



HIDDEN POLICY OF THE PRINCIPAL OF MTs MA'ARIF NU BLITAR DURING THE COVID 19

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Abstract

The widespread spread of the covid 19 virus demands that the government set a policy to close the implementation of learning activities in schools carried out directly by replacing the implementation of learning through the online system or remote point MTs Ma'arif NU Kota Blitar as one of the educational institutions finally have to take strategic steps in addressing the situation of the spread of the covid virus 19 and the policy of school closure. The purpose of this study is to investigate and elaborate how the policy set by the head of MTs Ma'arif NU Kota Blitar in dealing with covid-19. research approach using qualitative approach with the type of case study research data collected through observation, interview and documentation of data analysis using interactive analysis through the stages of data collection, data presentation, condensation and inference. The results showed that the head of MTs Ma'arif NU Kota Blitar used the policy strategy to prepare for the implementation of learning activities

Key words: Hidden policy, Principal, Covid 19

INTRODUCTION

The outbreak of the covid19 virus that spreads throughout the world including Indonesia has a big impact on all joints of the order of life both in terms of economy, politics, culture and education. All activities of human life are faced with difficult realities and are required to make various adaptations to the current conditions, as a new era is said to be with the new normal. New normal as a reality and certainty where everyone who seeks to improve education should receive. Doing more with less has become a scenario for achieving better academic results for all students (Francisco & Nuqui, 2020). Educational Institutions truntut to optimize all sumbe power owned can bring up ideas and practices of creative learning that has never been donebefore (Einstein & Growe, 2011). Covid-19 is a crucial problem that should get serious attention and management that has a global and wide-scale impact (Bleich et al., 2020),

The school became one of the units of community activities affected by covid-19 (Marinoni et al., 2020). This is in line with the emergence of government policy through the Minister of Education and Culture who issued circular letter no. 15 of 2020 which basically contains about the implementation of Education remotely. (Implementation of Education Policies in Emergencies Spread of Co Rona Virus

Disease Covid-19, 2020), where the policy is also applied in several other countries (Shingler-Nace, 2020). These steps are taken to prevent the spread of the covid-19 outbreak. (Fernandez & Shaw, 2020), (Bavel et al., 2020), (World Health Organization (WHO), 2020)

Difficult situations and conditions for the school, still demanding that the principal always have innovation and creativity in creating a situation and learning environment conducive to students (Robbins & Judge, 2013); (Charalampous & Papademetriou, 2019). The principal has a vital and decisive role for the continuity of the implementation of teaching and learning activities (Romero, 2021). Therefore, the headmaster must have strategic steps in carrying out the leadership and management functions of all members of his school (Wahyuddin, 2017). All actions of principals and teachers will greatly affect the learning process (Price, 2012); (Hariri et al., 2014), (Muslim, 2020), (Indrioko et al., n.d.) . The principal is faced with a complex situation in terms of ethics (Berkovich & Eyal, 2020), (Shingler-Nace, 2020). Therefore, during the covid-19 pandemic, strong and sustainable leadership is needed to overcome the challenges it brings to the forefront (Pounder, 2021).

Noeng Muhadjir explained that the policy is an effort to solve social problems for the benefit of the community on the principle of justice and welfare of the community (Muhadjir, 2000). Sub-governmental policy contains a set of objectives, orientations, fundamental principles and regulations that serve as the guide of the organization. Thus it can be understood that the policy includes the entire directive that is used as a basic reference in moving the organization as an actualization of the leadership's wisdom to subordinates or their communities. A leader who has wisdom can make a policy that is flexible, except with regard to rules that are principled and standard, to others (Muhaimin, 2005).

Functionally,

Some previous research relevant to this study is Xiu's research (Xue et al., 2020) entitled China's education response to COVID-19: A perspective of policy analysis. The study aims to explore how Chinese education responds to covid-19 from a policy analysis perspective. The process of policy change and the effect of policy implementation have been examined to analyze how China's education responds to COVID-19. The characteristics and experience of China's education policy in response to the epidemic concentrate on establishing a system of government under the centralized and unified leadership of the Communist Party of China, establishing a pattern in which families and schools work closely together to promote the smooth development of education. cation and teaching, transforming

from emergency surrogates during crises into important motivations to promote the transformation of educational paradigms, and pay great attention to remote and poor areas and groups of underprivileged students.

Then Stone (Stone-Johnson & Miles Weiner, 2020) with a focus on the professionalism of the principal on sat covid-19. The qualitative method of research concluded that the principal had difficulty to take policy in the face of covid due to lack of understanding of the professionalism of the principal's leadership. Another study was conducted on Onyema et al (Onyema, 2020) on the impact of corona 19 on education. The method used by STATA /regression with the results of the study that the impact of covid-19, the majority of schools divert peroses learning implemented online, but there are constraints related to the preparation of infrastructure and the ability of teachers in the mastery of digital technology. Both studies focus on the issue of the professionalism of the principal and the policy of the principal who has not anticipated the issue of infrastructure and human resource capacity. From the results of this study, there is still need to be more in-depth research on the policy of the principal in the covid-19 period based on the development of technology, so that from the existing findings still leave problems in the school environment in the face of covid-19. This study, in contrast to existing studies by focusing the study on the combinationative policy model of elementary school principals in the covid19 era with technology-based.

The purpose of this paper is to complete the results of previous research. This research will deeply mitigate the combinationative policy model of the principal of MIN 1 Kota Malang elementary school in the face of covid-19 based on technology. The focus of this research is 1) how the policy of mi 1 elementary school administration services in Malang during the pandemic is technology-based, 2) how the policy of learning of elementary school MIN 1 Malang during covid-19 is based on technology, 3) how the communication policy of institutions and parents of students at the time of covid-19 is technology-based. This research is expected to provide comprehensive information about the combinative policies of elementary school principals in dealing with covid-19 with technology-based. This will answer against the gaps that arise in the principal's policy that is not in accordance with the student's condition and the learning is not optimal.

This research is based on the argument that the principal's policy is a very strategic problem and should be able to accommodate the needs and conditions of people who have shortcomings in terms of infrastructure and human resources. Policies must be established through strategic, analytical and comprehensive

measures. The school principal's combinative policy is based on technology as one of the alternative solutions for the implementation of learning in mas covid-19.

METHOD

This case study focused on the policy aspects of madrasah heads in MTs Maa'arif NU Kota Blitar to deal with the outbreak of covid 19. The purpose of this research is to investigate comprehensively, in detail and in depth to the events and behaviors of the leadership of the head of madrasah MTs Maa'arif NU Kota Blitar using qualitative approach (Jamshed, 2014). To achieve the research objectives, this study uses the design of case study research. The investigation process by looking for answers to the questions 'how' and 'why' regarding problems related to the process (Yin, 2007). Case studies were selected in order to elaborate in detail, in depth and comprehensively on the phenomena at the research site (Yin, 2007); (Johnson & Stakes, 1996); (Meyer, 2001); (Forrest-Lawrence, 2019); (Meyer, 2001); (Flyvbjerg, 2006).

MTs Maa'arif NU Kota Blitar was chosen because, MTs Maa'arif NU Kota Blitar is one of the madrasahs that feel the impact and accept the policy of distance learning in the period of covid 19, as well as madrasah that prepares for existing policies. To obtain the required data in accordance with the focus studied, data collection techniques using in-depth interviews and observations of participants (Crowe et al., 2011); (Jamshed, 2014); (Baxter et al., 2008). In-depth interviews and observations of participants are used to explore various information from respondents and various situations that cover the research object. The determination of research respondents was conducted by purposive sampling techniques against the place and the person who knows and mastered the information in accordance with the purpose of the researcher. The main standard of determining respondents is the breadth and depth of information possessed (Creswell, 2012). In addition to using in-depth interviews and observations of participants, researchers also collected research data using document analysis techniques (Creswell, 2012); (Bogdan & Biklen, 2003).

The data of the research results are grouped into primary data and secondary data (Hox & Boeije, 2004). Primary data includes words and actions obtained from on-site informants based on research focus (Meyer, 2001). The secondary data contains supporting documents that can strengthen the primary data, in order to obtain valid and reliable data (Hox & Boeije, 2004). The key informant is the head of the madrasah and to obtain complete, extensive and in-depth information on snowball sampling techniques (Naderifar et al., 2017). Validity of research data

obtained by source triangulasi techniques and methods (Lincoln et al., 1985); (Meyer, 2001).

Data analysis of digital leadership vision case of MTs head Maa'arif NU Kota Blitar using interactive techniques. These techniques include: condensation of data (selecting, focusing, simplifying, abstracting and transforming), presentation of data (finding patterns and relationships between data that allows conclusion retrieval) and drawing conclusions or verification (creating patterns about events that occur) (Matthew B, Miles &Saldaña, 2014).

RESULT AND DISCUSSION

Education as the main pillar in preparing the future generation of a superior and qualified nation. the hope will be realized of course by optimization efforts in the process of organizing education in Indonesia. However, with the covid-19 virus that is spreading and spreading in several countries, one of which Indonesia certainly organizes an ideal and optimal education requires efforts and special in handling it.

All sectors and joint lines of people's lives are experiencing the efficacy of the covid-19 virus. One of the impacts that have an impact is that educational institutions, institutions where education as one of the main pillars to realize a future generation of superior and qualified must still exist in this difficult situation. one of the educational institutions that continues to strive to organize the teaching and learning process during the covid 19 pandemic is MTs Ma'arif NU Kota Blitar.

MTs Ma'arif NU Kota Blitar which in fact is a basic educational institution with a boarding school system model makes a policy that is relevant enough to deal with the virus covit 19 is with a policy of learning process outdoor learning system. This policy is taken by the head of madrasah in order to supervise the continuity of the implementation of the learning process that must be implemented and can still encourage students to develop all their potential. The policy of the head of madrasah in the form of learning process outside the learning system as a strategy made to be able to continue to carry out the learning process but on the one hand the learning activities carried out do not violate the rules set by the government.

This is in line with the statement given by the head of madrasah at the time of the researcher conducted an interview with his statement that pthere is a period of covit-19 they are faced with a dilemma where the government in this case the Ministry of Religious Affairs blitar has instructed that all activities or learning activities carried out online or courageous. Any activity in the learning process should not be done in a conventional face-to-face or classic way in the classroom point we face problems that to address the policy because of what, Because the

institution MTs Ma'arif NU Blitar city is managed with a dormitory system or dormitory that in fact the whole world MTs Ma'arif NU students responsibility Blitar city is in the cottage.

The head of madrasah with a statement from his statement provides information that MTs Ma'arif NU Kota Blitar has an alternative policy in order to prepare for the covid 19 pandemic which is then followed up by the government through the Ministry of Religious Affairs of Blitar city with a rule so that the entire implementation of the learning process is carried out online or offline. This action as an effort to control and anticipate the outbreak of the virus covid 19 in the midst of the community. However, because MTs Ma'arif NU Kota Blitar managed by boarding school system or boarding school, the head of madrasah made a policy that can make one of the alternative solutions so that the learning process can still run normally while not violating the provisions of the Ministry of Religious Affairs of Blitar city. The policy taken by the head of madrasah MTs Ma'arif NU Kota Blitar is to organize a process of learning activities on behalf of learning assistance under the control of boarding schools. the learning process is designed in the model of learning system in out learning system.

Upaya madrasah head by trying to formulate an alternative policy in addressing the situation of the pandemic secret in a stealthy and veiled way is also supported by the statement delivered by waka kurikulum. where Waka Curriculum is invited and directly involved in the process of formulating the policy MTs Ma'arif NU Blitar city to deal with the pandemic situation. In addition, it is also invited to jointly prepare government policies through the Ministry of Religious Affairs of Blitar city that regulates the implementation of education or learning process taking place offline or online. as stated in the statement of the deputy head of affairs kurikulum mother Ani Maratus SHolihah, S.Hum, who intina some waka madrasah involved to Jointly make the right policy formulation in addressing the situation and conditions of pandemic covid-19.

It is further confirmed that the head of MTs Maarif NU Kota Blitar seeks to formulate madrasah policy to address the covid-19 pandemic and government rules through the Ministry of Religious Affairs of Blitar City. In the statement huga illustrated that madrasah policy is done in secret or veiled, in order to continue to be carried out the learning process directly or offline while maintaining and m



Figure 1. Chairman meeting

After going through the stages of madrasah policy formulation is finally established a formulation that is then used as a foundation or footing by the entire community of Madrasah Tsanawiyah Ma'arif NU Blitar city in carrying out learning activities. The next stage of formation with the socialization stage after the policy formulations are agreed both strategically and then by the head of madrasah together with the team followed up by socializing to teachers, employees and students.

This is as conveyed by the head of madrasah MTs Ma'arif NU Kota Blitar where he stated that: "after we together with the team formulated the mattress policy in the face of the pandemic situation and prepared the government policy of the Ministry of Religious Affairs of Blitar city and We have agreed then after that we socialize to there are fathers and mothers of teachers and all students in MTs Ma'arif NU Blitar City".

The step of the head of madrasah to socialize madrasah policy to teachers and students is a strategic step that affects the implementation of the policy. With the socialization, the policy that will be implemented and implemented in MTs Ma'arif NU Kota Blitar can get responses from teachers and students there are policies that may not be appropriate or not in accordance with what is expected by teachers and students.

Seperti statement delivered by Husnatin's mother as one of the teachers MTs Ma'arif NU Blitar city field of study Quran Hadith that:

"we as teachers in MTs Ma'arif NU was ejected at that time collected by the head of madrasah to get socialization about madrasah policy in the face of covit 19. The essence of the policy is that MTs Ma'arif NU Kota Blitar will continue to carry out offline learning activities but on behalf of the boarding school point so it is expected to all teachers who teach at MTs Ma'arif NU thrown not convey out of school or to the community that they Come to school to carry out learning activities, but the father of the teacher came to the community that we come to the school to accompany the students who are studying in the cottage".

Here is a document on the socialization process of madrasah policy



Figure 2. Socialization of Policies to Teachers and Students

Based on the observations, interviews and documentation data collected by researchers after following the data in MTs Ma'arif NU Kota Blitar, it can be ignored that in order to prepare the situation of the covid 19 pandemic as well as prepare the government policy of the Ministry of Religious Affairs blitar MTs Ma'arif NU Blitar city through the head of madrasah together with the team formulated a policy formulation that contains two main elements, namely strategic policy and operational policy. Strategic policy related to the status of education implementation is not implemented on behalf of MTs Ma'arif NU Blitar city as a formal educational institution but diverts the implementation of educational activities on behalf of learning assistance activities in boarding schools. This is certainly very important and very urgent for MTs Ma'arif NU Kota Blitar to still be able to carry out the implementation of learning activities in pandemic situations and still be able to implement the rules set by the government through the Ministry of Religious Affairs the continued implementation of education directly or offline will certainly have a huge impact on the achievement and completion of competency standards that must be achieved by students. This policy is also very influential on the effectiveness of teaching and learning activities that take place in MTs Ma'arif NU Kota Blitar because the interaction process between teachers and students that can be implemented directly will certainly have a very impact on the achievement of more optimal learning outcomes when compared to indirect learning (distance learning).

Based on the findings of research and exposure date through the interview process and documentation, K4 clearly that in the process of policy formulation conducted by the head of madrasah in MTs Ma'arif NU Kota blitar is not in the same name as tork bersha and must be implemented by all teachers and students, but there is a dialogue there is a process of bargaining there is a process of searching conducted by the head of madrasah to obtain input or information as an alternative solution to be used as a agai model of formulation process like this is said to be like a process model policy.

Based on the results of the research obtained at the location and drinkapa statement of the head of madrasah or Waka Kurikulum, the formulation of the policy of the head of madrasah MTs Ma'arif NU Kota Blitar consists of two things, namely strategic policy and operational policy.

Strategic policy is a policy that becomes the main basis in the implementation of an activity set by the head of the institution in the context of this research, namely the head of madrasah. This policy is very fundamental for the achievement of an activity objective that will be implemented by madrasah strategic policy point set by MTs Ma'arif NU Blitar city to prepare for the situation of pandemic covid 19 while also still complying with the rules set by the Ministry of Religious Affairs of Blitar city, namely the implementation of education in MTs Ma'arif NU Blitar city implemented in the name of pesantren activities.

Strategic Policy Head of MTs Maarif NU Kota Blitar namely "Implementation of Education on behalf of pesantren activities".

Selain formulated the strategic policy of the head of madrasah Tsanawiyah Ma'arif NU Kota Blitar also set operational policy as a concrete step of implementation of strategic policy. As conveyed by the Head of MTs Ma'arif NU who commented bahwa "that operational policy as a form of implementation of the strategic policy that has been set includes several *main points, namely: the arrangement of learning groups, the arrangement of resources / teaching materials and learning media and the strategy of implementation of KBM in the Classroom*".

The statement of the head of the madrasah is in line with that delivered by Waka kurikulum MTs Ma'arif NU Kota Blitar with his statement that:

"indeed in order to implement or Follow up the decision that has been determined by the head of madrasah in the framework of human satay pandemic covid 19 there are several main points that are related to how the arrangement of study groups or usually called study groups so that later each class must be arranged in such a way that the implementation of learning assistance activities do not violate the protocol of health coma then in addition to the structuring of the class also pe rlu preparation of learning resources or learning media used by students in carrying out the education or learning process in order to run optimally while effective and efficient even in the situation of pandemic covid 19 coma then also need to be followed up with how the strategy that must be used by the father and mother of teachers in accompanying the students, so that they can still carry out learning activities properly , to the maximum.

CONCLUSION

The conclusion obtained based on data exposure and discussion related to the policy of the head of MTs Ma'arif NU Kota Blitar in addressing the outbreak of the covid virus 19 and government policy to carry out teaching and learning activities online or distance learning that is against the developing by means of consolidation and coordination at the level of the leadership point of the investigation results and consider various things and conditions in Madrasah then head of MTs Ma'arif NU Kota Blitar stipulated that the teaching and learning activities in MTs Ma'arif NU Kota Blitar were implemented but on behalf of the student learning assistance program packaged in the form of an in out learning system the point where the system is applied to hide the identity of students through the determination of the position of students to be a point santri through this policy MTs Ma'arif NU Blitar city automatically does not violate government policy to do implementation of distance learning, but the process of teaching and learning activities can still be carried out with maximum and optimal intens. Thus it can be said that the policy by establishing pesantren activity (santri) as a strategy for teaching and learning activities in MTs Maarif NU Blitar City, is a form of preparedness so that MTs Maarif NU Blitar city does not violate government policy, although in real terms the learning process takes place directly face-to-face (Offline).

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