

SCHOOL POLICIES IN MAINTAINING SCHOOL CULTURE FOR STUDENTS DURING COVID 19 AT PRIVATE SCHOOL IN DURI

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ABSTRACT

This research aims to explore the distribution and the implementation of school policies in maintaining school culture for students during the COVID-19 pandemic in private schools in Duri. During the Pandemic Covid 19, it was a terrible situation in teaching and learning implementation process for students, especially in terms of maintaining an effective school culture such as the 5S culture, worship on time, learning discipline, and carrying out 10 student competencies according to JSIT standards, and also providing excellent services to students. The research method was qualitative with interviewing the principal, student representatives, and the student's parents represented by the school committee and document analysis was used in this research. The research data were analyzed with descriptively by describing and explaining the data from the interview findings of the principal, student representatives, teachers and parents of students, policy documents as well as photos and learning media.

The finding revealed that the school policies implemented in maintaining school culture for students were not optimal even though all students responded to programs that had been compiled and socialized by the school. Teachers of a foundation implemented character-based learning to maintain School Culture that reflects the existence of an applied school culture such as the 5 S, study of the Koran delivered by the teacher at the beginning of learning, and monitoring sheets provided by student representatives who will be responded to by the students' parents then reported to the homeroom teacher every month. In the process of socializing the policy from the principal, it has been going well where the school has conducted outreach to vice principals, teachers and provided a school culture training system to students online and to teachers and explains learning information to parents. However, due to network limitations and network disruption, it becomes an obstacle in the implementation of monitoring school culture. In this case the teacher composed a monitoring questionnaire manual report material and distributes it to the parents of students. Although the student did not get involved a 100% due to several factors such as network disruption, for those parents who works and parents who do not have facilities in the form of an internet package or do not have an Android cellphone, the process of monitoring school culture continues with the help of manual media provided to parents students. It can be concluded that the dissemination of learning policies during the outbreak has been running from the top-down (Top-Down) socialization process, but implementation needs to be improved in terms of service and the school culture evaluation process can be maintained.

Keywords : school Police, Covid 19, school culture.

INTRODUCTION

In the era of economic globalization, at the end of the 20th century, the application of total quality concept to improve the quality of products and services is becoming increasingly recognized for its importance for organizational growth and the welfare of a nation. Based on these attitudes and mindsets in the early eighties, after going through research since the fifties, a contemporary management system was born in the general American environment called Total Quality Management (TQM). The contemporary management system in US Navy is called Total Quality Leadership (TQL), while in Japan it is called Total Quality Control (TQC), and in Singapore it is called the Total Quality Process (TQP) (Suwarso Hardjosoedarmo, 1996, p. 2), Application Integrated Quality Management (Effectiveness of Institutional Quality Approaches) is not only carried out within government organizations, as well as in schools. In primary and secondary education units, it is well known that efforts to continuously improve quality, both the results of their education and the input of students, teachers, and leaders and staff in education, teaching and learning processes, and research activities, are an obligation that must be carried out seriously in order to be able to maintain its existence in facing the atmosphere of competition between universities which is increasingly tight in the current era of globalization.

Since December 2019, the world has been shaken by the spreading of Covid 19 outbreak which originated in Wuhan, China. COVID-19 is an infectious disease caused by acute respiratory syndrome coronavirus 2 (severe acute respiratory syndrome coronavirus 2 or SARS-CoV-2). It could attack animals. When it attacks humans, the Corona virus causes respiratory infections, such as flu, MERS (Middle East Respiratory Syndrome), and SARS (Severe Acute Respiratory Syndrome). COVID-19 itself is a new type of coronavirus found in Wuhan, Hubei, China in 2019 (Ilmiyah, 2020; Hui, et al., 2020). Therefore, this new type of Coronavirus is widely known as Coronavirus disease-2019 which is shortened to COVID-19. COVID-19 is widely spread and resulted in a global pandemic that has continued to date. The symptoms are generally in the form of fever 38 ° C, dry cough, and shortness of breath and the worst impact for humans is death. Until 19 April 2020 at 10:38:37 WIB, there were reported 2,329,539 confirmed cases from 185 countries, 160,717 of whom died and 595,229 people could be cured (Johns Hopkins CSSE, 2020).

One of the circular delivered by the minister of education is the online learning implementation for students. With this in mind, the school must have a policy so that the school culture that has been given and which is the uniqueness of the school must be maintained and what has been given to students can be realized properly. With this appeal from the Minister, private schools took school policy steps in the form of changes to student programs as a form of maintaining the school culture that has been applied to students in the face of the teaching and learning process during Covid 19. Etymologically, culture or culture, in the Big Indonesian Dictionary, is "thought, reason, result." While cultivating is "teaching to have a culture, educating to be cultured, getting used to something good so that it becomes cultured." human. Another opinion says that culture comes from the words cultivation and power.

Budi is reason which is a spiritual element in culture while power is an act or effort as a physical element. so that culture is defined as the result of human reason and

wisdom. This research aims to find out how school policies are in maintaining the school culture for students during Covid 19.

METHOD

A Qualitative research approach with interview as its instrument employed in this research. There were 10 respondents, the principal, student representatives, teachers, and parents chosen as research sample. To obtain the information about strengthening school culture, constraints and the consequences of the COVID-19 pandemic on process activities to strengthen school culture that have been effectively implemented in private schools in Duri. To conduct case study research, Creswell (2013) provides observations and a number of sample size recommendations, which range from no more than four to five cases. In the case study respondents were interviewed until data saturation was reached and no new information could be obtained. All respondents provided pre-interview information she

DISCUSSION

The purpose of this research was to get information about school policies in strengthening school culture during the COVID-19 pandemic at private schools in Duri. All participant responses are original citations, and they have been quoted as stated by the respondents. The interview revealed that the principal, the school took several policy steps after an instruction from the district office to dismiss students for 14 days. In the early stages, the principal held an urgent meeting with student and curriculum representatives about the strategy to maintain the school culture as a routine student program during the pandemic. Some of the things taken by school policy steps are:

Student Program in developing programs for online implementation for students for 14 days. The formulation of the student program is socialized to the teacher council through the work meeting of the school principal. And then this program is implemented to students who previously had socialization to parents of students via online via WhatsApp. The student program is structured as follows:

- a. Teacher training on school culture programs such as training on the use of online media in monitoring student character. This training was conducted for 2 days.
- b. Preparation of online learning schedules and conveyed by the teacher to students. In the learning process the teacher continually to provide reinforcement to students, before learning to pray, read short letters and ask students for discipline in worship. This learning schedule is valid for each week and is exchanged regularly according to the evaluation each week. The student's daily yaumul activity reports are reported by the supervisor to the student representative for evaluation every month.
- c. Socialization of school culture programs by the school members to parents in the form of online training with parents on how school culture can be maintained.
- d. Online media socialization for students, namely zooming in on school cultural activities.
- e. The process of school culture strengthening was announced through the homeroom teacher and there is a student daily activity report that is delivered through the class group WA. Online schedules alternate for all fields of study every day. To increase

students' understanding of a fun school culture interspersed with quizzes in accordance with the material obtained during the online learning process.

The school cultural activities that can be applied during a pandemic were as follows:

1. Learning Al-Qur'an During studying at home, monitoring students' memorization in collaboration with parents. Each student videotapes the reading of the Koran through the class WA group, then the Koran teacher corrects and assesses the student's memorization so that the student's memorization target is achieved.
2. Students' daily Yumul assessment which contains the target of memorization, murajaah, dhuha prayer, fardhu prayer, Sunnah fasting Monday, Thursday and other charitable activities such as giving infak are filled in using google reports every day. Based on interviews with student representatives, he said that online learning activities containing activities that lead to maintaining the school culture were very much liked by students, this was proven when learning online in grade 4 nearly 90% of students took online learning with their class teachers. Students who cannot join online learning are caused by several factors such as network disruptions, parents who are still working and parents who do not have facilities in the form of an internet package or do not have a cellphone but this percentage is quite small, only a few people. To anticipate this, classroom teachers are required to manually document daily yaumul activities which are the school culture, then parents pick up and deliver reports to teachers at school. Based on interviews with student representatives, the constraints in maintaining school culture during this pandemic are because working parents sometimes forget to fill in daily activity reports as a report on the implementation of school culture that will be implemented. and take advantage of online applications.
3. Student Program

Based on interviews with student representatives to provide excellent services in the field of student affairs, it could not be achieved effectively, but students made daily activities of students which were monitored in collaboration with parents using the google form application. Based on existing data, only 60 percent of parents report student activities at home due to several reasons such as forgetfulness because it is not a routine to fill out the form, there is no internet package and the internet network is disrupted. Based on interviews with parents with the existence of school policies regarding the structured online learning process. Some parents feel there is a school's concern for their children with the online learning policy with their teachers. But some other parents feel that maintaining a school culture is less effective because parents and their children are not used to this online application so that it affects their psychology, especially when the network is disrupted, of course their children feel disappointed that they cannot follow daily yaumul optimally. Regarding the existence of assignments given to students by the school. Parents also find it difficult because these students still need assistance in learning while their parents are busy parents, and the behavior of these students feels that they learn when they are with the teacher, so parents are a bit overwhelmed to motivate their students to complete assignments. and daily yaumul activities which are private school culture that must be maintained in schools. In addition to learning assistance, parents find it difficult, especially in disciplining their children, because children listen more to the advice

and suggestions of their teachers to carry out daily yaumul activities which are the culture of private schools. because there must be an essential explanation and understanding of this material where not all parents can understand this daily yaumul concept

CONCLUSION

Several suggested school policies in maintaining school culture were as follows: Designing organized school programs during Pandemic, Implementing Top-Down process in which school's foundation was the main actor of educational system process, and The declaration of Islamic culture has succeeded in applying these Islamic values to other school cultural activities in accordance with the vision, mission and goals of the institution.

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