

## Challenges for Madrasa Supervisors During the Covid-19 Pandemic

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### ABSTRAK

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The World Health Organization (WHO) has declared the Coronavirus or Covid-19 pandemic because it has spread to more than 100 countries worldwide. WHO defines a pandemic as a situation when the entire world population is likely to be exposed to this infection and potentially some of them fall ill. Educators/teachers must ensure that teaching and learning activities continue to be carried out even though students are at home. The primary purpose of selecting the application is that every madrasa principal and teacher is responsible for striving maximally to carry out Distance Learning as a substitute for the basic right of students to study at school. Buol Regency is one of the regions that implement a distance learning system.

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### 1. Introduction

The World Health Organization (WHO) has declared the Coronavirus or Covid-19 pandemic because it has spread to more than 100 countries worldwide. WHO defines a pandemic as a situation when the entire world population is likely to be exposed to this infection and potentially some of them fall ill. Quoted from the Great Dictionary of Indonesian Language (KBBI), a pandemic is an epidemic that spreads simultaneously everywhere or covers a vast geography.

The Covid-19 pandemic has significantly impacted various sectors of life, such as the economy and society, including education. The United Nations Educational, Scientific and Cultural Organization (UNESCO) stated that the coronavirus had impacted the education sector. Nearly 300 million students are disrupted from school activities worldwide, including in Indonesia.

In Central Sulawesi Province, especially in Buol Regency, the regional government, in collaboration with the Ministry of Religious Affairs of Buol Regency, has issued an appeal to anticipate the spread of COVID-19. There are two points of the appeal related to education, an appeal for teaching and learning activities at all levels to be carried out at home and the learning processes to be conducted through online media. The appeal was followed with the implementation of learning at home at all levels of education and temporarily closing schools/madrasas from teaching and learning activities.

The appeal is intended to anticipate the spread of COVID-19 in Buol Regency in educational institutions, especially in the scope of the Ministry of Religious Affairs. Of course, this appeal needs to be appreciated as a real step by the local government and the ministry of religious Affairs in Buol Regency. Educators must carry out various educational innovations amid the Covid-19 pandemic phenomenon and ensure that teaching and learning activities can still run effectively, even

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though they are carried out at home. The condition must not be considered a vacation and traveling opportunity to crowded places, resulting in this policy not being on target.

## 2. Literature review

Teachers can conduct the learning process by using the group on social media such as Whatsapp, telegram, zoom applications, or other social media as a learning tool to ensure students learn simultaneously even though they are in different places. Teachers can also give measurable assignments but still ensure that learning continues and students get the material and knowledge according to the curriculum set by the government. This problem is not only an essential task for educators but also for school/madrasah supervisors. In the COVID-19 pandemic situation where they are required to work from home, madrasa supervisors must continue carrying out their duties to provide guidance for teachers, madrasa heads, and institutions. The best way at this time that madrasa supervisors can do in conducting coaching is through online methods or digital supervision.

The challenge of the COVID-19 pandemic in an increasingly complex digital era makes madrasa supervisors have to be creative and innovative and still appear as someone who is able to assist and transform the development of teachers and madrasah principals.

## 3. Results and Discussions

Educators/teachers must ensure that teaching and learning activities continue to be carried out even though students are at home. Learning innovation is a solution that needs to be designed and implemented by teachers and maximizes the existing online media. The learning system is implemented through a computer or laptop device that is connected to an internet network connection. Teachers can conduct the learning process by using the group on social media such as Whatsapp, telegram, zoom applications, or other social media as a learning tool to ensure students learn simultaneously even though they are in different places. Teachers can also give measurable assignments but still ensure that learning continues and students get the material and knowledge according to the curriculum set by the government.

This problem is not only an essential task for educators but also for school/madrasah supervisors. In the COVID-19 pandemic situation where they are required to work from home, madrasa supervisors must continue carrying out their duties to provide guidance for teachers, madrasa heads, and institutions. The best way at this time that madrasa supervisors can do in conducting coaching is through online methods or digital supervision. A wide variety of digital applications are there to choose from, including:

### 1. Seesaw

Seesaw is a learning platform that allows teachers to have a collaborative journal with the option to share content with other teachers from several fostered madrasas. Even the madrasa supervisors can directly share text, images, videos, and links that teachers can view on their android/mobile phones. (Ida Hinasah, 2020).

### 2. Microsoft Teams

Microsoft Teams is presented to create ease and flexibility in communicating and collaborating. It is presented in several versions that can be installed according to the devices commonly used by madrasa supervisors. There are several Microsoft Teams options that can be adapted to use according to the device owned by the madrasa supervisor or teacher. (Tri Hanung Widiyarso, 2021).

### 3. Cisco Webex

Cisco Webex provides a major breakthrough in helping supervisors coach madrasa teachers using Webex meetings. Cisco Webex is a video conference communication tool based on a web interface that allows communication to run using personal and mobile devices such as smartphones, laptops, and notebooks, as long as they are within the internet network.

#### 4. Google Meet (Hangouts Meet)

Google meet is an application that can be used to stay productive at work even though it is done from home. It can also be used during madrasah supervisory coaching meetings for teachers and madrasa principals.

#### 5. Zoom Cloud Meetings

This application allows madrasa supervisors to meet face-to-face with more than 100 participants using video. The application can be used on various mobile devices, desktops, and phones and has several other advantages. ( Radisya Eka Putri H, 2020).

#### 4. Conclusion

The primary purpose of selecting the application is that every madrasa principal and teacher is responsible for striving maximally to carry out Distance Learning as a substitute for the basic right of students to study at school. Buol Regency is one of the regions that implement a distance learning system. The challenge of the COVID-19 pandemic in an increasingly complex digital era makes madrasa supervisors have to be creative and innovative and still appear as someone who is able to assist and transform the development of teachers and madrasah principals.

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