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***Students Online English Club of STITM Ngawi  
In Pandemic Era: A Learning Challenge***

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***Abstract***

*At this time the world has been shocked by the plague that affects all levels of society, in this case the <sup>world</sup> of education has the most real impact. The world of education, especially universities where students are very active are forced to study independently from home so that there are many complaints and other negative impacts. In order the lecture also have many problems faced these new method on learning from home. Here the researcher teaches English, EFL instruction shows different paradigm during Covid-19 Pandemic. Face to face or conventional English study club classroom sessions in University has transformed into Learn from Home (LFH). In addition, The Ministry of Education and Culture has issued a circular Number 15 in 2020 to regulate LFH in a response to the raise of Covid-19 sufferers and victims. This study was to describe challenges faced by the lecturer and students of university in online TEFL, especially for the second grade of university students of STITM Ngawi. This was a case study by means of direct observation towards online English club classroom sessions implementing in a rural public university level in Mantingan regency, East Java province, Indonesia; documentations on their works and projects; and interview. The result shows that the challenges are students' economic background affecting their readiness in preparing gadgets and quota to get involved in online learning, internet connection, time, supplementary materials, and heterogeneous students' capability.*

**Keywords:** *TEFL; Covid-19; LFH; challenges.*

### Abstraksi

Saat ini dunia telah dikejutkan oleh wabah yang mempengaruhi semua lapisan masyarakat, dalam hal ini dunia pendidikan memiliki dampak yang paling nyata. Dunia pendidikan, khususnya perguruan tinggi dimana mahasiswa sangat aktif terpaksa belajar mandiri dari rumah sehingga banyak keluhan dan dampak negatif lainnya. Agar perkuliahan juga memiliki banyak masalah yang dihadapi metode baru ini dalam belajar dari rumah. Di sini peneliti mengajarkan bahasa Inggris, instruksi EFL menunjukkan paradigma yang berbeda selama Pandemi Covid-19. Tatap muka atau sesi kelas klub belajar bahasa Inggris konvensional di Universitas telah berubah menjadi Learn from Home (LFH). Selain itu, Kemendikbud telah mengeluarkan surat edaran Nomor 15 Tahun 2020 untuk mengatur LFH dalam rangka penanggulangan kenaikan penderita dan korban Covid-19. Penelitian ini untuk menggambarkan tantangan yang dihadapi oleh dosen dan mahasiswa universitas di TEFL online, khususnya untuk kelas ii mahasiswa STITM Ngawi. Ini adalah studi kasus dengan cara pengamatan langsung terhadap sesi kelas klub bahasa Inggris online yang dilaksanakan di tingkat universitas negeri pedesaan di kabupaten Mantingan, provinsi Jawa Timur, Indonesia; dokumentasi tentang karya dan proyek mereka; dan wawancara. Hasilnya menunjukkan bahwa tantangan tersebut adalah latar belakang ekonomi siswa yang mempengaruhi kesiapan mereka dalam menyiapkan gadget dan kuota untuk terlibat dalam pembelajaran online, koneksi internet, waktu, materi tambahan, dan kemampuan siswa heterogen.

Kata kunci: TEFL; Covid-19; LFH; Tantangan.

### Introduction

Pada era desentralisasi seperti saat ini, kepala sekolah memiliki otonom yang This research was conducted during the Covid-19 pandemic that broke out in Indonesia. The activity began with a discussion with the classes which experienced several challenges in implementing online learning. Based on the results of the meeting of the school and the parents / guardians of students just before the odd semester of the 2020/2021 academic year, classes or learning English as local content online was agreed as a learning method during the pandemic. This is done because STITM Ngawi University in Mantingan Regency, Ngawi, Indonesia is still not open on the grounds that the pandemic is still spreading in the July to early October 2020 period. Therefore, face-to-face learning is not yet possible to be implemented. This is also in line with the Circular of the Ministry of Education and Culture Number 4 of 2020 concerning the Implementation of Education in the Covid-19 Pandemic Emergency which was later strengthened by Circular Number

15 of 2020 concerning Guidelines for Organizing Learning from Home in an Emergency for the Spread of Covid-19.<sup>1</sup>

Related to the challenges faced by the school which include classroom management challenges and technical challenges of implementing online learning with class group WhatsApp (WA) application, In this research the researcher seeks to identify the challenges faced by teachers and students of second grade in STITM Ngawi on learning English class during the pandemic. This is done because the online learning method is being used for the first time at the school in question. The researcher try to find and also trying to find a way out in order to minimize the bad impacts caused by the challenges of learning online.

English is one of the local content subjects taught in STITM Ngawi in grades 2,4 and 6. In relation to learning English is what is carried out in university grade. Learning topics include listening, grammar focus, speaking, and writing letters. There are 2 classes of English club, including classes 2A and 2B, with 25 students in each class. The total number of students studied was 50 students.

Regarding the implementation of online classes, Carrillo & Flores explains that the use of technology in supporting online learning depends on three pedagogical factors.<sup>2</sup>The pedagogical approach which is the first factor includes student-centered learning, the role of the teacher as a facilitator, and the integration of knowledge. The second factor is the learning design which includes the flexibility of learning, learning according to the individual needs of each student, according to the context, social, learning process, and the use of appropriate tools and technology. The third factor is facilitation which includes clear expectations, appropriate questions, understanding and sensitivity to cultural issues, providing timely feedback; constructive; and details, as well as the high attitude and commitment of the students. Huang et al. also details three main challenges in online learning during a pandemic. First, teachers have very limited time in preparing and / or adapting offline learning materials to online.<sup>3</sup> Second, the lack of or limited opportunities for teachers and students to interact directly and freely during online learning which results in disruption of the learning process. Third, using an effective pedagogical approach requires more effort to motivate and activate students in online learning. Byun & Slavin also found that although school

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<sup>1</sup> Circular of the Ministry of Education and Culture Number 4 of 2020

<sup>2</sup> Carrillo, C., & Flores, M. A. COVID-19 and teacher education: a literature review of online teaching and learning practices. *European Journal of Teacher Education*, 43(4) . 2020, 466–487.

<sup>3</sup> Huang, R., Tlili, A., Chang, T. W., Zhang, X., Nascimbeni, F., & Burgos, D. Disrupted classes, undisrupted learning during COVID-19 outbreak in China. 2020.

facilities are adequate and the national curriculum facilitates online learning very well, the imbalance in education that each student gets is also caused by family influence and financial problems that interfere with the learning process.<sup>4</sup>

Referring to the importance of the online learning process which was held for the first time at STITM Ngawi; quality assurance of an effective and sustainable online learning process; and some of the facts and theoretical and empirical foundations previously described, it is very necessary to identify the challenges faced by teachers and students in learning English online at the school in order to provide a detailed description and allow further analysis which can later be used as additional data for public policy stakeholders to provide the best solutions related to the challenges in question.

## Method

This research is a qualitative case study type research which has the main objective of identifying and describing the challenges in learning English online faced by teachers and students who are just starting out with online learning methods. Challenges are identified, analyzed and described in depth.

The research subjects included 1 class teacher who was assigned to teach English club and 50 students in second A&B Grades where each class consisted of 25 students. The research was conducted in the Odd Semester of the 2020/2021 Academic Year. The object of research is the challenges of classroom management and technical challenges of learning English online.

The data were obtained through observations of the English learning process which took place in the period October –December 2020 through the WhatsApp Group for classes 2A and 2B grade of STITM Ngawi. Data was also obtained by documenting learning materials, assignments, and student projects recorded in WhatsApp groups for grades 2A and 2B. In order to enrich the observation and documentation data, interviews with teachers and students were also carried out by meeting in person without neglecting health protocols, features of voice calls and / or voice calls, and messages / chat or conversations with text.

Data from observation, documentation, and interviews are then analyzed and triangulated or verified by 3 research methods and data obtained from the three methods referred to in order to obtain valid conclusions.

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<sup>4</sup> Byun, S., & Slavin, R. E. Educational Responses to the COVID-19 Outbreak in South Korea. *SSRN Electronic Journal*. 2020

## Results and Discussion

The results of observations, documentation, and interviews show that teachers and students have challenges in relation to classroom and technical management. Teachers have limitations in explaining learning material related to variations in learning methods that are carried out. In the previous conventional class, teachers had creativity, flexibility, and diversity in the use of teaching methods that were adjusted to the material, task characteristics, learner characteristics, learning situations and environments, and so on. However, teachers experience limited ability to explain because learning is done online. This also provides challenges to teachers and students in carrying out learning activities. Activities are limited to sharing learning materials, videos, assignments, voice messages, and related information that have limited interaction patterns, namely from teacher to student and from student to teacher. The interaction pattern between students is quite limited. Group or pair work activities have not been seen in learning, so activities that require students to discuss and in groups are still limited. Student-centered or student-centered learning cannot be done because all material, activities, questions, assignments, and information are centered or sourced from the teacher.

Teachers and students are also constrained by learning time which makes exposure, explanation, reinforcement, enrichment of learning materials, and clarification of materials difficult. For example, some students who do not understand a material during the specified learning period must ask the teacher directly through the teacher's personal WA. Teachers also have limited time and methods or techniques in giving explanations to students satisfactorily because it is quite difficult to give them online. The same thing happened to students. Giving feedback, reinforcements, rewards, and sanctions to students is also very limited. Teachers usually provide corrections to student assignments or projects that are collected, provide verbal reinforcement and rewards such as the words "good, smart, enthusiastic" and / or provide similar symbols or emoticons to motivate students to learn and participate. However, giving sanctions to students who do not, have not, or are late in submitting assignments cannot be automatically given. The teacher can only remind them continuously every week so that they immediately collect the assignments. During the learning and research process, only 22 (twenty two) students were active and collected assignments and projects given by the teacher in full from 50 second Grade students who were divided into 2 parallel classes. Student discipline in fulfilling tasks in this case needs to be improved (22 out of 50 active students). This also shows the limitations of teachers in checking

the level of competence of students as a whole. In the end, learning evaluation cannot be carried out optimally.

As a result, other challenges arise, namely the limitations of the ability to accommodate diverse interests, learning styles, and abilities of students due to limitations in analyzing student needs and evaluating student learning processes and outcomes. In general, the English skills of 50 second semester students in the 2020/2021 Academic Year are students who are able to: moderate: the ratio is less than 25:15:12 based on the results of reflection on the process and their learning outcomes in the previous semester in first semester.

Strengthening Character Education also cannot be done optimally by teachers considering that students are not directly with the teacher. They are continuously under the guidance and supervision of their parents for 7 days 24 hours during the online study which runs from May 2020. Thus, character education is fully the responsibility of the parents / guardians of students. Teachers can only try to insert a little competency material into the given material or assignments such as responsibility, honesty, hard work, discipline, caring, and working together.

Technically, based on the results of observations; documentation; and interviews, 4 out of 50 students do not have learning support devices in the form of smart phones that support the learning process that is being carried out. Some students have devices that do not have certain features such as videos and certain document opening features so that students have limitations in getting material and working on given assignments and projects. An interesting case occurs that four students who do not have a Smartphone are assigned tasks or work with their friends who happen to be their neighbors. They learn together and take turns sending assignments or projects given to each other.

Limited economic conditions: especially during the Covid-19 pandemic, 9 out of 50 family heads experienced difficulties in providing internet quota for their children while taking online classes at school. Thankfully, when the data collection for this research ended, the government had provided free quota assistance for students and teachers since the 3rd week of November 2020, to be precise starting on October 22, 2020. However, based on information from the school as of early October 2020, not all students received a package, assistance for study quota, the amount of which is 5 GB general quota and 30 GB study quota. Regarding quotas and cellular networks, another challenge that arises is that some areas where students live are difficult to reach signals. A total of 12 out of 50 students reported

that they experienced interference or trouble with signals in the area where they live.

We all realize that this is the beginning of the transformation of education from offline to online mode. We are also very much aware that online is something new in the world of education, especially in public elementary schools in all corners of the country, despite the fact that some have indeed implemented it in a mixed or full manner in the days before the pandemic. We realize that we need to adapt to new habits in this new era. Thus, there is a need for joint efforts to provide education about ethics and digital literacy so that teachers and students can use and utilize Information and Communication Technology (ICT) properly, correctly, and wisely. From the observations it was found that the ethics and digital literacy of grade 6 students still need to be improved because they still often use the class WA group to talk about or discuss things that are not relevant to learning. They even use the group to joke with their friends and this is done on the learning schedule as well as outside the learning schedule. The teacher often reminds them when this happens. Thankfully they were willing to obey the teacher's advice even though it was recurring in the following weeks. It would be better if digital education and literacy were given early on to familiarize them with using ICT wisely.

WA is a social media whose designation is not to be used as a learning medium or non-e-learning platform. The use of the WA group as a medium for sharing information in learning, based on the results of observation and documentation, has several weaknesses. Data materials, assignments, and projects cannot be organized systematically and tend to be difficult to locate again if several messages, media, and other information are constantly filling the group chat. The storage capacity of documents often overloads the storage capacity of the device so that users, teachers and students delete assignment documents or materials to save memory space on their devices. This results in the loss of assignment documents and related materials that have not been downloaded by students and teachers, so they must contact the owner of the source of the documents, materials, and information in order to re-upload them to the group chat or class WA group.

The use of a Learning Management System (LMS) or Learning Management System (SMB) needs to be introduced to teachers and students to overcome some of the weaknesses of using the class WA group in order to create an effective, efficient, systematic, measurable and well documented learning

process.<sup>5</sup> Technically, students also face the challenge of limited access to adequate English study guidance. This is related to the availability of tutoring institutions, the location of the student's residence which is quite far from the intended facilities, the economic limitations of the family to pay for tuition, and the pandemic situation that does not allow students to travel freely. Students at home only rely on the material distributed by the teacher, the supporting books they get from school, and the guidance of parents / guardians who are busy supporting their families and have a variety of educational backgrounds and knowledge of English. Even some of the students' parents / guardians do not understand English. This results in limited knowledge & ability of parents / guardians to facilitate their children learning at home. It is recorded that 25 out of 50 students have limited access to adequate English tutoring when studying at home is applied.

Previous research results show that learning during the Covid-19 pandemic has various challenges and problems. These challenges and problems are faced by all units of education level from early childhood to tertiary level.<sup>6</sup> Bazimaziki also found that changing the mode of learning from face-to-face to online becomes heavier if the teaching delivered must include ethical values, critical thinking, analytical thinking, and communication skills.<sup>7</sup> The achievement of this capability is hampered due to limited ICT capabilities and resources during a pandemic. Adarkwah identified that many rural areas in Ghana are unable to carry out online learning to its full potential.<sup>8</sup> This shows that online learning in Ghana is still experiencing challenges that are also experienced by many countries that have not evenly distributed an established online learning infrastructure. Carrillo & Flores emphasizes the pedagogical factors of online learning that utilize technology to support learning. These factors include, first, a pedagogical approach such as the learner as the center of activities, the role of the teacher as a facilitator, and the integration of knowledge. Second, learning design that includes learning flexibility, learning tailored to personal, contextual, social, formative needs, and using appropriate tools and technology. Third, the facilitation factor, which includes clear expectations / goals, appropriate analysis, introduction to cultural issues and

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<sup>5</sup> Adarkwah, M. A. "I'm not against online teaching, but what about us?": ICT in Ghana post Covid-19. *Education and Information Technologies*, 2020.

<sup>6</sup> Bazimaziki, G. Challenges in using ICT Gadgets to cope with effects of COVID-19 on Education: A short survey of online teaching Literature in English. *Journal of Humanities and Education Development*, 2020.

<sup>7</sup> Ibid,

<sup>8</sup> Adarkwah, M. A. "I'm not against online teaching, but what about us?": ICT in Ghana post Covid-19. *Education and Information Technologies*, 2020.

student backgrounds, timely, constructive, and detailed feedback, accompanied by high student behavior and commitment.<sup>9</sup>

Meanwhile, Huber & Helm, which conducted a survey of school barometers in Germany, Austria and Switzerland, involved 7116 people consisting of parents of students; students; school staff; school leaders; school policy holders; and those involved in the school support system, found that it is closely related to the results of this study that technical resources and digital learning are less available in Germany when compared to Austria and Switzerland. Second, schools that have a collaborative culture can better master the challenges of online learning. Third, the parties who feel the most pressure from online learning are school leaders. Fourth, from the three countries, it turns out that there are equipment problems such as computers, notebooks, tablet to learn precisely is still a challenge in these developed countries.<sup>10</sup> This shows that the problem of electronic devices remains a problem or challenge for online learning even in developed countries.

In Asia, various experts also participated in researching online learning during the Covid-19 period. Gao & Zhang assert that teachers should have a clear cognition about the features, advantages, and constraints of online classrooms.<sup>11</sup> They should have mastered ICT and understood the learning needs of students, the implementation of online teaching, and the need to combine conventional classroom teaching methods with online delivery methods. Huang et al. also carried out research in China and found that there were three main challenges in online learning in this pandemic situation, namely as follows. First, there is a lack of preparation time to adapt learning material from offline material to online. Second, the isolation of teachers and students, in this long online learning period, teachers and students have never met in person or in blended learning, so they should not feel isolated in the learning process because of the lack of direct interaction as they are used to previous. Third, there is a need for an effective pedagogical approach to keep students motivated and engaged during this long period of online learning.

Regarding the challenges of learning during the pandemic, Byun & Slavin examined the response of education to school closures in South Korea due to the Covid-19 pandemic. Adequate facilities and South Korea's national curriculum greatly facilitate online learning. However, there are other challenges in the

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<sup>9</sup> Carrillo, C., & Flores, M. A. COVID-19 and teacher education: a literature review of online teaching and learning practices. 2020

<sup>10</sup> Huber, S. G., & Helm, C. COVID-19 and schooling: evaluation, assessment and accountability in times of crises—2020.

<sup>11</sup> Gao, L. X., & Zhang, L. J. Teacher Learning in Difficult Times: Examining Foreign Language Teachers' Cognitions About Online Teaching to Tide Over COVID-19. 2020.

application of online learning, namely the imbalance of education between students due to family influences and financial problems that interfere with the learning process. This is in line with our findings in the context of BDR that some students are unable or late to take online learning due to the economic limitations of families in providing ICT tools and learning quotas for their children.<sup>12</sup>

In the Southeast Asian region, Krishan et al., found that online learning with free online resources provides a motivating learning environment, improves critical and analytical thinking skills, and supports social interaction between students and teachers and other students. Yen & Mohamad also specifically looks at learning English, especially spelling for elementary school children in Malaysia and finds that there is an increase in student learning motivation and students can adjust their learning speed according to their own abilities.<sup>13</sup> The same thing was found in our study, but the percentage of occurrence was still quite small and only dominated by students who had good average abilities.

In Indonesia, Covid-19 has also had a very large and broad impact on learning patterns. This phenomenon has also been studied by various researchers in various regions in Indonesia from early childhood education to tertiary education, just like research in other parts of the world. Simamora conducted a study on the views and responses of fifteen Indonesian students to synchronous and asynchronous online learning during this pandemic. It was found that with online learning, students stated that the material could be accessed more quickly and increased understanding of the data so that it could improve learning outcomes even though at the same time they also experienced challenges and obstacles such as conditions.<sup>14</sup> economics, anxiety in online learning, and the ability to conduct online classes are also still widely found in this study.

Furthermore, Handarini & Wulandari conducted a literature study to identify learning activities at home carried out by students in following government recommendations regarding the Covid-19 health protocol.<sup>15</sup> Their research found that online learning has a positive impact on increasing student learning freedom and can also increase students' motivation to learn. In addition, with regard to

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<sup>12</sup> Krishan, I. A., Ching, H. S., Ramalingam, S., Maruthai, E., Kandasamy, P., Mello, G. De, Munian, S., & Ling, W. W. Challenges of Learning English in 21st Century. 2020.

<sup>13</sup> Yen, E. L. Y., & Mohamad, M. Utilising E-Learning to Assist Primary School ESL Pupils in Learning to Spell during COVID-19 Pandemic: A Literature Review. *Creative Education*, 2020

<sup>14</sup> Simamora, R. M. The Challenges of Online Learning during the COVID-19 Pandemic: An Essay Analysis of Performing Arts Education Students. 2020

<sup>15</sup> Handarini, O. I., & Wulandari, S. S. Pembelajaran Daring Sebagai Upaya Study From Home (SFH) Selama Pandemi Covid 19. 2020

implementing health protocols, online learning is very effective in realizing social distancing to reduce the spread of Covid-19.

At the basic education level, Rusmiati et al., examined the perceptions of 67 elementary school teachers towards online learning in Jakarta, West Java, East Java, Central Java, West Kalimantan. The main finding of this study is that the role of technology readiness in online learning during a pandemic will determine the success of learning.<sup>16</sup> This technological readiness is also supported by a humanist curriculum, the support and participation of stakeholders including government, schools, teachers, parents of students, and the community. Apart from research, during this pandemic period, various efforts to assist the community in solving online learning problems have been carried out. One of them is by Febriyanti & Sundari who do community service for junior high school English teachers in the Depok area, Indonesia regarding the use of various online learning platforms in learning English. This activity aims to improve the online learning process during a pandemic, especially with Zoom and Google Meet.<sup>17</sup> This activity can increase teacher literacy towards the two online learning platforms in an effort to maximize the benefits obtained in online learning.

## Conclusion

From the explanation above, it can be concluded that since the outbreak of the Covid-19 pandemic, all learning processes in various parts of the world have changed from face-to-face to online mode. The application of this online mode always provides challenges and also convenience to all parties involved in it. Challenges arise not only in countries that lack infrastructure, but also in developed countries such as Germany, South Korea and China. The challenges referred to are related to classroom management and learning which includes preparation, implementation, and evaluation of online learning which still requires the contribution of all stakeholders in the education world including observers of the world of education and education policy makers. Another challenge is technical challenges in the form of supporting infrastructure availability, improving the community's economy, human resource readiness, and education and digital literacy that need to be improved in order to realize effective, efficient, sustainable, and prudent online learning while still implementing strict health protocols to

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<sup>16</sup> Rusmiati, A. R., Reza, R., Achmad, S., Syaodih, E., Nurtanto, M., Sultan, A., Riana, A., & Tambunan, S. The Perceptions of Primary School. 2020

<sup>17</sup> Febriyanti, R. H., & Sundari, H. (2020). *Rangkiang : Jurnal Pengabdian Pada Masyarakat UP3M STKIPPGRI Sumatera Barat Platform For Application Of Use In Online English Based Dirasah*, Vol.4, No. 2, Agustus 2021

narrow space motion of the spread of the Covid-19 virus. It cannot be denied that online learning also has a positive impact in general in building the readiness of all education actors to always improve their quality and be ready for various changes in the new era of life. kal peserta didik. Jadi kepala sekolah berperan penting dalam kehidupan sekolah.<sup>18</sup>

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<sup>18</sup> Mulyasa, *Menjadi Kepala Sekolah Profesional* (Bandung: Remaja. Rosdakary, 2009), 24.

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