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IMPLEMENTATION OF LEARNING POLICY DURING THE PANDEMIC ERA AT THE DARUL HIJRAH ISLAMIC BOARDING SCHOOL, INDONESIA

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ABSTRACT: A pesantren is a special kind of school that plays a significant part in Indonesian society. Personality, character, and attitude development via strong teacher-student bonds is central to the pesantren tradition. However, everything changed when the highly contagious and potentially fatal COVID-19 virus arrived. The purpose of this research is to identify the actions or policies implemented by Darul Hijrah Islamic Boarding School in 2020 and 2021 with regard to the teaching and learning process around the prevention of COVID-19 in the high schools there. From the vantage points of communication and resource sources, particularly human resources, the policy's execution may be seen. the community's financial situation, including assets held by educational institutions, the community's inclination or conduct, and the actions of individuals responsible for implementing these changes. The research methodology used in this study is qualitative. A kind of descriptive research was used in this study. The method relied on direct interviewing and observation. With the help of the Regional Government's COVID-19 task team, the Ministry of Religion, instructors, alums, and parents, in-person instruction ran well during the event. In addition to providing a clean environment and adhering to health procedures, these institutions have observed and referenced official rules that pertain to the establishment of Islamic boarding schools. Communication, community economic resources, community economic situation, educational institution ownership, community behavior, and policy implementers' inclinations and actions are all to be maximized by the policy.

KEYWORDS: Pesantren, Policy, Learning, Implementation.

I. INTRODUCTION

In response to the COVID-19 epidemic, the Indonesian Ministry of Education and Culture has decreed that all schools, including those in Banjar Regency, must adopt online learning. In addition to the Ministry of Education and Culture Press Release Number 005/SIPRESS/A6/III/2020, the Minister of Education and Culture's Circular (SE) Number 4 of 2020, the Ministry of Education and Culture's Circular Letter (SE) No. 3 of 2020, and the Emergency Period of the Spread of COVID-19 all make reference to the distance learning policy, which regulates online learning in particular.

Circular 360/190/KL/BPBD/2020, published by the South Kalimantan Provincial Government, details the province's emergency response measures for the 2019 Coronavirus Disease (COVID-19). This circular governs the adoption of online learning in various educational institutions, including public and private universities, high schools, junior highs, elementary schools, and PAUD/RA. The steps taken to address the COVID-19 pandemic in South Kalimantan Province were outlined in two executive decrees: the first, Number 188.44/0195/KUM/2020, issued on March 16, 2020, and the second, Number 188.44/200/KUM/2020, issued on March 20, 2020. These decrees were followed by this policy.

The regional administration and the Provincial Education Service work independently to implement policies that conform to federal regulations set out by the Minister of Culture and Education. This is done through periodic circulars that adhere to the provisions of the Provincial Government. So, schools, parents, and local regional governments now have the power to put a halt to online learning, which was instituted during the COVID-19 epidemic. The fate of in-person education hinges on these three factors.

The term "online learning" refers to a method of instruction that does not include physical meeting in person but rather makes use of the internet. Consequently, having access to the internet is essential for online learning. One of the challenges that parents and kids have is the availability of an internet connection. This can impede education for certain pupils as they do not have access to reliable internet. Another reason why learning activities aren't strong is because parents aren't ready to take over as teachers, which means that the emotional and physical components of learning aren't given enough attention. Not only that, but online learning isn't always the best option since teachers and administrators aren't always ready for the challenges that come with implementing it (Fathiyatussa'adah, 2022).

One of the most important parts of Indonesian civilization is the pesantren, a unique kind of school. The pesantren tradition places a premium on the importance of close ties between teachers and students in shaping the latter's character, outlook, and personality. Everything changed when the coronavirus, a rapidly spreading virus with the capacity to kill, was discovered. A number of symptoms, including fever, coughing, and shortness of breath, are reported by Wasito and Wiryastuti (2020), who state that persons infected with the coronavirus may die from the virus. The COVID-19 virus may be transmitted to other persons when the virus-carrying droplets from an infected person's nose or mouth come into contact with surrounding items, whether deliberately or not. Secondly, another individual might get COVID-19, symptoms or no symptoms, if they unintentionally touch the droplet and then touch their eyes, nose, or mouth. Preparation for the COVID-19 Pandemic (Ministry of Health, Republic of Indonesia, 2021).

Since in-person teaching was crucial in halting the development of the COVID-19 epidemic, it would be fascinating to study how Islamic boarding schools enforced regulations and procedures that allowed for face-to-face education during that time. In order to prevent the spread of COVID-19 in 2020 and 2021, this study will examine the policies and decisions made by Darul Hijrah Islamic Boarding School, with a focus on the high schools, and how these policies are put into action in terms of communication and the availability of resources, especially human resources. The community's standard of living and the practices of its members, especially those associated with its educational institutions, as well as the community's economic situation.

II. METHODS

The research methodology used in this study is qualitative. Researchers in this study rely on interviewing and careful observation to compile their results. In order to gather information, researchers went out into the field and watched the topic of their study. To conduct interviews, we first made a list of potential informants and then had one-on-one talks with them, keeping the interview guide handy to

refer to when we needed to clarify any points. Also, the author employs unpaid interviews to get information from sources. Furthermore, researchers also collected data visually, which is known as documentation. Images, drawings, and the like are some examples. Information gathered from sources related to the educational policies implemented at Darul Hijrah Islamic Boarding Schools during the COVID-19 pandemic, including the Dikmen Sub-Division Head of the Banjar Regency Education Office, two teachers and two administrative staff members of Darul Hijrah High School, two alumni, and ten current and former students.

Data reduction, data presentation, and withdrawal conclusion were the three approaches used in this qualitative study to analyze the data. Data reduction refers to the process of organizing information gathered from field notes, interviews, and document analysis. It involves extracting the most relevant details about the problem at hand and synthesizing them into a more manageable format. In addition, by using Miles and Huberman's theory of data analysis to the application of learning policies during the COVID-19 epidemic in Banjar Regency, particularly at Darul Hijrah Boarding School, the data will be reported as results and analyzed.

III. RESULT AND DISCUSSION

Implementation of Learning Policies in the Era of the Covid-19 Pandemic

The following documents address the COVID-19 pandemic: the Minister of Education and Culture's Circular Letter (SE) No. 4 of 2020, which deals with the implementation of education policies during the emergency period to prevent the spread of the virus, the Minister of Education and Culture's Letter Circular (SE) No. 3 of 2020, which deals with prevention of the virus, and the Ministry of Education and Culture's Press Release No. 005/SIPPRESS/A6/III/2020. The latter two circulars address online learning in particular. Furthermore, circular number 360/190/KL/BPBD/2020 was published by the South Kalimantan Provincial Government addressing the urgent reaction to the management of Coronavirus Disease 2019 (COVID-19) in the province. Beginning with public and private institutions of higher education (PAUD/RA), this circular governs the use of online learning techniques for distant learning at home, beginning with college, junior high, elementary, and high school (Madrasah Aliyah, Madrasah Tsanawiyah, and Madrasah Ibtidaiyah, respectively). In continuation of the Governor's Decrees No. 188.44/200/KUM/2020 of March 20, 2020, and No. 188.44/0195/KUM/2020 of March 16, 2020, this policy was formulated to address the emergency preparedness for handling COVID-19 in the province of South Kalimantan. Coronavirus in the province of South Kalimantan.

This being the case, even if the regulations promulgated by the Republic of Indonesia's Ministry of Culture and Education are neither boring nor inflexible. In the new normal, face-to-face communication must be reintroduced in any regency or city that has been designated as a green zone, in accordance with the government-recommended health protocol (South Kalimantan Provincial Government, 2020). An offshoot policy that governs the South Kalimantan Provincial Circular more thoroughly

Emergency response activities for the 2019 Coronavirus Disease (COVID-19) in South Kalimantan Province are outlined in government number 360/190/KL/BPBD/2020. Similarly, the administration of Banjar Regency has done a good job of spreading the word about the circular that governs the use of online learning techniques for distant learning. If PTM is possible, it will be implemented; otherwise, the responsibility will be passed on to the parents, who will then be asked to return with the completed work (SD, SMP level), as the province now has control over high school. This policy is based on a circular letter from the Head of the Service. In order to put PTM into action, a stringent health protocol must be prepared and approved by the Regent. In order to obtain recommendations for the implementation of PTM, the education unit applies to it at the beginning of the program by filling out a form according to the four ministerial decrees (Education, Health, Home Affairs, and Religion), finishing the protocol, and sending it to the BPBD. Out of all the pupils, only half go to PTM.

Concurrently, one may approach Ustadzah YI. from Darul Hijrah Putera High School. The children were returned home in March 2020 after the meeting, so a task force was created right once to deal with prevention. If the children wanted to come back, they had to have a test result. Ustadz Aji Santoso, the field commander, presided over the task force. At the start of the 2020–2021 school year in July, students will be required to bring in proof of a recent medical test; for instance, a negative result will grant them entry, while a positive result will result in their detention in their region.

There is a problem with the rules that govern online or distant learning because of a decree from the government. This decree states that the progress of the COVID-19 pandemic situation in a region is dependent on the degree to which PPKM is implemented. If the region reaches the level of PPKM that allows PTM learning, then the SK of the relevant department will be reduced. The COVID-19 Handling Task Force, the Education Office, the Health Office, and BPBD are among the many entities that collaborate to put PTM (Face-to-Face Learning) into action. As soon as the appropriate authority issues a decree authorizing PTM in the school's location, the school will begin preparing for the program, which includes setting up a designated space for students to wash their hands.

Banjar Regency's Islamic boarding schools started offering classes in person in July 2020. Darul Hijrah Islamic Boarding School is one of the pesantren that has used direct learning. Naturally, rigorous health precautions must be followed throughout the recreation of in-person learning in pesantren. Darul Hijrah Islamic Boarding School was able to repatriate its students during the early stages of the COVID-19 pandemic emergency period, allowing them to complete their education independently at home. An explanation of the mechanism's relevance to in-person training was supplied by Ustadz WB, a high school teacher at Darul Hijrah Putra:

From the start, it was just half a day. The issue is that when the spread of COVID-19 was limited, everyone was sent home for three months. When there was a lot of controversy, everyone was sent back. When they came back, everything had to be applied. health practices, which include always keeping oneself clean and wearing a mask, and every morning exercising in the field before the first hour when they all sunbathe. Not only that, but he has further cut the class size from 30 to 20, which was already cut in half to contain the COVID-19 virus. The learning hours were originally scheduled from 7:30 to 13:30 before the epidemic, but were later reduced to 12:00. We will resume in-person instruction in July 2020, when the new academic year begins. Islamic boarding schools implement stringent health precautions in preparation for the students' gradual entrance, including self-quarantine. Limiting the maximum number of students and cutting class time in half were two of the health precautions put into place during in-person instruction. Students are also required to wash their hands and wear masks when they arrive at school.

Implementation of distance or online learning at Darul Hijrah High School (SMA)

A number of elements and variables affect the policy implementation process, which in turn affects how well the policy is put into action. The local administration in Banjar Regency took action due to the increase of COVID-19 cases. The Protocol for the Prolonged Expansion of Limitations on Community Activities (PPKM) is one such measure. Another effect is that schools' in-person learning schedules, which were supposed to begin with the start of the new school year, also change to accommodate the new circumstances. After July 2021, when Level 3 Community Activity Restrictions (PPKM) for COVID-19 control went into place in Banjar Regency, the Education Office formally halted all teaching and learning activities, also known as Face-to-face Learning (PTM). Traditional classroom instruction was formerly in place in the Banjar Regency Education Office. The declaration of PPKM level 3 and subsequent return to online learning occurred as a result of the COVID-19 outbreak in Banjar Regency.

According to George C. Edward III (1980), there are four factors—communicative factors, resources, community disposition and attitude, implementers and bureaucratic structures—that impact the success

or failure of policy implementation. This study utilizes four (4) main variables to measure the impact of economic conditions on the implementation of distance learning policies in Banjar Regency.

Communication

With the aim of gaining the complete consent of both students and their parents prior to any online learning taking place, Banjar Regency is implementing the Distance Learning (PJJ) program, which was established during the COVID-19 pandemic and is now managed by the local government (Pemda), schools, and parents.

Under the supervision of the COVID-19 handling task force, BPBD, the National Police Chief, and TNI members who evaluate the implementation, schools are disinfected and instruction is temporarily suspended (resumed at PJJ) when a student becomes ill (a "fever" indicates infection with the COVID-19 virus). sprayed with a disinfectant.

Because of its pesantren-based parenting model, SMA Darul Hijrah Putera follows a specific pattern of communication. When students attend Islamic boarding schools in person, the school and their parents engage in a two-way flow of information. Ustadz WB, a high school teacher at Darul Hijrah Putra, described this model as follows:

The homeroom teacher informs parents by phone or mail that there is a thirteen-person limit for quarantine, regardless of group size. This information has already been transmitted to the parents. For instance, students from grades one through three of junior high school come in turns for two weeks. They were quarantined and sterilized for two weeks at the cottage under the group system. After that, they were tested again, and because the findings were still negative, they were only allowed to return to their dorm rooms. The next time they're in high school, they'll switch things up and be quarantined before moving into the dorms."

Class GP 2 pupils voiced their opinions, which included:

I agree with you since it is the intended outcome—to prevent unauthorized individuals from entering the lodge. Yesterday, all of the students who wished to visit the lodge waited in the quarantine area at the far end of a former farm. After that, they went back to their dorms. In terms of the health regimen, it would be beneficial to avoid the spread of this COVID if I follow the instructions to the letter.

The following were the viewpoints voiced by the FH MIA 2 class:

I believe it's nice since the cottage has given very well; yesterday, I was quarantined for almost two weeks, and when I wanted to return here, I could eat and sleep in one spot at the guesthouse there. Initially, Prokes was fairly stringent; as a result, students who want to attend class while wearing masks were spritzed with liquid. This served to ward off the virus.

Students in SAIN Class MIA 2 voiced their opinions, which were:

When the Santri returns to the Pondok, I think it's a good idea to establish the Local Quarantine as part of the health regimen. Before going to the dorm, students are quarantined on the school grounds. Grades 4-5 are part of the first cohort to adopt the school's cluster approach for learning; the second cohort will begin two weeks following grades 1-2. Being students themselves, the prokes committee was told to go to Darul Hijrah 3 the moment they got home. One bus leaves from each consulate (region), disinfection is sprayed on the items, and the results of the fast test are reviewed. While there are typically 20 pupils in a single classroom, that number drops to 12 when the distance is kept constant. The following are morning requirements: exercise, a sleep, and the use of protective gear (masks, vitamins, and hand sanitizer).

In light of the foregoing, the boarding school communicates with parents through telephone or circulars about the students' need to be quarantined before they can return to the Islamic boarding school. In this situation, the boarding school has made all necessary preparations to resume face-to-face learning once the pandemic has passed.

When it comes to reaching organizational goals, effective communication is crucial. The same holds true for governments, where effective communication is a top priority. In light of the current COVID-19 pandemic, it is especially important to avoid communication crises. In Banjar Regency, the goal of implementing the distance learning policy is to get parents' and students' approval for online learning. Despite this, the central government has already instituted measures to improve communication and socialization in accordance with Circular Letter of the Minister of Education and Culture Number 3 of 2020 concerning.

Community Resources or Community Economic Conditions

According to the Head of the Dikmen Sub-Division of the Banjar Regency Education Office, parent assistance is suboptimal due to a lack of understanding of information technology and online learning media. This is an additional issue that impacts policy implementation, as the source factor is clear and consistent with the rules or policies.

Helping with online education becomes more challenging when parents lack technological knowledge. This is particularly true for elementary school students. The use of learning media (which affects the kind of mobile phone used), access to the internet (which is an issue in rural regions), and capacity. "Eddy Rachman, Head of the Sub-Division of Education Office of Banjar Regency"

The BK Coordinator and BK Teacher additionally detail these associated issues and situations in the following ways:

To begin, the internet connection is the primary issue; secondly, how we choose to discuss this is conditional on two other factors. Typically, students are excited to take part in online learning; however, this excitement quickly fades and they become too sluggish to engage after encountering network issues. The second issue is the recurring theme of students' motivation, which is rooted in their social and economic situations. While it's true that students' financial situations have no bearing on the online learning requirements, there are a number of factors that do, including the availability of resources like computers, phones, and data plans that students can use to access the internet. Due to the nature of face-to-face learning, there is no need to worry about financial constraints or the availability of supplementary gadgets. Class GP MIA 2 pupils voiced their opinions, which included:

" Because online students also need a smartphone to learn, I am grateful my parents are able to pay for my education here. This is because my personality type is different from others who study in a traditional classroom setting. This is before we even consider the possibility of signal degradation and other issues."

Because ineffective policy implementation occurs when the individual tasked with carrying it out does not have the means to accomplish their job well, the resource element has a significant influence on policy implementation. The information is also meant to be relevant to students' financial situations. A lack of funds, quotas, and reliable networks or wifi all contribute to the affordability of learning gadgets like smartphones and laptops. If some schools are limited in the network they may use for online learning, then learning is not successful.

Behavior of the community and implementers

1
Researchers interviewed individuals outside of the Islamic boarding school, particularly those we believe to be members of the community, in order to better understand the group's habits and practices. The word "disposition" is used to describe the community's or implementers' inclination or conduct in other languages (Fitri, 2020). It would be fascinating to see the societal pattern in this situation as kids and parents react to the introduction of this policy of remote learning. According to what the BK instructor explained at the house visit:

"The challenges that students encounter in their educational pursuits during a pandemic are many; for example, students may find that their parents do not fully accept their decision to continue their education online, which compounds the difficulty of professors only being able to provide moral support. In my opinion, this disorder has something to do with parental education, as some parents may not place enough value on their children's education. Because the instructor is only hearing positive reinforcement from one source, it becomes more challenging to inspire the class."

Successful policy implementation requires not just an understanding of the policy's requirements and the capacity to carry them out, but also an examination of the necessary behavioral traits. It would be fascinating to see the societal pattern in this situation as kids and parents react to the introduction of this policy of remote learning. Educators have it tough during a pandemic because parents aren't always on board with their children's educational pursuits, which compounds the issue of kids' lack of motivation to stay engaged in their coursework, even when they're enrolled in online classes.

Bureaucracy

1
South Kalimantan Provincial Government Circular number 360/190/KL/BPBD/2020 governs the implementation of distance learning policies in Banjar Regency during the pandemic, which pertains to the emergency response actions for Handling Coronavirus Disease 2019 (COVID-19) in South Kalimantan Province. In line with the health standards relevant to the Pondok environment, Pondok Darul Hijrah has taken all the necessary measures for the students to return to the lodge. After the District Government, it became much worse. A group of individuals from Pondok Darul Hijrah and the COVID-19 Task Force Team were received by representatives from the organization on July 7, 2020, in Mahligai Sultan Adam, Regency Government, Banjar. This study's findings support the idea of resuming traditional classroom instruction at Darul Hijrah Islamic boarding school throughout a pandemic by ensuring that all pupils have access to basic sanitation amenities like sinks and garbage cans. Motivating and wise, the teacher's practice of having pupils check the classroom for cleanliness before class begins is a great approach to keep things tidy in the classroom.

CONCLUSION

1
The Darul Hijrah Islamic Boarding School in Cindai Alus Kab Puts Learning Policies into Practice During the COVID-19 Pandemic. Banjar naman. Separately, the regional administration and the Provincial Education Office, in accordance with the Provincial Government's regulations, issue periodic circulars to implement policies that are in line with the policies of the federal government as outlined in the Regulation of the Minister of Education and Culture. Put simply, the decision to terminate the COVID-19 pandemic-era program of distance learning known as PJJ rested with the local government (Pemda), the schools, and the parents. Therefore, whether or not face-to-face learning is maintained depends on these three factors. Character education, along with its many practical applications, including Islamic and national values, is an integral part of the curriculum of Islamic boarding schools. Students at Islamic boarding schools participate in religious activities and share life experiences as part of their learning process, which goes beyond just transforming knowledge. The Islamic boarding school Darul Hijrah Cindai Alus is aware of the pandemic crisis and has implemented stringent health

precautions. There's no getting around the need of learning in a classroom setting. With the help of the Regional Government's COVID-19 task team, the Ministry of Religion, instructors, alums, and parents, in-person instruction ran well during the event. Maximizing community economic circumstances, community economic resources, or characteristics of communication is the policy.

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