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Instructional Leadership through Curriculum Coordination: Elementary Learning Continues during COVID-19 in Indonesia

Abstract

The principal as a training manager not merely goes on management functions through guiding the achievement of vision, program performance, and the creation of good culture in the school environment. They are still the tutor superintendent that is important for carrying out excellence school goals through equal opportunity with all colleagues (lecturers and parent of scholars) including curriculum implementation. Through a multi-coated qualitative approach, this study aims to describe this curriculum-coordination form by them before and when Covid-19. Instrument and data collecting of this study used survey and interviews. Our findings (pre Covid-19) indicate that: 1) preparation, evaluation, curriculum, and coordination with parents are done in the early semester (ES) and early of the New School Year Academic (ENS), 2) curriculum-evaluation and coordination with parents are done in the middle semester (MS). This activity produces curriculum documents and student learning outcomes. Meanwhile, these activities (Covid-19 phases) are: 1) evaluation data and learning agenda with a parent carried out at early time (ET) and Middle Time (MT), 2) Monitor Student Learning Progress and Prepare Learning-Material is done in the ET, MT, and Last Time (LT) about learning is done from home. The Coordination model is mostly done by teachers and parents through information tools and party interviews by the lecturer. That is has been worked out of the before and when COVID-19 showed up a perfect teamwork between the principal and stakeholders. Another significant factor is the unity of student learning, although the proceeds are exactly unique between the two phases.

Keywords: Curriculum Coordination, Elementary School, Learning.

Introduction

Curriculum coordination by the principal is a strategic activity carried out as a manager. In a global era with a world without borders, they must be able to develop global-agendas in the local context (Philip Hallinger, 2005). As managers, they are not likely to work alone without coordination with all the components that are interested in achieving the vision and goals. (Philip Hallinger & Bridges, 2007). Mentioned, the need for adaptation of global context and action in achieving the vision and goals has

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become an important agenda in several countries, such as America, Britain and Australia. As part of that context, Indonesia is very concerned with the capacity of principals who are able to translate global-requirement into local-action through curriculum-coordination in the schools.

Adjusting the global context, as mentioned by Harlinger and Bridges will be effective if it is preceded by scientific studies related to the function of the principal as a curriculum leader. The study of curriculum coordination in the function of the principal as a learning leader was conducted by (Herawan, 2017; Rathana & Sutarsih, 2015; Usman, 2014). They looked at the function of the principal when carrying out the function of coordinating the curriculum in a position as a learning leader. However, these three research groups place learning leaders as a function of guiding the instructional process of the curriculum as a whole function in achieving quality schools through translation of school missions, instructional-development, and building a positive school climate.

(Wong et al., 2019), in a summary of their studies, mentioned two important things done by principals in Singapore. First, instructional leadership is directed at adjusting learning material in subsequent schools. Elementary school learning is used as a basis for students to adjust to learning needs in secondary school. Second, the tasks of the principal as a learning leader cannot be done alone without having to coordinate with all parties, including teachers and parents of students. In addition, (Wong et al., 2019) also stated that curriculum policies through the Singapore Ministry of Education (MOE) must be translated into strong and coordinative leadership by the school principal as a learning leader.

Like other countries, such as America, Britain, Australia and Singapore, Indonesia also sees the importance of the principal as a learning leader. The principal makes learning based on the vision of national education, the school's vision. They carry the responsibility out by the principal in coordination with the teachers under his guidance. The need for classroom learning, graduate competencies, learning content and character integration, the learning process, and assessment are the agenda of the principal's coordination with the teachers (Minister of Education & Culture of the Republic of Indonesia, 2016).

Graduation standards are a measure of the competency, students have in a certain period, after meditating, learning material with character integration, facilitated in learning, and measured through various assessments. In general, the coordination of learning leaders with teachers is done through various forms such as curriculum

coordination meetings, supervision, and consulting services. The realization of each form of coordination is not measured by volume, but is effective in encouraging the achievement of learning objectives. Learning objectives will further the realization of quality schools as a measure of leadership success (Marques & Dhiman, 2017).

Curriculum coordination is very strategic in supporting the achievement of learning objectives towards quality schools. (Kitson & O'Neill, 2002) State that this coordination is the key to the success of educational programs through schools at the next level. Through this coordination, learning leaders obtain important information related to graduate competencies, the effectiveness of learning models and methods, and the suitability of assessment forms. This information can improve the quality of the process and learning outcomes in schools and is coordinated by learning leaders and teachers. This is carried out by important learning leaders to be explored to founding the reality and Effectiveness of curriculum coordination. It's obtained if the learning leader understands his duties and responsibilities as a learning leader. The search is important because at the beginning of the reformation, Indonesia's education world experienced a transition through the context of regional autonomy. Normative indicators of learning leaders are as much influenced by the political system as experienced by other nations, and affect their leadership capacity in schools (Jalal & Supriadi, 2001; Mahabeer, 2018).

Exploring experiences in various parts of the world, including Indonesia, the study of curriculum coordination by school principals in this context is not newly. However, the results of this study are data and information that can be utilized in the delivery of new-strategies and techniques in curriculum coordination for the creation of quality schools, especially in the COVID-19 phase (Abdullah, 2019). Information and coordination data before and after COVID-19 serve as a reference for improving curriculum coordination policies and strategies in the global context at the local level. This study aims to: 1) describe the form of curriculum coordination conducted by learning leaders with school stakeholders in the basic education unit in East Lombok, Indonesia. 2) Specifically, this study describes the coordination of the curriculum in the COVID-19 pandemic phase to determine the continuation of student learning processes.

This study is urgent because the achievement of learning objectives that support the formation of quality schools is largely determined by the effectiveness of curriculum coordination by learning leaders. On the other

hand, quality schools are the principals' leadership expectations as learning leaders. In addition, a description of the curriculum coordination model in the COVID-19 pandemic phase can be used as a reference for mitigation in addressing a variety of possible natural disasters. Schools and stakeholders have a clear work agenda in natural disaster situations.

Literature Review

Curriculum Coordination and Learning Leaders

The whole system becomes a curriculum that is managed in the learning process. The learning process is related to various forms of innovation developed by the teacher under the coordination of the learning leader. As Galton mentioned, the effectiveness of the curriculum depends on innovations developed by teachers (Fullan, 2016; Kitson & O'Neill, 2002; Sullanmaa et al., 2019). According to them, innovation is the core of curriculum development, because the curriculum is meaningless without the creativity of innovation from the teachers. Of course, innovation by teachers is determined by the process of coordination by curriculum leaders. Entering the global era, school leadership as another name for curriculum leadership becomes very strategic in changing the paradigm of educational development.

(Bellibas et al., 2016; Philip Hallinger, 2005) mentioned, the strategic position of curriculum leadership is because of three functions at once, namely school leaders and learning leaders, school managers and staff, as well as the head of administration at the school. In another section, Hallinger, Leithwood, & Heck (2010) specifically explained the task of leadership as well as school managers regarding the function of translating school missions, developing instructional (DI), and building a positive school climate. In the DI function, they explain the task of learning leadership related to evaluation and supervision, curriculum coordination, and evaluation of student learning outcomes. All three become the overall implementation of curriculum and instructional by the teacher under the coordination of the learning leader. Turkoglu & Cansoy (2018) revealed that the task of the principal as a leader needs to consider the behavior and principles of the national education department. To develop and implement the curriculum, it is necessary to create school resources and a centralized (centralized) structure. If this is not done, it will become an important obstacle to the principal's instructional leadership.

Specifically, challenging curriculum leadership innovation is urgently needed to guide

the continuity of teaching and learning in the COVID-19 pandemic phase. The condition of the COVID-19 pandemic has a great influence on the economy, social, culture, and even religion (Obi et al., 2020; Das, 2021). This influence affects emotions and various perspectives on responsibility, as mentioned (Stella et al., 2020). The intended perspective has control over serious negative influences and found appropriate mitigation patterns (Gershon et al., 2020). It is expected that the mitigation pattern will become a pattern in building resilience that guarantees continuity of education in the event of a disaster (Sinclair, 2020).

Some similar statements by Hallinger were made by (Harris & Muijs, 2005; Murphy, 2005; Reeves, 2008) that leadership capacity must be a stimulant, as a constructivist, collaborative, and contextual leadership. The function of learning leadership is not merely an instructional function, but the overall capacity that makes schools a quality institution and shared pride. Therefore, the three functions as Hallinger, and other experts become relevant for understanding learning leadership as a unified leadership, management, and administrative function. As a process, leadership, managerial functions must occur simultaneously and continuously (Goleman, 2003; Kotter, 1996).

Learning Leadership in the Context of Indonesian Education

The Indonesian education context is not familiar with the term learning leadership, but rather the school principal. The term in the instructional meaning becomes the responsibility of a teacher. (Nai & Wijayanti, 2018; Salim, 2016) mentions several terms with different intentions, such as educational leadership or school leadership for school principals. This leadership refers to the bureaucracy that manages the administration of education, while the school principal is the position in question in the current Indonesian context.

Wardani & Indriayu (2015) use the term instructional leadership as a competency that must be possessed by school principals. The difference in terms has an influence on the principal's policies and management as positions and competencies. Ideally, whatever the term, the head office should reflect the competence as a learning leader as Hallinger et al. The term school principal as an office and Leadership Learning (LL) that is often separated in understanding the context of Indonesian education causes the headmaster to become a position that is not infrequently separated from the capacity of LL, and tends to be an administrative managerial capacity. Not only related to the use of the term in the mention of

the principal as a position and leadership learning as competencies in the same or dissimilar personnel, the context of regional autonomy (RA) since 1999 has a major influence on the capacity of school principals and/or leadership in learning, as well as additional tasks. This is certainly different from the main task in terms of responsibility for work as a school principal. RA in Indonesia has a great influence in the development of school principals. Recruitment, career advancement, and development of school principals are the authority of the district and provincial governments. Since this time, the capacity of principals as positions and leadership learning as competencies has become increasingly blurred.

The aspect of teach leadership that must be inherent in a school principal is often ignored because the school principal does not have sufficient competence. This condition lasted a decade, until 2018. A fundamental change was made for the issuance of the provision that school principals became the main task through Minister of Education and Culture Regulation No. six of 2018. Previously, the Institute for Guiding and Developing School Principals (LP2KS) was formed, which was responsible for developing and developing capacity the principal for, with one of the contents of the learning leadership competency (Minister of Education and Culture Regulation, 2013; Minister of National Education Regulation, 2009).

Method

This study uses a qualitative approach with a multicast type (Creswell & Creswell, 2018). As a multi-case study, case data was collected through questionnaires and interview guides. The two types of instruments developed by researchers refer to the four areas of curriculum coordination according to (Brady, 1992), namely objectives, content, methods, and evaluation procedures. Data subjects were headmasters, teachers and parents of students at 10 elementary schools in East Lombok, Indonesia. In terms of information content, the validity of case data through questionnaires and interview guides is measured through the representation of the coordination area according to Brady.

The validity of the process is required through the process of collecting data separately (blended) between each data subject. The techniques used in data collection were questionnaires and interviews. This technique is implemented directly based on the Health standards for the COVID-19 phase, which consists of: curriculum coordination stages, coordination forms, and coordination moments before and during the COVID-19 phase. The subjects in this study were teachers and principals at five schools for five months.

Result and Discussion

Result

Data on the results of the curriculum coordination survey by the head before the Covid-19phase consisted of five aspects, namely: Curriculum-Preparation (CP), evaluation, Curriculum Supervision (CS), monitoring assessment and coordination with parents of students as shown in table 1. The results showed that, on average the respondents answered implementation time for CP, CS, and Coordination with parents at the Early of New School Year Academic (ENS) and Early Semester (ES) in the form of Curriculum Specific Meeting (CSM) and Teacher Meeting (TM). Meanwhile, on the agenda/coordination, the Curriculum Evaluation and Monitor Student Achievement on average are carried out during the Midle Semester (MS) in the form/media of Teacher Meeting (TM).

Curriculum coordination with school principals in the Covid-19 phase which consists of four agendas/aspects, namely coordination with parents, student monitors, evaluation data, and prepared material. Table 2 shows that the coordination that was done during ET and MT in the form of called (CL) and WhatsApp Group (WA) in the Coordinates with Parents about the Learning Agenda and Sending Student Evaluation Data to Parents. Meanwhile, on the agenda of the Student Monitor and Prepare Learning Material, it is carried out at Early Time (ET), Midle Time (MT), Last Time (LT) in the form of Group Task (GT), Independent Task (IT), Answer the Question (AQ), and Material Enrichment (ME).

The results of curriculum coordination by the teacher before covied-19 phase are shown in table 3. These results indicate that the mean respondent implements Curriculum Preparation and Coordination with parents during Early Semester (ES) and Early of New School Year Academic (ENS) in Curriculum Specific Meeting (CSM) forms. Meanwhile, for Curriculum Evaluation, Curriculum Supervision and Monitor Student Achievement, the average implementation time is in the ES and Midle Semester (MS) in the form/CSM agenda.

Table 1
Curriculum Coordination by Principals before COVID-19

| No. Subjek | Time & Moment | Coordination | | | | |
		Curriculum Preparation	Curriculum Evaluation	Curriculum Supervision	Monitor Student Achievement	Coordination with parents
1	Time	ES; ENS	MS	ES; ENS	MS	ES; ENS
	Media	CSM; TM	TM	TM	TM	CSM; TM
2	Time	ES; MS; ENS	MS	ES; ENS	MS	EM; ENS
	Media	CSM; TM	TM	CSM; TM	TM	CSM; TM
3	Time	ES; ENS	ES	ES; ENS	MS	ES; ENS
	Media	CSM; TM	TM	CSM; TM	TM	CSM; TM
4	Time	ES; ENS	ENS	ES; ENS	MS; ENS	ES; ENS
	Media	CSM; TM	CSM	CSM; TM	CSM	CSM
5	Time	ES; ENS	ENS	ES; MS; ENS	MS	ES; ENS
	Media	CSM	CSM	CSM; TM	TM	CSM; TM

Legend:

Time	Media
ES: Early Semester	CSM: Curriculum Specific Meeting
MS: Midle Semester	TM:Teacher Meeting
ENS: Early of New School Year Academic	

Table 2
Curriculum Coordination by Principals of COVID-19 Phases

| No. Subject | Time & Moment | Coordination | | | |
		Coordinates with Parents about the Learning Agenda	Monitor Student Learning Progress	Sending Student Evaluation Data to Parents	Prepare Learning Material
1	Time	ET; MT	ET; MT; LT	ET; MT	ET; MT; LT
	Media	CL; WA	CL; WA	CL; WA	GT; IT; AQ; ME
2	Time	ET	ET; MT; LT	ET; LT	ET; MT; LT
	Media	CL; SL	CL	CL	GT; IT; AQ; ME
3	Time	ET; MT	ET; MT; LT	ET; MT	ET; MT; LT
	Media	CL; WA	CL; PO	CL; WA	GT; IT; AQ; ME
4	Time	ET; MT	ET; MT; LT	ET; MT	ET; MT; LT
	Media	CL; WA	CL; WA	CL; WA	GT; IT; AQ; ME
5	Time	ET	ET; MT; LT	ET	ET; MT; LT
	Media	CL; SL	CL; SL	CL; SL	IT; AQ; ME; CC

Legend:

Time	ET: Early Time	MT: Midle Time	LT: Last Time
Moment	CL :Called	WA : WhatsApp Group	IT: Independent Task
	GT : Group Task	AQ : Answer the Question	ME: Material Enrichment
	SL : Sent a letter	CC: Create a Craft	PO: Portfolio

Table 3
Curriculum Coordination Results by Teachers before COVID-19

| No. Subject | Time & Moment | Coordination | | | | |
		Curriculum Preparation	Curriculum Evaluation	Curriculum Supervision	Monitor Student Achievement	Coordination with parents
1	Time	ES; ENS	ES; MS	ES; MS	ES; MS	ES; ENS
	Media	CSM	TM	TM	TM	CSM
2	Time	ES; ENS	ES; MS	ES; MS	ES; MS	ES; ENS
	Media	CSM	CSM	CSM	TM	CSM
3	Time	ES; ENS	ES; MS	ES; MS	ES; MS	ES; ENS
	Media	CSM	CSM	TM	TM	CSM
4	Time	ES; ENS	ES; MS	ES; MS	ES; MS	ES; ENS
	Media	CSM	CSM	TM	TM	CSM
5	Time	ENS	ES; MS	ES; MS	ES; MS	ES; ENS
	Media	CSM	CSM	TM	TM	CSM

Legend:

Time		Moment	
ES	: Early Semester	CSM	: Curriculum Specific Meeting
MS	: Midle Semester	TM	:Teacher Meeting
ENS	: Early of New School Year Academic		

Next, based on our findings regarding coordination in this phase (Covid-19) is shown in table 4. The average time spent on Coordinates with Parents about the Learning Agenda, Monitor Student Learning Progress, and Sending Student Evaluation Data to Parents is undertaken on Early Time (ET) and Midle Time (MT) in the form of media / Called (CL) and Portfolio (PO). Meanwhile, in the Prepare Learning Material, on average, the issuance of circular letters in the form of Independent Task (IT), Answer the Question (AQ), Material Enrichment (ME) is carried out on the average ET, MT, and Last Time (LT).

Principal Interview Results

The results of the questionnaire data were strengthened by structured interview information with the school principal, as shown in table 5. In the Interview related to five things such as: 1) the form of school principals' coaching to teachers in curriculum development, 2) coaching-implementation, 3) feedback on the results of supervision, 4) communication with parents, and 5) student learning outcomes. Information collected through interviews with teachers, and principals is related to curriculum coordination before and when COVID-19 phase.

Table 4
Curriculum Coordination results by the COVID-19 Teacher Phase

No. Subject	Time & Moment	Coordination			
		Coordinates with Parents about the Learning Agenda	Monitor Student Learning Progress	Sending Student Evaluation Data to Parents	Prepare Learning Material
1	Time	ET	ET; MT	ET; MT	ET; MT; LT
	Media	CL; PO	CL; PO	CL; PO	IT; AQ; ME
2	Time	ET; MT	ET; MT	ET; MT	ET; MT; LT
	Media	CL; PO	CL; PO	CL; PO	IT; AQ; CC
3	Time	ET; MT	ET; MT	ET; MT	ET; MT; LT
	Media	CL; PO	CL; PO	CL; PO	IT; AQ; ME
4	Time	ET; MT	ET; MT; LT	ET; MT	ET; MT; LT
	Media	CL; PO	CL; PO	CL; PO	IT; AQ; ME
5	Time	ET; MT	ET; MT; LT	ET; MT	ET; MT; LT
	Media	CL; SL; PO	CL; PO	CL; PO	IT; AQ; ME

Legend:

Time	ET: Early Time	MT: Midle Time	LT: Last Time
Moment	CL :Called	WA : WhatsApp Group	IT :Independent Task
	GT: Group Task	AQ : Answer the Question	ME :Material Enrichment
	SL: Sent a letter	CC: Create a Craft	PO: Portfolio

Discussion

Curriculum Coordination before COVID-19

Based on the survey data in table 1, obtained varied information on the five curriculum coordination activities by five principals. Curriculum preparation activities in the context of work out of syllabi, lesson plans, assessment models, and extracurricular activities are divided into two-time groups. The first group is at the beginning of the semester, the middle of the semester, and the beginning of the new school year (NSY), and While the second group is at the beginning of the semester and the NSY.This time difference is based on differences in considerations in the provision of documents. The first group prepares curriculum documents in two groups, namely odd and even semester documents separately. The second group prepares curriculum documents in one odd-even document, and is only differentiated in the school academic calendar.

The difference in the curriculum documentation model has no effect on the development of the teaching and learning process by teachers and students. Curriculum preparation activities carried out in three moments, namely teacher meetings and curriculum meetings. In fact, teacher meetings and curriculum meetings cannot be distinguished significantly, because the majority of teacher council meetings led by principals mostly discuss curriculum and learning development.

Table 5
Interviews Results with Principals before and COVID-19 phases

Question	Answer
What is the Form of Coaching Principals for teachers in curriculum development?	The Form of Coaching Principals for teachers in curriculum development is curriculum development workshop (syllabus, lesson plans, learning methods. Assessment models, and extracurricular development)
What forms of technical coaching have been carried out?	• Workshop in the school environment with the principal as the resource person • Workshop in the Teacher Working Group environment by inviting speakers from the department and LPMP (institute for education quality assurance) • Trained by senior teachers who follow the coaching
What is the form of feedback on the results of the supervision that has been carried out?	• Feedback is in the form of notes on the results of curriculum implementation by the principal to the teacher. • Notes or summaries at curriculum meetings and teacher meetings delivered every month.
What are the forms of communication with students' parents?	• Before COVID-19 was carried out in the form of a student guardian meeting at the beginning of the semester and during the distribution of report cards. • The COVID-19 phase through individual teacher visits • In the COVID-19 phase, the teacher creates a WA group of parents.
What is the form of assessment of student learning outcomes?	• Student learning outcomes in the form of daily work (individual and group) and report cards on the results of the semester exam.

Curriculum evaluation activities, five school principals said they were conducted in the middle of the semester. Curriculum evaluation is related to monitoring the implementation of the curriculum in half the time of effectuate the learning process. This activity was carried out to find weaknesses and advantages of curriculum documents developed for each class. In the same week, the principal conducted curriculum supervision activities in the form of technical assistance to teachers in improving learning performance based on evaluation findings. All respondents said that the supervision activities were carried out immediately after the evaluation results were obtained about the weaknesses and strengths of implementing the curriculum in each class.

This is done because the weaknesses in the implementation of the curriculum must be immediately overcome with consideration, weaknesses or mistakes in implementing the curriculum should only be done once by a teacher. Therefore, the evaluation and supervision phase of the curriculum becomes an activity that should not be missed by the principal. Another important activity by the principal is monitoring the progress of student achievement. This activity according to the acknowledgment of all respondents was carried out in two-time groups. The first group is held at the beginning of the semester, while the second group is at the beginning and middle of the semester. Both groups did not monitor achievement at the end of the semester because the final achievement was the accumulation of learning processes and results in one semester.

Monitoring achievement at the beginning of the semester is intended to be a diagnostic of student readiness in participating in learning at the beginning of the semester. The activity of monitoring achievement in the middle and at the end in the middle is intended to observe the progress of student learning after participating in the first half of the semester in each semester. The activities of evaluating, supervising, and monitoring student achievement are being mostly done by principals at the moment of the teacher meeting and curriculum meeting. As with curriculum preparation, the moment of the teacher meeting and curriculum meeting cannot

be distinguished significantly given the same substance.

Specifically for coordination with parents of students, all respondents said that it was done in three times, namely the beginning, middle and end of the semester. At the beginning of the semester, the principal invites all parents of students and the committee of the school committee for two important things, specially agreeing on various school development agendas, including the curriculum, and ensuring all school stakeholders is ready to enter learning in the semester. In the middle of the semester, generally the principal and the teacher meet with parents of students in a limited number, and in general parents of students whose children experience learning difficulties. At the end of the semester, the principal usually will meet with parents of students in the framework of the distribution of student learning outcome's documents in one semester. Normally, this moment is used as a place to evaluate the entire curriculum development achievements in one semester or one year of learning. Similar to other activities in curriculum development, coordination activities with parents of students are being carried out at the moment of the teacher's meeting.

Curriculum coordination before COVID-19 in this study is also intended for teachers in five schools as a source of data. This result is done by testing the information as per the principal's questionnaire questions. Information obtained from teachers about curriculum coordination activities for the five activities, and moments is relatively the same as information from the principal about different things is the responsibility. The principal is managed for coordinating the curriculum to teachers and parents of students, while the teacher is responsible for organizing learning as a form of curriculum development in each class. This condition shows that there is synergic coordination between the principal and teachers in each school. Personal matters concern the principal's style of communication during curriculum supervision and evaluation. Including the findings in this study, there are good communication and coordination between the schools through the leadership of the school principal, school committee, and parents of students.

Coordination of the COVID-19 Phase Curriculum

Many changes occurred in the curriculum coordination before and during the COVID-19 phase by the school principal to the teacher and to the students' parents. Curriculum written documents prepared at the beginning of the

semester and at the beginning of the new school year are relatively unchanged. The thing that has totally changed is the administration of the curriculum by the teacher. The curriculum coordination agenda is carried out in relation to the implementation of the COVID-19 phase curriculum, preparation of material, monitoring, and sending student learning outcomes to their parents. Apart from coordination by school principals and teachers, this also occurs between the principal-teachers and the parents of students. In the middle of, February 2020, the Government of Indonesia through the Ministry of Education and Culture issued a circular that schools were closed and learning was carried out in their respective homes. Coordination by the principal-teachers and parents of students is related to the availability of learning resources in the student environment and learning strategies. The learning process is accompanied by parents and the closest people in each student's house. The initial coordination of the process, material, and learning strategies was carried out by the principal at the beginning of the issue of learning about learning from home. The moments or instruments used are official letters from the school, and some of them directly create groups of what's app between teachers and parents of students.

The condition and context of the learning phase of the COVID-19 were felt to be quite burdensome for the responsibilities of the principal and teachers. Problems related to the understanding of students and parents about learning from home are: 1) Some students and parents think the school is closed until an undetermined time, and 2) learning activities will automatically stop. For this problem, some teachers make individual home visits on some students and parents of students. The current condition is complicated by problems of communication through various media with students' parents. Of course, the process and learning outcomes in the COVID-19 phases are not as optimal as the previous phases. However, all processes that can be done can be maximized. COVID-19 conditions that hit the world, including in East Lombok Indonesia has taught school principals and teachers, including parents about the importance of rapid changes in the minds of school leadership.

Coordination is an important agenda by principals and teachers without having to sacrifice the context of student learning. The interesting context in coordinating the COVID-19 phase curriculum is that there is no significant difference between the urban and rural school contexts. This condition is possible because of the support of today's telecommunications media. Although overall, it cannot be uniformed,

each school principal has made rapid changes in adjusting COVID-19 conditions.

To complement the information and findings of this study, interviews were conducted with school principals and teachers regarding curriculum coordination. This interview is related to the form of coaching principals to teachers, coaching techniques, supervisory feedback, communication with parents of students, and student learning outcomes. Information through the interviews of principals and teachers before COVID-19 is relatively the same as information on survey instruments. Forms of coaching in curriculum coordination are carried out in the form of training / workshops for curriculum development consisting of: 1) syllabi, 2) lesson plans, 3) learning methods, 4) assessment models, and 5) extracurricular development. This activity is undertaken with the principal as a resource or inviting resource persons from the West Nusa Tenggara Education Quality Assurance Agency. Resource persons for curriculum development training can also maximize the presence of senior teachers in their respective schools or other schools that have previously participated in similar training.

Training is carried out in schools and teacher working groups in one district. Feedback on the results of the principal's supervision to teachers is conveyed on the agenda for monthly teacher meetings or special meetings on curriculum development. Curriculum meetings or teacher meetings are used by principals in absorbing information about the communication process carried out by the teacher to parents and the development of student learning processes and outcomes within a certain period of time. Specifically in the conditions and context of COVID-19, in addition to media communication, the teacher makes individual visits to each student, especially to students who experience learning problems. This condition adds to the burden of the teacher (in the COVID-19 phase). Overall, this form of coordination with its various weaknesses shows the continuation of learning before and when (COVID-19).

Compared to previous studies, especially curriculum leadership by school principals in the Indonesian context, the results of this study differ in seeing learning leadership in unalike positions in the principal's function when carrying out instructional-functions. Clearly, the three anterior research groups placed learning leaders only in the function of guiding the instructional-process of the curriculum, without seeing learning leaders as a whole function in achieving quality schools through the translation of school missions, instructional development, and building a positive school climate. The findings of this study indicate that leadership capacity must be a constructive, contextual stimulant. The function of learning leadership is not merely an instructional function, but the overall capacity that makes schools a quality institution and shared pride.

Two important points were discussed regarding the findings of this study of the significance of a curriculum model in conditions of natural disasters and non-natural disasters. Of course, this mind is without hope that disaster will occur, but planning and preparation are absolutely necessary. The learning conditions and context that began with the coordination of the COVID-19 phase curriculum became an interesting experience to recommend the importance of the curriculum in disaster conditions. Second, it was just realized that parents have a strategic role in assisting students' learning process at home. There is a view of some parents, that the process and results of student learning are the responsibility of the school, in this case, the principal and the teacher. Conditions and context COVID-19 teaches about the importance of synergy between the school and parents of students, including effective communication tools.

Conclusion

The form of curriculum coordination by school principals and teachers, school principals and parent are carried out in five forms, namely curriculum preparation, curriculum implementation evaluation, curriculum supervision, monitoring student achievement, and coordination with parents of students. The curriculum preparation products include: 1) syllabus, 2) lesson plans, 3) learning materials, 4) assessment methods, and 5) extracurricular activities. This activity is carried out variously at the beginning of the semester, mid-semester, and at the beginning of the new school year. The product of preparation activities is in the form of a complete one-semester learning document and the other for one-year learning. Coordination activities are carried out at teacher meetings and curriculum meetings. Preparatory activities continued with curriculum evaluation and supervision. Proof of the success of curriculum coordination by the principal through information on student learning outcomes that is regularly accessed by the principal at the middle of the semester and at the end of the semester. Especially in the conditions and context of COVID-19, coordination was not carried out in preparing curriculum documents, but in the aspect of implementing learning. Because learning is carried out from home, coordination concerns the readiness and depth of the material to be studied by students with the assistance of

parents. By maximizing the function of communication tools with various platforms, teachers also make individual visits to students, especially those experiencing learning problems. Information on student learning outcomes is important to convey as in the pre-COVID-19 phase, although it is not the same as the learning outcomes of the previous phase. Apart from the synergy between school stakeholders, this condition shows the continuity of learning between these two phases.

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