
SAIZU INTERNATIONAL CONFERENCE ON TRANSDISCIPLINARY RELIGIOUS STUDIES (SAIZU ICON-TREES)

ISSN 2964-5859, Volume 1, 2021, Pages 90-98

DOI: <https://doi.org/10.24090/icontrees.2021.15>

Proceeding of 1st Internasional Conference on Empowering Scientific Religious Studies in Post Pandemic Era

Learning Emergencies: Looking at School Management and Policies in the Covid-19 Pandemic Era

Khoirotul Ni'mah

Faculty of Tarbiyah and Teacher Training UIN Sunan Kalijaga, Yogyakarta, Indonesia

Corresponding author's email: khoirotulniamah1417@gmail.com

Abstract: The pandemic Covid-19 that was not managed quickly and efficiently could threaten educational institutions. Leadership in managing this crisis situation needs to be carried out by the principal so that the impact received can be suppressed. This study aims to analyze the crisis management carried out by the Head of MAN 1 Blitar through the pre-crisis, during the crisis, and post-crisis stages. This study uses a qualitative method with a case study approach. The source are the MAN 1 Blitar website and the information from the spokesperson for the head of MAN 1 Blitar and the 29th edition of Al-Fikroh magazine. The results of this study are policies carried out by the head of the madrasah at the time (pre-crisis). Namely the principal's quick response by spreading literacy in the form of Covid-19 prevention educational posters distributed through the website and social media of MAN 1 Blitar and the formation of the Covid task force team and the GEMES team (healthy madrasah movement), (during a crisis) madrasahs actualize learning during the pandemic. Crisis management carried out by the Head of Madrasah and the MAN 1 Blitar Teachers is the key to the success of managing crisis conditions in educational institutions.

Keywords: *covid-19; education; crisis management*

A. INTRODUCTION

Corona virus, which is announced in 2019, has contained several crisis in social environment, not only about crisis health, but education one of the elements which caused by pandemic (Murphy, 2020); (Weeden & Cornwell, 2020). In the context of Indonesian education, the government responds and provides to tackle quickly, however, it can still be held and take place even in an emergency due to the pandemic.

The pandemic effect become a shock culture in learning process. Because of that, the process will be held by used several media to counter and breakthrough in it's process. By several innovation in the pandemic era are carried out by utilizing distance learning media such as zoom cloud, google meet, and so on. These innovations are to overcome the limitations of accessibility between students and their facilities—libraries, administration, and



Copyright © 2021 The Author

This is an open access article Under the Creative Commons Attribution (CC BY) 4.0 International License

interraction with teachers (Aristovnik et al., 2020).

The policy of Work From Home (WFH) and online learning through the online system (distance) has made several educational institutions in Indonesia experience culture shock in the learning process. This is suspected to be due to a lack of preparation to undergo distance learning. Several media and other electronic media that are needed in the learning process become the main facilities and infrastructure as well as the main reason for the decline in the quality of teaching and learning activities. Coupled with several other obstacles such as the lack of distance learning tools, a less powerful internet network, inadequate purchasing power of quotas, and low skills in using online learning media. Therefore, according to (Amir, 2016) teachers and students are expected to be able to anticipate any changes and uncertainties that are currently or will occur.

In addition, this educational emergency is a challenge for madrasah principals to make internal policies to respond to this distance learning model. The main problem faced by these madrasah principals occurs when the current pandemic situation places extraordinary demands on madrasah principals in various regions. The impossibility of implementing conventional learning models due to emergencies caused by the epidemic pandemic which has increased significantly, requires that these learning models be replaced with online or distance learning due to health factors for all academic circles in educational institutions.

Recent research suggests that the impact of online learning will be to lower educational outcomes and worsen by closing schools across the region. So that learning in a crisis situation like this becomes mandatory as an effort to protect the entire community of educational institutions and become a solution so that education

continues (The Covid-19 Pandemic: Shocks To Education and Policy Responses, 2021).

The head of the madrasa in this case has a very strategic role to carry out his duties as a leader, namely making a policy in the midst of a crisis situation due to Covid-19. As the highest in the management of educational institutions, academics say that the madrasah principal has an important role to answer all internal problems by designing some appropriate and fast steps (Akdemir, 1997).

The application of "crisis management" by the madrasah principal is an action to regulate and manage the impact of a crisis, so that it can be affected all components of an educational institution. Risk is different from crisis management Ibnu Ahmad (Ahmad, 2020). Risk management requires the head of the madrasa to assess potential threats and determine the best solution to avoid these threats, while in crisis management the threats have already occurred and must be faced.

The crisis situation due to this pandemic on the one hand is considered a threat, but it is not always the case, on the other hand, madrasah principals can be more motivated to see opportunities to bring schools better. Therefore, according to Rodliyah, madrasa heads are required to have the art of leading in all situations and conditions of life (Rodliyah, 2019). The hope of making policy from the head of the madrasa is able to provide concrete solutions to the crisis situation that is being experienced by his internal agencies.

The assumption regarding the selection of this object research is based on the fact that MAN 1 Blitar is a model madrasa in Blitar. This is suspected because the shock of this pandemic is not the main obstacle in pursuing various achievements, both academic and non-academic.

The theory used in this study has similarities with previous research, but this study places the theory into a different object of research. Therefore, the results of this

study are expected to be a consideration for several madrasa heads to make internal policies that are contextualized with their institutions during the crisis in the Covid-19 pandemic era, especially East Java which became a red zone.

B. MATERIALS AND METHODS

This research is included in the type of case study research with a qualitative approach. The selection of this type of research is considered an in-depth and detailed study of everything related to the object of research (Moleong, 2019). This research intensively examines the phenomenon of the Covid-19 pandemic and directs policy-making to the head of the madrasah MAN 1 Blitar. In addition, this study provides a more insightful view of the leadership style of madrasah principals in carrying out crisis management at MAN 1 Blitar in the midst of the Covid-19 pandemic situation through pre-crisis, during crisis and post-crisis stages. The primary data source of this research is the MAN 1 Blitar website which contains information about programs, policies, activities, and learning events in the midst of the Covid-19 pandemic and secondary data that supports this research is the social media of MAN 1 Blitar, Al-Fikroh Magazine edition 29 (MAN 1 Blitar magazine), related books and journals. The data collection technique was carried out using web investigation techniques, documents and interviews related to the Covid-19 transmission prevention campaign issued by the MAN 1 Blitar institution via online with the head of Public Relations and Head of Madrasah. After the data has been collected by verifying the main research subject, then proceed with data analysis techniques with descriptive explanations.

C. RESULT AND DISCUSSION

1. Crisis Management Theory

Crisis situations can affect and even threaten an educational institution

(school) unexpectedly. In facing a crisis condition, a leader of an educational institution is ready or not required to be able to adapt (Murfi et al., 2020). This period is known as "crisis management". According to (Gultekin, 2002) crisis management is an action taken by leaders of educational institutions in power during times of crisis. Therefore, crisis management needs to be carried out by the head of the madrasa to manage the crisis effectively and efficiently as a response in dealing with crisis situations. This effort is a form of strengthening that can affect staff, teachers, students, and parents of students as parties affected by the crisis situation.

The most important thing in crisis management is achievement, where crisis management is a series of activities carried out in a planned, systematic and rational way as a way to suppress the impact excessively to eliminate problems that occur in the midst of a crisis situation, so that a visionary leader is needed and is good at seeing opportunities. among the conditions of emergency. In managing crisis situations, crisis management theory has 3 stages, namely: (1) pre-crisis, (2) during crisis, (3) post-crisis.

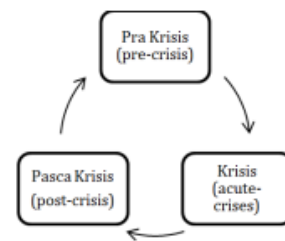


Figure 1. Crisis Management Stage

Pre-Crisis, this phase is where various prevention and preparations are carried out in overcoming critical conditions. At this stage the crisis situation has not yet occurred. Leaders understand indicators that can

exacerbate impact and turn them into opportunities to minimize over-impact. The preparation of leaders in this phase is to form and train a crisis management team consisting of staff and teachers who will be able to adapt to crisis conditions and be able to in detail analyze the SWOT of educational institutions and develop appropriate and efficient plans to reduce the impact of crisis situations.

During the Crisis, the phase where the crisis has occurred. Leaders make various efforts so that the crisis situation does not get worse. Leaders take part in dealing with crisis situations directly. Therefore, the leader implements the plans that have been formulated by the team and collaborates with various stakeholders in an effort to handle the conditions. In addition, the leader provides motivation to the team that has been formed and trained, so that they are able to carry out their duties in a crisis situation to the fullest.

Post Crisis, the last phase in crisis management. In this stage the leader evaluates the strategies that have been applied in handling the crisis situation, including evaluating the impact received and controlling the development of agency activities after the evaluation is implemented. In addition, planning for further policies is also designed by the leaders in this phase after evaluating the strategies that have been carried out.

Crisis management in practice is an effort by educational institutions to respond to the current crisis. This effort is carried out as an early detection and management crisis so that educational institutions continue to carry out the educational process. Crisis management that is managed systematically will produce the result of overcoming the impact of excess and successfully carrying out teaching and

learning activities. As a concrete step in crisis management, educational institutions must be able to utilize the expertise of leaders, staff, teachers and stakeholders to plan and manage the crisis.

2. Madrasah Response Preventing Covid-19

Crisis situations in educational institutions require the role of the madrasa head in making the right decisions quickly (Ahmad, 2020). The decisions taken by educational institutions are aimed at preventing the spread of Covid-19 so that the impact received can be strictly minimized. In this pre-crisis phase, Madrasahs responded to the crisis situation by forming a Covid-19 task force team, the Gemas Team (Healthy Madrasah Movement), and literacy briefings for staff, teachers, and students as an effort to prevent from the Corona virus in the form of a magazine that printed, and posters distributed on the website and social media of MAN 1 Blitar



Figure 2. Prevention poster Poster for the appeal for prevention of Covid-19 at MAN 1

Appeals and regulations from the head of madrasahs are always aimed at responding to the wave of transmission of Covid-19 with the instrument of the website page, magazine, as well as the social media of MAN 1 Blitar, meaning that agency leaders are serious in responding to crisis situations that can

threaten the activities of teachers and students in the midst of the Covid-19 Pandemic. Matters related to the narrative of preventing Covid-19 are messages that must be appealed to staff, teachers, students and parents to avoid the threat of a pandemic and maintain health together.

3. Actualization of learning in the Pandemic Era

During this Covid-19 crisis, the head of the madrasa and the team carried out the plans that had been made together as an effort to prevent the development of a crisis situation. As the highest level of educational institution, the head of the madrasah strives for crisis management with various relevant stakeholders so that the reputation of the madrasa as an educational institution is still recognized. In the midst of the crisis conditions that have occurred, Madrasah Aliah Negeri 1 Blitar has implemented several policies.

a. Socialization with Puskesmas

To increase awareness of the Covid-19 virus and education to prevent its spread, Madrasah held a socialization by presenting speakers from the Kanigoro Health Center to educate about hygiene and health protocols that must be carried out by teachers and students wherever they are, especially in the school environment. In the socialization activity, it was conveyed about the characteristics of Covid-19 in humans and tips to prevent it, namely by always complying with health protocols and maintaining body immunity.

b. Online learning

In addition to the Covid-19 prevention policy through literacy by Madrasah, MAN 1 Blitar long before the onset of the Covid-19 pandemic used the KBM system using E-learning and Moodle at MAN 1 Blitar and in the current crisis situation, the learning model through e-learning will be continued and maximized for distance learning plans.

“The use of e-learning has become significant at this time. All teachers and students began to study using e-learning intensively. Teachers are grouped by subject and are guided by a teacher who has been trained to operate e-learning. Meanwhile, students were given handouts about the use of E-Learning. So the KBM process (learning and evaluation) is done through E-Learning. In addition, teachers and students also use WhatsApp and Telegram for subject groups. The use of Telegram is also intended for parents of students. There are 3 parent student groups on Telegram. Thus, coordination and information delivery become easier” (Interview with the spokesperson for the head of MAN 1 Blitar (Atik Herlianawati, M.Pd.)

MAN 1 Bitar in accordance with the government's call to implement an online learning system for the teaching and learning process, along with the strategies adopted conducted by Madrasahs in optimizing distance learning in the midst of a pandemic as an effort to suppress the spread of the virus in the school environment.

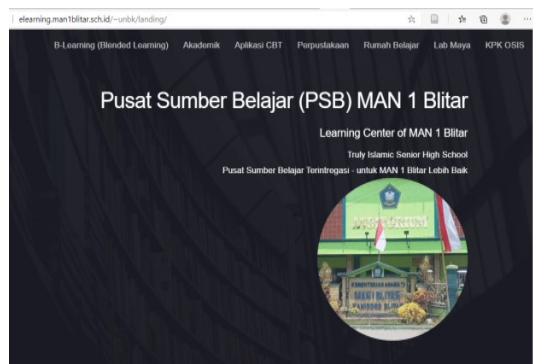


Figure 3. E-Learning page MAN 1 Blitar

Madrasah's carry out socialization as well as steps to optimize policies to implement learning through E-Learning at MAN 1 Blitar as an effort to keep learning and teaching activities running optimally even though in the crisis situation. This is done to provide education about learning and optimizing teaching and learning using E-Learning, madrasahs bring experts in their fields to provide appropriate and efficient mentoring. With this activity, madrasahs try to be active in responding to the risks and impacts that will be accepted with appropriate proposals for all parties.

c. Reports on the Progress of Teaching and Learning Activities (KBM)

In controlling KBM, Madrasahs make policies in the form of making daily and weekly reports for teacher educators.

“During WFH, teachers are asked to make daily and weekly reports (sample attached) which is submitted via madrasah email. During WFH, the Head of Madrasah and their staff also complete the necessary facilities and infrastructure to prevent the

spread of the Covid virus at MAN 1 Blitar, including the formation of the Covid 19 Task Force.”

With this policy, it means that madrasahs respond to crisis situations and try to be responsible for the continuity of student and teacher teaching and learning. The credibility of the madrasah is still recognized by the community because of the implementation of learning activities even with an online system.

d. Socialization and Quota Assistance

Crisis situation become a new culture and even become a culture shock for teachers and students. The policy taken by the head of the madrasah as the leader of the institution is of course the madrasah's responsibility to the rights of teachers and students in the institution he leads. Therefore, leaders with good and wise characters will have concern and sensitivity to the needs and rights they lead so that mutual success is achieved (Purwanto et al., 2020).

Policy of the head of MAN 1 Blitar after analyzing together with the team to launch crisis management in responding to government policies related to distance learning, is by direct socialization by the head of the madrasah. This activity is carried out in stages for all students, teachers and education staff by strictly adhering to health protocols. The head of the madrasah at the end of the socialization provided education quota assistance as the responsibility of the madrasah so that teachers and students were

able to carry out learning activities without internet accessibility constraints. In addition, this is one of the anticipatory steps in online learning regarding the smoothness of communication in teaching and learning activities between teachers and students more smoothly, without serious problems.

The response of the head of the madrasa in determining policy by means of deliberation with the stakeholders (in this case the school committee) and the crisis management team to overcome this crisis condition is a form of active participatory leadership of the head of madrasah MAN 1 Blitar. With his active role, the madrasa head also motivates students and educators to always be enthusiastic in learning and teaching in the midst of the Covid-19 pandemic. Because with the active role of the madrasa principal, all learning and teaching activities in the pandemic era will soon be completed through several policies taken (Hasibuan, 2006).

implemented in handling crisis situations. The madrasa head and team evaluate the impact received in the policy process that has been implemented. It turns out that there are obstacles that are received by teachers and students in online learning, namely the lack of ability of some teachers in optimizing the use of E-Learning, the difficult internet network in the student's home environment, and online facilities that are used together in the family make madrasa strategies and policies not optimal.

“The obstacle experienced by teachers and students is that the ability of teachers to learn E-Learning (EL) is different. There are some teachers who have not been able to use EL perfectly. For example, for the Daily Assessment some use Google Forms, not using Moodle in EL. Constraints experienced by students relate to signals in the area where they live that are less supportive, cellphones shared by all family members, and limited quotas. To overcome this In this case, students are welcome to use wifi access in the madrasa. For those who don't have cellphones or laptops, madrasas prepare computer labs for them to use.”



Figure 4. Socialization of Madrasa Heads and Distribution of Cards Prime & Quotas

4. Evaluation and New Formula

In this post-crisis stage, the leader evaluates the strategies that have been

The interview with the Head of Public Relations of MAN 1 Blitar above is a high response from educational institution leaders to changes in school situations and conditions so that they are able to adapt and make quick handling. Therefore, (Akdemir, 1997) an agency will always need a leader who is able to act quickly and precisely against threats that can have an impact on the loss of the agency he leads and are able to see opportunities in times of crisis.

The existence of obstacles that were handled quickly and efficiently created many achievements that have been achieved by MAN 1 Blitar students in the midst of a crisis situation, this indicates that the policy of managing a crisis situation planned by the

madrassa is able to bring about student achievement even in a crisis situation of the Covid-19 pandemic. Furthermore, in this phase the madrassa head and team continue to control the policies that have been made and plan strategies to deal with student and teacher constraints, so that the progress and productivity of madrasahs are more transformative. This evaluation is used to review the factors and constraints when the policy was implemented in learning activities.



Figure 5. Students MAN 1 Blitar won the first race of Sociology National level

This section may be divided by subheadings. It should provide a concise and precise description of the experimental results, their interpretation, as well as the experimental conclusions that can be drawn. Authors should discuss the results and how they can be interpreted from the per-spective of previous studies and of the working hypotheses. The findings and their implications should be discussed in the broadest context possible. Future research directions may also be highlighted.

D. CONCLUSION

From the results of the research discussion above, it can be concluded that crisis management is carried out by the head of MAN 1 Blitar. Pre-crisis is Madrasah Response to Prevent Covid-19, namely by providing and carrying out Covid-19 prevention literacy which has been distributed on the website and social media of MAN 1 Blitar. During the madrasah crisis,

several policies were carried out as an effort to prevent the spread of Covid-19 and to continue learning and teaching activities optimally and productively. This is through socializing the prevention of Covid-19 with the Kanigoro Health Center, online learning, controlling and reporting on teacher accountability for student learning development as an effort to optimize online learning and socializing madrasah principals as student motivation in online learning and assistance with starter packs (quotas) to students. Post-crisis where Madrasahs evaluate policies that have been implemented and plan new formulas for better madrasahs. Crisis management carried out by the Madrasah Principal with the MAN 1 teacher. Blitar is the key to successfully managing crisis conditions in educational institutions. The collaborative leadership of the Madrasah Head is a managerial support at MAN 1 Blitar so that learning runs productively and continues to excel in the midst of the Covid-19 pandemic crisis situation.

REFERENCES

Ahmad, MI "Crisis management: leadership in dealing with the Covid-19 crisis situation". *Leadership: Student Journal of Islamic Education Management*, vol 1(2), pp. 223–237, 2020.

Akdemir, A. "Changes in Management Policy and The Profile of a Changing Leader". *Symposium on Leadership in 21 St Century*, pp. 349, 1997.

Amir, MT. "Educational innovation through problem based learning. Prenada Media, 2016.

Aristovnik, A., Keri, D., Ravelj, D., Tomaevi, N., & Umek, L. "Impacts of the COVID-19 pandemic on life of higher education students: A global perspective. *Sustainability*, vol. 12(20), pp. 8438, 2020.

- Gultekin, MK. "Management in Crisis. Check-Up in Crisis, Ways out of Crisis", pp. 10–50, 2002.
- Hasibuan, MS. "Fundamentals, understanding, and problems in management". Jakarta: Earth Literacy, Revised Edition, 2006.
- Kriyantono, R., & Sos, S. "Public relations, issue & crisis management: critical public relations approach, critical & qualitative ethnography", 2015.
- Moleong, LJ. "Qualitative research methodology". 2019.
- Murfi, A., Fathurrochman, I., Atika, A., & Jannana, NS. "School leadership in the Covid-19 crisis situation in Indonesia". *MANAGERIA: Journal of Islamic Education Management*, vol. 5(1), pp. 119–136., 2020.
- Murphy, MPA. "COVID-19 and emergency eLearning: Consequences of the securitization of higher education for post-pandemic pedagogy". *Contemporary Security Policy*, vol. 41(3), pp. 492–505, 2020.
- Purwanto, A., Asbari, M., Prameswari, M., & Ramdan, M. "LEADERSHIP STYLE IN MADRASAH ALYAH: AUTHENTIC, TRANSFORMATIONAL, AUTHORITARIAN OR TRANSACTIONAL". *Nidhomul Haq: Journal of Islamic Education Management*, vol. 5(1), pp. 15–31, 2020.
- Rodliyah, S. "Islamic Boarding School Leadership: The Urgency of Education in Preparing Qualified and Moral Nation Leaders". *MANAGERIA: Journal of Islamic Education Management*, vol. 4(1), pp. 169–182, 2019.
- The Covid-19 Pandemic: Shocks To Education and Policy Responses*. (2021).
- Vebrianti, S., & Hidayat, D. (nd). STUDY FROM HOME CRISIS MANAGEMENT AND POLICIES IN THE NEW NORMAL TIME. *UHO Journal of Communication Science: Journal of Communication and Information Studies Research*, vol. 6(1), pp. 39–58.
- Weeden, KA, & Cornwell, B. "The small-world network of college classes: implications for epidemic spread on a university campus". *Sociological Science*, 7, pp. 222–241, 2020.
- The interview with the head of Public Relations of MAN 1 Blitar (Atik Herlianawati, M.Pd.) was held on January 20, 2021, the Website of the MA Negeri 1 Blitar https://www.man1blitar.sch.id/ma_nesa/ accessed on January 17, 2021.
- Youtube of the MA Negeri 1 Blitar <https://www.youtube.com/channel/UC3fSjszGLepoNF5GyzdmS1w> (accessed 17 January 2021)
- MAN 1 Blitar Instagram: @man1blitar_official (accessed 17 January 2021)