

# Principal Policy Analysis in The Management of Distance Learning in The Covid-19

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## Abstract:

This study examines the principal's policy in managing learning during the COVID-19 pandemic in schools. This study uses a qualitative type of field research. Madrasah principals, teachers, and committees are the primary data sources. Meanwhile, secondary data sources are obtained from relevant journals, books, magazines. The location of this research is Madrasah Ibtidaiyah Negeri 1 Malang. The findings of this study state that distance learning and problems during the Covid-19 period and analysis of basic policies by madrasah principals in managing distance learning with distance learning outcomes during the COVID-19 pandemic include policy analysis regarding student needs the use of learning applications. Evaluation activities and policies in the online learning process will be used. The importance of this research will be to provide solutions in learning to regulate flexibility in choosing a curriculum that is by the learning needs of students during the pandemic, as stipulated in the Decree of the Minister of Education and Culture related to the curriculum during an emergency.

**Keywords:** *Covid-19, Distance Learning, Policy, Principal*

## Abstrak:

Penelitian ini mengkaji tentang kebijakan kepala sekolah dalam mengelola pembelajaran selama masa pandemi covid-19 di sekolah. Penelitian ini menggunakan penelitian lapangan jenis kualitatif. Kepala madrasah, guru, dan komite adalah sumber data primernya. Sedangkan sumber data sekunder didapatkan dari jurnal, buku, majalah yang relevan. Lokasi penelitian ini di Madrasah Ibtidaiyah Negeri 1 Malang. Temuan penelitian ini menyebutkan bahwa pembelajaran jarak jauh dan permasalahan di masa Covid-19 dan analisis kebijakan pokok oleh kepala madrasah dalam mengelola pembelajaran jarak jauh dengan hasil pembelajaran jarak jauh di masa pandemi covid-19 diantaranya adalah analisis kebijakan mengenai kebutuhan peserta didik, penggunaan aplikasi pembelajaran yang akan digunakan, kegiatan evaluasi serta kebijakan dalam proses pembelajaran secara daring. Pentingnya

penelitian ini akan memberikan solusi dalam pembelajaran untuk mengatur fleksibilitas dalam memilih kurikulum yang sesuai dengan kebutuhan pembelajaran siswa di masa pandemi, sebagaimana ditetapkan dalam Keputusan menteri pendidikan dan kebudayaan terkait kurikulum pada masa darurat.

**Kata Kunci:** *Covid-19, Pembelajaran Jarak Jauh, Kebijakan, Kepala Sekolah*

## INTRODUCTION

At the end of 2019, Indonesia and the world were experiencing a crisis in all aspects of life due to the COVID-19 pandemic (Besand, 2020). The impact resulting from this pandemic is felt in all sectors, including the education sector (Inabariba, 2017; Mustajab & Fawa'iedah, 2020). In an effort by the government to minimize the impact that Indonesia faces in education, the government has made a policy to close various educational institutions (Fauzi & Sastra Khusuma, 2020). This is done because the closing of schools as an educational institution is expected to reduce the transmission of Covid-19 massively by reducing direct contact in the educational environment (Siahaan, 2020; Mulyanti et al., 2020; Rahman & Subiyantoro, 2021). The closure of these schools makes the education sector experience a new paradigm revolution that occurs as a whole, so that it forces many parties to do their learning and work at home (Mubin, 2021).

The phenomenon of social distancing that occurred during this pandemic is an additional factor that hampers the learning process in schools (Maman et al., 2021). The social distancing policy implemented by the government to minimize the spread of Covid-19 encourages all educational institutions to activate classes even though schools are closed (Putra et al., 2020). This closed school is one of the best mitigation steps taken to prevent the spread of COVID-19. The solution offered to overcome the closure of schools as a place for this learning process is to implement learning at home using facilities that can support the learning process (Syaputra et al., 2021; Mushfi et al., 2021).

During this pandemic, online learning is a solution that can be done to continue existing learning (Khurriyati et al., 2021). Online learning is defined as an effort made in the realm of education to transfer knowledge through website forums and digital technology trends such as audio, video, text communication using software supported by the internet network (Silalahi & Hutauruk, 2020; Fajri et al., 2021). The hallmark of this online learning is the integration of technology and the variety of innovations carried out by continuously interacting online (Rozi et al., 2021).

Online learning in this pandemic period indeed encounters many obstacles and problems. The problems and obstacles that occur are urging many elements to test the effectiveness of distance learning being carried out (Putra et al., 2020). Considering that during a pandemic like this time, location and distance become a big problem, such as the added expenditure of parents of students to prepare additional use of internet quota, different internet network locations to communication tools, namely students' cellphones, which are different, so that there is difficulty in reaching learning. Conducted long

distances (Suryati, 2017).

Distance learning that is currently being carried out cannot be separated from the role and contribution of the principal as a leader in the school in issuing policies to achieve learning objectives (Luttik et al., 2020). The efficiency and effectiveness of this principle are one of the keys to the success and success of an educational institution, namely the school. This is because one of the criteria for a successful school is the presence of quality leaders (Rinawati, 2015). There are several skills that school principals must possess in order to meet this standard, namely conceptual skills, human skills, and technical skills (Rosadi et al., 2021). So from the background that has been described, it is necessary to have a good policy from the principal in order to achieve the learning objectives. It is the same with online learning, which requires the role and direction of the principal so that it can be seen how far schools evaluate the success of online learning. Therefore, the researcher aims to analyze the policies set by school principals in order to manage online learning during the covid-19 pandemic.

Based on information obtained from the MIN 1 Malang class teacher, in carrying out the learning process, the school principal has implemented policies that have been made based on the Circular Letter of the Ministry of Education and Culture Number 4 of 2020, namely by implementing the online distance learning process. Efforts to realize an optimal online learning process require the readiness of educators, an appropriate curriculum, the availability of learning resources, and the support of stable devices and networks so that communication between students and educators can run effectively. In this case, it cannot be separated from the role of the principal as an educational leader in the school. The principal plays a vital role in determining the policies that will be taken in carrying out the online process to continue to improve the quality of learning sustainably.

This study discusses the principal's policies in implementing online learning at MIN 1 Malang. In contrast to the research that has been carried out by Hamadin (2017), his research has not shown the obstacles in the management of e-learning development because the e-learning learning in this study is still side by side with face-to-face learning. Then the research conducted by Dewi (2020) focused more on implementing online learning in elementary schools based on a literature review. The purpose of this analysis is to find out and analyze distance learning policies and problems during the Covid-19 period and analysis of basic policies by madrasah principals in managing distance learning with distance learning outcomes during the covid-19 pandemic.

## RESEARCH METHODS

This type of research uses a qualitative descriptive method, which means the problem is discussed by describing or describing the policies of the Madrasah principal in school management. This research was conducted in MIN 1 Malang. Data collection uses observation, namely, researchers coming to

madrasas, to observe each school principal's policy program during the Covid-19 pandemic. Apart from observation, data was collected through interviews, namely the head of the madrasa, teachers, students, and the madrasa committee. While the researchers took data using documentation, namely madrasa data such as the profile of Madrasah Ibtidaiyah Negeri 1 Malang, besides taking videos and pictures during the process of meeting activities, workshops, and meetings with parents of students at MIN 1 Malang. Data sources were obtained from the principal, class teacher, madrasa committee, and students. Techniques in collecting data using descriptive means that narrative is understood as giving the oral or written text of an event/action or a series of events/actions carried out chronologically (Creswell, 2007).

## RESULTS AND DISCUSSION

### Distance Learning and Its Problems

Learning consists of human elements, facilities, equipment, and methods used to achieve learning objectives. In addition, learning is also defined as a process carried out between students and the environment so that there is a change in behavior for the better due to external and internal factors (Budhianto, 2018). Learning that is done online or online has a positive impact and has a negative impact. Various responses arise from changes in the learning process, from face-to-face learning to distance learning. The reality shows that every learning process does not always run smoothly; teachers and students experience several obstacles and obstacles. The problems that occur can hinder and hinder the achievement of learning objectives (Amma et al., 2021).

This also occurs in distance learning which inevitably experiences various problems. The problems that occur can be divided into two dimensions, namely problems that occur in the student and teacher dimensions. In the student dimension, the problems that arise are related to the skills possessed by students, interests, learning motivation, learning attitudes, the level of concentration of students in receiving information and knowledge (Amma et al., 2021).

While the problems that arise from the teacher dimension are problems that arise before, during the learning process, and when evaluating learning. The problems that often occur are related to learning resources and teaching materials used. Based on the dominant factors in influencing the occurrence of learning problems, it can be divided into two factors, namely internal factors, and external factors, which are shown in table 1 as follows.

**Table 1: Dominant Factors Affecting Student Learning**

<b>Factor's Affecting</b>	<b>Explanation</b>
Internal Factor	Intelligence: the fundamental ability that students have to accept learning.
	Attention: the activity that students have to focus on something. Good attention to students will significantly affect good learning outcomes.
	Interests: With the appropriate interest will affect the seriousness of student learning.

	Talent: potential skills possessed by students.
	Motivation: The primary drive that gives a person direction to achieve his goals.
	Readiness: Students' readiness will affect the level of knowledge transfer from teachers to students.
External Factor	Family: at this level, students will be taught fundamental beliefs, cultural values, morals, and skills. Families have a significant influence on student learning outcomes. Some things that have a significant influence include the atmosphere of the house and the family's economic level.
	Schools: Some things that have an influence related to this school are teaching methods, the relationship between teachers and students, the level of discipline possessed by the school, facilities, and infrastructure to learning media that provide opportunities for students to get more learning experiences.
	Society: Some of the things that influence student learning related to this community are the form of community life to the influence of friends who hang out in the community.

Source: (Mukrandi, 2020)

### Principal Policy Analysis in Managing Distance Learning

Of course, every educational institution, namely schools, has carried out learning management plans that are carried out online (in the network). This management in the world of education is referred to as learning management. Management is defined as a process carried out to plan, organize, coordinate and control existing resources to achieve goals effectively and efficiently. Effective means being able to achieve something that has been planned, while efficient means that the work done can be done well, organized, and on time (Elvia, 2021). Meanwhile, learning can be defined as a process that aims to regulate and organize the environment around students to grow and activate students' interest in participating in learning activities at school (Arum et al., 2021).

Based on the above definition, the meaning of learning management can be seen, which is a process carried out in the implementation of learning by planning, implementing, evaluating, and supervising learning (Apriani et al., 2021). Learning management can be understood as a managing process that includes planning, organizing, actuating, and evaluating the learning process related to all components to achieve goals. Learning management is all actions to achieve an educative, effective, and efficient teaching and learning process (Saifulloh & Darwis, 2020). Learning management can be defined as a process of planning, implementing, and evaluating learning in implementing learning that the functions of learning management include; 1) planning in learning; 2) implementation in learning; and 3) evaluation in learning (Adri et al., 2021).

Significantly the principles of application of this learning function are described in table 2 as follows;

**Table 2: Principles of Application of Learning Management Functions**

<b>Learning Management Function</b>	<b>Principles of Application of the Learning Management Function</b>
Lesson Planning	<ol style="list-style-type: none"> <li>1. Organizing learning activities</li> <li>2. Setting and limiting learning objectives</li> <li>3. Develop alternative strategies that can be done in learning.</li> <li>4. Analyze and collect important information to support the learning process.</li> <li>5. Prepare and communicate plans and decisions related to parties interested in the learning process.</li> </ol>
Learning Organizing	<ol style="list-style-type: none"> <li>1. Provide facilities as well as facilities and infrastructure needed in developing an excellent framework to carry out learning</li> <li>2. Grouping the learning elements regularly.</li> <li>3. Establish a suitable learning coordination mechanism with parents</li> <li>4. Formulate and determine learning methods and procedures.</li> <li>5. Conducting selection, training, and education to improve and develop teacher positions by completing the required elements</li> </ol>
Learning Implementation	<ol style="list-style-type: none"> <li>1. Arrange the time frame needed to carry out the learning in detail and</li> <li>2. Issue clear instructions towards the achievement of goals.</li> <li>3. Carry out learning activities by the plans that have been made.</li> <li>4. Provide guidance and provide motivation and direction to teachers on implementing learning with students.</li> </ol>
Learning Supervision	<ol style="list-style-type: none"> <li>1. Evaluate learning activities carried out during the pandemic.</li> <li>2. Make deviation reports to take corrective actions, corrections and make learning standards and learning objectives.</li> <li>3. Assess and take corrective action against deviations that have occurred during the teaching and learning proces</li> </ol>

Source: (Nur et al., 2020).

The concept of learning management is an effort by the principal who acts as an instructional manager in the school environment and the teacher as a classroom learning manager who has the same vision and mission, namely achieving the learning objectives that have been made (Silalahi & Hutauruk, 2020). As a good manager, a principal and teacher must be active in finding solutions so that the learning process can take place effectively and efficiently so that it has an impact on increasing competence during the pandemic (Nurhayati & Hujjatusnain, 2021). This needs to be done considering that many things need to be analyzed to determine policies, such as analyzing student needs, analyzing learning applications that will be used, analyzing teams that have tasks in the field of consulting, and carrying out evaluation activities (Hermanto et al., 2021).

Based on the results of the analysis that; 1) Constraints experienced by many students during distance learning are problems with supporting facilities such as internet connections and damage to supporting hardware (computers or laptops) so that the measurement of discipline at attendance points cannot be used when class hours are in progress; 2) distance Learning has an impact on the psychological side of students, boredom of learning from home makes

students lazy to talk so that the measurement of activeness in asking questions also cannot be used in learning motivation during distance learning; 3) distance learning makes teachers and students cannot meet face-to-face so that supervision of the seriousness of students' learning cannot run optimally; 4) distance learning has changed many school agendas that have been set by the school at the beginning of the school year so that the schedule of teaching and learning activities is adjusted customize or be more flexible (Septiani & Samputra, 2021). This is based on the fact that the community considers distance learning as an alternative type of education or second-class education less prestigious than conventional education requiring learners' presence (Teufel et al., 1999; Sari et al., 2020). Along with the rapid development of information and communication technology, distance learning is held online via the internet (Allen et al., 2020). The public highly appreciates online distance learning; some even consider it more prestigious than conventional education, which tends to make less use of technological advances (Lin & Li, 2018).

## CONCLUSION

The MIN 1 Malang school principal has established a policy for implementing online learning. The principal's policy in the online learning process is carried out through planning adapted to the situation, conditions, facilities, objectives, and learning strategies. In implementing this online learning, principals and teachers use WhatsApp, PowerPoint, and google form applications to give students assignments. The principal provides a policy in delivering information and communication to students through WhatsApp groups for parents; for teachers who are more proficient in mastering IT, efforts are made to provide learning through learning videos and power points. Moreover, the teacher visits the homes of students who do not have an Android-based cellphone and are difficult to contact. Field research opportunities in the future, schools should be able to make distance learning applications that are more attractive and easy to use by students with minimal internet connection.

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