

Management of Muhammadiyah Middle Schools in Sidoarjo during The Covid-19 Pandemic

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Submission date: 07-Nov-2021 12:12AM (UTC+0700)

Submission ID: 1694870776

File name: yah_Middle_Schools_in_Sidoarjo_during_The_Covid-19_Pandemic.pdf (296.55K)

Word count: 5749

Character count: 33523



Management of Muhammadiyah Middle Schools in Sidoarjo during The Covid-19 Pandemic

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This study aims to determine the Management Initiatives of Muhammadiyah Middle School Management in Sidoarjo in the Covid-19 Era. The assessment in this study applies a qualitative approach. The data was collected through observation, interviews and FGD involving ten informants who work as Principals of Muhammadiyah Middle Schools in Sidoarjo. The data is then processed using three steps in collecting research results, namely data reduction, data display, and drawing and testing conclusions or verification. This study shows the results that the school governance process at Muhammadiyah Junior High School in Sidoarjo all went well. The principal implements the management function; namely, first, planning with several aspects that are the principal's work, including a) Finance (school principals implement school-based deliberation), b) Principals improve the skills of teachers by providing training for the use of applications used in teaching and learning activities. Online learning and improve students' technological capabilities so that students and teachers can innovate in learning from each other. Second, the implementation is implemented in Teaching and Learning Activities (KBM) for students or students amid the COVID-19 pandemic, which is applied online / Distance learning (PJJ). Schools provide learning support facilities from home (LFH), which are currently known as online in the form of tablets for students who are constrained by limited internet access, increased internet quota costs and financial constraints to buying BDR supporters. The online learning media used by teachers also vary, including Whatsapp, Zoom, Google Meet, and others. Third, the principal supervises teachers virtually. The teacher monitors student attendance in participating in LFH or LFS (Learning From School) activities and conducts evaluations every day. Fourth, in terms of evaluation, the teaching and learning process is followed up by providing solutions to every obstacle faced by the teacher. Teachers get motivated to be more creative and innovative in teaching students.

Keywords: Management Initiatives, Muhammadiyah Middle School, Sidoarjo, Covid-19 Era.

OPEN ACCESS
ISSN 2528-4649 (online)
ISSN 2338-4409 (print)

Reviewed by:
Putu Anom Mahadwartha, Kristin Violinda

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Received: May 25, 2021
Accepted: August 6, 2021
Published: September 28, 2021
JBMP: Jurnal Bisnis, Manajemen dan
Perbankan.
Vol: 7/ No. 2
doi: 10.21070/jbmp.v7vi2.1534

INTRODUCTION

The World Health Organization released that almost 167 countries and territories in various parts of the world have also felt the impact caused by the Covid-19 outbreak (WHO, 2020). Indonesia is one of the countries in Southeast Asia that was affected in mid-March 2020. WHO also noted that Indonesia was ranked second after India within one month, on April 17, 2020, with 5,516 cluster cases in the South-East Asia Region.

The increase in deaths that reached 8.9% at the end of March 2020 due to COVID-19 caused various elements of people's lives in Indonesia to be greatly affected (Setiati & Azwar, 2020). The various impacts caused by COVID-19 directly impact the health, social and economic sectors (Susilo et al., 2020).

The Indonesian government has implemented several national strategic policies to deal with the impact of the COVID-19 pandemic by implementing social regulations and physical distancing for the community. The government has even implemented a large-scale social restriction policy (partial lockdown) to anticipate the spread of COVID-19 (Yunus & Rezki, 2020). Several government policies have the potential to change the pattern of people's lives in Indonesia. This is because all elements of society must respond and adapt to changes quickly.

The impact of the COVID-19 pandemic is also very significant for academics ranging from students, students, teachers, lecturers to guardians of students/students. Through circular letter number 4 of 2020 regarding the implementation of education policies during the COVID-19 pandemic, the government stated that students must study from home. This policy certainly adds to the burden on educational institutions, especially schools not ready to facilitate learning from home (LFH) activities. Public schools with all their limitations still benefit from direct attention from the government, while private schools must survive during the COVID-19 pandemic. It is undeniable that the current private schools that still exist with the international standard elite category are religious-based private schools (Prastowo, 2012). One of the private schools that still exists during the COVID-19 pandemic is Muhammadiyah's school. The Muhammadiyah Elementary and Secondary Education Council currently has more than five thousand schools from early childhood education to high school or vocational school, which is the strength of the Muhammadiyah organization in caring for the Unitary State of the Republic of Indonesia through their charitable business (Sentosa et al., 2015) amidst COVID-19 pandemic. However, Muhammadiyah schools do not have budget guarantees from the central or regional governments. They only get school operational assistance based on the number of students in each school. Therefore school management in the midst of the COVID-19 pandemic must be managed properly and appropriately to survive in the midst of a situation of uncertainty to achieve the educational goals that have been set. Based on the description of the problem above, the researchers are looking for how to manage the Muhammadiyah Middle School Management in Sidoarjo in

the Covid-19 Era.

According to Henry Fayol (2010), management is a combination of the implementation of the functions of planning, organizing, actuating, and controlling the existing resources to achieve goals effectively and efficiently. Management is the achievement of organizational goals effectively and efficiently through planning, organizing, directing, and controlling organizational resources (Richard L Daft, 2003: 6).

Wahjosumidjo (2011) stated that a school management needs: a) principals who can make schools continuously adapt to the most recent internal and external conditions, b) principals who can condition and coordinate all human resources to achieve goals, c) Principals who can influence human resources in achieving goals if they approach them humanely, d) Principals who are aware that human resources are an important component in organizational planning, e) principals who can enforce a harmonious relationship between school goals with the behavior of existing human resources, f) sanctions for human resources that are grown as the main force.

The principal is said to be successful if he is involved in both orientations, which are: a) what is achieved by the school organization (organizational achievement) and b) fostering of the school organization (organizational maintenance). Organizational achievement includes production, funding, adaptability to innovative programs, and so on, while organizational maintenance is related to the variables of subordinate satisfaction, motivation, and work spirit. (Wahjosumidjo, 2011).

Muhammadiyah schools have three excellence criteria: inspiring, excellent, and outstanding (ME-Awards, 2017). Even though they have elite schools in East Java, these schools are still affected by the COVID-19 pandemic. Government policies, which emphasize studying, working, and all people's daily activities from home, have caused people's living needs and education costs. The acceptance rate of new students has decreased significantly in both private schools and Muhammadiyah schools. In addition, guardians of students who do not have enough income due to termination of employment reduce the ability of students to pay school tuition.

The economic conditions of most of the parents are weak and accompanied by uncertain government policies related to education; it is a challenge for Muhammadiyah schools to survive the COVID-19 pandemic. The problem of education costs perceived by Muhammadiyah schools as superior in East Java is lighter than those felt by Muhammadiyah schools that are not included in the elite category. This is because the average student attending Muhammadiyah schools comes from families with lower middle incomes. Besides, Muhammadiyah's mission in social movements and education is to help the community to continue to experience education under any conditions. Thinking and working hard in dealing with the impact of the COVID-19 pandemic is a must for Muhammadiyah schools to survive.

The survival of educational institutions is determined by finance or financing because finance is a resource that directly supports effectiveness and efficiency in education management. Besides that, finance also determines the smooth running of activities that have been planned. Education financing is a very important element for the implementation of education, so that the educational process cannot be carried out properly without being supported by costs (Farikhah, 2015: 91).

This research focuses on Muhammadiyah educational institutions at the junior high school level or Tsanawiyah in the Sidoarjo district. Sidoarjo Regency is one of the buffers for the capital city in East Java, the mass base of Muhammadiyah residents in Indonesia and the area closest to the office of the Muhammadiyah regional leadership in East Java. Sidoarjo has dozens of educational institutions from elementary to high school. There are ten Muhammadiyah junior high schools in Sidoarjo Regency. Four of them are categorized as superior Muhammadiyah schools in East Java, and the rest are Muhammadiyah schools in general. There is a Muhammadiyah Islamic boarding school as the basis for the regeneration of prospective Muhammadiyah scholars

This research can be a reference for Muhammadiyah private schools and private schools in general in Indonesia on how to survive the COVID-19 pandemic and bounce back. With confidence, hope, optimism and a spirit of improvement, any problems will be resolved properly (Junjuran, 2018). Another contribution of this research is to build the mindset of institutional leaders, especially Muhammadiyah school leaders, in maintaining the organisation's survival by continuing to innovate and improvise against uncertain environmental conditions.

LITERATURE REVIEW

According to Henry Fayol, management is a combination of the implementation of the functions of planning (planning), organizing (organizing), implementation (actuating), and supervision/controlling (controlling) to achieve certain goals within a certain time as well. In addition, management is a combination of the implementation of plan, do, check, and action functions to achieve certain goals within a certain time. Mary Parker Follet, (2003:6) defines management as the art of getting things done through people. According to Peter Drucker (2003: 6), the manager's job is to provide direction to the organization, lead, and decide how to use resources to achieve certain goals, get things done through people and other resources, provide leadership, and directives are things done by people. Management is a distinctive process consisting of planning, organizing, mobilizing and controlling actions that are carried out to determine and achieve predetermined goals through various benefits of human resources (HR) and other resources (Hasibuan, 2018:45). School management is an activity that has a high philosophical value because it is to achieve school goals effectively and efficiently. In essence, these efforts are made to improve school performance (performance) in achieving educational goals, both national and local institutional goals

(Rohiat, 2010:31).

From the definition of the experts above, it can be concluded that management is the ability of a manager in planning an organizational activity through other people in achieving goals effectively and efficiently.

METHOD (FOR RESEARCH ARTICLE)

This study uses a qualitative approach where the data are not presented numerically. The presentation of data is flexible by tracing the truths of the facts that occur in the field (Basuki, 2016). The results of qualitative research emphasize more on meaning than generalization (Sugiyono, 2013). The research design used by the researcher in qualitative research with a case study approach. Researchers used qualitative methods by considering several factors. First, the school's efforts or the school's response can be analyzed in-depth and thoroughly if researchers go directly to the field to conduct research. Second, the social phenomena that exist in the governance of school organizations can be well understood from the researcher's point of view. Third, qualitative researchers believe that the truth that exists in school finance during a pandemic is dynamic and can be discovered only through the study of people through their interactions with their social situations. The triangulation technique ensures that the data obtained is valid (Basuki, 2016; Creswell, 2013).

Thus, the researcher uses a type of qualitative research – case study in conducting research related to the efforts of SMP Muhammadiyah to survive a pandemic in Sidoarjo Regency. The research location is at Muhammadiyah Middle School throughout the Regency. Sidoarjo, including: 1) SMP Muhammadiyah 1 Sidoarjo (Musasi), 2) SMP Muhammadiyah 2 Taman (Muduta), 3) SMP Muhammadiyah 3 Waru (Mugaru), 4) SMP Muhammadiyah 4 Porong (Mudipat), 5) SMP Muhammadiyah 5 Tulangan (Mulia), 6) SMP Muhammadiyah 6 Krian (Mekka), 7) MTs Muhammadiyah 1 Taman, 8) SMP Muhammadiyah 8 Tanggulangin (Mudelta), 9) SMP Muhammadiyah 9 Boarding School Tanggulangin (Mubosta), dan 10) SMP Muhammadiyah 10 Suko (Miosi).

The data in this study were collected through observation, interviews, and FGD techniques with ten informants from the Head of Muhammadiyah Middle School in Sidoarjo. Criteria and documentation of research activities as part of primary research data, by conducting direct observations, interviews and FGDs make it easier for researchers to understand the interpretation of informants in conveying survival strategies for Muhammadiyah Middle School in Sidoarjo in the Covid-19 Era.

The data analysis technique used by the researcher is the Miles and Huberman model, which uses three steps, namely data reduction (data reduction), data presentation (data display), and drawing and testing conclusions or verification. (Sugiyono, 2008). In other words, researchers collected data related to Muhammadiyah junior high schools efforts to survive in the COVID-19 pandemic era, sorted out the appropriate data, then drew conclusions and explained the

research results on the survival strategy. Muhammadiyah junior high schools in Sidoarjo during the pandemic.

Results and Discussion

The Muhammadiyah Elementary and Secondary Education Council (dikdasmen) is part of the Muhammadiyah organization that oversees the advancement of education at the primary and secondary levels. This assembly manages Muhammadiyah schools ranging from elementary school, middle school, and high school. The task of this council is stated in the regulation of Muhammadiyah central leadership number 03/PRN/1.0/B/2012 article 1 paragraph (3). The primary and secondary education councils are in charge of organizing business charities and work assignments in the field of primary and secondary education, which are 1) Development of Muhammadiyah ideology in schools, 2) planning, organizing, mentoring, coordinating, and supervising the management of business charities, programs, and activities, 3) improving the quality and quantity of professional staff, 4) developing the quality and quantity of business charities, programs and activities, 5) developing schools, madrasas, and Islamic boarding schools, 6) research and development in the field of primary and secondary education, 7) submitting inputs to Leaders of the Association as a material for consideration in determining policies in the field of primary and secondary education.

Muhammadiyah, through its Dikdasmen council, has more than five thousand schools, from early childhood education to high school or vocational schools, which are the strength of the Muhammadiyah organization in caring for the Republic of Indonesia. In the COVID-19 pandemic, Muhammadiyah schools became private schools that did not have budget guarantees from the central and regional governments except for school operational assistance based on the number of students in each school.

When the COVID-19 pandemic broke out in mid-March 2019, Muhammadiyah Junior High School in Sidoarjo accepted it because it was very difficult to understand the conditions in Indonesia at that time. On (14/03/2020), the Muhammadiyah Regional Leadership issued a circular to which the Muhammadiyah Regional Leadership responded on (15/03/2020). The offline exam, which was scheduled for (16/03/2020) by paper and costing 9 million for photocopying and other purposes, was transferred online.

Adapting to new conditions does not create a shock, but the factor that presses the school is the uncertainty that schools will return to normal. This has an impact on the school's concerns about the next financial condition.

In addition, the Muhammadiyah Junior High School and Muhammadiyah Tsanawiyah Madrasah in Sidoarjo Regency were also affected by COVID-19 in the following aspects.

Management Efforts of Muhammadiyah Middle School Management in Sidoarjo in the Covid-19 Era

1. Planning

Educational planning in schools is the foundation of school management demonstrated by independence, partnership, participation, openness, and accountability.

The educational planning must include the fields of management of education in schools, including students, curriculum, personnel, facilities, infrastructure, financing, culture, the school environment, community relations and partnerships, and governance (Farikhah, 2015). Planning in various aspects was carried out by Muhammadiyah Middle School in Sidoarjo as an adaptive response to the uncertainty situation due to COVID-19.

a. Finance

The impact of COVID-19 in terms of finances is lower income than expected. Twenty per cent of parents come to school to ask for dispensation to postpone tuition payments. In addition, when the Mid-Semester Assessment (PTS) took place, some students had not been able to participate in the PTS because the tuition payment had not been repaid. After all, parents experienced economic constraints and a lack of communication between parents and teachers. In the end, the school principal, through the teacher council meeting and the school committee, decided for students who had not attended PTS could follow the PTS follow-up. In financial planning, the principal applies school-based deliberation. School activity planning and budgets contain clear provisions regarding student affairs, curriculum and learning activities, community participation and school partnerships (Raihani, 2011).

b. Human Resource

Human Resources are also experiencing the impact of COVID-19 due to changes in learning methods from face-to-face to virtual (online). Difficulties are experienced by students and teachers who need to add skills to use information technology. The plans are as follows.

- 1) Provide training to increase skills for teachers.
- 2) Requires the teacher to coordinate with other teachers so that the material provided is easily understood by students.
- 3) Provide direction and rationalization for parents to accompany and supervise their children studying at home

Online learning materials are different from offline learning materials, so teachers must prepare adaptive materials to implement online learning. Teachers need to improve skills through training for the use of applications used in online learning. In addition, school principals must motivate teachers to learn and familiarize themselves with the tools used and motivate students so that learning objectives amid the Covid-19 pandemic can be achieved optimally. The principal is a motivator who has high motivation in his soul to lead well and can provide full support to his members to work optimally (Farikhah, 2015). The principal facilitates the video conference application as a communication tool between the school or teacher and parents or guardians and makes a schedule for each student's home for the teacher to monitor student learning at home

c. Curriculum

The impact of the change to the online system is that learning methods must be prepared carefully in an information technology-based curriculum. Technology-based learning is not limited to uploading material on the e-Learning platform, but can also be done with various other means such as google classroom, Zoom, google met, Webex, WhatsApp, etc. Teaching materials and learning scenarios need to be prepared carefully to invite active and constructive involvement of students in their learning process (Elyas, 2018). Web Video Conference teaching had an overall positive outcome on student satisfaction, and teaching quality relied on teaching, cognitive, and social presence rather than technology. However, technology remains an important platform that supports teachers' educational activities. Thus, implementing a blended pediatric course to augment future course delivery is optimal (Fatani, 2020)

Technology is an important platform that supports the teacher's learning process. Thus, the adoption of mixed pediatric courses to improve future course delivery is optimal. In addition, schools must be adaptive to the Covid-19 pandemic in schools in creating subject clusters. For example, Cluster 1 (one) subjects in Science and Mathematics have a thematic cluster. As a consequence of this group of subjects, curriculum achievement becomes less, but another consideration is that schools must also prioritize students' health. This is supported by a circular from the Minister of Education and Culture that teachers can carry out meaningful learning activities (not linked to the curriculum) but more emphasis on efforts to overcome the spread of the COVID-19 Virus. The nation's quality in the future will depend on the education felt by children today, especially in formal education. Whatever reality the school achieves is determined by the school curriculum (Nasution, 2003:1). It can be concluded that whoever masters the curriculum, it is he who has an important role in regulating the nation and state in the future. But according to (Bellen 2000: 49), the curriculum is not the only determinant of the quality of education and is not the sole device for elaborating the educational vision.

d. Infrastructures

Virtual learning makes teachers and students need tools for learning such as laptops, tablets, mobile phones with internet data to smoothly implement online learning. The Minister of Education and Culture provides internet quota subsidies for teachers, students, lecturers, and college students. In addition, the school tries to provide learning support facilities for those who are financially constrained in the form of tablets that students can use.

2. Implementation

Online or online learning is supported by increasingly developing information and communication technology, thus providing a lot of convenience for the world of education in making a design and development in the education system, especially online or online learning concepts and models. Muhammadiyah Junior High School and Muhammadiyah Tsanawiyah Madrasah in Sidoarjo Regency during the COVID-19 pandemic era

implemented online learning so that all students could participate in learning.

Schools provide support facilities for learning (school) from home (SFH), which is currently known as online tablets for students who are constrained by limited internet access, increased internet quota costs and financial constraints to purchase SFH supporters. Students can use the tablet to study and do assignments. For internet quotas, students and teachers have received quota subsidies from the government. In online learning, there are several obstacles experienced by students, teachers and parents in online teaching and learning activities, namely lack of technology, additional internet quota costs, additional work for parents in accompanying children to learn, communication and socialization between students teachers and students. parents are reduced, and working hours are becoming unlimited for teachers because they have to communicate and coordinate with parents, other teachers, and school principals (Purwanto. Eet al, 2020)

The school is trying to build communication with students and parents through activities that support education, directing guardians or parents to supervise their children in learning practices at home because parents are the most aware of their children's daily lives.

The principal provides motivation and stimulus so that teachers can deliver learning to the maximum. Teachers have different abilities and understandings in the use of technology. Therefore, the skills of teachers or educators are improved by providing training for the use of applications used in online learning. The implementation of school management in carrying out school activities is that the principal can condition and coordinate all human resources to achieve goals. Teachers use various online learning media, such as Whatsapp, Zoom, Google Meet, etc. In addition to using these media, teachers can use E-learning, a learning process using electronics that can be accessed online. Currently, there are many E-learning Learning Management Systems (LMS) offered, and teachers are required to choose what virtual learning to use so that students can easily use and learning outcomes can run. Appropriate and interesting E-learning can increase student activity and learning outcomes (Novelti, Ramadhan, Ermanto, & Agustina, 2018). To avoid gaps, schools improve technological capabilities for students and teachers to innovate each other in learning to achieve learning outcomes.

3. Controlling

The teacher monitors student attendance in LFH (Learning From Home) or LFS (Learning From School) activities every day. The important role of the teacher as a virtual learning actor is to conduct evaluations. However, evaluation can be more objective when it is carried out by the subject coordinator, vice-principal for curriculum affairs, and even the principal as education manager. Principals supervise teachers, virtually or online. The principal is obliged to monitor the learning that is carried out in various ways. During the pandemic,

monitoring can be done by checking the teaching materials prepared by the teacher, ensuring that the teaching materials are delivered to students and checking the results of student work collected/returned to school at the appointed time. The liaison and monitoring book to parents and the results are sent back via school agenda and e-mail. The principal can also ask for photos/videos from the teacher when carrying out lessons, view the teacher's activity journal, monitor directly at students' homes, telephone, and Whatsapp. In addition, monitoring can also be carried out by interviewing teachers, distributing questionnaires to students via Google forms, listening to stories from parents, joining Whatsapp class groups, as well as "sit-ins" in random online learning, holding online or offline, internal meetings with continue to pay attention to health protocols, request reports and analysis by the Vice-Chair of the Curriculum, request reports on the results of online teaching and learning activities, or monitor via CCTV for teachers who carry out online learning in schools and empower classroom communities from parents. Another way to do this is to hold webinars every three months (Bacher-Hicks, Goodman, & Mulhern, 2021).

4. Evaluation

Learning evaluation is very important to know learning outcomes. The Covid-19 pandemic requires a school principal to act as a leader who is adaptive to existing changes. The principal must also be able to direct and motivate teachers. Leaders use power for self-interest and employee development, organizational survival, and responsibility to society. A principal can optimally empower teachers by focusing on values. Ethical leadership creates an image of leaders who have ethics and become role models, resulting in a conducive organization that can uphold high ethical standards (Uhl-Bien, M. & J. R. Schermerhorn Jr., 2013).

The evaluation results of the teaching and learning process are then followed up with solutions to every obstacle the teacher faces. They also need the motivation to be more creative and innovative in teaching. The evaluation stage is carried out based on the results of the monitoring recap and then followed up to the Education Office. A joint evaluation is carried out, which is discussed online (Nadeak, 2020).

CONCLUSIONS

Based on the findings, there are many obstacles faced by schools during this pandemic, both in terms of finance, human resources, curriculum and infrastructure. In dealing with this problem, the management of the Muhammadiyah Middle School in Sidoarjo in the Covid-19 era carried out management well. The school governance process at Muhammadiyah Junior High School in Sidoarjo all went well, as evidenced by the adaptive leadership of the principal

in responding to the Covid-19 pandemic. The principal applies the management function to, first, planning. There are several aspects that the principal is working on, including a) Finance, the principal applies school-based deliberation, b) For the development of Human Resources, the principal improves the skills of the teacher council or educators by providing training for the use of applications used in online learning. Second, in the implementation aspect, teaching and learning activities for students in the midst of the COVID-19 pandemic are applied online / distance learning. Schools provide learning support facilities from home (LFH), which are currently known as online in the form of tablets for students who are constrained by limited internet access, increased internet quota costs and financial constraints to buying BDR supporters. The principal conditions and coordinates all human resources for the achievement of goals. The online learning media used by teachers also vary, including Whatsapp, Zoom, Google Meet and so on. Third, in the aspect of supervision, the teacher monitors the attendance of students in participating in LFH or LFS activities every day. The teacher is a virtual learning actor who clearly evaluates. Principals supervise teachers virtually or online. Fourth, in the evaluation aspect, the evaluation results of the teaching and learning process are followed up by providing solutions to every obstacle faced by the teacher. The principal also motivates teachers to be more creative and innovative in teaching students.

As a suggestion, the teacher should also facilitate learning tutorials for students through YouTube with interesting content because with these tutorials; students can play YouTube again if there are still things they don't understand. In addition, teachers should remain consistent in applying the Blended Learning method. The results of this study are input for the Government, Muhammadiyah Regional Leaders, Muhammadiyah Educational Council and all stakeholders to find the best solution so that Indonesia can get out of the pandemic situation immediately, especially so that teaching and learning activities in schools can immediately run as usual. The next researcher can raise the topic of survival strategies during the Covid-19 pandemic.

ACKNOWLEDGEMENT

The author would like to thank those who have provided opportunities, assistance and cooperation so that this research can be completed. This research is a Muhammadiyah Research Grant for the Covid-19 Scheme of 2020, the Council of Higher Education Research and Development of the Central Leadership of Muhammadiyah based on contract Number: 0887,108/I.3/D/2020, therefore we would like to thank the Council of Higher Education Research and Development Central Board of Muhammadiyah and UMSIDA who have supported and facilitated us to carry out this research.

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Conflict of Interest Statement: The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

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