

## **TEACHER'S LEADERSHIP IN IMPLEMENTING LEARNING TO INCREASE STUDENTS LEARNING EFFECTIVENESS DURING COVID-19 PANDEMIC**

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### **Abstract**

The purpose of this study is to describe teacher leadership in implementing online learning during the pandemic, to describe and explain the implementation of online learning in increasing the effectiveness of student learning during the pandemic and to find out the inhibiting and supporting factors for the implementation of online learning. This study uses a qualitative research type with a phenomenological approach, the data sources in this study are teachers and students totaling 12 informants. The data collection process is carried out by means of observation, in-depth interviews and documentation studies, the researcher uses Milles and Huberman analysis techniques with steps of data exposure in the form of words, data reduction, data presentation, and drawing conclusions, after which the validity of the data is checked. credibility, transferability, dependability and certainty. The results showed that: (1) teacher leadership in implementing online learning during the pandemic at SMP Nur Ihsan Medan went well, the teacher seemed very enthusiastic, more patient in directing students. (2) The implementation of online learning at SMP Nur Ihsan is less effective. (3) The inhibiting factor in carrying out online learning at Nur Ihsan Middle School is the internet network, both because of the device factor, internet quota, and also students' understanding of IT, and the supporting factor is the provision of assistance in the form of internet learning quotas to students and teachers.

**Keywords:** Teacher's leadership, E-Learning, Student Learning Effectiveness

### **Abstrak**

*Tujuan penelitian ini adalah untuk mendeskripsikan kepemimpinan guru dalam melaksanakan pembelajaran online pada masa pandemi, mendeskripsikan dan menjelaskan implementasi pembelajaran online dalam meningkatkan efektifitas pembelajaran siswa pada masa pandemi, dan untuk mengetahui faktor penghambat dan pendukung pelaksanaannya. dari pembelajaran online. Penelitian ini menggunakan jenis penelitian kualitatif dengan pendekatan fenomenologi, sumber data dalam penelitian ini adalah guru dan siswa yang berjumlah 12 informan. Proses pengumpulan data dilakukan dengan cara observasi, wawancara mendalam dan studi dokumentasi, peneliti menggunakan teknik analisis Milles dan Huberman dengan langkah pemaparan data berupa kata-kata, reduksi data, penyajian data, dan penarikan kesimpulan, setelah itu yang keabsahan datanya diperiksa. kredibilitas, transferabilitas, ketergantungan dan kepastian. Hasil penelitian menunjukkan bahwa: (1) kepemimpinan guru dalam melaksanakan pembelajaran online pada masa pandemi di SMP Nur Ihsan Medan berjalan dengan baik, guru tampak sangat antusias, lebih sabar dalam mengarahkan siswa. (2) Pelaksanaan pembelajaran online di SMP Nur Ihsan kurang efektif. (3) Faktor penghambat dalam melaksanakan pembelajaran online di SMP Nur Ihsan adalah jaringan internet, baik karena faktor perangkat, kuota internet, dan juga pemahaman siswa tentang IT, dan faktor pendukungnya adalah pemberian bantuan dalam pembelajaran. berupa kuota pembelajaran internet kepada siswa dan guru.*

*Kata kunci:* Kepemimpinan Guru, E-Learning, Efektivitas Belajar Siswa

## INTRODUCTION

The learning process is a process that contains a series of actions of teachers and students based on reciprocal relationships that take place in educational situations to achieve certain goals. In the learning process, it is implied that there is an inseparable unit of activity between students who learn and teachers who teach (Hidayah & Az-zafi, 2021; Ridwan, 2018).

Learning is a teaching and learning activity, where teaching is often referred to as a teacher who provides material in the form of knowledge, attitudes, and skills, while learning is the student who receives the material. Learning is a human activity that will be carried out continuously as long as the human being is still alive (Surya & Rofiq, 2021).

The learning process in the classroom is directed so that two-way interaction can occur, namely the interaction between teachers and students and student-student interactions. From the two interactions, it is very clear the learning patterns and tasks of each. Learning is a process, an activity, and not just remembering, but broader than that, namely experiencing. Learning outcomes are not a mastery of the results of the exercise but a behavior change (Oemar Hamalik, 2009:27).

According to (Rahyubi, 2014:7), learning is a process to help students learn well. In the Government Regulation of the Republic of Indonesia Number 19 of 2005 concerning National Education Standards, in article 20 it is stated

"Planning the learning process includes syllabus and learning implementation plans, teaching materials, teaching methods, learning

resources and assessment of learning outcomes".

Creating quality education and learning should be in line with the development of educational technology that is currently developing. In the 21st century, technological developments in education are increasingly advanced, this can be considered by teachers as one of the new strategies in developing learning (Rofi'ah, 2020).

Indonesia is currently faced with the challenge of the Covid-19 pandemic, because the impact of the emergence of this virus in the education sector has made the Minister of Education and Culture (Mendikbud: 2020) issue circular letter Number 4 of 2020 concerning "Implementation of Educational Policies in Emergency Periods for the Spread of Corona Virus Diseases. -19". To break the chain of the spread of this virus, the government recommends closing learning activities in schools and implementing e-learning. The government also provides internet data package assistance for students, teachers, students, and lecturers during the distance learning period (Munjiat, 2020).

All parties in the school work more actively in carrying out the teaching and learning process. Students are also required to be ready to take part in learning. The fundamental problem in the system is the unpreparedness of teachers and students in carrying out distance learning, from changes in lesson plans that must be the teacher's guide in delivering learning, delivering assignments or information to students, students' feet back to students. teachers, to the assessment stage which also takes longer (Maarif et al., 2020).

Herein lies the significant role of a teacher to continue to carry out his leadership well during a crisis like this. Djaramah (2005:43) suggests that "teacher leadership has many roles as correctors, inspirations, informers, organizers, motivators, initiators, facilitators, mentors, demonstrators, class managers, mediators, supervisors, and evaluators"

Chaniago (2016:55) said, Leadership is a process of directing and influencing activities related to the duties of members. It can be concluded that teacher leadership is a process of activities carried out by a teacher to influence a person's activities to a group, whether he is two or more people to achieve goals in certain situations or predetermined situations.

In junior high school (SMP) education units, the implementation of online-based learning is still relatively rare or has never been implemented. So that the application of e-learning in SMP/MTs leaves various problems. The most prominent problems such as the lack of concentration of students in learning, changes in habits that occur in students, initially well-received, enthusiastic because the activities will be carried out at home, but over time it will cause saturation in students because they do the same routine every time. day (Luh Devi Herliandi, 2020: 2).

In addition, senior teachers who lack technical knowledge also feel overwhelmed. The intensity of the teacher in delivering material in one of the subjects is reduced and less than optimal. If the delivery of material which is usually done in schools with the lecture method, it will be a little easier to apply in e-learning, on the other hand, there are subjects which if not delivered by the lecture method will be

difficult for students to understand, and it may be difficult to apply e-learning in these subjects.

This e-learning process does not only involve teachers and students but also parents are required to be involved in this e-learning process. The limitations of parents in procuring cellphones and internet data quotas, parents with high educational backgrounds may be very easy to adapt in the e-learning process. However, parents with the minimal educational background may find it much more difficult to adapt to the e-learning process due to the lack of knowledge of technology. A weak internet network is also one of the factors that can hinder the e-learning process. Because this e-learning process will run smoothly if the quality of the internet network is smooth and stable. This e-learning process also makes it difficult for teachers to deliver learning materials because not all students are enthusiastic about participating in the e-learning process (Rony & Jariyah, 2020).

From the results of a researcher interview on October 19, 2020, with Mrs. Asmidar, S.Pd, a class VIII teacher and homeroom teacher at SMP Nur Ihsan Medan, that the main factor that greatly influences the e-learning process is the strength of the internet network and its supporting factors, namely communication tools such as mobile phones that have advanced features, computers or laptops. The weak quality of the internet network makes this e-learning process not run optimally. As a result, some students have difficulty understanding the subject matter given. This e-learning process also makes it difficult for teachers to measure the extent to which students understand the material provided.

In addition to these obstacles, of course, there are benefits from implementing e-learning during this covid-19 pandemic (Saleh et al., 2021). In a learning situation with situation like this, teachers are required to be more active in understanding how to communicate with students with distinctly different languages and tools. The use of learning media and e-learning methods must be used by teachers to the maximum. This is to support the implementation of e-learning during the pandemic in an undetermined period when the application of e-learning will end.

## **LITERATURE REVIEW**

### **Learning**

According to Corey in the book Ramayulis (2015: 339) learning is "a process by which a person's environment is intentionally managed to enable him to participate in behavior under special conditions or produce a response to certain situations".

According to Tutik Rachmawati, et al (2015:38-39) Learning is The process of student interaction with educators and learning resources in a learning environment. Learning is assistance provided by educators so that the process of acquiring knowledge and knowledge, mastering skills and character, and forming attitudes and beliefs can occur in students.

In other words, learning is a process to help students learn well. The learning process can also be interpreted as a series of interactions between students and teachers in order to achieve their goals, or learning is a process of teaching students.

### **Instructional Media**

To understand the concept of learning media in Sumantri's book (2014:12), it is better if we first explore the notion of media and learning. Media comes from the Latin *medius* which means intermediary. Ely & Gerlach (19971) define media as people, materials, or events that build conditions that enable students to acquire knowledge, skills, or attitudes. W. James Potter defines media as technological tools to spread messages, which can be categorized as print and electronic media.

From this description, if the two concepts are combined into a learning media concept, it can be interpreted as everything that is used to convey messages (knowledge, skills, and attitudes) and can stimulate students' thoughts, feelings, attention, and willingness so that the learning process occurs intentionally, purposeful and controlled. In line with the above understanding, what is implicitly said by Gagne and Briggs (2975) that learning media includes tools that are physically used to convey the content of subject matter, which include books, tape recorders, cassettes, video cameras, films, slides. , cassettes, pictures, grafts, televisions, and computers. This definition implies that a media is said to be a learning media if the media carries messages or information that contains learning objectives. Thus, the media must be designed and developed to achieve certain learning objectives.

### **Online, Offline and Face-to-face Learning**

According to Mhd Isman (2016: 587), E-learning is "a learning process that utilizes the internet network during its implementation. Daring in the Big

Indonesian Dictionary (KBBI) means in a network, connected through a computer network, the internet. So e-learning is an effort to teach students which are done without face-to-face through the available network/internet.

In the journal of educational Technology, Electronic learning is defined as "learning experiences in synchronous or asynchronous environments using different devices (e.g., mobile phones, laptops, etc.)

Sobron et al, (2019:1) E-Learning itself can be understood as formal education organized by schools where students and instructors (teachers) are in separate locations so that it requires

an interactive telecommunication system as a liaison medium between the two and the various resources required in it.

### **Definition of Learning**

As for Offline, according to Sunendar, et al. (2020) in the Andasa Mulyana journal, in the KBBI it is stated that the term offline is an acronym for 'outside the network', disconnected from the computer network. For example, learning through student handbooks or face-to-face meetings. As for the types of offline activities, namely watching TVRI as learning, students collect their work in the form of documents, because offline activities do not use the internet and computer networks, but other media. An offline learning system is a learning system that requires face-to-face. E-learning requires an atmosphere at home that supports learning, and must also have an adequate internet connection. However, students must learn effectively through video calls, discussions, questions and answer by chatting, but still have to socialize with other people, including family

members at home and friends outside the video call session to develop social skills.

### **Teacher's Leadership**

According to Pamudji in Khairul Umam (2012: 125) leadership is the will to move and direct people toward the goals desired by the leader. This means that there are certain stages, leadership can be interpreted as one of the means in moving and one of the functions of management.

Veithzal Rivai and Deddy Mulyadi (2012:4) in Islam, leadership is identical with the term caliph which means representative. The use of the word caliph after the Prophet's death touches also on the meaning contained in the word "amir" (plural umara) or ruler. Therefore, these two terms, in Indonesian, are called formal leaders.

In a broader definition, anyone who teaches something new can also be considered a teacher. The definition of a teacher can be interpreted as follows:

According to Inom Nasution and Sri Nurabdiah Pratiwi (2017:20) Teachers are professions, professional teachers are teachers who have high dedication in education, high dedication the teaching and learning process will be chaotic. In the teaching and learning process, which has taken place in the classroom, several components can be found that together create the teaching and learning process which can also be expressed as the basic structure of the teaching and learning process (Nurulloh et al., 2020).

Teachers play a very important and strategic role, especially in terms of shaping the character of the nation and developing the potential of students. The presence of teachers cannot be replaced by other

elements, especially in our multicultural and multidimensional society, where the role of technology to replace teacher tasks is minimal, therefore in learning, there are three things a teacher must do.

According to McLeod in Inom Nasution (2017:23), a teacher is someone whose job is to teach others, where teaching can be interpreted as: 1) transmit knowledge and culture to others (cognitive); 2) Train physical skills to others (psychomotor). 3) Instilling values and beliefs in others (effective).

An educator will always convey the knowledge he has to be absorbed by his students so that later the knowledge will be further developed by students.

### **Teacher's Task**

Teachers have an important role in teaching and learning activities. According to (Slameto, 2010:97) the teacher's duties are:

A teacher must encourage, guide, and provide learning facilities for students to achieve goals. Teachers have a responsibility to see everything that happens in the classroom to help the process of student development. In addition, the teacher also helps the development of personal aspects such as attitudes, values, and adjustment. The teacher is not limited to being a transmitter of knowledge but more than that, the teacher is responsible for the overall development of the student's personality. Teachers must be able to create a learning process in such a way that it can stimulate students to learn actively and dynamically in meeting needs and creating goals to be achieved. If grouped there are three types of teacher duties, namely (Djaramah (2005:43):

The teacher's duties as educators, teach, and train. Educating means continuing and developing the values of life. Teaching means continuing and developing science and technology. While training means developing skills for students.

The task of the teacher in humanity at school must be able to make himself a second parent. He must be able to attract sympathy so that he becomes the idol of his students. Whatever lessons are given, should be able to motivate students in learning. If a teacher is not attractive, then the first failure is that he cannot plant the seeds of his teaching in his students.

The task of the teacher in the social field is to be a role model for the community. Teachers are not only needed by students in classrooms but teachers are also needed by the community in their environment in solving various problems faced by society. To be able to perform the roles and duties and responsibilities of the teacher requires certain conditions. These conditions will distinguish between teachers and other humans in general.

### **Teacher Leadership**

Rachman (1984:143) "Teachers are official leaders who more than others are directly asked to lead the main school business, namely helping students to learn, the role of teacher leadership in teaching improvement includes more than leadership carried out in the classroom with students".

Sudarwan Danim (2005:55) explains "Teacher leadership implies that the teacher is not an individual figure who only conveys material like a robot". Furthermore Winardi (2000:38) "Teacher leadership is a teacher who does not get a formal juridical appointment as a leader, has several abilities

to lead a group in the learning process to achieve the goals that have been set".

In the book, Syafaruddin explains:

Teacher leadership is included in educational leadership, both in the classroom and outside the classroom. Because in student interaction, teachers are not limited to classical learning, but the learning created by teachers for students can also take place outside the classroom. That means, there are important positions and levels occupied by teachers for school improvement towards the expected quality of excellence.

So it can be concluded that success in the teaching and learning process is inseparable from the important role of teacher leadership. The teacher is the spearhead in learning for students. It is said to be the spearhead because it is on the shoulders of the teacher that the success of learning is at stake. And only dedicated teachers are willing to be open to change and renewal for the success of their students.

Sudarwan (2004:78) Teacher leadership focuses on three dimensions of development, namely: (1) individual development; (2) team development; and (3) organizational development.

The individual development dimension is the main dimension related to the role and duties of the teacher in utilizing time in class with students. Here teachers are required to demonstrate leadership skills in helping students to develop all their potential, in line with the stages and tasks of development. Through his leadership skills, it is hoped that it can produce various learning innovations so that in turn it can create an increase in the quality of student learning achievement.

The team development dimension refers to collaborative efforts to help colleagues explore and try out new ideas to improve the quality of learning, through mentoring, coaching, observation, discussion, and providing constructive feedback. The second dimension relates to efforts to develop the teaching profession.

The organizational dimension refers to the role of teachers to support education policies and programs in schools (the education office), to support the leadership of school principals (administrative leadership) in carrying out educational reforms in schools, and part of the role of teachers in efforts to maintain school sustainability.

The three dimensions above provide an overview of (1) the role of teachers in leading their students, (2) the role of teachers in leading their peers; and (3) the role of teachers in leading the wider education community.

Teacher leadership is divided into 3 (three) waves.

*First:* The first wave, teacher leadership is confined in a formal organizational hierarchy and only dwells in teaching functions, under the strict control of the "teacher's superiors". Here, the teacher is only seen as the executor of the superior's decision.

Second" The second wave, teacher leadership has been separated from the conventional organizational hierarchy. Here, there has been a separation between leadership and the teaching function, namely by the formation of a formal curriculum development team. However, teacher leadership is still under the control of the curriculum development team. The teacher's task is to implement the materials that have

been prepared by the curriculum development team. The approach used in the second wave is often referred to as “remote controlling of teachers”.

Third: The third wave, the concept of teacher leadership has integrated teaching with non-formal leadership. Teacher leadership is seen as a process by providing broad opportunities for teachers to express their leadership capabilities. The conceptualization of teacher leadership is built on the basis of professionalism and camaraderie. (excerpted from James S. Pounder, 2006).

There are many models and styles of leadership that teachers can apply in realizing their leadership. Merideth (2000) offers a teacher leadership model called REACH, an acronym for: 1) Risk-Taking, Teachers try to find challenges and create new processes. 2) Effectiveness, Teachers try to do their best, care about the growth and development of their profession and work with heart. 3) Autonomy, the teacher displays initiative, has independent and responsible thinking. 4) Collegiality, the teacher builds the ability of his community and has interactive communication skills. 5) Honor, Teachers can show integrity, honesty, and maintain professional ethics.

Many theories or just deepening in references have offered about the characteristics of leadership in question. Leadership theories have succeeded in identifying the general characteristics possessed by successful leaders in M Ngalim Purwanto's book (2002,39).

## **RESEARCH METHODS**

### **Type of Research**

The type of research used is a type of qualitative research, research used to examine natural objects. Data collection in

this study was carried out naturally, as it was in normal situations that were not manipulated by circumstances and conditions.

### **Data Source**

In this study, the primary data sources obtained by the researcher are: the results of interviews with the principal, vice principal, homeroom teacher, teacher in the field of study and students of SMP Nur Ihsan Medan.

Secondary data sources are sources that do not directly provide data for data collection, for example through other people or documents. Sources of secondary data obtained by researchers are data obtained directly from related parties in the form of school data and various literatures that are relevant to the discussion, such as documents from SMP Nur Ihsan Medan

Based on the methodological approach used is a qualitative method that relies on the accuracy of data collection to obtain valid research results.

This method is used by the authors to interview principals, vice principals, teachers and students to obtain a comprehensive picture of Teacher Leadership in implementing learning to increase the effectiveness of student learning during the pandemic at SMP Nur Ihsan Medan.

The reason the researcher uses this non-participant observation method is because the researcher is not involved and only as an independent observer. This non-participant observation method was used to obtain a comprehensive picture of the research location at SMP Nur Ihsan Medan.

This documentation is carried out to obtain written data that already exists on the object of research in the form of the establishment of SMP Nur Ihsan Medan,

the school organizational structure, as well as the number of students, teacher data, student data, as well as conditions and situations that occur related to teacher leadership in implementing learning to improve effectiveness of student learning during the pandemic at SMP Nur Ihsan Medan.

Triangulation can be done using different techniques, namely interviews, observations and documents. This triangulation is not only used to check the correctness of the data but also to enrich the data.

According to Miles and Huberman in Sugiyono's book, they argue that activities in qualitative data analysis are carried out interactively and take place continuously until complete, so that the data is saturated. Activities in data analysis, namely;

## **RESULTS AND DISCUSSION**

Based on some of the findings in the implementation of this research, further discussion of the research results can be put forward which is adjusted to the findings of the research data, namely:

### **Teacher leadership in carrying out Electronic learning during the pandemic at Nur Ihsan Middle School Medan**

The learning used at SMP Nur Ihsan Medan, Medan Tembung District during the covid-19 pandemic, is distance learning (PJJ) or online which has been carried out from the middle of March 2020 until now. This distance learning is carried out by the recommendations that have been determined by the government to break the chain of the spread of the Covid-19 virus.

Teacher leadership in the implementation of E-learning at SMP Nur Ihsan is going well, the teacher looks very enthusiastic, more patient in directing students, creative in teaching giving materials and assignments. Not only giving material and assignments when the teacher will give assignments in groups to students, the teacher always routinely gives words or words of encouragement and greetings to students so that they remain enthusiastic in learning from home. Middle school teacher Nur Ihsan Medan determines learning media that is suitable for students' conditions so that learning at home can run effectively. The media chosen by the teacher is to use android through the group. Meanwhile, in providing material and assignments every Monday-Saturday through groups and the teacher opens a question term to students or guardians who are not clear with the provision of material or assignments given by the teacher and the teacher immediately answers questions through class groups.

In every assignment, if there are students who have not reached the KKM (Minimal Completeness Criteria) that has been determined by the school, namely 65, then the class teacher provides an evaluation process to improve the score that is lacking. The evaluation process given by the teacher is by giving additional assignments, additional assignments are given to students to correct the lack of value. Therefore, in the evaluation process, the teacher provides additional assignments that can be submitted directly to the school because the class teacher is on standby every day during working hours.

Teacher leadership in the implementation of e-learning at SMP Nur Ihsan before the teacher sends assignments or materials to the group, the teacher prepares teaching materials/materials that will be uploaded/distributed to students through the next group in the e-learning process at home, the teacher uses alternatives with groups.

Students study the subject matter and do the tasks given by the teacher and monitor the implementation of e-learning. In learning from home, the class teacher explains if there are questions from students and then students are asked to study the material/subject matter uploaded by the teacher and students can have discussions with class teachers through online media if there are still things that are not clear from the material provided by the teacher. At the end of home/e-learning, the teacher gives assignments to be done by students.

Apart from that, the principal and teacher of SMP Nur Ihsan always conduct briefings and evaluations related to the implementation of e-learning during this covid-19 pandemic.

### **Implementation of electronic learning in increasing the effectiveness of student learning during the pandemic at SMP Nur Ihsan Medan**

Based on the above, the implementation of e-learning activities at SMP Nur Ihsan is less effective. This is caused by various factors including facilities such as cellphones, internet signals, busy parents, ability to master technology, economic ability, internet quota, limitations of teachers in explaining material, and

limitations of students in understanding subject matter because they usually study in class face-to-face. -face, now the delivery of material through a container. So that teachers feel that learning becomes less meaningful for students. However, due to the COVID-19 pandemic, e-learning must still be carried out.

Another factor is that learning is not done face-to-face. Because in the implementation of e-learning students are only given learning through videos, assignments to work on evaluation questions and once a week have meetings for a short time. So the teacher does not know whether the students really understand or not. Considering that students study at home accompanied by their parents or guardians, it is possible that students' assignments are assisted by their parents or guardians. Coupled with the lack of student interest, because learning through a group in an application that predominantly contains text and video.

Thus, e-learning is considered quite effective when it is only done from time to time, not continuously for 1 semester. We can imagine that in 1 semester there are approximately 15 subjects studied with a total of 20-26 meetings so that in total a student has to deal with cellphone and computer screens approximately 220 times. In the future, e-learning should only be carried out under certain conditions that do not allow face-to-face meetings, such as a natural disaster, and accompanied by an increase in the professionalism of the teaching staff in the use of various online applications so that learning does not get boring

### **Inhibiting and supporting factors in carrying out e-learning during the pandemic at Nur Ihsan Middle School Medan**

The implementation of e-learning during the pandemic at Nur Ihsan Middle School was experienced by teachers and students based on the results of interviews conducted by researchers, namely, most of the teaching and student respondents complained that they were not used to e-learning. Especially in e-learning using applications through smartphones or laptops because not all students can use them well, lack knowledge of using electronic media, and even use them wrong by playing games.

The first other obstacle is related to the internet network, both because of the device factor, internet quota, and also students' understanding of IT. The second, the student factor, because students are not interested in distance learning as well as the economic factor of parents who are not supportive, parents' understanding is still minimal about technology-based e-learning. The third factor is the teacher. Teachers run out of time because they have to correct more, too focused on the cellphone/computer makes some work neglected.

The supporting factors in e-learning are, the school facilitates wifi for teachers as a means to provide e-learning materials as long as the teacher is still in the school environment. However, the wifi network can only be used when the teacher is still in the school environment. As for other supporting factors in e-learning, namely, providing assistance in the form of internet learning quotas to students and teachers. Thus, e-learning activities are expected to

run smoothly and achieve the expected results.

### **CONCLUSION**

Teacher leadership in implementing learning to Improve Student Learning Effectiveness During the Pandemic Period at SMP Nur Ihsan Medan is going well, the teacher looks very enthusiastic, more patient in directing students, creative in teaching giving materials and assignments. In addition, the teacher always routinely gives words or words of encouragement and greetings to students to keep them motivated in e-learning. The evaluation process given by the teacher is by giving additional assignments, additional assignments are given to students to correct the lack of value.

The implementation of e-learning at SMP Nur Ihsan is less effective. This is caused by various factors including facilities such as cellphones, internet signals, busy parents, ability to master technology, economic ability, internet quota, limitations of teachers in explaining the material, and limitations of students in understanding subject matter because they usually study in class face-to-face. -face, now the delivery of material through a container. So that teachers feel that learning becomes less meaningful for students. However, due to the COVID-19 pandemic, e-learning must still be carried out.

The inhibiting factors for the implementation of e-learning at SMP Nur Ihsan can be categorized into 3 things, namely the first is related to the internet network, both because of the device factor, internet quota, and also students' understanding of IT. The second, the student factor, because students are not

interested in distance learning as well as the economic factor of parents who are not supportive, parents' understanding is still minimal about technology-based e-learning. The third factor is the teacher. Teachers run out of time because they have to correct more, too focused on the cellphone/computer makes some work neglected.

The supporting factors in e-learning are, the school facilitates like wifi for teachers as a means to provide e-learning materials as long as the teacher is still in the school environment. Another supporting factor in e-learning is the provision of assistance in the form of internet learning quotas to students and teachers. Thus, e-learning activities are expected to run smoothly and achieve the expected results

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