

The Challenges of Implementing Online-Based Leadership in The Application of Education Innovations

Masrur

Mulawarman University, Indonesia

e-mail Correspondent: masrur.yahya@gmail.com

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Abstract

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The purpose of this study was to find out the challenges of online-based leadership implementation in post-pandemic educational innovation applications at Public Aliyah Madrasah (MAN). This study uses a qualitative approach with purposive and snowball sampling techniques. The findings show that: The challenge in improving the quality and competitiveness of online-based schools after the pandemic is the need to develop superior human resources to prepare the community and nation to face the knowledge age as a competitive era. The challenge in Human Resources (HR) and online-based finance after the pandemic is to build a new structure that improves teacher coordination and collaboration that utilizes the expertise of all educators, ultimately leading to better working conditions and workplaces; As for the challenges in improving the quality of online-based leadership post-pandemic, namely leadership that is disruptive to the current progress and creative in terms of policies which include the stages of preparation, enlightenment, elaboration, and verification.

Kata kunci:

Kepemimpinan,
Inovasi Pendidikan,
Pasca-Pandemi,
COVID-19

Abstrak

Tujuan penelitian ini adalah untuk mengetahui tantangan implementasi kepemimpinan berbasis daring pada penerapan inovasi pendidikan pascapandemi di Madrasah Aliyah Negeri (MAN). Penelitian ini menggunakan pendekatan kualitatif dengan teknik purposive dan snowball sampling. Temuan penelitian menunjukkan bahwa: Tantangan peningkatan mutu dan daya saing sekolah berbasis daring pasca pandemi adalah perlunya mengembangkan sumber daya manusia yang unggul untuk mempersiapkan masyarakat dan bangsa menghadapi era pengetahuan sebagai era kompetitif. Tantangan Sumber Daya Manusia (SDM) dan keuangan berbasis online pasca pandemi adalah membangun struktur baru yang meningkatkan koordinasi dan kolaborasi guru yang memanfaatkan keahlian seluruh pendidik, yang pada akhirnya mengarah pada kondisi kerja dan tempat kerja yang lebih baik; Adapun tantangan dalam peningkatan kualitas kepemimpinan berbasis online pascapandemi yaitu kepemimpinan yang disruptif terhadap kemajuan saat ini dan kreatif dalam hal kebijakan yang meliputi tahapan persiapan, pencerahan, elaborasi, dan verifikasi.

INTRODUCTION

The Covid-19 pandemic has brought significant changes in all areas of life, and education is one of the areas most affected. How not, the face-to-face teaching and learning process which has become a culture is forced to be limited or even abolished, this poses a threat of learning lost, namely the loss of ability and learning experience for students. Restrictions on activities between students, teachers and educational institutions by the government in order to prevent the spread of the covid-19 virus, make online learning, like it or not, ready or not ready to be done. The current pandemic has made it necessary to rethink the workplace, particularly in education. Given that employment, particularly in education, is being disrupted globally, the current state of affairs has brought to light the necessity to discover creative solutions to the problems limiting our ability to perform our professions effectively. Governments worldwide view innovation as the key to wealth and economic growth, but there are different viewpoints on fostering innovation, particularly in the educational sector. The role of the manager, or in this case, the principal, is viewed as vital to facilitate or inhibit innovation in the contemporary literature on innovation and learning in the workplace. (Ellström & Ellström, 2018).

The national education development policy's three pillars are: (1) increasing access to education and ensuring equity in access; (2) improving the quality, relevance, and competitiveness of education; and (3) enhancing governance, accountability, and public perception of education. The goal of raising educational standards is to raise the quality of Indonesians through heart, mind, exercise, and sports, which function as a single unit and complement one another to help individuals become more competitive in the face of global problems—aiming to generate graduates who meet needs based on the potential of Indonesia's natural resources, increasing the relevance of education with this goal in mind. Implementing management reform and school-based management in a deliberate, focused, transparent, and long-lasting way leads to improved governance. (law no. 20 of 2003). The pandemic's effects on education are not just detrimental; these circumstances and constraints also help students, instructors, and other educational tools develop new, healthy behaviors. The use of technology in education is evolving into a new trend. Google Classroom, Google Meet, Zoom, Microsoft Teams, and numerous social media sites like YouTube and WhatsApp are just a few tools that may be utilized for online learning. Since March 2021, there have been fewer Covid-19 spreads. The Indonesian educational system has been "forced" to adjust and start forming new habits after more than 1.5 years. There have been attempts by numerous educational institutions to implement face-to-face learning (PTM). Naturally, rigid health measures that have become the new standard of care are used to achieve this. Even some have begun in January 2021. This is based on the Minister of Education and Culture's assertion that PTM is now permitted but not required in schools. This policy is the outcome of Joint Decree (SKB) No. 04/KB/2020, Number 737 of 2020, signed by four ministers: Minister of Education and Culture, Minister of Religion, Minister of Health, and Minister of Home Affairs. However, local government, schools, and parents have full authority to decide whether to implement PTM. Holding PTM or not depends on these three factors (Supriyanto et al., 2021). The current difficulty is how to restructure already-formed old habits to return to them while including new habits or a new normal. After adjusting to distance learning for 1.5 years, returning to face-to-face instruction can be difficult, especially for pupils in their early elementary school years.

Disruptive leadership is required to balance the growth of an entirely digital world following the Covid epidemic. The pandemic's effects show us the value of digitalization from many angles. The world is now entering the era of the industrial revolution 4.0, which emphasizes the pattern of the digital economy, artificial intelligence, big data, robotics, system integration, cloud computing, cybersecurity, and the Internet of Things (Hermann et al., 2015). On the other hand, globalization's current flow is unstoppable and accompanied by increasingly sophisticated technological developments. A fragile client base, an unclear corporate future, fierce rivalry, a workforce that spans generations and cultures, a constant need for change, and the need for alternative methods of managing change, and these are the difficulties that today's leaders must contend with (Billington & Ellersgaard, 2017). As a result, we require leaders that dare to apply unconventional tactics because disruptive leadership is known for doing so (Kaplan & Blockbuster, 2017). Disruptive leadership demands that leaders dream boldly, think creatively, and pay close attention to the needs of their workers and customers (Kao, 2018). Disruptive strategy challenges standard leadership competencies. Disruptive leaders can also identify unmet needs and take risks to address them, even if doing so goes against the grain of what is already accepted as usual (Joy, 2017).

Disruptive technology forces disruptive leaders to emerge, which makes it difficult to forecast anything because technological advancements cannot be stopped and can sometimes outperform earlier technologies (Tellis, 2006). Because ultimately, the leader must be able to make decisions that will advance the institution he leads, according to (Yukl, 2008). Innovative and radical thinking is essential for disruptive leaders to build their institutions ((Kaplan, 2012). While some theories contend that innovation must be handled from the "top-down," others contend that a flat organizational structure that allows for employee-driven innovation from the "bottom up" is preferable (Høytrup, 2012). Antal and Strauß (2013) state that learning and creativity must occur in a "safe" environment. Contrarily, confusion and disruption are supportive elements that encourage organizational creativity (Høytrup, 2012). According to Heiskanen and Heiskanen (2011), the interaction of physical, social, and mental spaces might influence whether an office setting fosters innovation. Study (Netolicky, 2020) explained that during the Covid-19 pandemic crisis the principal as a leader must act quickly but still consider all possibilities that may occur. In addition to research (Bouranta et al., 2020) explained that the implementation of improving the quality of education in an educational institution can assist schools in improving education services. In addition, improving the quality of education can also contribute to improving student learning outcomes, school operational efficiency, and optimizing the management of existing resources. Study (Sahlberg, 2020) explained that the Covid-19 pandemic had negative implications for learning activities. The existence of this pandemic causes educational inequality due to the ineffectiveness of distance learning. If this is allowed to continue, it can affect the quality of education. Therefore, stakeholders including school principals need to act quickly in overcoming problems that occur so that the quality of education is maintained.

Study (Mehta et al., 2020) Regarding the role of the community in influencing leadership in times of crisis, it shows that the Covid-19 pandemic has resulted in many crises, an effective leadership role in acting quickly to deal with problems is urgently needed. Effective leadership in times of crisis is one who is able to communicate and collaborate with stakeholders, namely the community. Study (Alhouti, 2020) explained that the cause of the failure of learning activities in Kuwait was due to the low professional capacity of leaders in dealing with the education sector. This can be seen from the leader's doubts in making decisions and the lack of readiness of the

school's digital infrastructure. Therefore, it is necessary to involve stakeholders in decision making to rationalize decisions and provide the needed support. Study (Fuller & Schrott, 2015) explained that in improving the quality of teachers, effective communication is needed for leaders who have instructional leadership patterns. Principals need to have the knowledge and skills needed to identify school needs. Study (Plaček et al., 2020) stated that during the Covid-19 pandemic, a special strategy was needed in responding and adapting concretely by the leader in maintaining the stability of activities. The most important strategy is effective coordination in decision making.

Research result (Alam, 2020) explained that in overcoming this pandemic it was necessary to involve leaders, meaning that in terms of managing this pandemic, leaders had an important role. Leaders need to establish communication with the whole community to get involved together to overcome the pandemic. In addition, valid information is needed regarding Covid-19 that is spreading in the community. Leaders in this case can provide information through social media or a credible official website so as to minimize the occurrence of hoax information. By selecting a research facility at the post-secondary Madrasah Aliyah Negeri (MAN) level of education, this study will focus on the city of Samarinda. The rationale behind concentrating on MAN is that it is a crucial level of education for students, where they spend the most time (3 years), and where there is a great urgency to mold their personalities in preparation for university. Samarinda City was selected as the research location because it may be used as a barometer for enacting policy due to its status as the capital city of East Kalimantan Province. This study's main objective is establishing post-Covid-19 pandemic instruction for high school pupils. Following the withdrawal of the recommendation for the distance learning system, this study aims to outline the difficulties primary education institutions face in providing face-to-face instruction while also recommending efficient face-to-face learning strategies (Supriyanto et al., 2021).

METHODS

Research Approach

This study uses a case study method in a qualitative research design. Denzin & Lincoln (2011) define qualitative research as a study that takes place in a natural setting, aims to analyze phenomena that occur, and is carried out using various currently used methods (Moleong, 2016). By selecting a research facility at the post-secondary Madrasah Aliyah Negeri (MAN) level of education, this study will focus on the city of Samarinda. The rationale behind concentrating on MAN is that it is a crucial level of education for students, where they spend the most time (3 years), and where there is a great urgency to mold their personalities in preparation for university. Samarinda City was selected as the research location because it may be used as a barometer for enacting policy due to its status as the capital city of East Kalimantan Province. With success in managing schooling in the wake of the COVID-19 epidemic as a criterion, the study site at MAN in Samarinda City was chosen (B et al., 2023; Neliwati et al., 2023).

The head and deputy heads of Madrasah Aliyah in Samarinda City, the homeroom teachers of Madrasah Aliyah's ninth-grade students, and the administrative staff of Madrasah Aliyah in Samarinda City are the study's goal and subjects. Snowball sampling was used to pick all research subjects and targets with a purpose. The researchers' presence is required for the data collecting procedure through interviews, observation, and documentation in this study because it uses purposive sampling and is supplemented by snowball sampling. Two informants were interviewed independently, including the head of the madrasa (who served as a critical informant), three vice

principals of the madrasa, six teachers, four members of the administrative staff, and eight student guardians.

The data was obtained from interviews, observations and also documentation studies where all of them will collaborate until the data is saturated regarding the disruptive leadership of the head of Madarasa Aliyah in Samarinda City. The instrument used in this study was the researcher himself, namely when the problem was not clear and certain, but after the problem that had been studied was clear, an instrument was developed. The instruments developed are interview guidelines (in-depth interviews), observation guidelines and also documentation (Boyce & Neale, 2006; Guion et al., 2001). The data analysis technique used is data organizing, data reduction, data display, and drawing conclusions using an interactive model (Miles et al., 2014).

RESULTS AND DISCUSSION

Result

Challenges in Improving the Quality and Competitiveness of Online-Based Schools After the Pandemic

Since the Great Depression of the 1930s, COVID-19 has been one of the most significant pandemics to have significantly influenced society, businesses, and the global economy (Euronews, 2020). Many businesses, including educational institutions, were compelled to shut down or scale back operations during the epidemic, and they are constantly adopting new digital communication systems to conform to the COVID-19 environment. Studies show that digital technologies utilized by businesses and society, such as social media, information systems technology, and cloud-based infrastructure, are crucial in the fight against the pandemic (Kodama, 2020). Due to the lockdown during the pandemic, inter-institutional competition will intensify in post-pandemic times, and the future belongs to those who can use the newest approaches and technologies (Leach et al., 2021).

In order to produce the next generation of citizens who are superior and competitive, the field of education connected to Industry 4.0 can be used to promote learning patterns, thinking patterns, and the development of creative inventions from students. As a result, education in the modern era requires human resources who possess various competencies, including high levels of understanding, critical thinking, collaboration and communication, innovation, problem-solving, media literacy, and life and career skills (Gunawan et al., 2020).

Additionally, throughout the Industrial Revolution, education 4.0 is a phenomenon that adapts the new curriculum to the day's circumstances to meet the demands of the industrial revolution. The curriculum might use the Internet of Things (IoT) to give students a window into the outside world. Education is starting to embrace the period of Society 5.0 as it is currently evolving. This is a challenge for the educational community. Therefore, it calls for teachers in general, and primary school teachers in particular, to be ready to improve their proficiency in embracing society. 5.0. In doing this, instructors are considered qualified educators concerned with and accountable for the learning process. A teacher or educator consciously motivates others to rise to a higher standard of humanity. In other words, educators are more experienced individuals who can help students reach adulthood.

Education is currently undergoing an incredible acceleration of knowledge expansion in the knowledge age. The information superhighway, an application of media and digital technology, supports this rapid increase in knowledge (Gates, 1996) Learning activities in the information era must be modified to meet its requirements. The design of learning materials needs to be more realistic so that students can experience issues and work together to develop answers. Students

that engage in problem-solving tend to ask questions and look for answers, which can be searched for in the context of learning by utilizing readily available information resources (Trilling & Hood, 1999).

According to Fadel & Trilling (2010), the 21st century will see the following changes: (a) a small world due to the interconnectedness of technology and transportation; (b) rapid growth for information technology and media services; (c) global economic growth that affects employment and income changes; (d) emphasis on resource management, including water, food, and energy; (e) cooperation in environmental management; (f) increased security against privacy, security, and terrorists; and (g) economic needs to compete in global competition.

The shift from an industrial to an information-based society (the "knowledge age") impacts several cultural and educational factors—the appearance of new employees in knowledge-based companies (Badawi, 2023; Yamin et al., 2023). Most new positions need qualifications that most industry workers do not possess. To acquire and use analytical knowledge theory, new workers need formal education. They also need a new way of working and new learning habits. In addition to switching from occupations in the agricultural and domestic sectors to industry-based jobs, the new model of employees also requires that they become knowledge workers (Drucker, 1994). Change is necessary to live and work in the knowledge age, especially in education (Trilling & Hood, 1999).

National development includes measures to increase human welfare, including education. Having a vision and pursuing a focused education is essential in light of the reform era's developments and how globalization also affects daily life. The strategic plan and vision for national education are the ones that are being targeted. Understanding the problem map is necessary to establish a vision and strategic plan for advancing national education. The struggle to produce outstanding human resources to equip society and the country to meet the knowledge age as a competitive era is at the heart of the growth of national education.

Effective, competent, and clean national education management is a primary responsibility to accomplish this goal. With efforts to raise awareness of national unity and integrity in the framework of archipelago insight, professional education management will be able to strengthen national resilience, which will face a severe test of the knowledge age. An effective and efficient education and training strategy is necessary to ensure harmony between all stages of learners' growth in their environment, which is increasingly pervasive in the knowledge age. The autonomy of education about educational planning is essential in light of the will and effort to engage better and empower the community (Alwi & Mumtahana, 2023; Sutarno, 2023).

Since the 1945 constitution was created, the importance of education in a country's growth, particularly as it relates to the globalization period, has been acknowledged. It is easier for a country to compete in the knowledge age with an intellectual population (Tilaar, 1998). Four different factors influence policy relating to the integration of ICT and the use of computers in education, according to Tondeur et al. (2007): As learning is linked to work and careers, it is essential to develop ICT skills in the following areas: (a) economy; (b) social; (c) education; and (d) catalytic thinking: ICT is anticipated to speed up educational innovation. All students must be familiar with computers to become responsible and good citizens. The mastery of information and technology media (ICT) is the emphasis of learning competencies in the twenty-first century.

Regarding this, Fadel & Trilling (2010) outlined how this skill will demand students to have knowledge of media, information, and ICT in the future. The ability to obtain information more quickly and effectively, evaluate it competently, and apply it appropriately and creatively are all

examples of information literacy skills. The capacity to use media for communication, creation, and creativity is a component of media literacy skills. The capacity to use ICT efficiently for research, communication, and evaluation and a thorough comprehension of the ICT usage code are all examples of ICT literacy skills.

Challenges in the Field of Human Resources and Online-Based Finance after the Pandemic

The COVID-19 pandemic, which may have effects on the teaching profession and workforce, significantly impacts the professional lives of teachers. Teachers are concerned that their employment is more precarious than ever due to uncertainty about how schools will operate in the future and widening kid inequities (Audrain et al., 2022).

Teachers felt less equipped to recognize and address the mental health needs of pupils before the pandemic (Reinke et al., 2011). The epidemic has made teachers' and students' needs more urgent and shown how important it will be to tap into all educators' knowledge successfully. To satisfy the overall requirements of kids, it is necessary to reevaluate how educators collaborate. It is necessary to develop new styles of learning settings, teach teachers how to collaborate in teams and distribute knowledge. Beginners or prospective teachers will want team help in the classroom immediately, not before or after school. Teachers must look at the data and carefully arrange their pupils to personalize learning.

We must create new institutions in the wake of the pandemic, particularly in education, that enhance teacher coordination and collaboration while utilizing the knowledge of every educator. This will ultimately result in better working conditions and workspaces. As we move into the post-pandemic future, this critical analysis sheds light on teaching, learning, and preparation for both (Audrain et al., 2022).

It cannot be disputed how important qualified teachers are. There has been written about the global teacher shortage and the increasing demand for instructors (Evans et al., 2019; UNESCO, 2016). The focus of attention has shifted over time to recruitment and retention, alternative routes for teacher training, and a decrease in the rigorousness of teacher preparation. However, the pandemic also presents a chance to reconsider how teachers' working circumstances, the teaching profession, and the educational setting are all examined. To start, we must look at what has occurred to the teaching workforce, comprehend the complexity of the teaching profession as they currently exist, realize the chaos of the pandemic, look at what has happened to teachers over the past year and think anew with urgency and inventiveness.

Challenges in Improving the Quality of Online-Based Leadership Post-Pandemic

Because it involves information technology, education is one of the most significant aspects of every person's life (Golob & Regan, 2001; Graham, 1998; Levin & Wadmany, 2008; Selwyn, 2003). According to Ahn, et al (2022; 2012; 2022; 2021) failure in school also means failure in life in the future. Depending on the circumstances and the accessibility of learning facilities, educators may play a role in enabling distance learning online, offline, or a combination of the two. The nature of the role of the educator: Content comes first. Second, learning plans that consider needs, schedules, and curriculum-related responsibilities. Thirdly, the assessment's findings, comments from respondents, the function of parents, and student control.

There are two basic components of the idea of teaching education, as follows: First, education will be carried out with a philosophical aim that aims to bring students consistent with

the beliefs, perspectives of reality, and practices of the founders and designers of the new normal era curriculum (Dym et al., 2005; Findeli, 2001; Toohey, 1999). This section includes the learning objectives to be achieved, the learning experiences that will be obtained by students, the expected changes, the benefits and uses obtained and the available time (Grindle, 2017). The process used in the approach is the inquiry method which challenges students to seek, think about, and express based on their own experiences about the possibilities of belief systems, systems, values that influence the way of thinking and behaving in society (Bell et al., 2010; Kuhlthau et al., 2015). The policy of studying at home in educational institutions clearly has its own challenges, namely teaching material relevant to the lives of students (Fadel & Trilling, 2010).

Productivity and economic growth are impacted by education in Indonesia. A nation's capacity for practical thought, which is constrained by the information it already possesses, will be used to measure the growth and acceleration of that nation (Gunawan et al., 2020). The report "Learning The Treasure Within" from the International Commission on Education for the XXI Century UNESCO identifies four (4) pillars of education, namely: Learning to know, Learning to do, Learning to be, and Learning to live together, cannot be separated from the reconstruction of the higher education curriculum in the nation with a competency-based approach. This pillar is crucial because it covers the pace and motion of the actual teaching.

Discussion

Mas (2008) indicated that the teacher's involvement was crucial in explaining the findings of his research, both as planners, implementers, and learning evaluators. This implies that the success of education as a whole will depend on how well-trained instructors are at producing high-quality learning. The professional capacity of teachers, particularly in effectively and efficiently delivering learning facilities to pupils, has a significant impact on the quality of learning. The proficiency of teachers in elementary schools also covers.

Pedagogic proficiency comes first. A teacher must provide their students with the knowledge, abilities, and general attitudes they will need to succeed in the real world. The ability to manage students, as defined by BSNP (2006), includes the following: (a) understanding of interviewees or educational foundations; (b) understanding of students; (c) curriculum or syllabus development; (d) lesson planning; (e) implementation of educational and dialogical learning; (f) evaluation of learning outcomes; and (g) developing students to actualize their various potentials.

Second, Personal Competence. Personal competence, namely "personality abilities that: (a) have noble character; (b) steady, stable and mature; (c) wise and prudent; (d) be a role model; (e) evaluate own performance; (f) self-development; and (g) religious (BSNP, 2006). It is said to be in vain if a teacher teaches kindness if he himself is not a good personal figure. A good personal teacher, teaches and educates with his words and behavior in front of students, intentionally or unintentionally. Consciously or not, students always learn from teacher figures and people who are considered good. Thus, there should be many teachers, principals, parents, who are really good and pious, so that they always learn good values and behavior from as many figures as possible. Children need real examples of what is good through the attitudes and behavior of adults. This is easier and more effective for children than just speaking or writing (Aisyah et al., 2022; Estiani & Hasanah, 2022; Fitriyana et al., 2023).

Social competence is the third. A teacher is a social entity that coexists with other humans, just like any other human. Teachers are expected to provide a positive example for those around them by upholding their duties and rights as community members. Teachers need to be very

personable, kind, and social. Social competence is the capacity of educators as members of the community to (a) interact effectively with students, fellow educators, education staff, and parents/guardians of students; (b) use communication and information technology functionally; and (c) communicate orally and in writing. Sukmadinata (2006) asserts that idealism, or the lofty ideas that should be realized via education, is among the most fundamental social and professional abilities teachers must learn. Teachers can attain these ideals through their seriousness in instructing and educating students and community learning through interaction or direct communication with them in a variety of settings, including mosques, taklim assemblies, prayer rooms, Islamic boarding schools, village halls, and posyandu, as well as through writing out his thoughts and ideas. Socially competent teachers can connect and communicate effectively with students, other teachers, parents or guardians of students, and members of the community at large. They are taking education development in schools and communities as an illustration.

Professional competency is the fourth. Teaching students knowledge is the teacher's responsibility. The teacher not only knows the subject matter but also fully and in-depth understands it. Teachers must, therefore, always learn to expand their understanding of what they teach. BSNP (2006) defines academic competence as "the ability to master material broadly and deeply, including (a) concepts, structures, and scientific/technological/art methods that overshadow/cohere with teaching materials; (b) teaching materials in the school curriculum; (c) conceptual relationships between related subjects; (d) application of scientific concepts in daily life; and (e) professional competition in a global context while preserving national value."

According to Gardner (2002), we need educators who are genuinely grounded in two things that appear to be at odds with one another but work best together: what is known about the human condition in all of its timeless facets and what is known about the stresses, problems, and opportunities of the present (and the future). These two things are necessary for education to be complete, alive, naive, and satisfactory. Professional competence is the capacity to profoundly and comprehensively understand the information being learned, enabling teachers to assist students in achieving the competency levels outlined in the National Education levels.

Teachers should become more competent to perform their jobs more professionally (Creemers et al., 2013; Kang, 2014; Weng et al., 2020). Teachers should always strive to improve their professionalism by doing the following things: (1) understanding the requirements of current professional standards; (2) obtaining the necessary credentials and competencies; (3) developing strong and wide-ranging peer relationships, including through professional organizations; and (4) creating a work ethic or workplace culture that places a priority on providing high-quality service to constituents. To stay caught up in their capacity to manage learning, students should (5) adopt innovation or cultivate creativity using the most recent information and communication technologies.

The teacher's function has evolved from an information provider to a mentor, facilitator, inspiration, motivator, and promoter of imagination and creativity. Teachers now serve as facilitators and motivators in the learning process rather than being the dominant force in the classroom. The teacher's job is to inspire students to learn so that they are eager to do so (Mertayasa & Suardika, 2019).

To keep up with the pace of this country, every educator puts forth the effort to grasp the subject matter and information technology. Technology has a lot of benefits when used appropriately. After the COVID-19 epidemic, the field of education is facing challenges in addition to following the advancements and rhythms of technology:

First, I need to gain a greater understanding of technology. Electronic learning activities (e-learning), which can be done simultaneously or asynchronously, have supplanted the traditional face-to-face interactions between teachers and students who are physically present in classrooms and learning environments. Non-synchronous online and offline learning are both possible with e-learning. In online learning, instructors and students use the same program simultaneously and can communicate much like in a traditional classroom. When learning offline, students can download content uploaded online, via electronic mail (e-mail), or via social media.

Second, Limited Infrastructure and Network. New normal provides challenges and experiences. Utilization of learning applications such as Google Classroom, Zoom, Webex, aims from moving classrooms through virtual technology. This virtual learning experience encourages students to experience, interact, communicate and provide feedback in constructing knowledge. Learning is associated with cognitive structures. Learning takes place at home, shifting the study space and learning atmosphere. Accessibility of learning materials and distribution of learning resources are very important so that assessment is no longer in the form of an exam but is formative. In particular, in completing the task of accessing books, it is still in a difficult condition due to limited learning resources and students' struggle to learn to rely on others.

They are third, restricting credit card fees on the internet. Due to lower family income, students may need help to afford the cost of the internet network necessary for online learning, which is a necessary component of this technique of continuous learning. The amount of internet quota or data purchased for internet demands rises.

A nation is altered by education. Miller cautions: "A society's strength or weakness rests more on the depth of its spiritual life than the degree of its industrialization. The state will neither survive the destruction of the ideal government nor the development of any industry used to assess human life's peak. (Miller Jr, 1968). The assumption that must be established is that education underpins everything. Finding meaning and altering attitudes or behaviors to fit the new knowledge is also essential to understanding teaching. Because education is so important, we must be ready to offer resources and work to stay innovative for the educational process to continue achieving the aim or targets. Because creativity will depend on the process, it will open up a new dimension.

There are five steps of the creative process, namely: first, preparation. Facing the new normal invites rethinking of the preparation period to build the foundation needed to become a good teacher. Preparing is not an easy thing, there are many challenges that must be faced in preparing, starting from learning resources, how to present in the digital era. Strive for a creative life by working hard. Second, the incubation period. In a busy world, the incubation period or rest period becomes a difficult time. This is the time to get ready and let the idea sink in. So the mind will take ideas and process them, or even add things that were not thought of.

Practically, reading and knowing the curriculum goals and outlines. Third, enlightenment. Having found plans and ideas to carry out on a conscious level. Ideas and ideas that arise. Fourth, elaboration. In this stage, the process expands further by writing and planning the perfect idea. Fifth, verification. Perform inspection and re-evaluation before serving. It's time to test and make improvements. This is an important part because the results will determine the direction. Freedom, courage, about the mind, and honesty (Netolicky, 2020).

CONCLUSION

The research reveals that: After the pandemic, boosting the quality and competitiveness of online-based schools has proven difficult due to the necessity to create superior human resources that can equip the community and country to compete in the knowledge age. After the pandemic, the task in HR and online-based finance is to create a new structure that enhances teacher coordination and collaboration while using all educators' experience, ultimately resulting in improved working circumstances and workplaces. As for the difficulties in enhancing the standard of online leadership post-pandemic, these include leadership that is disruptive to the progress currently being made and inventive in policies that involve the stages of planning, enlightenment, elaboration, and verification. This study has limitations, including the subjectivity of the researchers. Because the researcher's interpretation of the meaning inferred from the interview is crucial to this study, bias is still possible. Apply the triangulation approach to eliminate discrimination, specifically the triangulation of sources and methodologies. Cross-referencing data with information from various informants and other study findings served as source triangulation. While using a variety of data-gathering techniques, including in-depth interviews and observation techniques, method triangulation was carried out.

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