

COVID-19 AND EDUCATIONAL SOLUTIONS (CASE STUDY AT AMUNTAI IUNS BOARDING SCHOOL)

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Abstract: *The Slovenian philosopher, Slavoj Žižek, who believes that there are 3 groups of ways to deal with the Covid-19 pandemic. First, he feels that it's normal, for example, not wearing masks, but schools will continue to be carried out and activities will continue as usual. The second group has schools that handle it on a strict scale, for example outsiders are not allowed to enter and insiders are limited if they go out because they are equipped with hand sanitizers, complete health protocols, keep a distance, the teaching process is limited and so on. As for the third group, who responded half-heartedly, school residents were allowed to go in and out of school, but the health protocols continued. This study uses a qualitative method with the type of case study research and data collection techniques of observation and in-depth interview. Education Solutions at the Ihya Ulumuddin Nur Syufiyyah Islamic Boarding School during the covid-19 pandemic to reopen the cottage with education as usual. With the results of the solution actions that have been conditioned by the IUNS Islamic Boarding School, such as the first conditional restrictions other than the residents of the cottage are prohibited from entering the cottage and the residents of the cottage are limited to a few people, the second visiting students are given a distance of about 2 meters apart, the third Pondok residents must have information that they have been vaccinated, and so on. As for another solution, the IUNS COVID Task Force team in collaboration with PSC HSU conducts cross checks every day and checks temperature, blood and symptoms for 10 days until it is possible to see whether the change in symptoms persists or not. In addition, the health of students and female students is also considered.*

Keywords: *Covid-19, Education, Solutions, Vaccines*

PRELIMINARY

Day after day we have gone through the covid 19 pandemic, with all the means and hopes for our freedom from covid 19, we have also gone through but everything is not over. and have struggled already with sweat from health workers and victims of covid 19 so that there have been several victims.

The COVID-19 pandemic has had an unprecedented impact on the world. We already know that the first case was detected in Wuhan, China. This virus is forcing countries to limit the activities of their communities in an effort to minimize the spread of contagion.

Now we know that Worldometers has launched on Wednesday, September 15, 2021, at 10.00 WIB, the total number of COVID-19 cases in the world has now reached 226,660,838. Of this number, 4,662,869 Covid-19 patients have died. Meanwhile, the total recovered patients were 203,340,043 people from all over the world. Indonesia is now ranked 13th with a total of 4,174,216 cases, 139,415 people died, and 3,942,473 people recovered.¹

¹ 'COVID Live Update: 230,836,988 Cases and 4,731,625 Deaths from the Coronavirus - Worldometer', accessed 23 September 2021, <https://www.worldometers.info/coronavirus/>.

As we know, the results of the data above have shaken the world with disturbing concerns from the dangers of the threat of covid 19. Not to mention the world of education, the covid 19 pandemic has also complicated the development of education in the world, therefore, schools were forced to close in order to prevent students and teachers are infected with the covid 19 virus, the closure of schools is causing the loss of relevant learning for children throughout. Together with UIS and the UNESCO Regional Office for Education in the Asia-Pacific (UNESCO Bangkok) a focus has been made on the Asia-Pacific, special consideration of school disruption due to the pandemic and its impact on education in the Asia-Pacific and the subregion. It can also be seen how countries in the region can return to fulfill their national SDG 4 commitments.

Partly seeking to ensure progress on SDG 4, UIS has worked with national, regional and international partners on the development of interim regional and national benchmarks for the seven key indicators of SDG 4. The benchmark in question is to create goals that are more achievable and realistic for countries - countries, in order to create a path to success for SDG 4. It is clear that covid 19 needs to be extra prepared to achieve the learning objectives of SDG 4.

The COVID-19 infection rate is high enough that schools around the world are closing. In April 2020, 1.5 billion students at all levels of education were affected, and 1.2 billion more of them were in the Asia-Pacific region.²

The number of schools during the COVID-19 pandemic has provided an overview of the continuity of the world of education in the future through technological assistance. However, technology is not very effective to replace the role of teachers, lecturers, and learning communication between students and teachers because education sees value, cooperation, and competence not just acquiring knowledge. It has been seen that this pandemic is making it very difficult for every individual to be creative in using technology to develop the world of education. This was stated by the Director General of Higher Education of the Ministry of Education and Culture, Nizam, at the Medan International Conference on Energy and Sustainability, Tuesday (27/10).

"Currently the pandemic is a challenge in developing creativity in the use of technology, not only transmitting knowledge, but also how to ensure that learning is conveyed properly," said Nizam.

At the same time, continued Nizam, the pandemic provides an opportunity to hone students' skills in using technology competently in the 21st century. This important skill is self-directed learning or independent learning as an outcome of education.³

² Davide Furceri, Siddharth Kothari, and Longmei Zhang, 'The Effects of COVID-19 Containment Measures on the Asia-Pacific Region', *Pacific Economic Review*, 2021.

³ 'Tantangan Dunia Pendidikan Di Masa Pandemi – Direktorat Jenderal Pendidikan Tinggi Kementerian Pendidikan Dan Kebudayaan Republik Indonesia', accessed 23 September 2021, <https://dikti.kemdikbud.go.id/kabar-dikti/kabar/tantangan-dunia-pendidikan-di-masa-pandemi/>.

Learning at home or online during the COVID-19 pandemic is an alternative that can be used to reduce the impact of being infected with the COVID-19 virus.⁴ Due to COVID-19, the education system has now been forced to change, which was originally face-to-face and is now online (on a network) which requires several technology platforms, such as gadgets, laptops, and so on. This online learning has also backfired which makes it difficult for teachers and lecturers as well as parents who guide them at home.⁵ Many parents have complained about the difficulty of implementing online learning. What's more, parents who work from home (WFH), must always accompany their children in the learning process, especially for children who are still at an early age. This is because people are not familiar with the use of technology evenly in the use of learning media such as laptops, gadgets, and so on.⁶

It is acknowledged by some teachers that it is difficult to participate in online learning because not all areas have an internet network with smooth access. The other difficulties are that not all students have android phones, and signal and data limitations.⁷

Due to the COVID-19 outbreak, at the discretion of the Ministry of Education and Culture, all learning activities are carried out online. However, some Islamic boarding schools run learning activities offline (face to face). Offline learning during the COVID-19 period at Islamic boarding schools has special learning procedures (Syaiful, 2020). Environmental education does not only need to be taught in general educational institutions, but also needs to be applied in Islamic boarding schools. Pondok Pesantren is a suitable place to implement environmental education, because it is not just a theory but can be directly applied in everyday life (Aulia, 2017). Behaviorally, at several points in the dormitory and school environment, hand washing facilities and trash cans have been provided with the aim that students can better maintain cleanliness. The dormitories and academics also tightened the student picket schedule to maintain cleanliness around the campus area. According to Nisa(2019) pesantren carry out efforts to protect the environment such as routine environmental cleaning. In addition, at several locations around the pesantren area, a kind of pamphlet or poster was installed on education on how to maintain cleanliness so as not to contract the corona virus. According to Rezkita (2018).

Due to the COVID-19 outbreak, with the Ministry of Education and Culture's caution, all learning efforts are completed online. However, several all-inclusive Islamic

⁴ Syaharuddin Syaharuddin, 'Pembelajaran Masa Pandemi: Dari Konvensional Ke Daring?', *Pembelajaran Masa Pandemi: Dari Konvensional Ke Daring*, 2020.

⁵ Assyauqi, M. I. (2020). PENGEMBANGAN MODUL PEMBELAJARAN PAI BERBASIS DIGITAL UNTUK ANAK BERUSA DINI. *Tarbiyah Islamiyah: Jurnal Ilmiah Pendidikan Agama Islam*, 10(2).

⁶ KH Lalu Gede Muhammad Zainuddin Atsani, 'Transformasi Media Pembelajaran Pada Masa Pandemi COVID-19', *Al-Hikmah: Jurnal Studi Islam* 1, no. 1 (2020): 82–93.

⁷ Ika Zubaihah and Dian Ratna Puspananda, 'KESULITAN GURU DALAM PEMBELAJARAN MATEMATIKA SECARA DARING DI MASA PANDEMI', n.d., 6.

boarding schools run offline (face-to-face) learning efforts. Offline learning during the COVID-19 period in all inclusive Islamic boarding schools has a special learning strategy (Syaiful, 2020). Ecology teaching should not only be implemented in public schools, but must also be implemented in Islamic boarding schools. Pondok Pesantren is a proper place to practice clean living, because it is not just a hypothesis but can be directly applied in everyday life (Aulia, 2017). Usually, at some point in the climate of the region and the boarding school, hand washing stations and trash cans have become the goal to make students better prepared to maintain cleanliness. The lodge also arranges a student picket schedule to maintain cleanliness around the field area. According to Nisa (2019), Islamic boarding schools complete efforts to secure the climate such as regular environmental cleaning. In addition, in several areas around the pesantren area, a kind of pamphlet or banner about the school was installed on the most appropriate way to maintain order so as not to contract Covid. As pointed out by Rezkita (2018).⁸

The goal of reopening schools requires guarantees for health protocols in general, not just in the classroom. It's so difficult to prepare to study. face to face. Efforts to overcome the vaccination requirements have even focused on health workers and educators, as well as education personnel but the choice of whether to start face-to-face schools in July 2021 must be supported by the environmental government with a green zone model and authorization from the student's guardian or educator's parents, so that is not the authority of the Ministry of Education and Culture, said Minister Mas Nadiem.

Efforts to prevent COVID-19 educators are urgently needed. by establishing a model of a vaccination program for the community. This is at the same time to expand public awareness and the world of education about the importance of attention in maintaining health. So that the activities and quality of the Indonesian people will gradually recover.

Health conventions throughout the territory of the Unitary State of the Republic of Indonesia must remain the center of our collective attention, starting from behavior before going out, going to class, at school, having lunch, eating procedures, etc. to traveling home from school while following and agreeing to the guideline, all must be lived with 100% submission and discipline.⁹

And in previous research, we can see that there are some difficulties that we get in carrying out education during the COVID 19 pandemic. During the COVID 19 pandemic, the leadership of the cottage as well as the head of foundations and principals must have strategic steps so that schools are able to create a sense of security, satisfaction, and stay implement programs and improve the quality of an educational

⁸ Dewi Arif Hidayati et al., 'Pendidikan Lingkungan di Pondok Pesantren pada Masa Pandemi Covid 19', n.d., 4.

⁹ 'REFLEKSI SE TAHUN PANDEMI COVID-19 - TheWriters.Id - Komunitas Menulis Indonesia - Sebelum Mati Buatlah Minimal Satu Buku', accessed 23 September 2021, <http://repository.uki.ac.id/4498/1/refleksi-se-tahun-pandemi-covid-19>.

institution. Ihya Ulumuddin Islamic Boarding School Nur Syufiyyah Banjang Or commonly referred to as IUNS is an institution that is formally educated with an Islamic nuance which has excellent programs, namely bilingual, tahfidz, and Islamic character building. All students are required to stay at the IUNS Islamic Boarding School.

RESEARCH METHODS

In the description of this research using a qualitative case study method. As we all know, qualitative research is also called a new method because of its recent popularity. Qualitative research methods are also often referred to as naturalistic research methods because research is conducted under natural conditions; also called the ethnographic method because there is a prefix, this method is more commonly used in the field of cultural anthropology research. It is called a qualitative method because the data and analysis collected is more qualitative in nature.¹⁰

John W. Creswell argues that case studies in qualitative research have several characteristics, namely: (1) Determining the research case; (2) The case is bound by time and place; (3) Case studies use various sources of information to collect event data, and (4) By using the case study method, researchers will take the time to describe the background or background of the case. This means that the case can be investigated as a subject of investigation. as in the case to be investigated, namely for quality solutions to maintain the education of IUNS Banjang Islamic Boarding School during the current COVID 19 pandemic. Researchers also collect data from various sources of information through observation and interviews. His research also took several days to find a solution to the case.

Techniques for collecting observation data and in-depth interviews. Observation techniques are observations that involve using all the senses to draw attention to an object.¹¹ In-depth interviews are a very flexible type of interview that can develop question materials, with the aim of exploring and expanding interview topics to obtain rich data (Moleong, 2014).¹² Among the resource persons were several trusted IUNS informants, including: representatives of the Foundation, junior high school principals, high school principals, the head of the Covid 19 Task Force, and UKS administrators from the IUNS Islamic Boarding School.

RESULTS AND DISCUSSION

The Ihya Ulumuddin Nur Sufiyyah Amuntai Islamic Boarding School, South Kalimantan was founded by the father of H. Supiansyah AR and the mother of Hj. Badera Tasiah, named Ihya Ulumuddin Nur Sufiyyah who carries the message of

¹⁰ Metode Sugiyono, 'Penelitian Pendidikan Pendekatan Kuantitatif Kualitatif R&D Cet', *Ke-19, Bandung: Alfabeta*, 2014.

¹¹ 'S_pkn_032713_chapter3.Pdf', accessed 23 September 2021, http://a-research.upi.edu/operator/upload/s_pkn_032713_chapter3.pdf.

¹² Yohanes Kartika Herdiyanto, David Hizkia Tobing, and Naomi Vembriati, 'Stigma Terhadap Orang Dengan Gangguan Jiwa Di Bali', *INQUIRY: Jurnal Ilmiah Psikologi* 8, no. 2 (2017): 121–32.

impressionism and his own history or history, which historically uses the name "Ihya Ulumuddin Tabarrukan from the phenomenal book of Hujjatul Islam Imam Abu Hamid Muhammad bin Muhammad AL Gadhali At Tusyi As syafi'i, while the word "Nur" means light and "Sufi'iyah" is taken from the names of the founders Supiansyah and Badera Tasiah so that the name "Ihya Ulumuddin Nur Sufi'iyah" is combined. Laying the groundwork for the Nur Sufi'iyah Islamic Boarding School in 2011 and its inauguration in May 2012.

Ihya Ulumuddin Nur Sufi'iyah Islamic Boarding School is an Islamic educational institution founded in 2012 by H. Supiansyah AR and Hj. Badera Tasiah. The system is constantly updated to meet the challenges of the times. The founder hopes to give birth to a younger generation through only noble character, quality and spiritual, emotional and intellectual wisdom can realize the motto of this cottage, namely "From the Children of Banua for the World Ummah".

To support the teaching and learning process at the Ihya Ulumuddin Nur Sufi'iyah Islamic Boarding School, the Nur Sufi'iyah Foundation has built facilities in the form of several high-rise buildings (classrooms), a large 2-storey mosque, 4 dormitories with a capacity of more than 400 students. including 2 male dormitories and 2 female dormitories, ustadz/ustadzah housing, mini markets and cooperatives, dining room or canteen, sports and game fields, library, UKS, photocopy machine, refill gallons and other supporting facilities.

Until now, the Nur Sufi'iyah Foundation has overseen several educational institutions, both formal and informal, namely the Tahfidz House, Majelis dhikr and ta'lim, child care, PAUD Islam Ihya Ulumuddin Nur Sufi'iyah (Accredited B), Junior School Islam Ihya Ulumuddin Nur Sufi'iyah (Accredited A), Middle School Ihya Ulumuddin Nur Sufi'iyah Boarding School (Accredited A), High School Ihya Ulumuddin Nur Sufi'iyah Boarding School (Accredited B) and in 2020 the Tahfidz institution was also formed to manage tahsin and tahfidz activities at the Ihya Ulumuddin Nur Sufi'iyah Islamic Boarding School and one of his goals in the future is to establish a university and build a new branch of education under the auspices of the Nur Sufi'iyah Foundation.

This cottage is also known as the IUNS Islamic Boarding School. This cottage has a modern feel where students are required to live in the cottage. During the COVID-19 pandemic, a foundation that collaborates with several cottage residents and medical personnel plays an important role in maintaining the quality of education, which has an important mission and main function in maintaining the quality of education during this pandemic.

There are 5 criteria for the way people face a pandemic: those who deny, those who are angry, bargain, are depressed when faced with a situation, and the last one is ready to face fate. However, Mujiburrahman believes that the characteristics of modern society are more than a combination of five characters.

The Slovenian philosopher, Slavoj Žižek, who believes that there are 3 groups of ways to deal with the Covid-19 pandemic. First, he feels that it's normal, for example, not wearing masks, but schools will continue to be carried out and activities will continue as usual. The second group has schools that handle it on a strict scale, for example outsiders are not allowed to enter and insiders are limited if they go out because they are equipped with hand sanitizers, complete health protocols, keep a distance, the teaching process is limited and so on. As for the third group, who responded half-heartedly, school residents were allowed to go in and out of school, but the health protocols continued.¹³

Initially, when the COVID-19 pandemic hit, the chairman of the foundation implemented a policy related to distance learning or commonly called online or online (on the network) and students were sent back to their respective homes. Distance learning that lasts more than 3 months with various considerations that are not very effective with online learning, then after these 3 months, the chairman of the Foundation takes a new policy where learning begins to return to normal as usual, namely offline (outside the network) or offline.

Regarding the strategy of the chairman of the Foundation to maintain the quality of educational institutions as follows: First, improve the professionalism of teachers by providing Islamic aqidah assistance to support teachers' faith in effective learning. According to Moh. Uzer Usman who is one of the educational figures who defines a professional teacher, a professional teacher is someone who has special abilities and expertise. That, as a teacher, he will fulfill his duties and goals to the fullest. Contrary to previous opinion, Zakiah Drajat stated that teachers automatically become professionals. He argues that the primary responsibility for educating and guiding children lies with the parents. However, for some reason the parents handed this task over to the teacher. From the previous views, special abilities to guide and educate students, both intellectually, spiritually, and emotionally.¹⁴ According to the results of the study by Ali and Hasanah, in order to ensure the quality of education, they organize training to increase teacher effectiveness and evaluate teacher work online or online, where schools implement a distance learning system during the Covid19 pandemic.

Second, the Chairperson of the Foundation always maintains physical distance or physical distancing with teachers and students, besides that the Chairperson of the Foundation also enforces strict prokes (health procedures) even when teachers enter the school environment and are in the learning process. When entering the school environment, all teachers and education personnel are required to wash their hands, use hand sanitizers, use masks, and have their body temperature checked. In addition, all educators and education personnel are also recommended to have a vaccination

¹³ Ridhatullah Assya'bani and M. Ag, 'COVID-19: SOCIAL DECONSTRUCTION OF THE WORLD COMMUNITY POST PANDEMIC COVID-19 TOWARDS NEW SOCIAL ETHICS', n.d., 16.

¹⁴ Meithy H. Idris, 'Menjadi Pendidik Yang Menyenangkan Dan Profesional', *Luxima Metro Media. Jakarta*, 2015.

letter from hospitals or health centers for mutual safety. This activity is one of the efforts to protect educational institutions from disease outbreaks and ensure that all staff at this lodge are not infected with the Covid-19 virus. Thus, the chairman of the Foundation cooperates with several parties such as the IUNS Amuntai Covid-19 Task Force, UKS officers, and so on, provide guidance, understanding and control. Thanks to the attention of the chairman of the Foundation, it is hoped that the learning process will run effectively.

Third, the Chairperson of the Foundation supports the quality of students when implementing the learning process as usual, but still using a predetermined distribution. And Education Solutions at the Ihya Ulumuddin Nur Syufiyyah Islamic Boarding School during the covid-19 pandemic to reopen the cottage with education as usual. With the results of the solution actions that have been conditioned by the IUNS Islamic Boarding School, such as the first conditional restrictions other than the residents of the cottage are prohibited from entering the cottage and the residents of the cottage are limited to a few people, the second visiting students are given a distance of about 2 meters apart, the third Pondok residents must have information that they have been vaccinated, and so on. As for another solution, the formation of the IUNS task force began with the presence of more than 100 male student and female students who had received swabs and 40 positive antigens were found. And students who are positive will be quarantined in the lodge. After that some of the students were given the opportunity to self-isolate at home, up to 6 people remained in the cottage because there were several factors that prevented them from returning home. They were then quarantined in the lodge. So the HSU PSC team in collaboration with the IUNS Task Force held a cross check every day and checked temperature, blood and symptoms for 10 days until it was possible to see whether the change in symptoms persisted or not. In addition, the health of santri and female students is also considered, such as supplementation of vitamins, fruits, honey, milk, etc. at this time to increase the immunity of santri and female students.

The Foundation Chair plays an important role in coordinating, mobilizing and aligning all available resources. The leadership of the The leadership of the chairperson of boarding school is an important factor in achieving the school's vision, mission, goals and objectives. Therefore, the chairman of the Foundation is considered better if he can influence his actions on the residents of the cottage. So that the residents of the cottage can work optimally according to the given program. Teachers and other staff will be motivated to improve their work because the performance of the Chair of the Foundation depends on the skills and leadership of the principal.

According to Claudia Floretta, the selling model combines the skills and skills contained in the Spring Source leadership model, fostering involvement, serious attention, and the skills and expertise of the telling model, for example by communicating ideas with logic. It is called a selling model because the technique is almost the same as that used by salesmen. In terms of sales, the most important thing

after creating interactions is learning, knowing the various elements that can be learned and understood that are closely related to people or employees / teachers as key goals in the performance of leadership activities. among consumers such as "How much can I get from this product?" As a strategic leader, of course this question is easy to answer.¹⁵

The quality assurance implemented by the chairman of the Foundation can bring positive results for students, namely the improvement of bilingual languages, clearer memorization, improvement of reading the Qur'an which is easier face-to-face and character enhancement. In addition, parents are also satisfied with the improvement in the quality of their children. The measure of success in implementing integrated quality management applications in schools is customer satisfaction both internally and externally. Schools are considered successful if they are able to provide services that meet customer expectations. In other words, the success of schools or madrasas is contained in the school management guidelines as follows: 1) Students are satisfied with school services, 2) Parents are satisfied with the services provided to their children, 3) Recipient users or alumni feel happy because they receive quality graduates and meet expectations; 4) Teachers and staff are satisfied with school services.¹⁶ as well as boarding schools.

Thus the leadership strategy of the chairman of the foundation to improve the quality of education during the COVID-19 pandemic is a systematic effort by school principals who are supported by boarding school residents and the community in general at the IUNS Islamic Boarding School to implement leadership during this pandemic. It is about maintaining the quality achieved and looking for ways to improve the quality of education for the better in the future, the strategy that has been implemented by the chairman of the foundation above is to focus more on improving children's outcomes. IUNS Islamic Boarding School should prioritize customer satisfaction above the leadership behavior of the head of the foundation who can be imitated, is responsible, has the principle of serving without wanting to be served, able to cooperate with all parties and has the ability to make changes. In addition, the chairman of the foundation is the program implementer with the process, systems approach, ability to make decisions based on data and facts, as well as the ability to collaborate with stakeholders in order to improve quality and always improve on an ongoing basis. With all these strategies, the quality improvement of IUNS Islamic Boarding School will be even better.

CONCLUSION

The strategy implemented by the chairman of the foundation to maintain the quality of education during this pandemic is to maintain the professionalism of

¹⁵ Sahid Ali and Enung Hasanah, 'Kepemimpinan Kepala Sekolah dalam Menjamin Mutu Pendidikan Pada Masa Pandemi Covid-19 di SMA Muhammadiyah 3 Yogyakarta', *Jurnal Ilmiah Mandala Education* 7, no. 1 (18 January 2021), doi:10.36312/jime.v7i1.1735.

¹⁶ Faisal Mubarak, 'FAKTOR DAN INDIKATOR MUTU PENDIDIKAN ISLAM', n.d., 9.

teachers with assistance so that they continue to carry out their main duties and functions properly during the pandemic as the current chairman of the foundation. has strict health protocols for all citizens. The school also has a health check center for teachers and teaching staff, which aims to detect the coronavirus as soon as possible.

Ihya Ulumuddin Nur Sufiyah Islamic Boarding School is a modern Islamic boarding school that has been built by a husband and wife, they are Father H. Supiansyah AR and Mother Hj. Badera Tasiah. The boarding school is where all students and female students must live in cottages that have been arranged in such a way that during this pandemic, the chairman of the foundation will provide food to support student immunity, such as honey, milk, herbs, etc. and others. In addition, students are offered activities outside of teaching and learning that are designed so that students do not get bored and are not allowed to leave the school grounds, such as travel, student activities, and talent development for male students and female students.

During the current pandemic, the focus of the chairman of the foundation is on effective and efficient teaching and learning. This can bring positive results for students, namely an increase in bilingual language, a clearer memorization, improvement in reading the Qur'an that is easier face to face and character enhancement. In addition, parents are also satisfied with the improvement in the quality of their children.

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