

Instructional Management During Covid-19

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Abstract: This study aims to describe learning management and the inhibiting and supporting factors for learning during the Covid-19 pandemic. It is descriptive qualitative research. Data collection techniques using observation, interviews, and documentation. Data collection techniques use observation, interviews, and documentation. Data analysis techniques are data collection, data reduction, data display, and conclusions. The results of the study show that learning management during the Covid-19 pandemic at SMP Negeri 01 Semendawai, Suku III included planning, implementation, and evaluation. The learning planning is the preparation of Limited Face-to-face Learning, namely health protocol facilities, Covid-19 task force, Limited PTM supporting documents, preparation of learning tools Special Conditions Curriculum. The Learning implementation refers to the policy of the Head of Education and Culture Office of East OKU Regency regarding technical instructions Implementation of Limited PTM for the 2020/2021 school year. The learning evaluation is carried out normally according to the pandemic situation, namely the assessment of learning outcomes by teachers, education units, and the government. The inhibiting factor for learning is students' enthusiasm for learning is low, the signal is not stable, and not all students have a smartphone. The supporting factors for learning are the enthusiasm of teachers, parents, and students to learn face-to-face, school discipline, good cooperation between school members, health protocol facilities, a Covid-19 handling task force, and the use of smartphones.

Keywords: Covid-19, Instruction, Management

A. Introduction

Since the Covid-19 pandemic hit Indonesia in 2020, everyone has to keep their distance or live according to health protocols in all sectors of life, including the education sector. The education sector is one of the most affected by the Covid-19 pandemic. The government is trying its best to ensure that teaching and learning activities continue by maintaining the health and safety of the citizens of the education unit, namely by issuing online learning policies or distance learning. This policy is an implementation of the Circular Letter of Minister of Education and Culture Number 2 of 2020

concerning the Prevention and Handling of Covid-19 in the Ministry of Education and Culture, the Minister of Education and Culture Circular Letter number 3 of 2020 concerning the prevention of Covid-19 in educational units, and the (Circular Letter of Minister of Education and Culture Number 4 of 2020) regarding the implementation of the policy education during the emergency spread of Covid-19.

The implementation of this policy is that the order of the learning process which is carried out directly or face to face at school for the first time must be changed to online learning or distance learning, where students have to learn from home with various kinds of learning methods delivered by the teachers. so as to achieve the target or learning objectives that must be achieved. Phenomena like this require adjustments so that the learning process can be carried out properly in teaching and learning activities. The Covid-19 pandemic requires all school members to adapt themselves to new habits or lifestyles. In addition, all school members must keep up with increasingly sophisticated technological advances when they are carrying out online learning which must be accepted. Not only teachers but also students who experience and feel the impact of the current pandemic. In order to prevent the spread of the Covid-19 outbreak, the government ordered that face-to-face learning in schools be stopped and students carry out learning from home.

In Law Number 20 of 2003 article 1 paragraph 15 which discusses the National Education System explains the meaning of education carried out remotely. Distance Learning is an education that is held where the learning process does not meet face to face between students and teachers, but the learning system is carried out by utilizing various learning resources such as technological media and other media. What characterizes distance learning is the separation between teachers and students. This condition is in line with the opinion of experts who argue that one of the characteristics of distance education is the physical separation between students and teachers (Warsita, 2011). The impact of the distance learning phenomenon makes teachers even more challenged to be able to manage their virtual classes effectively so that teaching and learning activities can take place optimally. Distance learning is carried out by utilizing technology or online features as online learning media as well as applications that support learning, for example WhatsApp, Moodle, google classroom, zoom meeting, schoology and other applications (Ministry of Education and Culture, 2020).

The online learning system is a learning system that is organized using a platform that can facilitate learning activities even if the learning is remote or not face-to-face. According to Widodo & Nursaptini (2020) online learning is carried out by connecting students and learning resources that are not limited by place or time to carry out learning activities in interacting, communicating, and collaborating directly. Online learning is learning that is held through social networks or other learning applications such as Google Classroom, Google Meet, Edmodo and Zoom where communication, tests, and all subject matter are given online (Ivanova, et al, 2020).

The implementation of online learning that has been carried out since the issuance of the government policy to study from home has generally been carried out smoothly. However, online learning problems started to exist and grew over time, for example the large number of student assignments given by teachers, as well as complaints regarding the use of credit quotas, and internet signal problems (Berita Magelang, 2020).

In general, the problems that arose during online learning during the Covid-19 pandemic included that there were still many educational units that were not ready both in terms of human resources and facilities and infrastructure to support the implementation of online learning, not all students had good internet access so that learning did not take place maximum, decreased student enthusiasm for learning because not all students are comfortable with online learning, and many students tire more easily in online learning activities than offline.

Looking at this situation, the government is trying to regulate the learning system during the Covid-19 pandemic. The government issued several Joint Decrees of 4 Ministers which regulate the implementation of online learning for certain areas and offline learning or face-to-face learning for certain other areas with strict health protocols. First, the (Joint Decree of 4 Ministers dated June 15 2020), one of the contents of which is that only areas that are in the green zone can hold face-to-face learning in educational units by adhering to strict health protocols. Meanwhile, for the yellow zone, orange zone, and red zone, they will continue online learning. Second, the (Joint Decree of 4 Ministers dated August 7, 2020), which contains the wrong content, explains that the green and yellow zones can carry out face-to-face learning at schools by implementing health protocols, while the orange and red zones are not allowed face-to-face learning at schools.

From the description above, the researchers concluded that the right solution was needed so that learning took place effectively and efficiently during the Covid-19 pandemic. A policy and learning management are needed that are in accordance with the conditions of students in their respective educational units so that teaching and learning activities can run optimally and have an impact on student learning outcomes to the maximum.

SMP Negeri 01 Semendawai Suku III is one of the schools that implemented learning policies during the Covid-19 pandemic. It started when the Circular Letter of Ministry of Education and Culture Number: 36962/MPK.A/HK/2020 dated 17 March 2020 regarding learning from home and working from home to prevent Covid-19 from spreading further. Teaching and learning activities at SMP Negeri 01 Semendawai Suku III are carried out through an online system by utilizing online media such as WhatsApp, Youtube and Google Classroom. During online learning, teachers collaborate with parents of students to continue to monitor the activities carried out

by students at home so that parents of students can feel what it's like to be a teacher or educator. Then after the issuance of the the (Joint Decree of 4 ministers dated August 7, 2020), SMP Negeri 01 Semendawai Suku III conducted offline learning or face-to-face learning by adhering to strict health protocols. In this offline learning, teaching and learning activities are held in face-to-face schools, a shift change system, and limited time while still adhering to health protocols.

Based on the background and rationale previously described, the researcher is interested from a management perspective, wanting to describe learning management at SMP Negeri 01 Semendawai Suku III which includes planning, implementing, and evaluating learning during the Covid-19 pandemic. So, the researchers formulated the title of this study, Learning Management during the Covid-19 Pandemic at SMP Negeri 01 Semendawai Suku III, OKU Timur Regency.

SMP Negeri 01 Semendawai Suku III, which is located in the Semendawai Suku III sub-district, is part of the OKU Timur district, South Sumatra. Geographically, this area is located very far from the city center of East OKU district and also far from the sub-district center. This school is located in an area of rice fields and plantations. SMP Negeri 01 Semendawai Suku III is surrounded by rubber plantations of the surrounding population and a small portion of rice fields. Even though the location of this school is far from urban areas and with adequate facilities and infrastructure, SMP Negeri 01 Semendawai Suku III remains committed to organizing teaching and learning activities and providing the best service during learning during the Covid-19 pandemic. The Covid-19 pandemic situation, directly or indirectly, has had an impact on learning activities and management which ultimately has had an impact on the quality of school education. From the explanation above, the researcher intends to find out about in-depth learning management, especially during the Covid-19 pandemic at SMP Negeri 01 Semendawai Suku III, OKU Timur Regency.

B. Methods

This study was conducted at SMP Negeri 01 Semendawai Suku III, Jalan Nasrun No. 1 Taman Agung, Semendawai District, Suku III, OKU Timur Regency, South Sumatra Province. SMP Negeri 01 Semendawai Suku III has a total of 281 students, 23 teachers, and 3 school administrative staff. The research was conducted from October to December 2021 in the odd semester of the 2021/2022 school year during the Covid-19 pandemic.

This study is field research, in which a researcher intensively studies the background of the current situation and social interactions, individuals, groups, institutions, and society (Husnan, 2000). This type of research is qualitative research with an analytical descriptive method, which attempts to systematically present discussion materials originating from various sources and then analyze them carefully in order to obtain

results as conclusions. In other words, descriptive research takes problems or focuses attention on actual problems as they were at the time the research was carried out (Ibrahim, 2000). The research design used is a phenomenological design that tries to explain or reveal the meaning of a concept or phenomenon of experience based on awareness that occurs in several individuals (Moloeng, 2005).

The data collected is data related to the research focus, namely learning management during the Covid-19 pandemic at SMP Negeri 01 Semendawai Suku III using interview, observation and documentation. Researchers collect data from the field directly by observing, listening, following the activities carried out, systematically taking notes, recording, and taking documentation of activities or objects related to this research. In this study the validity of the data was carried out using triangulation.

C. Results and Discussion

Learning management is to create a good atmosphere for teachers in achieving mutually agreed goals is needed so that something that is managed can run smoothly, effectively and efficiently. According to Arifin, et al. (2020) that learning management is an effort to manage resources in learning, so that learning objectives can be achieved effectively and efficiently. Learning management is also an effort and activity that includes setting up a set of learning experience programs designed to develop students' abilities in accordance with organizational or school goals.

Based on the results of interviews, observations, and documentation, some data related to the research focus was obtained, namely learning management which includes planning, implementation, and evaluation/assessment of learning during the Covid-19 pandemic at SMP Negeri 01 Semendawai Suku III, OKU Timur Regency. In September 2021 SMP Negeri 01 Semendawai Suku III implemented limited PTM during the Covid-19 pandemic after the issuance of the Circular Letter of the Regent of Ogan Komering Ulu Timur Regency Number: 420/567/I.DISDIKBUD.OT/2021 dated 13 August 2021, Circular Letter of the Head of Service East OKU Regency Education and Culture Number: 420/2864/I.Disdikbud.OT/2021 dated 13 August 2021 regarding the holding of Limited Face-to-Face Learning activities for the 2021/2022 academic year. The Directorate of High Schools (2021) stated that limited face-to-face learning was a learning process that was carried out during the Covid-19 pandemic face-to-face in class with limited time while adhering to health protocols and cultivating a Clean and Healthy Lifestyle in the framework of preventing and controlling Covid-19. Furthermore, the results of research findings that researchers have done can be described below.

Instructional Planning during the Covid-19 Pandemic at SMP Negeri 01 Semendawai Suku III

Instructional planning is the initial activity in the management process to achieve a learning goal. Learning plans are made to direct learning so that it can run as it should and the desired learning objectives are achieved. Without planning, the learning process becomes undirected, making it difficult for students to follow it, which in the end the goals are not fulfilled properly. Planning can provide clarity of direction for each activity, so that each activity can be attempted and carried out as effectively and efficiently as possible. According to Arifin, et al. (2020) that in learning planning there is a process of managing, organizing, and formulating learning elements which includes formulating objectives, materials, learning methods, and formulating learning evaluations. Learning plans must be prepared referring to the curriculum and taking into account the situation and conditions as well as the potential of students.

From various research findings at SMP Negeri 01 Semendawai Suku III, it can be concluded that the planning for limited face-to-face learning during the Covid-19 pandemic began with the issuance of a circular letter from the East OKU District Head and the Head of the OKU East Education and Culture Office regarding instructions for implementing limited face-to-face learning during the Covid pandemic -19. Then the principal and stakeholders of SMP Negeri 01 Semendawai Suku III held a meeting to discuss the right and best learning system and planning. In planning lessons, schools prepare various learning support facilities, namely by procuring health protocol facilities, issuing parental/guardian permits whose contents allow their children to take part in face-to-face learning, Decree of the Principal on the Task Force for Handling and Prevention of Covid-19, establishing cooperation with the Center Nearest Public Health, and vaccinate all school members in a complete and gradual manner. In the Ministry of Education and Culture Number (2020) it is stated that for schools whose educators and education staff have received a complete Covid-19 vaccination, they are required to provide limited face-to-face learning services while still implementing the health protocol.

In accordance with the technical instructions for implementing limited face-to-face learning during the Covid-19 pandemic for the 2020/2021 school year from the Head of the East OKU Regency Education and Culture Office, the school issued a limited face-to-face learning schedule for the allocation of the number of hours of subjects, the amount of study time, the arrangement of learning activities into two groups, namely the odd group and the even group, setting the distance between the seats of students in the class at least 1.5 meters and the maximum number of students per class is 16 students. The preparation of learning tools such as lesson plans, syllabus and assessment programs in limited face-to-face learning during the Covid-19 pandemic was carried out at the beginning of the semester independently, no longer in the zone-

wide MGMP forum and referring to the Decree of the Minister of Education and Culture of the Republic of Indonesia Number 719/P/2020 concerning Guidelines for Curriculum Implementation in Education Units Under Special Conditions and Decree of the Head of Research and Development and Bookkeeping Agency Number 018/H/KR/2020 Concerning Core Competencies and Basic Competencies Lessons in the 2013 Curriculum in Early Childhood Education, Basic Education, and Secondary Education In the form of a high school for special conditions. Even though Limited Face-to-Face Learning is limited, teachers still use applications on smartphones such as WhatsApp, YouTube, and Google Classroom because this is still a very important role to support the learning process properly and can help teachers convey information related to learning and material that schools have not yet reached, as well as adding references to learning materials for students.

Based on the data presented above, the discussion of this study is intended to provide an explanation of the research results in accordance with the theory used that all learning planning policies, especially limited Face-to-Face Learning during the Covid-19 pandemic which had been compiled at Semendawai Suku III State Middle School, were then socialized to all citizens of school.

Implementation of Learning During the Covid-19 Pandemic at SMP Negeri 01 Semendawai Suku III

The implementation of learning during the Covid-19 pandemic at SMP Negeri 01 Semendawai Suku III refers to the lesson plans that have been prepared by the school. Implementation of learning is a process of interaction between trainees and instructors who use all resources according to plans that have been prepared beforehand in order to achieve goals. For this reason, things that need to be considered in the implementation of learning include approaches to learning, learning methods used, stages in learning and places of learning implementation (Daryanto & Raharjo, 2012). Implementation of learning in class includes preliminary activities, core activities and closing activities (Majid, 2013).

From various research findings at SMP Negeri 01 Semendawai Suku III, it can be concluded that the implementation of learning during the Covid-19 pandemic at SMP Negeri 01 Semendawai Suku III was carried out with limited face-to-face learning where the implementation of the teaching and learning process was guided by the Circular of the Head of the District Education and Culture Office East OKU Number: 420/2864/I.Disdikbud.OT/2021 dated 13 August 2021 concerning Technical Guidelines for Implementing Limited Face-to-Face Learning in PAUD/PNF/SD/SMP Education Units for the 2020/2021 Academic Year During the 2019 Corona Virus Disease Pandemic (Covid-19). In the technical guidelines and circular letter, it is explained that Limited Face-to-Face Learning in schools implements strict health protocols, canteens are not allowed to operate, and school

residents are advised to bring their own food/drinks with a balanced nutritional menu. Before entering the school, students are checked for body temperature and masks. When entering class, students must wash their hands with soap and running water. While in the school environment, students apply coughing/sneezing ethics, not making physical contact such as shaking hands and kissing hands. The learning system takes turns according to odd groups and even groups determined on the lesson schedule. Students learn face to face in class three days a week. For odd groups students' study in class every Monday, Wednesday and Friday while for even groups students study every Tuesday, Thursday and Saturday. The duration of student learning is only 20 minutes per one hour of subject without any breaks for students or teachers. Teaching and learning process at school from 07.15 WIB-10.45 WIB. To anticipate that teachers will continue to be passionate about teaching during the Covid-19 pandemic, school principals carry out coaching, supervision, and evaluation of the learning process in class on a regular basis. The school facilitates free Wi-Fi at school, provides rewards to teachers who make a good contribution to the school.

With limited face-to-face learning time, everything planned in learning is often incomplete. Teachers are often not optimal in providing material and guiding students in class. Students' enthusiasm for learning is still low as a result of previous online learning where students spend much of their time studying at home plus during Face-to-Face Learning the student learning activities take turns every day.

Yolanda et al., (2020) stated that during online learning teachers often give assignments/exercise to students which will result in a large accumulation of tasks and result in students becoming more bored and lazier. In the implementation of learning during the limited Face-to-Face Learning during the Covid-19 pandemic, it is hoped that in teaching and learning activities the teacher can interact directly with students explaining material, without often giving lots of notes, assignments, and exercises to students. Teachers must realize that students also have assignments/exercise given by teachers of other subjects.

The Directorate of High Schools (2021) stated that not all teachers and students could accept new habits in the Limited Face-to-Face Learning process during the Covid-19 pandemic, because they were already comfortable when using the online teaching and learning process. So, to overcome these obstacles the teacher needs to motivate himself and students to keep enthusiastic about following the lessons in class. Give reprimands and advice continuously when students are lazy to study. Call parents/guardians of students to school to coordinate in supervising student learning either at school or at home.

The limited face-to-face learning process during the Covid-19 pandemic was carried out while still paying attention to health protocols. In teaching and learning activities in class, the teacher interacts and discusses with students directly discussing learning

material. Then ladies and gentlemen teachers can make an agreement with students to allow students to ask questions through the WhatsApp Group if there is material or assignments that are not understood. So, during the limited Face-to-Face Learning during the Covid-19 pandemic, the teacher as the direct person in charge of the teaching and learning process in the classroom must have the right learning method to anticipate the limited time. In this implementation stage the role of the teacher is very important in the teaching and learning process.

Monitoring/Evaluation of Learning During the Covid-19 Pandemic at SMP Negeri 01 Semendawai Suku III

Supervision/evaluation is a management function that ensures the implementation of activities is in accordance with predetermined standards or plans. Monitoring/evaluation of learning is carried out so that the teacher knows how the learning process can run well. If there is a problem, a solution can be found. Evaluation or supervision includes supervision and assessing the implementation of standards that support the achievement of learning objectives (Risnayanti, 2004). Evaluation of learning is carried out to ensure that all activities that are being carried out are in accordance with the predetermined plans. If the teacher knows that there is a program that is not on target, the teacher can make revisions so that the expected goals can be achieved properly. Revisions or improvements can be made during the teaching and learning process or during the next learning process. Furthermore, supervision or evaluation requires monitoring, evaluating, and reporting plans to achieve a predetermined goal as corrective action so that it becomes more perfect. Monitoring or evaluation is not only carried out at the end of a management process but can also be carried out in every other management function so that monitoring and evaluation are effective (Arystison, et al, 2021).

Limited face-to-face learning during the Covid-19 pandemic, SMP Negeri 01 Semendawai Suku III had carried out good management in terms of monitoring/evaluating learning. The implementation of learning assessment in Limited face-to-face learning is carried out by teachers based on Regulation of Minister of Education and Culture No. 23 of 2016 concerning Education Assessment Standards. Even though in the Covid-19 pandemic situation schools can still carry out the assessment process normally according to the pandemic situation which includes: 1) Assessment of learning outcomes by teachers in the form of daily assessments, assignments both individually and in groups which are carried out orally or in writing, and midterm assessments; 2) Assessment of learning outcomes by educational units. Schools in collaboration with the District Office of Education and Culture conduct end-of-semester assessments at the end of each semester; 3) Assessment of learning outcomes by the government.

The Director General of PAUD, Basic Education and Secondary Education (2021) states that the assessment of the learning process focuses on the level of efficiency, effectiveness and productivity of teaching and learning in the framework of achieving learning objectives. For the assessment of student learning outcomes includes competency attitudes, knowledge, and skills which are carried out in a balanced manner, the process of giving marks to the learning outcomes achieved by students with certain criteria, and the dimensions of assessment of learning outcomes include Daily Assessments, Mid Semester Assessments, Final Semester Assessments and School Examinations. The forms of assessment used include portfolios, assignments, practice, projects, products, written tests and oral tests, which are completed by students in the Limited Face-to-Face Learning process. In this case monitoring/assessment activities are a systematic process in setting performance standards and taking action during a pandemic that can support the achievement of the expected results in learning during the Covid-19 pandemic.

Inhibiting and Supporting Factors for Learning during the Covid-19 Pandemic

Inhibiting and supporting factors in learning will definitely exist in a learning management carried out by the school. Supporting factors will have a good effect on learning, while inhibiting factors will have a bad effect on learning, making it difficult to manage learning at the school. The inhibiting factors in Limited Face-to-Face Learning at SMP Negeri 01 Semendawai Suku III appear at the beginning of the implementation of in-class learning. There are still students who are lazy to go to school as a result of online learning that has been held before, where students spend a lot of time studying at home. But after a few weeks, these obstacles can be overcome, after all the members of the school can mutually influence the enthusiasm for learning of other students, and the teacher often shows enthusiasm, attitude or behavior, and is a good example to students during teaching and learning activities in class. Limited time/hours of face-to-face study cause teachers to be unable to complete the material thoroughly and maximally in certain subjects. An unstable cell phone signal and there are students who don't have smartphones are also inhibiting factors in limited face-to-face learning. Often information related to assignments or additional learning activities conveyed by the teacher is often not conveyed to students properly.

Supporting factors in Limited Face-to-Face Learning at SMP Negeri 01 Semendawai Suku III are the support and enthusiasm of parents/guardians of students and teachers who are communicative for face-to-face learning, school discipline that has been formed and good mutual cooperation between school members. Face-to-face learning at school is highly anticipated by students, teachers, and the surrounding community. The existence of a task force for handling Covid-19 in schools that work together with the nearest Community Health centers, complete health protocol facilities and infrastructure in schools, as well as the use of technology such as smartphone applications such as WhatsApp, goggle, or YouTube are also supporting

factors for limited face-to-face learning at public junior high schools. 01 Semendawai Suku III. And as long as limited Face-to-Face Learning takes place in schools, there are also no students or teachers who are exposed to Covid-19.

The school environment, both teachers, administrative staff, and classmates can influence students' enthusiasm for learning. Teachers can show good attitudes and role models in order to provide motivation and positive influence on student learning. During the implementation of Limited Face-to-Face Learning during the Covid-19 pandemic, teachers were required to carry out additional tasks in order to achieve educational goals and fulfill academic and non-academic targets. Teachers are required to be able to innovate and find ideas for subject matter, methods/means, and media so that learning continues to be enjoyable in class.

D. Conclusion

Learning management during the Covid-19 pandemic at SMP Negeri 01 Semendawai Suku III included planning, implementing and evaluating/assessing learning activities that had been carried out. Learning planning related to instructions for implementing limited PTM during the Covid-19 pandemic, namely meetings to discuss systems and preparations for Limited Face-to-Face Learning, provision of complete health protocol facilities, establishment of a task force for handling Covid-19, issuance of supporting documents Limited Face-to-Face Learning, preparation of learning tools which is guided by the implementation of the Special Conditions Curriculum, and the implementation of a complete vaccine for school members in stages. Implementation of learning is held with Limited Face-to-Face Learning. Monitoring/evaluation of learning in limited face-to-face learning at SMP Negeri 01 Semendawai Suku III is carried out by the teacher normally according to the pandemic situation.

The inhibiting factors are that there are still students who are lazy to go to school as a result of online learning. Limited face-to-face study time, unstable cell phone signal, and some students don't have smartphones. For supporting factors, there is the support and enthusiasm of parents/guardians of students and teachers, good mutual cooperation between school members, the existence of a Covid-19 response task force in schools, complete health protocol facilities and infrastructure in schools, and the use of technology such as applications in smartphones.

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