to the implementation of online learning during the Covid-19 pandemic. The difference is that the Principal of SHS emphasizes the need for the Covid-19 Period School Development Team. In contrast, the principal of the CHS focuses on teacher training in using online learning. School leaders need to change their role to ensure the effectiveness of the learning process as a result of uncertainty and disagreement about how learning is carried out during the Covid-19 pandemic (Pandemic & Erol, 2022). Practical online learning activities are influenced by economic factors as much as 38%, social factors as much as 30%, health factors as 19%, and personality as 13% (Baety & Munandar, 2021).

Both principals have contextual intelligence, namely the ability to understand the development direction and collaborate. School leaders with contextual intelligence will produce action-oriented behavior according to the requirements of contextual variants. Understanding, adapting and initiating behavior according to provisions of the situation among followers and in the domain of followers (Rajbhandari, 2017). More specifically, it was found that in SHS, students were grouped according to their interests and talents to overcome the declining quality of student admissions due to the implementation of the zoning system. CHS overcomes the weakness of the online learning system by holding a virtual achievement group that can improve school achievement. In SHS, the emphasis is on building collaborative networks with universities that can improve student and school achievement.

6. Conclusion

- 1) The leadership strategy of the SHS Principal emphasizes the implementation of bureaucratic leadership and relationship orientation. In contrast, CHS principals place great emphasis on entrepreneurial leadership practices and task orientation.
- 2) Both schools have a school accreditation score of an A grade.
- 3) The average graduation score of the two schools is higher than the national average, namely SHS, majoring in science 63.89 and majoring in social studies 68.08; CHS majoring in science is 64.56, and social studies are 61.50 while the national average is 51.78 for science and 48.95 for social studies.
- 4) The academic and non-academic achievements achieved by CHS during the 2019-2020 period were more in number than those achieved by SHS, namely CHS with 35 academic achievements and 50 non-academic achievements compared to SHS with 27 academic achievements. Thirty-two fruits and non-academic achievements.
- 5) The Principal of SHS conducts grouping of students based on interests and talents to overcome the decline in the quality of student input due to the implementation of the Zoning system and build collaborative networks with universities to spur student achievement. The head of the CHS emphasizes more on Virtual achievement group innovation as an effort to produce school achievement.
- 6) Both principals are innovative and collaborative and have contextual intelligence to improve school achievement, image, and reputation.

7. Recommendations

The two principals implemented leadership strategies that had differences and similarities, but both had advantages. Even in difficult times in the era of the Covid-19 pandemic, the two principals are both able to bring changes and adapt to new situations, carry out a combination of online and offline learning well, and initiate various good learning practices (teacher learning collaboration, virtual achievement group innovation, carry out curriculum development and virtual learning systems, and establishing a school development team). Both can transform the school through the implementation and modification of leadership strategies of entrepreneurship, bureaucracy, politics, and professionals to improve the achievement, image, and reputation of the school. The results of this study can be disseminated so that there is a wider imitation by the principals in carrying out their leadership duties.

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