

THE ROLE OF PRINCIPAL IN IMPROVING PAI LEARNING IN THE CORONA PANDEMIC PERIOD IN RA TAAM ADINDA CARE TO OVERCOME GRESIK

Muhammad Syaikhon¹⁾, Nanang Rokhman Saleh²⁾, dan Bahrul Ulum³⁾

1, 2) PGPAUD, FKIP, Universitas Nahdlatul Ulama Surabaya, Indonesia

3) Prodi PAI, STAI Darul Hikmah Bangkalan, Indonesia

e-mail: muhammadsay87@unusa.ac.id¹⁾, nanang_kh.aslie@unusa.ac.id²⁾,
bahrul@darul-hikmah.com³⁾

ABSTRACT

This research is a type of field research with a qualitative descriptive approach with the title Role of the Principal in Improving PAI Learning during the Corona Pandemic at RA Taam Adinda Kapatihan Menganti Gresik. This study aims to determine the role and strategy of school principals in improving PAI learning during the corona pandemic at RA TAAM Adinda Kapatihan Gresik. The subjects in this study were educators, students, parents, and related parties. The data collection techniques used were observation, in-depth interviews, and documentation. Data analysis was carried out using data reduction, data presentation, and drawing conclusions or verification. The results of the findings of this study can be concluded that the role of the RA Taam Adinda principal in improving Islamic Education learning during the corona pandemic in Kapatihan Menganti Gresik village was as educator, manager, administrator, supervisor, leader, innovator, and motivator that had been implemented properly and by defined goals and plans. The strategies used by the school principal in improving PAI learning during the corona pandemic at RA Taam Adinda Kapatihan Menganti Gresik were improving teaching skills for teachers, optimizing the use of media and educational facilities, carrying out regular supervision, and establishing good cooperation with the community.

Keywords: *The Role of the Principal, PAI Learning, Corona Pandemic*

A. INTRODUCTION

The principal is a source of motivation for educators, staff, and students. Therefore, the principal must always generate motivation, self-confidence in educators, staff, and students so that they can enthusiastically accept and understand school goals, work responsibly to achieve school goals. The principal's job as an educational leader is a difficult one. As a leader of educational institutions, the principal must be able to encourage the performance of subordinates to work voluntarily, have high performance to achieve the quality standards expected by parents, society, industry, and government.¹

The principal has a very strong role in coordinating, mobilizing, and harmonizing all educational resources available in the school. The role of the principal is one of the factors that can encourage schools to be able to realize the vision, mission, goals, and objectives of the school through planned and gradual programs. Therefore, the principal demanded have management ability and leadership that is sufficient to be able to take the initiative and the initiative to improve the quality of schools.²

The duties and roles of school principals have recently become increasingly heavy due to the outbreak of the Covid-19 virus or better known as corona in Indonesia. This virus forces social life to change, including learning methods. So far, educators have used conventional learning methods, namely face-to-face in class between teachers and students. The learning process, discussion, question and answer, and guidance all take place face to face. Now you have to use the learning method online or abbreviated online (*online*). This happens from educational institutions of children aged early (ECD) to college (PT).

RA Taman Asuh Anak Muslim (TAAM) Adinda is an early childhood education institution (PAUD) located in Kepatihan village, Menganti sub-district, Gresik district, East Java. Islamic religious education (PAI) was made the main priority in learning by the head of the school, RA Taam Adinda. The religious subject is taught not only theory alone, would but

¹ Syafarudin Saud, *Pengembangan Profesi Guru*, (Bandung: Alfabeta, 2012), page. 20.

² Mulyasa, E., *Manajemen dan Kepemimpinan Kepala Sekolah.*, (Jakarta: Bumi Aksara, 2012), page. 98.

teach the practicality of the values Islam embedded in the learners RA Taam Adinda . This school teaches students selected hadiths, reading the Koran, Asmaul Husna, daily prayers, and so on. This is all done using online learning methods.

Based on the background described above, the authors are interested in researching the role of school principals in improving Islamic education learning during the pandemic co- hue at RA TAAM Adinda Kepatihan Menganti Gresik.

B. METHOD

This research is a type of field research with a qualitative descriptive approach. This study seeks to explore and explain the role of school principals in improving Islamic Education learning during the corona pandemic in RA Taam Adinda, Kepatihan Menganti Gresik village. Sources of data in this study include teachers, parents, students, and people related to this study. Data collection techniques used include observation, in-depth interviews, and documentation. The data analysis used includes three stages, namely data reduction, data presentation, and verification or concluding.

C. RESULTS AND DISCUSSION

1. The Role of the School Principal in Improving PAI Learning During the Corona Pandemic at RA TAAM Adinda Kepatihan Menganti Gresik

The role of the Principal of RA Taam Adinda is very important and strategic in improving PAI learning during the corona pandemic at RA TAAM Adinda Kepatihan Menganti Gresik.

Based on the results of interviews and observations, the principal of RA Taam Adinda as an educator has prepared a lesson plan, carried out the teaching and learning process, and carried out the evaluation well. The principal tries to instill and improve religious values in students including the fields of aqidah, shari'ah, and morals. This is under the statement of the principal through the interview as follows:

“Before learning, we have compiled learning tools related to planning, implementation, and evaluation. Regarding learning materials, Islamic religious education is a top priority in learning which includes aqidah, shari'ah, and morals. Religious material is also taught practically so that Islamic values are embedded in students, such as reading the Koran, daily prayers, selected hadiths, Asmaul Husna, and others. This is all done using online learning methods”.³

Thus, the role of the principal as an educator has been carried out well. This is under Euis's opinion, that the role and duties of the principal as an educator can be seen from the competence as an educator. As educators, school principals must be able to plan learning programs, carry out the teaching and learning process, carry out evaluations, conduct analysis of learning outcomes, and carry out improvement and enrichment programs.⁴

The school principal as a manager Adinda Taam RA can improve the quality of learning PAI by way of increasing the competence to teach, for an educator. Increasing the teaching competence of educators is considered very important considering that educators are the main role in implementing and determining whether or not the quality of learning is good. This is under the principal's statement based on the interview results as follows:

“To improve the quality of this school, I often send my teachers to various seminars and training. During this time of the corona pandemic, seminars and training were more numerous and easy to follow because they were often held through webinars using zoom ”.⁵

The above statement is under the opinion of Euis, that principals must possess a strategy that can implement management functions effectively and efficiently. Three minimum skills should be possessed by

³ The Principal of RA TAAM Adinda, Interview, Gresik, 10 November 2020

⁴ Karwati Euis and Donni Juni Priansa, *Kinerja Dan Profesionalisme Kepala Sekolah*, (Bandung: Alfabeta, 2013), page. 116.

⁵ The Principal of RA TAAM Adinda, Interview, Gresik, 10 November 2020.

the principal as a manager, namely conceptual skills, skills of humanity, as well as technical skills.⁶

Principal RA Taam Adinda as the administrator has responsibility for the smooth running of all administrative work and activities in schools, both in the field of curriculum, especially those related to Islamic religious education, facilities, and infrastructure, as well as in the field of finance. This is evidenced by the presence of several meetings held by school principals in discussions about curriculum preparation, RAB, and procurement of sarpras. This is confirmed by the statement of one of the educators as follows:

"In communicating with the community, the principal formed the association RA TAAM Adinda and invited the guardians of students to a meeting regarding the programs to be implemented, such as curriculum preparation, RAB, and procurement of sarpras. During this pandemic, the principal invited the guardians of students gradually and also by conducting a home visit".⁷

Euis explained that the role and duties of the principal as administrator can be seen from the competence of the principal in managing the administration of the learning process and counseling guidance, competency Of managing the administration of student affairs, the ability to manage the financial administration embodied in comprehensiveness and accountability on the use and financial statements. Principals competency as administrators can also be seen from the competency of managing administrative infrastructure and competency of managing the mailing administration.⁸

Adinda Taam RA headmaster as supervisor had done monitoring of educators continuous and scheduled well. This is done to avoid mistakes that can affect the obstruction of the goals of the school institution he leads. If there are school personnel who are still not good at carrying out their duties, he also does not hesitate to reprimand and give warnings. Principal RA TAAM Adinda also always consults with staff at the school

⁶ Karwati Euis, *Kinerja Dan Profesionalisme Kepala Sekolah....*page. 115.

⁷ The Educator of RA TAAM Adinda, Interview, Gresik, 20 December 2020.

⁸ Karwati Euis, *Kinerja Dan Profesionalisme Kepala Sekolah....*page. 116.

if any problems arise to find the best solution that can be done. This is under the statement of the head of one of the teachers as follows:

"In conducting supervision, the principal looks directly at the class and asks the class teacher. If there is a teacher who makes a mistake, the principal will immediately remind him and if there is a problem, the principal holds a meeting to find a solution".⁹

This is in line with Euis's opinion, that principal competency as a supervisor can be seen from the supervision programs competency of education, competency of implementing good education supervision programs and competency of utilizing the results of educational supervision for the repairing and improvement of the quality of education in schools.¹⁰

The school principal RA Taam Adinda as a leader (*leader*) always provides the best example of the way of me other State his duties as principal well to what is instructed always received support and can be sealed well by all citizens in RA Taam Adinda . This is under the statement of one educator as follows:

"Before asking us, the school principal first gave examples, such as making RKH, RKM, and Promes. "¹¹

According to Mulyasa, the principal as a good leader must be able to influence others to work together in achieving goals, being task-oriented and relationship-oriented.¹²

Principal of RA Taam Adinda as an innovator always makes updates to improve the quality of education at RA Taam Adinda. It can be seen that school buildings and other sarpras are always being developed, conducting *home visits* to assess children's learning outcomes, conducting online learning when the corona pandemic occurs, and so on. This is consistent with the statement of the principal as follows:

⁹ The Educator of RA TAAM Adinda, Interview, Gresik, 20 December 2020.

¹⁰ Karwati Euis, *Kinerja Dan Profesionalisme Kepala Sekolah....*page. 117.

¹¹ The Educator of RA TAAM Adinda, Interview, Gresik, 20 December 2020.

¹² E Mulyasa, *Manajemen dan Kepemimpinan Kepala Sekolah*. (Jakarta: Bumi Aksara, 2012), page. 98.

"Besides attending seminars and training, I told them to learn to operate the laptop, projector, WhatsApp, zoom, and so on. Especially during this pandemic, PAI learning was carried out online using WhatsApp, such as the Koran, the practice of ablution, and prayer. All that is done by video calling and sending the video via the WhatsApp group".¹³

The statement above is in Sutomo's opinion, that the principal is in charge of finding and making reforms in various aspects, motivating educators and parents to understand and provide support for the reforms offered.¹⁴

Principal RA Taam Adinda as a motivator tries to influence educators to generate enthusiasm for work and commitment to task objectives, as well as giving examples according to the expectations and plans that have been compiled. To provide support to educators to be more motivated to improve their performance, the principal always reminded that professional educator is a noble task and in return is in the world and the hereafter, especially educators of early childhood education that teaches religion of Islam. The principal also did not forget to always give an example first in completing his duties and obligations. This is under the statement of one teacher as follows:

"As motivation for us, the principal often reminds us that being a teacher is a noble task, especially a PAUD teacher, the answer is the afterlife. In addition, the principal always sets an example before telling us to carry out our duties as a teacher, such as how to make RKH, RKM, and good teaching methods.¹⁵

The school principal as a motivator by Sutomo should be able to give a boost to all the citizens of the school so that they could be me in that other State duties at the school is good and right. The school principal duty to build a work environment, work atmosphere,

¹³ The Principal of RA TAAM Adinda, Interview, Gresik, 22 November 2020

¹⁴ Sutomo, *Manajemen Sekolah*. (Semarang: UPT MKK UNNES, 2011), page. 98.

¹⁵ The Educator of RA TAAM Adinda, Interview, Gresik, 20 December 2020.

establishing the principle of reward and punishment (*reward and punishment*) is systemic.¹⁶

Based on the description, the role of the principal RA Taam Adinda in the village Kepatihan Menganti Gresik as an educator, manager, administrator, supervisor, leader, innovator and motivator, has been carried out properly and under the objectives and plans that have been previously made.

2. Strategies Used by Principals to Improve Learning PAI During the Corona Pandemic at RA TAAM Adinda Kepatihan Menganti Gresik

The strategies used by the principal in improving Islamic Education learning during the corona pandemic at RA TAAM Adinda Kepatihan Menganti Gresik were as follows:

Principal RA Taam Adinda often makes new innovations to improve the quality of teaching staff, such as sending educators RA Taam Adinda to attend various seminars and training that support professionalism as an educator. During this pandemic, educators at RA Taam Adinda attended more training and seminars through webinars with the zoom application. This is under the results of the interview with the principal as follows:

*"To improve the quality of this school, I often send my teachers to various seminars and training. During this time of the corona pandemic, seminars and training were more numerous and easy to follow because they were often held through webinars using zoom".*¹⁷

Nata Abuddin explained that s Strategy first in doing by the Principal in improving the quality of learning is by way of an increase in teaching competency of the teachers.¹⁸

Principal of RA Taam Adinda always directs school members to be aware of science and technology, including the use of media in learning,

¹⁶ Sutomo, *Manajemen Sekolah.....*, page. 98.

¹⁷ The Principal of RA TAAM Adinda, Interview, Gresik, 10 October 2020.

¹⁸ Abuddin Nata, *Perspektif Islam Tentang Strategi Pembelajaran*. (Jakarta: Karisma Putra Utama Kencana, 2009), page. 210.

such as the use of the WhatsApp application, laptop, projector, zoom, and others. At the time of this pandemic, PAI learning more done using WhatsApp application, such as the Koran, the practice of ablution and prayer is done by way of a video call to the participant students one by one and send their video through WhatsApp group. This is under the interview with the principal as follows:

"Apart from attending seminars and training, I told them to learn to operate the laptop, projector, WhatsApp, zoom, and so on. Especially during this pandemic, PAI learning was carried out online using WhatsApp, such as the Koran, the practice of ablution, and prayer. All that is done by video calling and sending the video via the WhatsApp group".¹⁹

The above strategies under the opinion of Faisal, that the *strategy* which will be undertaken by the Principal in improving the quality of learning is to optimize the utilization and use of media and education.²⁰

Principals in doing supervision are done by two ways of seeing directly in class during a lesson process and asked directly to the educators concerned. The principal does all of this with the aim that educators and educational staff can work more professionally. At the time of this pandemic, the principle of supervision by way of asking for documentation of Learning Process (PBM) especially PAI to each classroom teacher and doing *a home visit* to every house learner. This is under the principal's statement based on the interview results as follows:

"In supervised learning, I can look directly at the class and ask the class teacher. At the time of this pandemic, we supervise the manner requested documents PBM to every teacher and doing a home visit to every child on every Friday".²¹

¹⁹ The Principal of RA TAAM Adinda, Interview, Gresik, 22 November 2020.

²⁰ Faisal Jalal Cs., *Reformasi Pendidikan Dalam Kontek Otonomi Daerah* (Yogyakarta: Adi Cita, 2011), page. 10.

²¹ The Principal of RA TAAM Adinda, Interview, Gresik, 10 December 2020.

According to Mulyasa, this strategy in the run so that the principal direct knowledge of the problems faced by educators for implementing the learning, so that the principal can assist his competence.²²

The principal of the RA Taam Ad Inda school often communicates with the community, as evidenced by the formation of a school committee called the RA Taam Adinda association. The school principal also often invites the guardians of students to meetings regarding the program to be implemented at RA Taam Adinda. During this time of the corona pandemic, the principal invited student guardians to provide and ask for information and suggestions related to the learning process. Besides that, the principal also conducts *a home visit* to every house learner. This is under the statement of a teacher through an interview as follows:

" In establishing communication with the community, the principal formed the association RA TAAM Adinda and invited the guardians of the students to a meeting regarding the programs to be implemented, such as curriculum preparation, RAB, and procurement of sarpras. During this pandemic, the principal invited the guardians of students gradually and also by conducting a home visit ".²³

According to Faisal, in conducting a cooperative relationship with the community, the school formed a school committee that has the role and function as a forum to facilitate the people who relate to school or otherwise.²⁴

Based on the description, the strategy that implemented by principals in improving the learning PAI during the pandemic corona in RA Taam Adinda Kepatihan Menganti Gresik is already correct and well done.

²² Mulyasa, *Manajemen Berbasis Sekolah; Konsep Strategi Dan Implementasi* (Bandung: Remaja Rosda Karya, 2013), page.145.

²³ The Educator of RA TAAM Adinda, Interview, Gresik, 20 December 2020.

²⁴ Faisal Jalal Cs., *Reformasi Pendidikan.....*,page. 139.

D. CONCLUSIONS AND SUGGESTIONS

Based on the results of research on the role of school principals in improving PAI learning during the corona pandemic at RA TAAM Adinda Kepatihan Menganti Gresik, it can be concluded that the role of the principal of RA Taam Adinda in Kepatihan Menganti Gresik village was as *an educator, manager, administrator, supervisor, leader, innovator, and motivator* that has been implemented properly and under predetermined goals and plans.

The strategy in the run by principals in improving learning PAI during the pandemic corona in RA Taam Adinda Kepatihan Menganti Gresik is upgrading teaching competency for educators, optimizing the use of the media and education, carrying out regular supervision, and establish good cooperation with Public.

Suggestion

The author's suggestions are as follows:

1. Improving cooperation is optimal in all components of the school with the hope that the process of PAI learning can run well.
2. The activities in the process of learning PAI in design as attractive as possible for children and contains the values of the religion of Islam and developed through an ongoing process.
3. Students are actively involved in every activity with the hope that the PAI learning process can run optimally.

BIBLIOGRAPHY

- Ali Muhammad Daud. 2008. *Pendidikan Agama Islam* Jakarta: Raja Grafindo Persada.
- Arisandi, Bustomi. "Ujian Nasional Mengkebiri Kedaulatan Guru." *Al-Insyiroh: Jurnal Studi Keislaman* 1.1 (2015): 1-22.
- Bois Nelson F. Du. 1979. *Educational Psychology and Instructional Decision*. Homewood : Illionis the Dorsey Press.
- Clark, R.C., & Mayer, R.E. 2003. *E-Learning and the Science of Instruction*. Market Street, San Fransisco, CA: John Wiley & Sons, Inc.
- Creswell, J. W. 2010. *Research Design: Pendekatan Kualitatif, Kuantitatif, dan Mixed*. Yogyakarta: PT Pustaka Pelajar.
- Dabbagh, N. and Ritland. B. B. 2005. *Online Learning, Concepts, Strategies And Application*. Ohio: Pearson.
- Darmawan Deni. 2012. *Teknologi Pembelajaran*. Bandung: PT. Remaja Rosdakarya Offset.
- Daryanto. 2010. *Media Pembelajaran Peranannya Sangat Penting dalam Mencapai Tujuan Pembelajaran*. Yogyakarta: Gava Media.
- Darajat, Zakiyah. 1995. *Metode Khusus Pengajaran Agama islam*. Jakarta: Bumi Aksara.
- . 2008. *Ilmu Pendidikan Islam*. Jakarta: Bumi Aksara.
- Departemen Pendidikan Dan Kebudayaan. 1998. *Kamus Besar Bahasa Indonesia*. Jakarta: Balai Pustaka.
- Evi Fatimatur. 2016. *Desain Pembelajaran Inovatif*. Cet. 1; Jakarta: Rajawali Pers.
- Euis, Karwati dan Donni Juni Priansa. 2013. *Kinerja Dan Profesionalisme Kepala Sekolah*. Bandung: Alfabeta.
- Hamalik, Oemar. 2014. *Proses Belajar Mengajar*. Jakarta: Bumi Aksara.
- Isbaniah Fathiyah dkk. 2020. *Pedoman Kesiapsiagaan Menghadapi Coronavirus Disesase (Covid-19)*. Jakarta: Kementerian Kesehatan RI dan P2P.
- Jalal, Faisal Cs. 2001. *Reformasi Pendidikan Dalam Kontek Otonomi Daerah*. Yogyakarta: Adi Cita.

- Juhari, Juhari, and Zainal Hakim. "Inspiring Teacher; Sosok dan Perannya dalam Mengorganisir Pembelajaran Berbasis Manajemen Mutu." *Al-Insiyroh: Jurnal Studi Keislaman* 2.2 (2018): 49-64.
- Junaidi, Junaidi. "Pendidikan Islam (Kedudukan dan Jenis Menurut Undang-Undang)." *Al-Insiyroh: Jurnal Studi Keislaman* 1.1 (2015): 105-116.
- Kemendikbud. 2014. *Petunjuk Peningkatan Mutu di Sekolah Dasar*. Jakarta: Kemendikbud.
- Majid, Abdul. 2006. *Pendidikan Agama Islam Berbasis kompetensi (Konsep dan Implementasi Kurikulum 2004)*. Bandung: Ramaja Rosdakarya.
- Molinda Michael. 2005. *Instruksional Technology and Media for Learning* New Jersey Columbus, Ohio.
- Moloeng Lexy J. 2010. *Metodologi Penelitian Kualitatif*. Bandung: PT. Remaja Rosdakarya.
- Muhaimin dkk. 1996. *Strategi Belajar Mengajar*. Surabaya: Citra Media.
- , 2009. *Rekonstruksi Pendidikan Islam (Dari Paradigma Pengembangan, Manajemen Kelembagaan, Kurikulum Hingga Strategi Pembelajaran)*. Jakarta : PT. Raja Grafindo Persada.
- Mulyasa, E. 2012. *Manajemen dan Kepemimpinan Kepala Sekolah*. Jakarta: Bumi Aksara.
- Mujib Abdul dan Yusuf Mudzakirn. 2008. *Ilmu Pendidikan Islam*, Jakarta: Kencana.
- Munir 2010. *Kurikulum Berbasis Teknologi Informasi dan Komunikasi*. Bandung : Alfabeta.
- Nata, Abuddin. 2009. *Perspektif Islam Tentang Strategi Pembelajaran*. Jakarta: Karisma Putra Utama Kencana.
- Nizar Syamsul dan Zainal Abidin Hasibuan. 2011. *Hadist Tarbawi : Membangun Kerangka Pendidikan Ideal Perspektif Rosululloh*. Jakarta: Kalam Mulia.
- Noorlaila Iva. 2006. *Petunjuk Teknis Pengembangan Silabus Mata Pelajaran Pendidikan Agama Islam*, Jakarta : BSNP.

- Ramdhan, Tri Wahyudin. "Model Pengembangan Kurikulum Multikultural." *Al-Insyiroh: Jurnal Studi Keislaman* 5.2 (2019): 39-53.
- Ramdhan, Tri Wahyudi. "Islam Nusantara: Pribumisasi Islam ala NU." *Al-Insyiroh: Jurnal Studi Keislaman* 2.1 (2018): 73-91.
- Ramadhani Mawar. 2012. *Efektivitas Penggunaan Media Pembelajaran E-Learning Berbasis Web Pada Pelajaran Teknologi Informasi Dan Komunikasi Terhadap Hasil Belajar Siswa Kelas X SMA Negeri 1Kalasa*. Skripsi : Universitas Negeri Yogyakarta.
- Rivai, Veithzal. 2009. *Education Management, Analisis Teori dan Praktik*. Jakarta: PT. Raja Grafindo Persada.
- Rusman. 2012. *Belajar dan Pembelajaran Berbasis Komputer*. Bandung: Alfabeta.
- Sagala, Saiful. 2009. *Konsep Dan Makna Pembelajaran*. Bandung: CV Alfabeta.
- Sarwono, Sarlito Wirawan. 2005. *Teori-Teori Psikologi Sosial*. Jakarta: PT.Raja Grafindo Persada.
- Soekanto, Soerjono. 2013. *Sosiologi Suatu Pengantar*. Jakarta: PT. RajaGrafindo Persada.
- Surjono, H. D. 2011. *Membangun Course E-Learning Berbasis Moodle*. Yogyakarta: UNY Press.
- Sutomo. 2011. *Manajemen Sekolah*. Semarang: UPT MKK UNNES.
- Suwaib Muhammad. 2007. *Mendidik Anak Bersama Nabi (Panduan Lengkap Pendidikan Anak Disertai dengan Teladan Kehidupan Para salaf)*, terj. Salafudin Abu Sayyid, Surakarta : Pustaka rafah.
- Syafarudin Saud, 2012. *Pengembangan Profesi Guru*. Bandung: Alfabeta
- Ulwan Abdullah Nashi. 2007. *Pendidikan Anak dalam Islam*. Jakarta : Pustaka Amani.
- Warsita, Bambang. 2008. *Teknologi Pembelajaran: landasan dan Aplikasinya*. Jakarta: Rineka Cipta.
- Zuhairini dkk. 1983. *Metodik Khusus Pendidikan Agama Dilengkapi dengan System Modul dan Permainan Simulasi*. Surabaya : Usaha Nasional.