

Implementation of Learning Policy during the Pandemic Era at the Darul Hijrah Islamic Boarding School, Indonesia



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ABSTRACT: Pesantren is one of the unique educational places and has an important role in Indonesia. The pesantren tradition prioritizes the cultivation of personality, character, and attitude through close relationships between teachers and students. But then, everything changed due to the presence of COVID-19, a virus that is very easy to spread and has the potential to cause death. This study aims to find out what policies or decisions were taken by the Darul Hijrah Islamic Boarding School, especially in high schools, in the learning process of preventing COVID-19 in 2020-2021. The implementation of the policy is seen from aspects of communication aspects, sources of resources, especially human resources. the community's economy or the economic condition of the community, in addition to those owned by educational institutions, as well as the tendency or behavior of the community and implementers. This research uses a qualitative research approach. The type of research used is a type of descriptive research. The technique used the technique of observation and direct interviews. The implementation of face-to-face learning during COVID-19 was carried out well, in coordination with the COVID-19 task force of the Regional Government, the Ministry of Religion, teachers, alumni, and parents of students. They also provide facilities to always maintain cleanliness and implement health protocols and have followed and referred to government policies regarding the implementation of Islamic boarding school education. The policy is to maximize the aspects of communication, community economic resources, or the economic condition of the community, in addition to those owned by educational institutions, as well as the tendencies or behavior of the community and implementers.

KEYWORDS: Covid-19, Implementation, Learning, Policy, Pesantren.

I. INTRODUCTION

To overcome the Covid-19 pandemic, the Ministry of Education and Culture issued a decree for online implementation, schools in Indonesia, including in Banjar Regency, are simultaneously implementing distance learning. The distance learning policy specifically regulated online learning is also mentioned in the Circular (SE) of the Minister of Education and Culture (Mendikbud) Number 4 of 2020 concerning the Implementation of Education Policy in the Emergency Period of the Spread of Covid-19, Circular Letter (SE) of the Ministry of Education and Culture No. 3 2020 Concerning Covid-19 Prevention and Ministry of Education and Culture Press Release Number 005/SIPPRESS/A6/III/2020.

The South Kalimantan Provincial Government also issued circular number 360/190/KL/BPBD/2020 concerning emergency response actions for Handling Coronavirus Disease 2019 (COVID-19) in South Kalimantan Province. This circular regulates the implementation of distance learning through online/online learning methods at home starting from universities, high schools/madrasah aliyah, junior high schools/tsanawiyah madrasahs, elementary schools/madrasah Ibtidaiyah, PAUD/RA both public and private. This policy was created to follow up on the Decree of the Governor of South Kalimantan Number 188.44/0195/KUM/2020 dated 16 March 2020 concerning Emergency Preparedness for Handling Covid-19 in South Kalimantan Province and the Governor's Decree Number 188.44/200/KUM/2020 dated 20 March 2020 concerning Emergency Response for Handling Covid 19 in South Kalimantan Province.

The implementation of policies that adapt to central government policies through the Minister of Education and Culture Regulations is carried out separately by the regional government and the Provincial Education Service through periodic circulars

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following the provisions of the Provincial Government. In other words, the authority to end online learning which was implemented during the COVID-19 pandemic was handed over to the local regional government, schools, and parents. So these three components are the key to whether face-to-face learning is held or not.

Online learning is a learning system without direct face-to-face contact but is carried out online using the internet network. Therefore, online learning cannot be separated from an internet network connection. Internet network connection is one of the obstacles felt by students and parents. Because not all students have a good and stable internet connection, this can disrupt the learning process. In addition, parents' unpreparedness to replace the role of educators is also a factor inhibiting weak learning activities, because the affective and psychomotor aspects are not touched enough. Not only that, the unpreparedness of teaching staff and managers in dealing with the implementation of online learning also affects the quality and effectiveness of learning, making online learning less than optimal (Fathiyatussa'adah, 2022).

Pesantren is a distinctive educational institution that plays a significant role in Indonesian society. The development of personality, character, and attitude via intimate teacher-student relationships is given top priority in the pesantren tradition. The coronavirus, a potentially fatal virus that spreads quickly, is what caused everything to alter at that point. According to Wasito and Wiryastuti (2020), humans infected with the coronavirus experience a variety of symptoms, including fever, coughing, shortness of breath, and the most deadly virus that can be fatal. When someone susceptible sneezes or coughs and the droplets unintentionally come into contact with nearby objects, they can spread the COVID-19 virus to other people by tiny droplets from their mouth or nose. Next, if someone else accidentally comes into contact with the droplet and subsequently comes into contact with their mouth, nose, or eyes, that person may become infected with COVID-19, either with symptoms or not. Readiness for the COVID-19 Contamination (Republic of Indonesian Ministry of Health, 2021).

Therefore, it would be interesting to research how face-to-face education was implemented in Islamic boarding schools during the COVID-19 pandemic, particularly in light of the significance of in-person instruction and the methods and policies used there to stop the virus from spreading. The purpose of this study is to ascertain the policies and decisions made by Darul Hijrah Islamic Boarding School, particularly in high schools, regarding the prevention of COVID-19 in 2020–2021, as well as how the policies are implemented as they relate to communication and the availability of resources, particularly human resources. the economics or state of the community, including that which belongs to educational institutions, as well as the customs or conduct of the community and those who carry them out.

II. METHODS

This research uses a qualitative research approach. The data collection techniques that researchers use in this study are observation and interview. Observations were carried out to collect data by observing and observing directly in the field of the object of research. Interviews were conducted by conducting direct conversations with predetermined informants, using the interview guide in the conversation as the focus of the problem to be asked so as not to become confusing. In addition, the author also uses free interviews to get answers from informants. In addition, researchers also conducted documentation, namely data collection in the form of images. For example photos, sketches, and others. Research informants on learning policies during the Covid-19 pandemic at Darul Hijrah Islamic Boarding Schools, namely the Head of the Dikmen Sub-Division of the Banjar Regency Education Office, 2 Teachers, 2 Administrative Staff of Darul Hijrah High School, 2 Alumni, 10 Students of Darul Hijrah Senior High School.

Data analysis in this qualitative research was carried out using three paths, namely data reduction, data presentation, and withdrawal conclusion. Data reduction is defined as the process of processing data from the results of observations, interviews, and document analysis where the data contained in written notes in the field are selected for the main things that are importantly related to the problem to be studied, then summarized so that they are more focused. Furthermore, the data will be described as findings and discussed using Miles and Huberman's theory of data analysis adapted to the implementation of learning policies during the COVID-19 pandemic in Banjar Regency especially in Darul Hijrah Boarding Scholl.

III. RESULT AND DISCUSSION

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

To handle the Covid 19 pandemic and the Distance Learning policy specifically regulated online learning, it is also stated in the Circular Letter (SE) of the Minister of Education and Culture (Mendikbud) Number 4 of 2020 concerning the Implementation of Education Policies in the Emergency Period for the Spread of Covid-19, Letter Circular (SE) of the Minister of Education and Culture No. 3 of 2020 concerning Prevention of Covid-19 and Press Release of the Ministry of Education and Culture No. 005/SIPPRESS/A6/III/2020. The South Kalimantan Provincial Government also issued circular number 360/190/KL/BPBD/2020 regarding the emergency response to the handling of Coronavirus Disease 2019 (COVID-19) in South Kalimantan Province. This circular regulates the implementation of distance learning through online learning methods at home starting from college, high school / Madrasah Aliyah, Junior High School/Madrasah Tsanawiyah, Elementary School/Madrasah Ibtidayyah, and PAUD/RA both public and private. This policy was made to follow up on the Decree of the Governor of South Kalimantan Number 188.44/0195/KUM/2020 dated March 16, 2020, regarding the Emergency Preparedness for Handling Covid-19 in South Kalimantan

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Province and the Governor's Decree Number 188.44/200/KUM/2020 dated March 20, 2020, concerning Emergency Response Handling. Covid 19 in South Kalimantan Province.

In this case, although the rules issued by the Ministry of Education and Culture of the Republic of Indonesia are not monotonous or rigid. If there is one Regency/City that has been included in the green zone area category, face-to-face be reinstated in the era of the new order or new normal according to the health protocol recommended by the Government (South Kalimantan Provincial Government, 2020). A derivative policy that regulates in more detail the circular of the South Kalimantan Provincial Government number 360/190/KL/BPBD/2020 regarding emergency response actions for Handling Coronavirus Disease 2019 (COVID-19) in South Kalimantan Province. The circular that regulates the implementation of distance learning through online learning methods has also been well-socialized by the Banjar Regency government. In the matter of this policy rule,

"There is a circular letter from the Head of the Service which shows that if PTM can be done, it can be carried out, but if it doesn't exist, then the teacher gives the task to be taken by the parents then the parents will return to deliver the work that has been done (SD, SMP level), for high school has become the authority of the province. The implementation of PTM can be done by preparing a strict health protocol with the approval of the Regent. At the beginning of the PTM, the education unit applies to the implementation of PTM by filling out the form according to the 4 ministerial decrees (Education, Health, Home Affairs, and Religion), completing the protocol, and submitting it to the BPBD to get recommendations for the implementation of PTM. Only 50% of students attend PTM."

Meanwhile, from the Darul Hijrah Putera High School, Ustadzah YI. State that :

"The first step is to form a Task Force, so in March 2020 the children were sent home and the meeting was held earlier, so a task force was immediately formed for prevention, so if the children wanted to return here, there had to be a test result. The task force was chaired by Ustadz Aji Santoso, the head of the field. regeneration in the cottage. At the beginning of the school year in July 2020, if they want to come here, they must attach the results of a health test or rapid test, for example, if the result is negative, they will only be allowed to enter, if the result is positive, they will be detained in their area first."

The problem with the rules regarding distance or online learning is based on an official decree (where it is known that PJJ is carried out on the development of the Covid-19 pandemic condition in the area based on the level of implementation of PPKM./ if the area is at the PPKM level which allows for PTM learning) it will be lowered SK of the relevant department. For the implementation of PTM (Face-to-Face Learning), coordination is carried out between several agencies, such as the Education Office, Health Office, BPBD, and the Covid-19 Handling Task Force. When the area where the school has been able to do PTM and the relevant agency has issued a decree, the school will make preparations for PTM where this preparation consists of providing a hand washing place,

In July 2020 several Islamic boarding schools in Banjar Regency began implementing face-to-face learning. One of the pesantren that has implemented direct learning is the Darul Hijrah Islamic Boarding School. Re-enactment of face-to-face learning in pesantren, of course, must pay attention to strict health protocols. At the beginning of the emergency period of the COVID-19 pandemic, Darul Hijrah Islamic Boarding School had time to repatriate the students, and learning was carried out individually at home. In its application, one of the Darul Hijrah Putra high school teachers, Ustadz WB explained how the mechanism related to face-to-face learning was as follows:

"How many times from the beginning was it only half a day, the problem is that when the spread of COVID-19 has been restricted and once was sent home that time for 3 months,/ when all the fuss was about it, all of them were sent back,/ when they came back, everything had to apply. health protocols from first wearing masks, maintaining cleanliness, then every morning before the first hour all these students exercise in the field so they all sunbathe. In addition, he has also reduced the number of students in the class from 30, which was originally reduced by half to prevent the spread of the COVID-19 virus. Before the pandemic, the learning hours started at 07.30 to 13.30 when the pandemic was shortened to 12.00. Then at the beginning of the new school year, in July 2020, we will carry out face-to-face learning again. The arrival of students is carried out in stages by conducting self-quarantine beforehand which has been prepared by Islamic boarding schools with the application of strict health protocols. At the time of face-to-face learning, one of the health protocols was applied, one of which was to reduce the capacity of the number of people in the class and shorten the lesson time. In addition, students must wear masks and wash their hands before entering the classroom."

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

The successful implementation of the policy description is strongly influenced by various variables or factors that will ultimately implement the policy implementation itself. In Banjar Regency, the spike in COVID-19 cases prompted the local government to take a policy. One of them is the extension of the Implementation of Restrictions on Community Activities (PPKM). Another impact is that the face-to-face learning schedule in schools, which was originally scheduled to start the new school year, also adjusts to current conditions. The Banjar Regency Education Office officially stopped teaching and learning activities or Face-to-face Learning (PTM), because the implementation of Level 3 Community Activity Restrictions (PPKM) for Covid-19 control began to take effect in Banjar Regency, in July 2021. Previously the Banjar Regency Education Office had implemented face-to-face learning. However, due to the surge in COVID-19 cases in Banjar Regency, PPKM level 3 was declared, then learning was changed to online again.

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This study uses four (4) main variables in measuring how the implementation of distance learning policies in Banjar Regency in its relevance to economic conditions. There are four factors according to George C. Edward III (1980) that influence the commitment or failure of policy implementation, namely communication factors, resources, disposition, and attitudes of the community as well as implementers and bureaucratic structures.

Communication

The implementation of distance learning policy implementation in Banjar Regency seen from the communication aspect is to fully involve students' and parents' approval in the implementation of online learning. Distance Learning (PJJ) which was implemented during the COVID-19 pandemic was handed over to the local government (Pemda), schools, and parents.

"It is carried out with the supervision of all parties from the COVID-19 handling task force, BPBD, the National Police Chief, and members of the TNI to review the implementation, and if a student is sick (Fever refers to being infected with the Covid-19 virus) learning is temporarily suspended (continued to PJJ again) and schools are sterilized. (disinfectant spraying)."

SMA Darul Hijrah Putera applies a certain communication pattern because it applies a pesantren-based parenting pattern. In Islamic boarding schools, the implementation of face-to-face learning also applies a two-way communication pattern between the boarding school and the parents of the students. In its application, one of the Darul Hijrah Putra high school teachers, Ustadz WB explained as follows:

"So when quarantine is limited to a maximum of 13 people, even those who come in groups, for example, those who come in turns from grades 1, 2, and 3 of junior high school with a span of 2 weeks, it has been socialized to parents, so the homeroom teacher notifies parents by phone or by letter. the circular that quarantine was held in the cottage with the group system, so they were quarantined and sterilized for 2 weeks, and even then they were tested again, moreover, the results were still negative they could only enter their respective dormitories. Then alternately with high school again, of course, they will be quarantined before entering the dormitory"

The students of Class GP 2 expressed their opinion, namely:

"I think that's good because that's the goal so that no one comes in and out of outside parties who want to enter the lodge. So yesterday there was a quarantine area at the far end of a former homestead for students who wanted to enter the lodge, so all of them stayed there before returning to their respective dormitories. For the health protocol itself, if I obey what has been conveyed, it's only good to prevent the transmission of this COVID."

FH class MIA 2 students expressed their opinions, namely:

"Yesterday, I was quarantined for more than two weeks, when I wanted to come back here, eat and sleep in one place in the guesthouse there, in my opinion, it's good because the cottage has provided very well. For Prokes, it was quite strict at the beginning, so everyone wearing masks was sprayed with liquid when they wanted to go to class, so that's good then to prevent this virus from entering our bodies."

SAIN Class MIA 2 expressed their opinion, namely:

"In my opinion, the health protocol is good, by implementing the Local Quarantine when the Santri returns to the Pondok. The school area is used as a quarantine area before entering the dormitory. The school uses a cluster system for learning, the first batch is for grades 4-5, two weeks after grades 1-2. The prokes committee was also students, so they were directed to Darul Hijrah 3 when they just come back from home. Check the results of the rapid test, the goods are sprayed with disinfectant, per consulate (region) a bus is provided (one area departs by one bus). In one room normally 20 students, when tightening the distance is maintained and only 12 students per room. In the morning it is mandatory to do exercise, students bring masks, vitamins, and hand sanitizers, and they must take a nap."

Based on the explanation above, the boarding school socializes face-to-face learning to parents via telephone or circulars issued which when returning to the Islamic boarding school the students must be quarantined first. In this case, Islamic boarding schools have prepared all aspects to carry out face-to-face learning when the pandemic has not ended because education in the pesantren environment is a religious education with a romance system in which students live with a pattern of interaction for character building that takes place continuously. The formation of good character can only be applied and observed in changes in the behavior of students every day.

Communication is one of the keys to achieving a goal within the scope of the organization, without good communication, planning, and execution of policies will be threatened not optimally. Likewise in a government, good communication is one thing that must be prioritized in achieving a goal. Especially during the COVID-19 Pandemic, which is a health crisis, it is required not

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to experience a communication crisis. The implementation of distance learning policy implementation in Banjar Regency seen from the communication aspect is to fully involve students' and parents' approval in the implementation of online learning. Although the central government has implemented communication and socialization related to the Circular Letter of the Minister of Education and Culture Number 3 of 2020 concerning the Prevention of COVID-19 in Education Units and Circular Letter of the Minister of Education and Culture.

Community Resources or Community Economic Conditions

The source factor has an important effect on policy implementation, because it is clear and consistent with the provisions of the rules or policies. Another problem faced is the problem of parental assistance which is not optimal because they do not understand IT and online learning media. As explained by the Head of the Dikmen Sub-Division of the Banjar Regency Education Office as follows:

"When parents don't understand IT (technical gaps) it will be a problem when assisting online learning (especially for elementary school). The use of learning media (influences on the type of cellphone used), internet connection (which is in remote areas), and quota. Eddy Rachman Head of Sub-Division of Education Office of Banjar Regency"

These related conditions and problems are also described by the BK Coordinator and BK Teacher as follows:

"Talk about this, it depends on two things, first, the most crucial problem is the internet network connection. Usually, students are enthusiastic about participating in online learning, but when they experience network problems or problems, students lose enthusiasm and become too lazy to participate in online learning. The second problem is the motivation that comes back again and again related to the economic conditions and social life of students. It is stated that economic conditions have no influence, the problem of online learning that must be followed by students is influenced by many factors, one of which is economic conditions where students can have facilities and infrastructure such as cellphones, laptops, and quotas to access the internet network."

Learning is carried out face-to-face, so the tendency of economic problems and the provision of additional devices do not exist. The students of Class GP class MIA 2 expressed their opinion, namely:

"For me personally, thank God, it's enough for parents to pay for school here, because face-to-face learning is also different from those who study online, they need a cellphone to learn. Not to mention if the signal is a bit less good and other problems."

The resource factor has an important effect on policy implementation, because if the person responsible for implementing the policy lacks the resources to do effective work, then the implementation of the policy will not be effective. This resource is also intended to be related to the economic condition of students. Economic problems are closely related to the problem of purchasing power of learning devices (mobile phones and laptops), quotas, and networks or wifi. Learning is considered ineffective if some schools are constrained by the network that can be used when learning online.

Behavior of the community and implementers

The research attention to the tendency or behavior of this community, the researchers also conducted interviews with parties outside the Islamic boarding school, especially those we consider to be members of the community. The tendency or behavior of the community and implementers or other languages uses the term disposition (Fitri, 2020). In this discussion, it is interesting to see how the pattern of society in this case students and parents see the implementation of this distance learning policy. From the explanation of the BK teacher, when doing a home visit stated that:

"Education problems during the pandemic are a bit complex, many of the problems faced by students are sometimes not supported by parents, meaning that teachers cannot only encourage from one side, but parents do not encourage and motivate students to continue learning even though they are online. I think this condition is related to the education of parents who sometimes think that school is not too important. This makes it difficult for the teacher to finally motivate students because the encouragement is only from one side."

In implementing policies, if they want to succeed effectively and efficiently, implementers must not only see what they have to do and have the ability to implement the policy, but they must also look at the behavioral characteristics to implement the policy. In this discussion, it is interesting to see how the pattern of society in this case students and parents see the implementation of this distance learning policy. The problem of education during the pandemic is a bit complex, many of the problems faced by students are sometimes not supported by parents, meaning that teachers cannot only encourage from one side but parents do not encourage and motivate students to continue learning even though they are online.

Bureaucracy

Implementation of the implementation of distance learning policies during the Covid-19 pandemic in Banjar Regency which is regulated in the South Kalimantan Provincial Government Circular number 360/190/KL/BPBD/2020 regarding emergency response actions for Handling Coronavirus Disease 2019 (COVID-19) in South Kalimantan Province.

Pondok Darul Hijrah has prepared all preparations related to health protocols in the Pondok environment for the arrival of students back to the lodge. Especially after the District Government. Banjar invited representatives from Pondok Darul Hijrah which was attended by the Pondok Darul Hijrah Covid-19 Task Force Team on Tuesday, July 7 2020 at Mahligai Sultan Adam, Regency Government. Banjar. Based on the results of this study, the implementation of face-to-face learning in the Darul Hijrah Islamic

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boarding school environment during a pandemic by providing facilities for students to always maintain cleanliness such as hand washing and trash bins. The teacher's habit of inviting students to always pay attention to the cleanliness of the class before starting learning provides motivation and the wisdom of maintaining cleanliness.

CONCLUSION

Implementation of Learning Policies during the Covid-19 Pandemic at Darul Hijrah Islamic Boarding School Cindai Alus Kab. Banjar. The implementation of policies that conform to the policies of the central government through the Regulation of the Minister of Education and Culture is carried out separately by the regional government and the Provincial Education Office through periodic circulars according to the provisions of the Provincial Government. In other words, the authority to end Distance Learning (PJJ) which was implemented during the COVID-19 pandemic was left to the local government (Pemda), schools, and parents. So that these three components are the key to holding face-to-face learning or not.

The Darul Hijrah Islamic boarding school for men and women implemented a face-to-face learning policy at Islamic boarding schools during the COVID-19 pandemic based on the urgency of character education for special pesantren students Darul Hijrah. The education system in Islamic boarding schools includes a lot of character education and its applications, such as Islamic values and national values. The learning process carried out is not merely a transformation of knowledge but also presents students in Islamic boarding schools with religious activities and life together. The Darul Hijrah Cindai Alus Islamic Boarding School understands the pandemic situation with strict health protocols. Face-to-face learning is an activity that cannot be avoided. The implementation of face-to-face learning during COVID-19 was carried out well, in coordination with the COVID-19 task force of the Regional Government, the Ministry of Religion, teachers, alumni, and parents of students. The policy is by maximizing aspects of communication, community economic resources, or community economic conditions.

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