

Analysis of School Management Readiness to Face-to-Face Learning at SMA Negeri 1 Kayuagung OKI Regency

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Abstract: This study aims to describe and find out the Analysis of School Management Readiness, Constraints, and Solutions to Face Face-to-Face Learning at SMA Negeri 1 Kayuagung, OKI Regency. Data collection tools using interviews, documentation, observation and literature review. Data analysis used descriptive qualitative analysis with research stages referring to Miles and Huberman's theory, namely data collection, data reduction, data presentation, drawing conclusions. The results of the study stated that school management facing face-to-face learning at Kayuagung 1 Public High School was carried out through 1) planning face-to-face learning preparation after online learning; 2) organizing school resources to carry out face-to-face learning after online learning; 3) carrying out face-to-face learning; 4) supervise the implementation of face-to-face learning at SMA Negeri 1 Kayuagung. The obstacles faced are 1) Compliance with health protocols; 2) The number of students exceeds the capacity of the classroom; 3) Availability of resources and equipment; 4) Uncertainty of the pandemic situation; 5) Adjustment of teaching methods; 6) Limited internet access The solutions taken include 1) Providing training and education to students, teachers, staff and parents regarding the importance of complying with health protocols; 2) Carry out regular monitoring and evaluation of the implementation of face-to-face learning; 3) Maintain strict health protocols.

Keywords: Face to Face Learning, Readiness, School Management

A. Introduction

The emergence of a pandemic, which is defined as a global disease outbreak (Utami, 2020), has resulted in several countries carrying out lockdowns to break the chain of the spread of the virus. Meanwhile, Indonesia itself is implementing Large-Scale Social Restrictions (*Pembatasan Sosial Berskala Besar*) in stages and eventually enforcing the new normal era while still paying attention to health protocols. The goal of the PSBB itself is to tackle the increasingly widespread disease with a public health emergency (Gunadha & Bhayangkara, 2020). The emergence of the Covid-19 pandemic in Indonesia in early January 2020 not only affected the health conditions of the Indonesian people, but also the economy, education, and social life of the community (Isdijoso, et al., 2020).

These three sectors have experienced many significant changes and the effects on society can be felt. The impact of the Covid-19 pandemic on the education sector occurs at all levels of education, from early childhood education to tertiary institutions. The most felt impact is the closure of schools to break the chain of the spread of the Covid-19 virus, replaced by distance learning using digital technology (Shah, 2020).

Learning that is usually carried out in the school environment, suddenly with the outbreak of this virus in March 2020, had to be shifted to distance learning (*Pembelajaran Jarak Jauh*), both online, namely using information technology as a means of the learning process (Nurfatimah, et al., 2020) or outside the network (offline) (Ministry of Education and Culture, 2020). The methods used in distance learning vary widely, such as using WhatsApp groups, broadcasting through TVRI, giving assignments, using applications that can connect video conferences, using social media platforms, projects, collaborative, blended learning, and games (Satrianingrum, et al., 2021).

Even though distance learning has been attempted to run optimally, according to research conducted by (Satriana, et al., 2021) for 8 months, namely from August 2020-March 2021, distance learning was not effective for applying to early childhood because the internet network was not stable, the children did not pay enough attention to the teacher, and the children's lack of interest in online learning. In line with the previous opinion (Supono & Tambunan, 2021) mentioned again that online learning cannot run optimally for several reasons. Over time, distance learning, which was felt to be less than optimal, made the government issue a decision to open schools in Indonesia.

This was stated in the Joint Decree (SKB) of 4 Ministers, namely the Minister of Education and Culture, Minister of Religion, Minister of Health, and Minister of Home Affairs, Number 737 of 2020, regarding face-to-face learning but not yet mandatory. Then supported by guidelines for organizing early education learning during the Covid-19 pandemic issue (Ministry of Education and Culture, 2020).

According to Nurfatimah, et al., (2020) face-to-face learning is very important, the best learning is face-to-face, and the teaching profession cannot be replaced by technology. Thus, the authors agree regarding the opening of schools in Indonesia, even though learning is still limited, at least direct learning is felt to be better than distance learning because apart from what has been mentioned previously, learning principles will be difficult to achieve through distance learning.

Moreover, (Supriyanto, et al., 2021), limited face-to-face learning is face-to-face learning that is carried out by implementing the Covid-19 prevention program and paying attention to the preparations made by schools before the start of limited face-

to-face learning, ensuring that limited face-to-face learning takes place safely, clearly determining the number of days as well as hours for dividing limited study groups, and how schools carry out a combination of limited face-to-face learning with distance learning

This discussion is very interesting because the application of limited face-to-face learning is not the same as previous normal learning. Everyone involved, including parents, children, and especially teachers, must prepare specific strategies for face-to-face learning that is comfortable, effective, and safe for students. Currently, face-to-face learning that is being discussed is face-to-face learning with the Blended learning model, namely a system combining two or more methods in the implementation of the learning process, namely the application of limited face-to-face learning and online system learning (Nurgesang, et al., 2019).

Face-to-face learning during a pandemic like this is not an easy thing to implement, all require adaptation, both from the side of educators, students, and parents, as well as facilities that are sufficiently supportive to carry out the learning itself. For this reason, mature management from school principals is needed through effective and efficient school management. Triwiyanto, (2014) suggests that the elements that influence the success of the educational process can be summarized into two components, namely components originating within the individual who is learning, and components originating from outside the individual. Components that come from outside the individual need management (management) to direct them to educational goals. The successful management of these components will improve the quality of the process and the quality of educational outcomes.

Suprihatin, (2017) argues that quality improvement can of course be measured through efficient and effective improvements. School-Based Management as an alternative form of schooling offered by the government in the decentralization program in the field of education where school-based management gives autonomy to schools to determine school policies in improving the quality of education.

According to Suryosubroto, (2014) the school management has the main objectives, namely 1) To socialize the basic concepts of school-based quality education management, especially to the community; 2) to obtain input so that the management concept can be implemented easily according to the environmental conditions in Indonesia which have cultural diversity; 3) Add insight into the knowledge of the school community and individuals who care about education, especially improving the quality of education; 4) Motivate the school community to think about improving the quality of education; and 5) Raising awareness of the school community to participate actively and dynamically in the success of improving the quality of education. Waluyo & Hadi, (2014) state that the application of school-based

management has a significant influence on the quality of education. The application of school-based management has a major contribution to the quality of education. Through school-based management, for the implementation of effective and efficient face-to-face learning, school principals can manage schools according to the potential and needs of their schools. Usman, (2014) states that school-based management is not just changing the school management approach from centralized to decentralized, but more than that through SBM it is believed that school independence will emerge.

This research was conducted at SMA Negeri 1 Kayuagung, OKI Regency. Based on the results of initial observations made by researchers at SMA Negeri 1 Kayu Agung, it can be argued that SMA Negeri 1 has made efforts to prepare for face-to-face learning at the school. Implementation of face-to-face learning at Kayuagung 1 Public High School adapts to new habits by implementing educational interactions accompanied by strict application of health protocols. The new habits during this pandemic include the use of masks, hand sanitizers, no handshakes between students and teachers, a learning process with a shorter time, and things that support shared safety.

Regarding regional zones for carrying out face-to-face learning, SMA Negeri 1 Kayu Agung is included in the green area zone which indicates that the school meets the requirements for carrying out face-to-face learning. Based on the results of the researchers' observations, it was found that most parents gave various responses to face-to-face learning plans which were limited.

Of course, not without reason, but there is a sense of worry that their children will interact with other people, but on the one hand, they view that education in the school environment which is carried out together under the direct guidance of the teacher is deemed necessary to be carried out to achieve maximum educational goals. Face-to-face learning continues with parental permission and the application of health protocols to prevent the transmission of Covid-19 in the school environment. It is hoped that with the reopening of the world of education, students' learning activities will return to normal in the school environment. Based on the explanation above, the researcher is interested in researching the title Analysis of School Management Readiness to Face Face-to-Face Learning at SMA Negeri 1 Kayuagung OKI Regency.

B. Methods

The research method used in this study is qualitative. According to (Iskandar, 2018), qualitative research is research that adheres to a naturalistic or phenomenological paradigm about what is understood by the research subject, for example, perceptual behavior, motivation, actions, etc., holistically, and using descriptions in the form of words and language, in a special natural context and by utilizing various scientific methods. Sujarweni, (2014) what is meant by qualitative research is a type of research

that produces findings that cannot be achieved using statistical procedures or other methods of quantification (measurement). but by using a way of working or a method that is systematic, directed, and accountable. The approach used in this research is a qualitative method with a descriptive design, namely research that gives a careful description of certain individuals or groups regarding the circumstances and symptoms that occur (Koentjaraningrat, 2017). In this study, the researcher will explain the researcher's description of the readiness of school management to face face-to-face learning at SMA Negeri 1 Kayuagung, OKI Regency.

In this study, the researcher chose informants who were able to provide accurate information about the problem under study or were often referred to as the key person. The informants or key persons taken by the researchers were the principal, teachers, students, and all stakeholders at SMA Negeri 1 Kayuagung who could provide accurate information about this research.

Data collection techniques in this study used observation techniques, interviews, and documentation studies. Ghini & Fauzan, (2016) argue that the success of naturalistic research is highly dependent on the accuracy and completeness of the records compiled through observation, interviews, and documentation studies.

C. Results and Discussion

Analysis of the Readiness of School Management in Facing Face-to-Face Learning at SMA Negeri 1 Kayuagung, OKI Regency

Based on the results of the analysis, it can be argued that school management facing face-to-face learning at SMA Negeri 1 Kayuagung is carried out through 1) planning face-to-face learning preparation after online learning; 2) organizing school resources to carry out face-to-face learning after online learning; 3) carrying out face-to-face learning; 4) supervise the implementation of face-to-face learning at SMA Negeri 1 Kayuagung.

The implementation of face-to-face learning after the COVID-19 pandemic requires careful preparation and compliance with strict health protocols to maintain the safety and health of students, teachers, and school staff. The application of face-to-face learning after the pandemic has allowed students to interact directly with their teachers and classmates again, improving the quality of social interaction and learning experience. Nonetheless, the implementation of post-pandemic face-to-face learning also faces obstacles such as adherence to health protocols, classroom capacity, availability of resources, and limited access to technology.

Face-to-face learning after the COVID-19 pandemic is a challenge for all parties involved, but with cooperation and joint efforts, schools can create a learning

environment that is safe, and effective, and supports student development. Thus, implementing post-pandemic face-to-face learning is an important step in restoring the educational process, but it needs to be carried out with full vigilance, adjustments, and collaboration from all relevant parties to ensure its success.

Fajarini et al., (2021) suggested that the steps that schools can take in planning readiness to carry out face-to-face learning during a pandemic are (1) risk assessment; (2) referring to official guidelines; (3) adjustment of learning schedule; (4) preparation of facilities; (5) varsity evaluation; (6) Communication with parents; (7) monitoring and evaluation. Risk assessment where the school readiness team needs to carry out a risk assessment related to the spread of COVID-19 in the area where the school is located. They must collect the latest data and information about COVID-19 cases in the area, the level of spread, the level of compliance with health protocols, and recommendations from local health authorities. The preparedness team should refer to official guidelines issued by the government or local education authorities. These guidelines will provide directions and protocols that must be followed in implementing face-to-face learning. The team should study the guidelines carefully and understand the requirements that must be met. The team should consider an adequate face-to-face learning schedule. This includes dividing study time between face-to-face and online learning, rotating students to ensure limited class capacity, and arranging breaks and other school activities. The aim is to ensure that face-to-face learning can run effectively and safely.

Schools need to evaluate their facilities to ensure readiness to implement face-to-face learning. This includes checking and improving ventilation, cleaning, and sanitation of classrooms, preparing temporary isolation rooms if needed, supplying hand washing facilities and hand sanitizers, and providing personal protective equipment (PPE) for teachers and staff; (5) Training and understanding. Teachers and staff need to receive adequate training on health protocols, implement safe face-to-face learning, and use supporting technology. They must understand and be able to carry out preventive measures and health protocols properly. Schools can organize training sessions, workshops, or meetings to ensure good understanding.

Schools also need to establish open and transparent communication with parents or guardians of students. They should be provided with clear information about face-to-face learning plans, health protocols to be implemented, safety measures to be taken, and effective communication processes with schools. Feedback and input from parents must also be considered.

After face-to-face learning begins, schools must carry out continuous monitoring and evaluation. The preparedness team needs to monitor the implementation of health protocols, identify emerging issues or challenges, and make necessary improvements to improve the safety and effectiveness of face-to-face learning. The school readiness

planning process for face-to-face learning during this pandemic must be carried out collaboratively and involve various stakeholders, such as teachers, staff, parents, and local education authorities.

The results of this study are supported by research conducted by Adawiyah, et. al., (2021). Which stated that several things were prepared in carrying out learning in this new normal era, including preparing an emergency curriculum during the co-19 pandemic, changing school entry and return hours, implementing protocol 3M, break hours are abolished, Every morning and after students come home from school they don't spray disinfectant in every corner of the room, Everyone in the school environment without exception must be in good health, and teacher meetings or student parent meetings are held online to avoid crowds.

Research from Limbong, et al., (2021) states that the readiness for implementation of face-to-face learning is maximal because face-to-face learning procedures are clear. Face-to-face learning procedures are clear because the determination of learning procedures involves teachers and parents. Determination of learning procedures involves teachers and parents because school leaders involve teachers, parents, and school committees in meetings to determine the implementation of face-to-face learning and school leaders will send the results of determining face-to-face learning to parents who do not attend meetings.

Alfansuri, et al., (2021) state that the readiness of implementing face-to-face learning on the mental health of elementary school students can be handled in three ways, namely students can be advised to equip themselves with sufficient knowledge about Covid-19 which can come from parents and teachers. Second, students must know their mental health conditions through self-screening. This can be done with the help of parents. Third, determine the conditions of attitude and steps by the current state of health. Readiness to implement face-to-face learning is not only in terms of strict health protocols but also in terms of students' psychological health. Mental health can be supported by having healthy school and home facilities, both physically and psychologically to reduce the rate of mental decline. PTM readiness from school greatly influences children's mental health. Therefore, there is a need for careful preparation both internally and externally. Internal preparation is in the form of support from parents and teachers by managing children's stress, coordinating with schools, maintaining children's cleanliness and health, and preparing children's needs while learning at school. External preparations come from PTM preparations which must comply with government regulations by always adhering to health protocols.

The results of the analysis above are supported by research from Tanuwijaya & Tambunan, (2021) which state that to maintain students' interest in face-to-face learning during the Covid-19 pandemic, it needs to be supported by several factors such as the readiness of facilities and infrastructure, how to deliver learning material

in good for students, how can students adapt to new habits if previously online schools at home now have to go back to school with new learning methods and have to follow health protocols. In addition to students, teachers need to adjust and manage offline learning activities well so that the target material is achieved and parents also need to give permission and support to their children in carrying out learning activities.

D. Conclusion

Based on the results of the analysis, it is known that the obstacles faced in preparing and implementing face-to-face learning at SMA Negeri 1 Kayuagung are 1) Compliance with health protocols such as wearing masks, maintaining physical distance, and regular hand washing; 2) The number of students who wish to take part in face-to-face learning exceeds the capacity of the available classrooms. This can require adjustments in classroom settings or require student rotation schedules; 3) Availability of face-to-face learning resources and equipment such as additional resources and equipment, such as masks, hand sanitizers, cleaning equipment, and supporting technology; 4) Uncertainty of the pandemic situation; 5) Adjustment of teaching methods, integrating face-to-face and online learning, as well as increasing cleaning duties and supervising health protocols; 6) Limited access to technology where some students do not have adequate access to the necessary devices and internet connection.

The solutions taken include 1) Providing training and education to students, teachers, staff and parents regarding the importance of complying with health protocols; 2) Intensive communication with parents through letters, messages, meetings, or other communication platforms to convey information regarding health protocols and school readiness; 3) Consider adjusting classroom settings, such as reducing the number of desks, arranging desks with appropriate physical distances, or use additional space if possible; 4) Arranging rotation or shift schedules for students to ensure the number of students in the class is kept under control and able to maintain the necessary physical distancing; 5) Expand technology infrastructure, such as increasing internet access in schools or providing additional technology devices for students who do not have access; 6) Develop a hybrid learning model that combines face-to-face and online learning; 7) Collaborate with local communities to obtain support in the form of assistance, resources or volunteers who can assist in running school activities safely and smoothly; 8) Carry out regular monitoring and evaluation of the implementation of face-to-face learning; 9) Maintain strict health protocols.

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