



Monitoring Of Learning Activities On Post Pandemiat MTS Laboratorium UINSU Medan

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Abstrak

Makalah ini membahas hasil dan analisis dari studi wawancara dan tinjauan observasi fisik di MTS Laboratorium UINSU Medan. Peneliti berusaha untuk mendapatkan pemahaman yang mendalam tentang strategi belajar mengajar yang melibatkan semua komponen di dalamnya seperti administrasi pembelajaran, desain pembelajaran semester (rencana pembelajaran), standarisasi sarana dan prasarana, proses pembelajaran, standar penilaian pembelajaran, dll selama pasca -pandemi. Untuk mencapai tujuan tersebut, peneliti menggunakan metode deskriptif kualitatif sebagai metodologinya. Metode kualitatif dipilih karena makalah ini menyediakan untuk mengidentifikasi elemen kritis yang harus eksplisit ketika menerapkan pendekatan ini. Untuk mencapai tujuan tersebut, peneliti mewawancarai wakil kepala sekolah bagaimana memantau keberhasilan kegiatan pembelajaran di masa pascapandemi yang selama ini dilakukan secara daring dan kini telah berubah menjadi lebih baik dengan mengimplementasikan Kurikulum 2013 (K-13) tetapi bisa menerapkan prinsip-prinsip Kurikulum Merdeka. Para peneliti percaya bahwa orisinalitas temuan jelas memberikan kontribusi untuk akademik masa depan.

Kata Kunci : *Kurikulum 2013 dan Kurikulum Merdeka; Sarana dan prasarana; Pengamatan fisik; Pasca pandemi*

Abstract

This paper discusses the results and analysis from an interview study and phisycal observation review at MTS Laboratorium UINSU Medan. The researchers sought to gain in dept understanding of the teaching and learning strategies involved all the components inside it such as learning administration, semester learning design (lesson plan), standarting facilities and infrastructure, learning process, standard of learning assessment, etc during the post-pandemic. To accomplish this objective, the researchers used qualitative descriptive method as the methodology. Qualitative method was choosen because the paper provides to identifies the critical elements that should be explicit when applying this approach. To accomplish this objective, the researchers interviewed the vice-principals how to monitor the success of the learning activities during post pandemic that had been ever done online and now it has been changed to be better by implements 2013 Curriculum (K-13) but could be applied the principles of the Merdeka Curriculum. The researchers believe that the originility of the findings clearly contributes to future academic.

Keywords : *2013 Curriculum and Merdeka Curriculum; Facilities and Infrastructure; Phisycal observation; Post-pandemic*

INTRODUCTION

The covid-19 pandemic forced everyone in this world to adapt to new habits, including the teaching and learning process at school. The adaptable and transforming inability will add to the issue and slow the efforts to achieve the educational goals. Therefore, it takes efforts and educational strategies in the transition to the post-pandemic era.

Now case of Covid-19 is currently in line with improving. It has an effect on the learning system policy, the government in Indonesia have done efforts the new educational strategies to this post-pandemic. By the Ministry of Education, Culture and Technology and the Ministry of Religion of Indonesia urge all the educational institutions should obey and do the guidelines for the implementation of learning activities. Currently, the Guidelines include health protocols that need to be carried out before and after learning takes place, such as disinfecting infrastructure and the environment of educational units.

Regarding the problems experienced by students during the covid-19 pandemic which has an impact on the next learning process, will they be left alone. From this we need a strategy in the post- pandemic era that can handle student anxiety. In addition to implementing an appropriate health protocol system, a learning mechanism is also needed to achieve student understanding due to a lack of understanding during online learning. At Madrasah Tsanawiyah Laboratorium UINSU Medan that the main problem faced by all the education participant (the principal, teachers, and students) were caused by their lack of teaching and learning activities by online, but now on post-pandemic the system switched and started to improve better. Although many teaching and learning strategies have been carried out by government of Indonesia before pandemic, on pandemic era until post-pandemic era, but not many studies that can implement the new strategi such as Merdeka Curriculum on post-pandemic era like now.

The benefit of the research is analyze whether the series of educational administration and teaching and learning process have done and carried out based on National Education Standard or not.

REVIEW OF RELATED LITERATURE

In this study, the researcher draw upon the ideal model of organizing students, based on the COVID-19 experiences, was perhaped a combination of both online and face-to-face learning opportunities. Many schools have already reopened, but when schools reopen it is unnecessary to undo the online aspect of learning developed during COVID-19. Online learning can be efective (Means et al. 2013; Rudestam and Schoenholtz-Read 2010; Zhao et al. 2005), but a well-designed mixed mode delivery of online and face-to-face education should be more efective for learning in general but especially so should there be future instances of virtual learning (Tucker 2020).

The idea of blended learning or fipped classrooms (Bishop and Verleger 2013) has been promoted and researched in recent years as very efective models of teaching. COVID-19 should have made the convincing much easier since many teachers have been forced to move online. When learning is both online and face-to-face, students are liberated from having to attend classes at specifc times.

They are also no longer required to be in the same place to receive instruction from teachers. They could work on their own projects and reach out to their teachers or peers when necessary. When students are no longer required to attend class at the same time in the same place, they can have much more autonomy over their own learning. Their learning time expands beyond school time and their learning places can be global.

METHOD

In the research methodology, this paper follows a qualitative design with phenomenological research which the researcher describe the live experience about phenomenon that ever done in this world, especially in education system during Pandemic covid-19 to now on Post-Pandemic covid 19. The researchers done the observation of physical, interviewed the principal, taken the documentation by foto and video as the technique of collecting data for this article. In this article, the data analysis in qualitative research have processed hand in hand, the researchers analyze an interview collected earlier with the principal of MTS Laboratorium UINSU Medan, then written the memos that have been ultimately be include as a narrative in the final report, and finally organized the structure of the final report.

DATA AND FINDING

This section contains an overview of the MTS Laboratory UINSU Medan school, ranging from geographical location, brief history, vision and mission, organizational structure, education staff, standard of facilities and infrastructure, physical standard of learning.

Geographical Location

1. **School Address :** JP4C+3VW, Kenangan Baru, Kec. Percut Sei Tuan, Kabupaten Deli Serdang, Sumatera Utara 20371
2. **School Physical Condition**

The condition of this school can be said to be in very good condition because of all the adequate facilities and also the strategic location of the school

Brief History

The Tarbiyah Faculty of IAIN SU Medan as an institution of Higher Education for Religious Teachers, sees the existence of madrasahs as something that is very much needed in order to fulfill its main task of carrying out education, research and community service. The Madrasah Aliyah Laboratory of IAIN SU Medan as a general secondary education institution with Islamic characteristics, was established by the Tarbiyah Faculty of IAIN SU Medan in May 1994, based on the decision of the Tarbiyah Faculty Board of IAIN SU Medan number 05 of 1994 dated May 12, 1994. And the teaching and learning process began in 1994/1995 lessons. The Madrasah Aliyah Laboratory was initially located on Jalan Wiliam Iskandar, Pasar V Medan Estate (Campus II IAIN SU), then in 1999 it moved to Campus I IAIN SU, the current location is Jalan Sutomo/IAIN No. 1 Terrain.

Vision and Mision Vision :

The realization of quality Madrasahs in the development of Islam, to scientists, and to Indonesia.

Mission :

1. Organizing Madrasah Education which will produce graduates who are faithful and devoted and have competitive abilities.
2. Improving the nature of active, creative, disciplined, responsible and cooperative.
3. Conducting coaching on education and education as professionals who master scientific aspects, teaching skills, pedagogical personality and global communication imbued with noble character.
4. To develop independence and teamwork through various learning activities, both intra and extra-curricular.
5. Creating a clean, beautiful, orderly, safe, comfortable environment in a family atmosphere.

Education Personnel

Education Personnel and Educators at MTS Laboratorium UINSU, Medan

No	Name	Study
1.	Yumira Simamora, M. Pd	Matematika
2.	Maryono, S.Pd	Ipa Terpadu
3.	Nurul Hidayah, M.Pd.I	Akidah akhlak dan SKI
4.	Sarifah Radiah, S.Ag	Akidah akhlak dan Qur'an hadist
5.	Sri Mardiana, S.Pd	IPS
6.	Novida Hairani, S.Pd	Seni budaya
7.	Hidayat, S.Pd	Penjaskes
8.	Salmawaty Siregar, S.Kom	Komputer
9.	Erwinsyah Nst, S.T	Elektronika
10.	Ismail Ahmad Srg, S.Pd.I	BP/BK
11.	Hendra Kurniawan, M.Pd.I	Bahasa Arab

Facilities and Infrastructure

No	Facilities and Infrastructures	Quantity
1	Principal's office	1
2	Teacher's room	1
3	Classroom	6
4	Library room	1
5	Administration room	1
6	Teacher's bathroom	1
7	Boy's Bathroom	1
8	Girl's Bathroom	1
9	Mosque	1
10	Warehouse	1

According to the results of research and interviews with headmaster or head principal we conclude that teaching and learning activities after the pandemic went smoothly and could be said to run more smoothly than during the pandemic, this was marked by an increase in interest in learning and interaction between others in this school.

The implementation of an attractive teaching and learning system where before learning begins all students and teachers are required to pray before the lesson begins, respect others, apply greetings and courtesy in the school environment and provide teaching materials as attractive as possible to students.

The results of student observations and interviews with headmaster teachers about basic pedagogic, personality and social competencies that are included in the student internship results reports based on the indicators in Table 1.

No.	Competence	Indicators
1.	Pedagogy	Improving the quality of learning learning facilities and infrastructure like as media, learning resources
2.	Personality	Behavior that can be imitated by students, the teacher presents himself as a person who is wise and authority teachers demonstrate responsibility and a strong work ethic tall proud and confident as an educator be honest, firm, fair and human applying the code of ethics for the teaching profession
3.	Social	Attitudes and behavior in accordance with applicable norms maintain good relations with colleagues, participants students and parents adapt to the work environment teacher's attitude in class, teacher and employee interactions don't care about discriminatory against citizens how the teacher introduces the school environment to student scientific communication in a polite, empathetic, and effective manner be inclusive and objective towards the school community teacher's attitude to students who have the ability less compared to other friends

CONCLUSION

Education is a reflection of the nation's future. The existence of the pandemic COVID 19 makes all educational institutions, including institutions at the elementary level, to find appropriate solutions to continue to learn to walk. This drains the energy of mind and searched by staff and teachers and parents involved in the education of their children. Therefore researchers right strategy illustrates various literary analysis which can be a way to solve problems, including online learning or e-learning, online teaching as needs, issues related to teaching and learning online, the possibility of a solution to the problem, policy recommendations for The Indonesian government, and distance learning strategies for primary school.

The conclusion of this article shows that the existence of a head/deputy principal can help the learning process of students to be more effective even in the Covid-19 situation. with adequate facilities and teachers who work together to improve the learning abilities and enthusiasm of the students of MTS Laboratorium UINSU Medan school. it doesn't stop there, the teachers also help to maximize the ability to learn in order to understand the subject matter properly and correctly.

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