The Principal in Forming Teacher Work Motivation in the Covid-19 Pandemic Period at Senior High School 1 Sigli

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The role of a school principal in the Covid-19 pandemic is to shape teacher work motivation. The purpose of this study is to determine the form of principal activities that are most effective in shaping teacher work motivation during the Covid-19 Pandemic. This study uses Mixed-Method in a high school 1 Sigli. In shaping teacher work motivation during the Covid-19 pandemic, the principal can be assessed when the principal carries out his leadership activities, which include: forms of activities and the school atmosphere created, and the principal's leadership activities in creating a work atmosphere in shaping teacher work motivation. The category of school organisation development which is still simple has an impact on leadership activities and the creation of an interrelated school atmosphere, namely: strengthening organisation, and building communication. Then concerning the creation of a work atmosphere, a school principal can implement: establishing a work system, instilling positive thinking, and realising the Guarantee program.

Key word: *Leadership, Teacher, Motivation, Covid-19 Pandemic.*

Introduction

Educational issues are increasingly complex, both regarding the quality of education, equitable distribution of education, and education management and even the curriculum. Education is the main means for the success of national development, besides that education is also a tool or means to educate the nation's life, both religious education and general education. The development will be successful if one of the processes, namely education, is also successful. One of the main steps in making it happen is increasing teacher professionalism. Indeed, it cannot be denied, during the Covid-19 outbreak that the role of teachers is very important in

teaching and learning activities have a very big influence during this Pandemic. To be able to teach, teachers no longer used face to face to limit human encounters in large numbers; so professional teachers are needed, namely teachers who are able to use IT as a learning tool so that teaching and learning activities run well.

To increase the potential of qualified teachers as described above, of course, it is inseparable from the role of the principal, so that in relation to all activities related to school it is a leadership activity, with a specific function. About the leadership function (Harris, 2011), gave the opinion that: principals have a fundamental change in their understanding of leadership and in the ways they enact their leadership roles. There are schools that have high student learning achievement, there are also schools whose students' learning achievement scores are mediocre and there are also schools whose students' learning achievement is lacking. Schools with average achieving students and schools with less achieving students are required to improve the quality of the process and learning outcomes. In this case, the teacher is part of the process so that enthusiasm for work is closely related. So it is deemed necessary to make efforts to increase the enthusiasm of the work of teachers in a school. One way this is done is by increasing work motivation. This is in accordance with the opinion (Eyal & Roth, 2011) who explained that motivation, in contrast, results when the person believes that engaging in the behaviour will result in some desired experience or outcome.

Motivation questions how to encourage teacher work passion, so that teachers want to work hard by contributing all their abilities, thoughts and skills in order to realise educational goals. In motivation, there is a potential strength that is in a person, which can be developed independently, or developed by a number of outside forces, which can affect their performance positively or negatively. This depends on the situation and conditions faced by the person concerned. When someone works less enthusiastically or without motivation, the desire to get good results seems to be doubted, and on the other hand, working with high enthusiasm or work motivation hopes to get good results becomes a lot of people's understanding. For teachers, the motivation they have, learning effectiveness reflects teachers' beliefs about their motivation, ability and persistence as learners in an environment of collegial exchange (Liu et al., 2016).

Teacher motivation will be good if the teacher has been able to carry out the elements consisting of high loyalty and commitment to teaching tasks, mastering and developing learning materials, discipline in teaching and other tasks, creativity in teaching implementation, collaboration with all school members, leadership that becomes student role models, good personality, honest and objective in guiding students, as well as responsibility for their duties. Based on this description, it can be said that motivated teachers can carry out and complete work well. That is, the work is done to the correct standard, within a predetermined time scale, and performs with pleasure. As noted earlier, though teachers' work motivation could directly contribute to their well-being, it is expected that principal leadership plays a critical role in the relationship between work motivation and well-being, because an elementary school is a kind of an

organisation. As such, we try to introduce teachers' perception of principal leadership (Um et al., 2018). In order for work motivation to be optimised in school organisations, it is necessary to know the factors that can influence work motivation, namely internal factors and external factors. Intrinsic motivation involves performing an activity because the activity itself is interesting. This comprises the prototype of autonomy because the person is willing to do the activity volitionally, out of interest. Extrinsic motivation involves performing an activity because it leads to some separable consequence (Eyal & Roth, 2011).

The leadership of the principal in the education unit has a strategic function to determine the success or failure of a predetermined program. The education unit as a system with the principal being the leader, the principal must be able to be humane to unite the groups in the education unit they lead and move them towards achieving the expected goals. Good management of all elements will create an effective leadership style to achieve the expected school vision and mission and to produce qualified graduates. Effective managerial skills can be demonstrated through the leadership of the principal (Kempa et al., 2017). Given the very important role of the principal in creating learning situations and conditions during the Covid-19 pandemic, in order to achieve educational goals in schools, as well as the role of the principal in designing an atmosphere that can motivate all school members, especially teachers, it will be very useful to know the headmasters' implementation of leadership. So, researchers focused on the study of the leadership of school principals in shaping teacher work motivation during the Covid-19 pandemic.

The Principal

Leadership is important in developing effective, innovative schools and in facilitating quality teaching and learning (Dinham, 2005). Principal perception and, in turn, the principal behaviour determine the extent to which school leaders influence organisational change for student improvement (Urick & Bowers, 2014). A leader that has the ability to influence others is desperately needed, because a leader has the authority to direct the performance of its members so that it can achieve the goal to be achieved. Principals develop teacher collaboration by giving empathy and support, keeping communication open, and providing opportunities for critical thinking (Dumay et al., 2014). A good leader must have the ability to influence its members by way of good and right so that group goals are easily achieved. The ability to influence others is not owned by any person. Therefore not everyone can become a good leader.

Factors stimulating successful leadership practices could include, for example: on-the-job learning; professional development experiences; socialisation processes; and individual traits. These are factors both internal to leaders, as well as features of their external environments (Leithwood, 2005). Good leadership is influenced by the ability and intelligence of a leader. If there is good leadership, then it will create a group or organisation better. A good organisation and good leadership will allow an institution to achieve the goals agreed upon. Based on the opinion of some experts, it can be concluded that principal leadership is a process of interaction

between the parties that led the teacher and employees with the leading of the head of school in the school organisation. The party leader must have the ability to influence a group of members in order to achieve a common goal. Principal leadership plays a very important role in order to aim and move the education organisation to achieve the expected goals of mutual interest. Good leadership always pays attention to shared interests, not personal interests so that it can materialise the organisation or group that is solid. The leadership of the head of school as the top leader in the school is expected to realise the role and duties of the principal are bears, so that leads to the achievement of the objectives and the results are adequate. The head of the school has been able to realise the role and the main tasks of the bears can be said as the head of a quality school. If it has the head of a quality school, it will get an increase in the achievement of educational.

Teacher's Motivation

Teachers' motivation becomes more important in the current environment when more and more higher education imparting institutions are coming in the country with attractive salary packages and technologically improved infrastructure (Muhammad Imran Rasheed et al., 2014). Based on these opinions, it can be seen that the motivation is very influential on a business to reach the goal. According to (Salifu et al., 2013) it is the behaviour needed in order to achieve anything in life; without it, a person would give up at the first sign of adversity. Therefore, the presence of powerful energy will be very influential on the performance of teachers and the goals to be achieved.

Teacher motivation also is a very important factor in influencing the performance of teachers to achieve educational goals. If the teacher has a high work motivation, they will be pushed and strive to improve their ability to carry out tasks as educators in the school so as to obtain maximum results. Teacher motivation is greatly needed to be improved. The higher the teacher motivation, the higher effort will be made to achieve the goals that have been set. It can be concluded that teacher motivation is encouragement from within and outside the self; a teacher who is trying to improve their self ability to achieve a goal in education. If teacher motivation is high, then the education goals and plans that have been designed by the organisation or school can be achieved easily.

Methods

This research uses the Mixed-Method. The use of the Mixed-Method, also known as Multi-Methodology, is a combination of two research methods, namely the combination of qualitative and quantitative methods. Mixed research methods are increasingly being used today in many disciplines such as sociology, psychology, health and education (Bentahar & Cameron, 2015). Qualitative methods are carried out with the help of being able to describe the actual situation in the field, as well as being able to describe the data, facts and circumstances that occur in detail, which is undertaken by collecting as much data as possible, while with the use of

quantitative methods researchers hope to provide steps to strengthen the analysis of qualitative data.

Data Collection Technique

There are many ways to find out the implementation of the principal's leadership, either directly or indirectly. Directly means knowing the leadership of the principal directly to the principal concerned, while indirectly is knowing the leadership of the principal through the opinions of the teachers they lead. Likewise, the data collection method used can be done by interview, observation and questionnaire. This research is a Mixed-Method with a case study approach, and the presentation technique uses a descriptive-analytic study, which means analysing data on the basis of qualitative data, which is strengthened by inductive thinking and theoretical understanding, and strengthened by quantitative data analysis to explain certain phenomena and aspects.

Interview

An interview is generally defined as an effort to collect information by asking a number of questions orally and answered orally as well. The author conducts interviews to obtain data, information, standpoints or views of the interviewee and individual; in order to deepen or as a comparison with other opinions so that a more valid truth is obtained. The interview technique used consists of two types, namely: (1) interviews using guides in the form of structured questions, (2) interviews without using a guide, this is meant so that the conversation or interview can flow naturally so that it can dig deep information as a complement to the interview using the guide. Interview result data will be secondary data.

Documentation

The documentation technique is carried out by studying and examining written items such as books, magazines, documents, regulations, meeting minutes, daily notes, and so on related to research, which in this case are all archives or data on the school locus, related to the problem to be studied. This data is a complementary effort to the data from the interview technique so that the data will be secondary data.

Observation

This activity is carried out by observing phenomena that can be seen directly in the field, this is an effort to gather as much information as possible related to research. The technique of collecting data by observation is carried out in order to overcome deficiencies in the use of interview techniques. These deficiencies include that the information conveyed by the informants is very limited.

Questionnaire

The distribution of questionnaires in this study was carried out by providing a list of questions that had been provided or the choice of answers was determined, namely addressed to respondents who were the unit of analysis. This data will be primary data. In this study, the questionnaire for respondents is a closed questionnaire instrument, using five alternative answers that must be filled in or answered by the respondent. The alternative answers are (1) never done, (2) rarely done (3) sometimes done, but often not done, (4) often done (5) always do.

Data Analysis Techniques

In this study, data and information were in the form of observation results, interview results, documentation study results and questionnaire results. Furthermore, in processing the data and information it was presented descriptively and analysed, the steps include: (a) data reduction, (b) data display, and (c) data verification and drawing conclusions.

a) Data reduction: carried out to examine the overall data collected from the field, in order to find the main points of the object under study in accordance with the focus of the study.
b) Data display: the main things obtained from the data reduction stage, then summarised systematically so that the meaning is easy to understand.
c) Data verification: testing the conclusions that have been drawn with comparable data from the results of data collection and other supporting data.

Validation of Research Findings

The activity of validating research findings will be carried out in the following stages:

1. Credibility: this term in qualitative research is also called internal validation; this is a measure of the correctness of the data collected and describes the researcher's concept with the concepts obtained from respondents or informants. At this stage of credibility, the following activities will be carried out:
2. Triangulation: activity in the form of correcting the correctness of data, the process of which compares the data obtained with other sources, such as resource persons who are considered competent, in this case, elements of the Pidie district education office.

- Talks with colleagues (peer debriefing), which is an activity in the form of discussions with resource persons who are competent but have no interest in research, regarding the results of field data collection, as well as asking for critical suggestions and input.
- Member check, namely activities in the form of conclusions together with each respondent, after conducting interviews, this is done in order to avoid misperceptions between the researcher and the data source.

- Transferability, a stage which means that the results of the research can be applied or used in different places and situations. This activity is often called external validation.
- Dependability, the use of this stage is to test the consistency of research results, meaning to find out whether or not the findings can be repeated for research elsewhere.
- Confirmability, activities at this stage are related to the objectivity of research results, which can be carried out by re-checking, as well as checking to provide confidence that the things reported are reliable and in accordance with the real situation in the field.

Results

In finding out the leadership of the principal that is most effective in shaping teacher work motivation in the Covid-19 pandemic, it will be discussed through the results of interviews, observations and surveys as a strengthening of the opinion obtained from the recapitulation of the percentage of answers to the questionnaire about the principal's leadership activities, which the teacher has filled in. The discussion begins with understanding Table 1, as follows:

Table 1: Percentage of Respondents' Answers on Principal Leadership Activities related to school organisational activities

Principal Leadership Activities	A list of questions	Percentage of Questionnaire Answers				
		1	2	3	4	5
	The principal of the school acted as the real Organisation leader of the teachers in this school during the Covid-19 Pandemic.	4%	5%	8%	10%	73%
	Conceal yourself or avoid meeting directly with teachers during the Covid-19 Pandemic.	80%	11%	3%	3%	3%
	Giving special assignments to teachers during the Covid-19 Pandemic.	3%	4%	3%	20%	70%
	Refused to explain the background of their actions to teachers during the Covid-19 Pandemic.	70%	19%	5%	3%	3%
	Acting without consultation or deliberation with teachers during the Covid-19 Pandemic.	72%	17%	3%	5%	3%
	Attitude must be accepted by the teachers,	28%	25%	9%	13%	25%

without questioning or arguing during the Covid-19 Pandemic.					
Treat all teachers in this school at the same level during the Covid-19 Pandemic.	22%	20%	15%	20%	23%
Creating a working atmosphere in order that the teachers at this school were able to work together as a team during the Covid-19 Pandemic.	6%	3%	3%	5%	83%
Explain their role as the principal so that it can be understood by teachers during the Covid-19 Pandemic.	4%	5%	2%	19%	70%
Asking teachers to follow the regulations that were standardised during the Covid-19 Pandemic.	3%	2%	21%	23%	51%
Keep an eye on the teachers so they can work optimally during the Covid-19 Pandemic.	3%	9%	63%	15%	10%
Supervise the teachers in this school so that they work they were well coordinated during the Covid-19 Pandemic.	5%	13%	10%	11%	61%
Criticising the teacher's work as less satisfactory during the Covid-19 Pandemic.	5%	75%	8%	7%	5%

At the beginning of this questionnaire, the activities of the school principal will be discussed related to school organisation. Based on the respondent's answer to question number 1, it is clear that the behaviour of the principal was considered by the teacher as the real leader during the Covid-19 Pandemic. This is based on the answers of 73% of the respondents stated that it is always done, 10% is often done, 8% is sometimes done, 5% is rarely done and 4% answers that it is never done. In question 2 about the principal running away from responsibility, it turns out that 80% of the respondents answered that they never did it, 11% rarely did it, 3% did it sometimes, 3% did it often and 3% answered it always done. In question 3 regarding the assignment of a special assignments by the principal to the teacher, it was found that 70% of the answers were always done, 20% were done frequently, 3% were done sometimes, 4% were rarely done and 3% were never done. When asked about the rejection of the principal's background explanation to the teacher in question 4, it was found that 70% were answered never done, 19% rarely did, 5% sometimes did, 3% did often, and 3% of respondents answered always done. Question 5 about when carrying out an action the principal does not consult or consult with teachers, the respondents were intrigued by questions like this as 72% of

respondents answered never done, 17% rarely done, 3% done sometimes, 5% often done and 3% always done.

Question 6 regarding the relation to the attitude of the principal that must be accepted by the teachers, respondents gave answers 28% never done, 25% rarely done, 9% sometimes done, 13% often done and 25% always done. Question 7 about the principal treats all teachers in the school at the same level, the respondents think 22% never done, 20% rarely do, 15% sometimes do, 20% often do and 23% always do. Question 8 regarding the activities of the principal in creating a working atmosphere for teachers to work together as a team, this was responded to by 6% of the respondents who answered that it was never done, 3% was rarely done, 3% was done sometimes, 5% was done frequently and 83% was always done. Question 9 regarding the principal explains the role so that the teachers understand they responded to this with 4% saying never done, 5% rarely done, 2% done sometimes, 19% done often and 70% always done.

In question 10 about asking teachers to follow standardised rules, when this becomes a question, respondents answered 3% answered never done, 2% rarely done, 21% done sometimes, 23% done frequently and 51% always done. Question 11 regarding finding out the behaviour of the principal about supervising teacher work, so that teachers can work as much as possible 3% answered never done, 9% rarely done, 63% sometimes done, 15% often done and 10% always done. Question 12 about supervising the teachers in this school so that their work is well coordinated respondents' responses were 5% answered never done, 13% rarely done, 10% sometimes done, 11% often done and 61% always done. Question 13 about criticising the unsatisfactory work of the teacher, is the activity of the principal received a response of 5% answered never done, 75% rarely done, 8% done sometimes, 7% done often and 5% always done.

The behaviour of the principal related to organisation, if you pay attention to the organisational structure owned by SMA 1 Sigli, then the involvement of teachers in organisational management is limited to certain teachers, meaning that not all teachers become organisers of the organisation. This results in the lack of a direct relationship that touches the interests and sense of direct teacher devotion. So that when it is related to the results of filling out the questionnaire it can be observed that the principal's activities regarding organisation related to planning, implementation, control and evaluation of respondents' answers are quite diverse. An understandable trend is that the principal remains a figure who is the source of the teachers' insight in the research location schools, as shown in Table 2.

Table 2: Percentage of Respondents' Answers on Principal Leadership Activities related to building communication activities.

Principal Activities School	A list of questions	Percentage of Questionnaire Answers				
		1	2	3	4	5
Build communication	It is easy to understand the problems of teachers during the Covid-19 Pandemic.	2%	5%	2%	19%	71%
	Provide time to listen to complaints, suggestions and criticism from teachers during the Covid-19 Pandemic.	1%	3%	5%	9%	82%
	Notifying previous teachers of a change that was implemented during the Covid-19 Pandemic.	3%	5%	7%	9%	76%
	Keeping teachers in this school well informed required.	1%	7%	3%	5%	84%
	Be friendly and approachable for teachers during the Covid-19 Pandemic.	1%	3%	7%	7%	82%
	Building communication with various parties during the Covid-19 Pandemic.	1%	4%	5%	7%	83%
	Trying to reach agreement with the teachers in this school on important matters first before carrying out teaching assignments during the Covid-19 Pandemic.	1%	3%	7%	9%	80%

In question 14 that asks about the easy understanding of the teacher's problems, it was found that 71% of the respondents' answers were always done, 19% answered often, 2% sometimes, 5% rarely done and 2% never do. Question 15 about providing time to listen to complaints, suggestions and criticisms from teachers at school, when this question was asked to respondents the answer was 1% never done, 3% rarely done, 5% sometimes done, 9% often done and 82% of respondents always done. Question 16 is about notifying teachers of a change implemented in this school. This is the behaviour of the principal, who got the teacher's response through the answers to the questionnaire as follows: 3% never done and 5% rarely

do. Question 17 about the principal's behavior in the form of keeping teachers in this school well informed, the answers were 1% answered never done, 7% rarely done, 3% sometimes done, 5% often done and 84% answered always done. Question 18 regarding being friendly and approachable to the teachers in this school, it was found that 0% was never done by the principal, 1% rarely did it, 7% sometimes did it, 7% did it often and 82% of respondents gave the answer always done. Question 19 about activities of the principal in building communication with various parties, respondents gave an answer of 1% never done, 4% rarely, 5% sometimes, 7% often and 83% of respondents thought it was always done. Question 20 about when asked calmly, the principal tries to get an agreement with the teachers in this school about important matters before carrying out his teaching duties, respondents answered 1% never done, 3% rarely, 7% sometimes, 9% often done and 80% of respondents answered always done.

When someone is in an organisation automatically will become part of that organisation, either directly or indirectly. The presence of a person will inevitably involve talking, observing, feeling and acting with communication. The next result is a feeling of comfort or not someone in the organisation, even then the motivation arises when the teachers carry out their duties. The indication that resulted from filling out the questionnaire about communication, teachers in the Master school felt very comfortable, it even appeared to be a form of motivation in itself, this was confirmed by the results of filling out the questionnaire, most of which answers were always done for each question. This is reinforced by the opinion of one teacher in answering his open question. Next is to explore the behaviour of the principal in relation to strengthening the management pillar. Exploring this problem is assisted by Table 3.

Table 3: Respondents' Answers on Principal Leadership Activities related to Management Pillar Strengthening activities

Activity Principal	A list of questions	Percentage of Questionnaire Answers				
		1	2	3	4	5
Pillar Strengthening Management	Make teachers feel comfortable whenever they speak thus when wearing a Covid-19 mask.	1%	10%	21%	37%	31%
	Emphasise the teacher- teacher to obey the set time schedule (limit).	1%	20%	24%	50%	5%
	Inviting to fight together in doing things important in this school.	1%	1%	39%	43%	16%
	Show attitude sincerity to work clearly so that it can be understood by the teachers in this school.	1%	3%	1%	12%	83%

	Willing to hold change for interest this school.	3%	12%	33%	31%	21%
	Carry out the struggle school development without strings attached.	10%	14%	22%	49%	5%
	Give gifts to the teachers in this school.	14%	16%	18%	27%	25%
	Get what is requested from above.	3%	20%	25%	42%	10%
	Carry out the proposal or advice from teachers in carrying out their job duties at this school.	3%	18%	35%	31%	13%
	Encourage teachers to use the same work procedure.	12%	13%	22%	41%	12%

Question 1 regarding the principal makes the teachers feel comfortable whenever they talk to him, the answer is 1% never, 10% rarely, 21% sometimes, 37% often and 31% of respondents answered always done comfortably. Question 2 about emphasising the teachers to adhere to the set time schedule, the opinion obtained was 1% never, 20% rarely do, 24% sometimes, 50% often do and 5% answer always done. Question 3 regarding the behaviour of the principal asked to fight together in doing important things in this school, the respondents' answers were 1% never, 1% rare, 39% sometimes, 43% often done and 16% of respondents answered always done. Question 4 regarding the principal shows a clear attitude of sincerity to work so that it can be understood by the teachers in this school, 1% answered never done, 3% answered rarely, 1% answered sometimes, 12% answered frequently and 83% answered always done. In question 5 3% of respondents answered never, 12% rarely, 33% sometimes, 31% often and 21% of respondents answered that it was always done by the principal when confirmed about the willingness to make changes for the benefit of this school. Question 6 about carrying out the struggle for school development without strings attached, respondents' answers detected that 10% answered never, 14% rarely, 22% sometimes, 49% often and 5% of respondents answered always done by the principal. Question 7 about giving gifts to teachers in this school, 14% of respondents answered never, 16% rarely, 18% sometimes, 27% often and 25% of respondents answered always done. Question 8 regarding the principal gets what he is asked of from his supervisor the teachers responded with 3% never, 20% rarely, 25% sometimes, 42% often and 10% of respondents answered always done. In question 9 regarding the relation to the behaviour of the principal who implements suggestions from teachers in carrying out their work duties at school, the respondents answered 3% never, 18% rarely, 35% sometimes, 31% often and 13% of respondents answered that it was always done. Question 10 about encouraging teachers to use the same work procedures, they responded with 12% never, 13% rarely, 22% sometimes, 41% often and 12% of respondents answered always done.

Building a management pillar is the principal's leadership activity consisting of devotion, sincerity and blessing, which in its form is shown by the leadership behaviour of the principal. For example, the principal works selflessly, nurturing or feeling the same as the teacher. The

reality of existing actions can indeed get attention from teachers and their inspiration can be emulated by teachers. But to generate teacher motivation, a sense of sincerity and devotion is embedded first when the teacher has information. For example, information is obtained from the communication sentence that accompanies every writing on the Master School, namely free school for street children and marginalised people.

Table 4: Respondents' Answers on Principal Leadership Activities related to the Guarantee Program activities

Activity Principal	A list of questions	Percentage of Questionnaire Answers				
		1	2	3	4	5
Guarantee Program	Make use of the excess to create welfare for teachers in this school.	1%	7%	5%	5%	82%
	Strive for the personal welfare of every teacher in this school.	1%	8%	5%	5%	81%
	Provide guarantees education of teachers and his family.	1%	1%	3%	5%	90%
	Notifying the teachers in this school, about what expected of them.	1%	3%	7%	13%	76%
	Provide a guarantee the health of the teachers.	1%	1%	3%	4%	91%

Table 4 is used as a tool for discussing the activities of the principal related to the Guarantee Program. Question 1 regarding, when the principal uses his/her strengths to create teacher welfare, the respondents have the opinion of 1% has never been done, 7% is rarely done, 5% sometimes, 5% often and 82% of respondents think it is always done. In question 2 regarding the principal strives for the personal welfare of each teacher, respondents responded with 1% never, 8% rarely, 5% sometimes, 5% often and 81% of respondents thought it always was done. Question 3 about providing education assurance for teachers and their families is the principal's leadership activity which has received 1% respondent never done, 1% rarely does it, 3% sometimes, 5% often and 90% of respondents think always done. Question 4 regarding the principal told the teachers what was expected of them, the respondent responded with an answer of 1% never done, 3% rarely done, 7% sometimes, 13% often done and 76% of respondents argues always done. In question 5 about the distribution of answers to the questionnaire that shows hope, when a school principal provides health insurance for teachers, as much as 1% never done, 1% rarely done, 3% sometimes, 4% often done and 91% of

respondents think always done. Paying attention to the percentage of respondents' answers related to the Guarantee Program from the school principal is an activity of the principal that deeply touches the feelings of the Master school teacher so that the detected questionnaire answers can provide an idea of the emergence of teacher motivation in teaching.

Conclusion

Based on the study results, it can be concluded that the principal activity that is most effective in shaping the work motivation of teachers during the Covid-19 period is through communication and the Guarantee Program. Based on the various research findings, as well as the study design and population, the following recommendations for future investigations can enhance the literature on this topic:

- It is recommended that further researchers learn about the ability of teachers to use technology in learning and the role of school principals increasing teacher competence.
- This research was focus on principal leadership activities such as organisation, building communication, strengthening management pillars, Guarantee programs. Further researchers can conduct a study of principal leadership in building working relationships with other institutions and school management policies during COVID-19.

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