

Madrasa Principal's Strategy in Improving the Quality of the Pandemic Era Learning Process at Madrasah Aliyah

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ABSTRACT

The research focused on the following questions with the hope of elucidating the methods used by the Head of Madrasah Aliyah Raudlatut Thalibin Bantungan Panarukan Situbondo to enhance the quality of the educational process: If you were to ask about the education system at MA Raudlatut Thalibin Bantungan Panarukan Situbondo, what would you say? (2) How does the principal of MA Raudlatut Thalibin Bantungan Panarukan Situbondo plan to enhance the educational experience for students in the Pandemic era? Qualitative methods were employed to describe the data. The researcher gathered information via interviews, field notes, and other first-hand accounts, as well as secondary sources that shed light on the topic at hand. Reducing data, presenting data, and drawing conclusions were the steps in this study's data analysis procedure. The following are the findings from studies conducted at MA Raudlatut Thalibin, Bantungan Panarukan, Situbondo: (2) Strategies for the Head of the Madrasa to apply in increasing the quality of the learning process at MA Raudlatut Thalibin, Bantungan Panarukan Situbondo; (1) the quality of the learning process has increased at MA Raudlatut Thalibin, Bantungan Panarukan Situbondo, during the pandemic period.

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1. INTRODUCTION

Currently, the world of education is facing enormous challenges. Where an educator is required to continue to exist with his work in a very limited situation and atmosphere in the midst of a pandemic (M. Arif, Munfa'ati, & Kalimatusyaroh, 2021; Barton, 2020). The pandemic that has attacked this country and several other countries inevitably forces the government to adopt policies related to the social system which in turn have an impact on many factors. The pandemic method is not used to show the severity of the prevalence of a disease; instead, it is used to observe the degree of disease spread. Understandably, this is the first time this COVID-19 pandemic has occurred and can be traced since the entry of the Coronavirus at the end of 2019 (Azizah, Rizal, Yudtika, & Sitepu, 2022; Dayal & Tiko, 2020).

As we know, the pandemic has had a huge impact on our lives. Many people complain about difficulties in terms of the economy, mobilization, and also education (Bezak et al., 2022). Apart from having an impact on the people's economy, the pandemic has also brought major changes in the world of education. The existence of limited space for movement makes policymakers make rules that require all stakeholders in education to keep moving in a limited space (Cao et al., 2020).

In dealing with this different situation, the madrasa head as the main pillar in educational institutions is required to have strategies that must be applied in order to achieve harmonious and balanced learning without reducing the portion of achieving educational goals (A. Arif, Mannan, & Darim, 2022; Habibi et al., 2021). Moreover, with this different situation, of course, there will be many obstacles to being able to provide educational services that are in accordance with the demands of government programs (Coman, Țîru, Meseșan-Schmitz, Stanciu, & Bularca, 2020; Munjiat, 2020).

The same is true for the Madrasah Aliyah Raudlatut Thalibin Bantungan, Panarukan Situbondo. This madrasa led by Mr. Dedi Purwono is trying to continue to exist in the midst of the pandemic that is currently hitting this country. All stakeholders in this madrasa try to work hand in hand in carrying out the obligation to provide educational services to the maximum extent possible for students while still paying attention to the health and safety of educators and students as well as their families and the surrounding environment. Because of that, researchers are interested in conducting research on Madrasah Aliyah Raudlatut Thalibin, and Bantungan Panarukan Situbondo.

To manage environmental opportunities and challenges effectively over the long term, businesses need to develop strategies that consider their competitive advantages and vulnerabilities. Defining company goals, establishing achievable goals, creating tactics, and defining policy guidelines are all areas where strategy may need improvement (Fuadi, Nasution, & Wijaya, 2023; Komariah, Ruhiat, Saputra, & Bakar, 2023). Based on the summary provided, the study "Strategy of the Madrasa Head in Improving the Quality of the Learning Process in the Pandemic Era at MA Raudlatut Thalibin, Bantungan, Panarukan, Situbondo" is of interest to researchers. This study aims to answer the following questions: 1) What is the function of education in the post-pandemic period at Madrasah Aliyah Raudlatut Thalibin Panarukan Situbondo? In the midst of this outbreak, what is the plan for the Madrasah Aliyah Raudlatut Thalibin Helpan Panarukan Situbondo principal to improve the quality of the educational experience for his students?

2. METHODS

Research in this study using qualitative methods. According to (Sugiyono, 2008), qualitative research is "research with natural objects, in which the researcher is the key instrument, in which inductive data collection techniques are used, and which emphasizes meaning". The researcher is the main tool in qualitative research, which is carried out on natural object conditions (as opposed to experimental research) and uses purposive data sources and snowball sampling as well as triangulation (combined) collection techniques to produce results that emphasize meaning rather than generalization (Sugiyono, 2002).

For this reason, efforts to foster and/or voluntary development of the Principal for Adi MA Raudlatut Thalibin Panarukan Situbondo are described in order to facilitate direct contact with the subject and facilitate the collection of data and information. Researchers used a descriptive study method to examine current issues and standard operating procedures. The purpose of this descriptive qualitative research is to characterize the status quo. It involves trying to learn more about the present by describing, recording, analyzing, and interpreting it. There are two research roles in this study, namely as instruments and data collectors. The researcher must be present as a research actor for the duration of the qualitative research. In addition, the presence of the researcher must be specified in detail, and the function of the researcher must be stated (active participant vs. passive observer) in the research report.

3. FINDINGS AND DISCUSSION

Madrasa principal's strategy in improving the learning process in the pandemic era

Several internal and external elements contribute to the success of educational institutions. Teacher motivation is a very important element because it has the power to influence the success of other components. Motivation is usually seen as a force that drives and guides a person to complete a task or task. There are teachers who can quickly follow the stages of the learning process and adapt to circumstances, but there are also teachers who cannot because they lack motivation to improve their performance in this pandemic era. The same thing was expressed by a teacher MA Raudlatut Thalibin Bantungan Panarukan Situbondo who said the lack of teacher motivation and inadequate school facilities made not all educators inspired to adapt to changing times by adopting new teaching methods.

The same thing was conveyed by Ms. S as deputy head of curriculum at MA Raudlatut Thalibin:

"Actually, we faced many obstacles in the learning process during the pandemic, including the lack of motivation of teachers and students, the lack of existing facilities, and networks that sometimes could not reach all areas, making it very difficult to provide learning materials as well. Sometimes there are students who have cell phones but can't afford a data plan. There are also those who are able to buy data packages but the network cannot reach their area. Some educators feel confused about how to use methods to deal with limited situations. Students also feel lazy to study because they feel comfortable because they have a lot of time to play without having to study."

The results of school education are directly proportional to the quality of the teaching team. According to Chapter VII of the National Education System Law No. 20 of 2003, "Education staff are tasked with organizing teaching, training, research, development, management, and providing technical services in the education sector," it reads. without saying

that teachers must be qualified to carry out these tasks. While the main functional responsibility of Education Personnel is to provide learning technology services to students.

From what we have seen, it is clear that increasing faculty effectiveness requires strategic planning of teaching and learning practices, naturally adapted to the context of time. Media and teaching materials that are supportive and relevant, as well as various learning approaches. Article 10 of Law No. 14 of 2005 concerning Professors and Lecturers states that a teacher must have certain competencies in order to teach effectively. These competencies include pedagogic competence, personal competence, social competence, and professional competence obtained through professional education. In addition, Ministry of National Education regulations outline 10 important skills for educators, including (1) Mastery of learning materials along with their basic scientific concepts (2) Management of teaching and learning programs. (3) Classroom management, (4) Use of media and learning resources, (5) Mastery of educational foundations. (6) Management of teaching and learning interactions. (7) Assessment of student achievement. (8) Introduction of guidance and counseling functions and programs. (9) Introduction and implementation of school administration. (10) Understanding the principles and utilization of educational research results for the benefit of teaching quality.

Each assignment given to a teacher must be completed to the desired standard, and if not, the reasons must be determined. Because of their similarities and differences, teachers and employees are motivated by a variety of variables. The previous statement suggests that there are two main categories of influences on motivation: internal (originating from within the individual) and external (originating from outside the individual). Teachers must have excellent interpersonal skills, of course. Effective two-way communication and cooperation are hallmarks of someone with strong social skills. Furthermore, even though it is still in a pandemic situation, school principals and all stakeholders must be able to create a good climate in the madrasa environment and learning environment between teachers and students as well as parents and guardians of students.

A wise principal is aware of his responsibilities and of the faculty he oversees. The principal's ability to lead effectively as a school leader is highly dependent on and influenced by the people around him. Therefore, the head has a significant influence on the results. Likewise what happened to MA Raudlatut Thalibin Assistance Panarukan Situbondo. Mr. Dedi Purwono as the leader and manager at MA Raudlatut Thalibin was able to break down the obstacles that were obstacles to the learning process in this pandemic era. To overcome the inability of students to meet quota needs in the teaching and learning process, Mr. Dedi seeks data quota assistance from various parties. Meanwhile, to deal with other students who do not have assistive devices in the form of smart phones, Mr. Dedi advises them to join with their closest friends so they can follow the learning process like the others.

The same thing was also conveyed by teacher M in the following interview with his statement:

"We face many obstacles in dealing with learning during this pandemic era, children from outside the boarding school who are economically disadvantaged do not have mobile phones, there are also those who have mobile phones but cannot afford quotas, while those who live in Islamic boarding schools are not allowed to bring cellphone. To overcome this, the school principal seeks quota assistance for students and teachers, while students who do not have cellphones are asked to join friends whose homes are close by. And for students, teachers are asked to send their modules and assignments to the cottage every day alternately.

Principals must be flexible in their approach to problems, be able to solve them quickly and accurately, and be receptive to feedback, criticism, and recommendations for improvement. During the pandemic, the learning process for the MA Raudlatut Thalibin Assistant Panarukan Situbondo teacher was hampered because he could only utilize resources from the previous school year. Madrasah leaders then try to involve instructors in training such as the MGMP and other supporters so that they can make emergency teaching materials appropriate to the situation. The success or failure of the learning process in the pandemic era is determined by the strategy of the madrasa head, as shown by research conducted at MA Raudlatut Thalibin, which supports the idea of Koswara and Resto that the quality of one's work is determined by how to make or master a preparation to plan a learning program. The definition of planning itself is selecting actions to produce the desired results. As a result, the first stage in the planning process is to define the desired outcome by thoroughly studying the requirements and documentation.

Discussion

MA Raudlatut Thalibin's Learning from Panarukan Situbondo in the pandemic era

If a teacher is unable to complete a job according to the desired standard, he must investigate the root of the problem. Because of their similarities and differences, teachers and employees are motivated by a variety of variables. Driving factors can be broken down into two categories: factors that come from within the individual (internal) and factors that come from outside (external). The madrasah leader is solely responsible for continuously overseeing how things are in the classroom, supervising teachers and providing feedback, criticism, and suggestions for how to improve the teaching and learning environment. Madrasah leaders also assign educators to evaluate and monitor student progress. Mrs. E. made the following claims in her interview with the researcher:

The Education Sciences research consortium stated that the field's philosophical, psychological, and sociocultural foundations provide a detailed description of the field research topic. The field of education can be broken down into the following five subfields (I. Sagala, Zebua, & Halim, 2021; S. Sagala, 2007).

- (1) Curriculum is a collection of instructions for organizing teaching and learning activities, including a set of plans and arrangements relating to subjects and teaching materials and events.
- (2) Second, education includes the process of interacting from the learner's point of view, which is known as "learning". Explicit and implicit (hidden) goals and reference materials for interaction have a role in students' ability to learn. Educational objectives theory, curriculum organization theory, content theory, and curriculum development module theory are all developed here. In order to learn something new, one must engage in a variety of activities, both mental and physical, all of which contribute to the whole. For this reason, it is helpful to think of studying as work done to increase one's IQ. When practiced, learning is the independent pursuit of insights, behaviors, and performance enhancement through engagement with instructional resources.
- (3) Third, from the perspective of educators, educating and teaching, which is a sub-field of educational research related to methods of interaction. Several steps must be taken to

successfully provide instructional content; however, these steps are futile if they achieve nothing in the end. A teacher needs goals for all their lessons.

- (4) Fourth, the context in which learning and teaching takes place, or the educational environment, is a key part of education. Classrooms, laboratories, libraries, and other areas of educational facilities at all levels and types of schools are examples of such institutions.
- (5) Fifth, and finally, assessment is part of education related to determining whether students have achieved the desired learning outcomes or not as a result of this interaction (Sagala Syaiful, 2013).

Careful classroom planning and management aligned with current circumstances is essential to ensure that students remain engaged throughout the learning process and contribute to its success (Arifin, Desrani, Ritonga, & Ibrahim, 2023; Pollitt, Cohrsen, & Seah, 2020). Many constraints placed on educators contribute to poor service delivery. But we must continue our efforts to transcend current limitations. It is undeniable that there are many examples of teachers in schools teaching invalid subjects due to factors such as educational background, physical limitations, teacher's mental condition, experience or mutual understanding of institutions, teacher work experience, and teacher incompetence. to adapt to changes (in methods, policies, and technology).

As the basic building blocks of education, madrasas must be flexible enough to adapt to new circumstances. Do not set the stage for schools to serve only as bureaucratic reservoirs and not as transformative, transmitting, or autonomous spaces for learning. Schools, given the increasingly rapid pace of environmental change, must continue to adapt to new circumstances (Yamin, Basri, & Suhartini, 2023). Changes in the physical and learning environment of the school require direction and assistance from the school administration. Can schools maintain stability in the midst of a flood of information, and can they educate students in the midst of cultural diversity that has relatively different normative norms, especially in the midst of a pandemic crisis like today.

Madrasa principal's strategy in improving the learning process in the pandemic era

Effective madrasa heads are very helpful in the contemporary climate. The capacity of a leader to empathize with others, value their input, and instill trust in them will have a beneficial effect on the growth of the school they lead and enable the parties involved to work together to find solutions to any problems that arise.

In an interview with the head of the madrasa, Mr. Dedy Purwono stated

"To deal with students whose learning motivation has decreased, we try to do home visits. This means that the teacher visits the student's house and then asks what the problem is and then looks for a solution together. What is clear is that all stakeholders, along with student guardians and all parties concerned with the madrasa, are trying to facilitate and bridge any student complaints and difficulties in participating in the learning process. In addition, we also reinforce the sanctions for class increases for students who do not want to participate in the learning process due to laziness. Meanwhile, to stimulate and increase teacher motivation in serving student education, we provide training, provide rewards, and provide facilities needed by teachers who find it difficult to carry out the learning process, whether it's in the form of assistance, or physical facilities such as data packages, wifi , etc."

Carrying out the learning process during a pandemic was a very difficult process for Madrasah Aliyah Raudlatut Thalibin. Where madrasas are required to continue to exist even with very limited circumstances and time. Especially when madrasas are faced with online learning. The learning process is limited and the lack of facilities and a lack of understanding about the use of media greatly hinder the learning process. However, this did not dampen the intention and enthusiasm of the madrasa head and all stakeholders to continue working and continue to strive for the learning process to run and take place optimally (Arista, Mariani, Sartika, Murni, & Harahap, 2023; Susanti, Wulansari, Harahap, & Hamengkubowono, 2023). Even though there was a hiccup, all ranks worked hand in hand to try as hard as they could to realize learning while continuing to strive for mutual safety. With good cooperation between madrasas, Islamic boarding schools and parents of students, various obstacles and difficulties can be overcome by madrasas in order to realize the goals of education in madrasas (Ansori, 2020; Azkiyah, Kartiko, & Zuana, 2020).

In the post-pandemic period, madrasah principals faced a number of challenges that prevented them from facilitating optimal student learning conditions. An obstacle is something that gets in the way of something else or prevents it from happening (Basari, Sebgag, Noval, Mudrikah, & Mulyanto, 2023; Bisri, 2020). The principal of the madrasah, as senior management of the institution, is responsible for enhancing the effectiveness of the faculty and the institution as a whole. The Principal of MA Raudlatut Thalibin Bantungan Panarukan Situbondo hopes to boost performance during the outbreak by inviting all teachers to actively participate in MGMP and regularly attend scientific meetings.

4. CONCLUSION

Based on the results of the description of the discussion that has been stated above, it can be concluded that: The learning process in the pandemic era at MA Raudlatut Thalibin, Bantungan Panarukan Situbondo (1) There was a significant increase in the learning process from the original student attendance rate of a maximum of 50% to a maximum of 90 -100% (2) There is an increase in teacher motivation, where at first the KBM activity was less than 60%, it increased to 90-100%. (3) There was an increase in the output of students who continued at a higher level from initially not existing to almost 50% of students continuing at a higher level.

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