

STUDENT MANAGEMENT BEFORE, DURING, AND AFTER THE COVID-19 PANDEMIC AT MI AL-WAHDAH SARDONOHARJO

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Abstract

When a global pandemic in the form of covid-19 hit the world. The impact was also experienced by the world of education in Indonesia. Many academics, starting from teachers, leaders, students, even parents or guardians of students have to adapt. The aim of the research is to analyze the concept of student management, implementation of student management, and student management of classes. This research was conducted to analyze Student Management Before, During and After the Covid-19 Pandemic at MI Al-Wahdah Sardonoharjo, Kec. Ngaglik, Kab. Sleman. This type of research is field research. This research approach uses a qualitative approach. Data collection techniques using interviews, documentation, and observation. The technique for determining informants used a purposive sampling technique. Informants are the Head of Madrasah, Educational Staff, and Homeroom Teacher. The results of this study include the concept of Education management at MI AL-Wahdah which shows planning, organizing, directing, and supervising the efforts of MI AL-Wahdah to achieve educational goals. Furthermore, the implementation of face-to-face learning prior to the pandemic which was forced to turn into distance learning during the pandemic made MI AL-Wahdah have to follow the new system and adapt even though several obstacles would appear at first. The difference between offline class management before the pandemic and online class during the pandemic was in the form of reduced study hours in online classes and no extracurricular activities during the pandemic.

Keywords: Covid-19 Pandemic, Student Management Analysis, Student Management Implementation

INTRODUCTION

In the era of disruption, all parties experience culture shock, especially when the global pandemic in the form of COVID-19 hit the world. The impact was also experienced by the world of education in Indonesia. Many academics, starting from teachers, leaders, students, even parents or guardians of students have to adapt. Various educational

problems arose amid the fear of the Covid-19 outbreak. School adaptation to the new education system, the mental adjustment of school members to the new educational atmosphere, constraints on learning tools, to the decline in the quality and character of students are the fears of every educational institution. This research was conducted to find out what Student Management was Before, During, and After the Covid-19 Pandemic at MI Al-Wahdah Sardonoarjo, Ngaglik, Sleman. Both in Before, During, and After the Covid-19 Pandemic.

During the Covid-19 emergency, the learning process which was initially carried out face-to-face immediately changed to online learning. Online learning also cannot be said to be optimal learning due to the frequent occurrence of various obstacles such as the absence of cellphones, signals and quotas to access learning. So, the role of a teacher is very important in improving teaching and learning process activities such as having to be able to manage learning such as planning, organizing, actuating and evaluating so that the teaching and learning process becomes more effective and efficient during learning. online.

Student management is a combination of two separate words from the words management and students. These two words have different meanings but are integrated with one another. If these two words are put together into one unit which has the meaning of an activity carried out by a group of "organizations" in managing students from planning and registration to determining students graduate from the institution where they get knowledge.

Implementation of Student Management activities before the pandemic was carried out face to face without any changes. During the pandemic, activities were carried out online with new understanding using Zoom and Google Classroom. After the pandemic, activities were carried out face to face with the implementation of several provisions such as optimizing learning time to prioritize collective safety.

Implementation of classroom management before the pandemic was carried out by implementing face-to-face active learning. During the pandemic, implementation was carried out by providing infrastructure for the continuity of online learning such as wifi, laptops and other supporting devices. After the pandemic, the implementation of learning returned to face-to-face, but the time allocation was only 3 hours, the tables and chairs were arranged, and the use of masks to ensure that they were maintained was also a form of compliance with health protocols.

This research needs to be carried out because it is related to the student management process, namely all the activities carried out by students, from the time they enter school until they graduate from that school. The aim of this research is to explain the basic concepts of student management and to describe and explain how students were managed before the pandemic, during the pandemic and after the pandemic.

METHODS

This type of research is qualitative research with data collection methods, namely observation, interviews and documentation. The research approach used in conducting observations at MI Al-Wahdah is a case study method with a qualitative research approach in which the researcher conducts in-depth exploration of programs, events, processes, activities, in one or more directions. While the focus of the research subjects in this observation were school principals, first-grade homeroom teachers, fifth-grade homeroom teachers, aqidah morals and SKI teachers, education and administration staff, and fifth-grade students. The series of research implementation carried out with stages in the form of action planning, action implementation, observation, and data analysis.

Observations, interviews, and documentation are the data collection methods used in this study. In practice, researchers went directly to MI Al-Wahdah to find out the existing field conditions. Thus, data collection was carried out several times where the data obtained would be understood and then summarized. Data analysis was carried out using a non-statistical pattern with steps in the form of data collection, data reduction, data presentation, and drawing conclusions. This research was conducted in 2022 for one semester, during students' management lectures.

RESULTS

1. The Concept of Student Management at MI AL-Wahdah Sardonoarjo

According to Muhasim, management etymologically comes from the English verb "to manage" which is synonymous with the word "to hand" which means to manage, "to control" means to check, and "to guide" as a leader. Then based on the origin of the words such as managing, organizing, implementing, and managing, management can be said as an activity to manage, organize and manage and carry out activities to manage an organization.

According to Ramanyulis & Mulyadi, in Indonesia management is more translated into various terms, namely leadership, procedures for managing, regulating, managing, controlling, managing, coaching, controlling and so on (Muspawi, 2020).

We can also understand management namely, as the ability to direct and achieve desired results with goals, human effort and other resources. Another definition explains that management is a process of regulating and utilizing the resources of the organization through the cooperation of members to achieve organizational goals effectively and efficiently.

This concept is in accordance with the concept of student management that is carried out at MI AL-Wahdah. The concept of student management at MI AL-Wahdah itself according to the madrasa administration staff is to direct and manage all processes related to students in order to manage student activities that can support the achievement of school goals. this is based on interviews conducted with interview excerpts as follows "for the concept of student management at MI AL-Wahdah itself we direct, record and organize also students, anything related to students so that they are organized so that later school goals can be achieved if the management of the students is well regulated" (*Interview With Administration Staff of MI Al-Wahdah*, 2022).

2. Implementation of Student Management Activities at MI AL-Wahdah, Sardonoharjo

a. Student Management Before the Pandemic

Education is a conscious and planned effort provided with guidance and assistance to develop children's potential both physically and spiritually which is given by adults to children to reach maturity to achieve the goal of children becoming human beings who believe, have noble character, are knowledgeable, creative and independent who can useful in society (Pratama & Mulyati, 2020).

Formal educational institutions or schools are one of the educational subsystems because educational institutions are synonymous with societal networks. Because the process of education and learning that occurs in schools is true humanitarian and humane activity. Schools are conceptualized to carry out the functions of reproduction, awareness and mediation simultaneously (Danim, 2006). Schools as

formal educational institutions must be able to develop all the potential possessed by students and this potential includes cognitive, affective and psychomotor aspects. And the school as a system has three main aspects that are very closely related to school quality, namely: the teaching and learning process, school leadership and management, and school culture.

The process of teaching and learning in the classroom is not only carried out by fulfilling the material, but also must develop the cognitive, affective and psychomotor domains of students as has become the goal of national education. One of them is a very important cognitive domain in the teaching and learning process is understanding the concept. The principle of teaching and learning activities is to activate students in forming meaning or understanding. However, the reality is that this must be neglected because students are asked to master all the material. The abilities that students should have with understanding in achieving existing competencies are not developing. This can happen because many students ultimately choose to memorize the material (Ahmadi STAI Rasyidiyah Khalidiyah Amuntai Kalimantan Selatan et al., 2022).

The learning process in schools is the best public policy tool as an effort to increase knowledge and skills. Prior to the Covid-19 pandemic, the management of students and teachers was still conducting face-to-face teaching and learning without any changes. The school as a whole is a medium of interaction between students and teachers to increase the ability of integrity, the skills that exist in their hearts. The learning environment influences the personal development and achievement of students which has several aspects such as the physical condition of the school, the relationship between the principal, the relationship between teachers and students, norms between students, and students' sense of security and comfort at school. So, as a school principal is responsible for the comfort and order of the school environment and school community. This sense of security and comfort must be felt by teachers, students and parents. Including in terms of security and comfort during the learning process.

One of the goals of student management is to regulate all student activities so that these activities can improve the learning process in educational institutions to run smoothly, orderly and regularly so that they can contribute to the achievement of school goals and educational goals in general. In addition, student management has a

function as a vehicle for students to be able to develop themselves optimally, both related to the social field, aspirations and other potential aspects.

School is a very pleasant place for activities, so students can interact with each other. Students do not only do learning in the classroom but also outside the classroom such as extracurricular activities carrying out joint learning activities, joint extracurricular activities, and activities at MI Al-Wahdah. "Before the pandemic, regarding time management, children in particular regularly went to school at 7 and finished at 2 in the afternoon. If there are additional activities such as extracurriculars and others, then it will be finished in the afternoon " (*Interview with Mochamad Nurul Amin, 2022*). Not only doing learning in class, students usually read books in the literacy corner. As interviewed with the school principal, "The library is still called a literacy corner or reading corner per class. In general, not all of them are in the classroom, but in the classroom there is a literacy corner, usually children borrow and study there, which are taken home later with permission to the homeroom teacher. There is no special one-room library yet so there is only a reading corner for each class for now. Such as package books, supports, and stories (*Interview with Mochamad Nurul Amin, 2022*).

The principal plays an important role as a leader in building an educational atmosphere and ensuring students continue to receive meaningful learning, such as teachers and students at MI Al-Wahdah who conduct face-to-face learning with their students while still using active learning.

b. Student Management During a Pandemic

The implementation of education in formal institutions is considered the best public policy tool to develop children's knowledge and skills (Persell, 1979). However, the COVID-19 pandemic forced the current education system to change completely. The implementation of direct learning is forced to turn into online learning (Asmuni, 2020). The short-term impact caused by the pandemic in the field of education can be in the form of people not being familiar with online learning tools and the psychological impact that arises on children (Syah, 2020). The impact of the pandemic in the education system was also felt by MI Al-Wahdah.

The change in classroom management which was originally offline to online has caused educators at MI AL-Wahdah to adapt quickly to the new system. This rapid change of system caused some problems at first. As the opinion expressed by the homeroom teacher for grade 5 "In the beginning, there were indeed many obstacles such as the difficulty of understanding applications related to offline learning for small grade students, some of the education staff also experienced difficulties in understanding. Not to mention the network constraints experienced by teachers and students and obstacles lack of equipment for some students" (*Interview with the 5th Grade Teacher of MI AL-Wahdah, 2022*). From this opinion, there are many obstacles that occur such as difficulty in understanding the use of zoom for some students and teachers, network constraints, and the absence of devices for some students. However, these obstacles can be resolved quickly and education actors at MI AL-Wahdah can adapt quickly. The implementation of online learning as a whole went well. The management of the students can be arranged in an orderly manner. Overall there are no serious character deviations that occur in the students because of the instillation of Islamic values that have been instilled at the beginning so that the character of the students already reflects the Islamic character. This makes it easy for students to organize. This is in accordance with the statement put forward by the head of the MI AL-Wahdah madrasa as follows "For the students themselves, thank God it can be arranged, yes, there are no significant problems because we have instilled Islamic values at the beginning so the students have Islamic character" (*Interview with the Head Master of MI AL-Wahdah, 2022*).

At the beginning of the pandemic, the implementation of learning experienced a few obstacles because of the sudden change in the learning systematics so that the learning system was forced to change completely. The impact of the culture shock made education actors at MI AL-Wahdah required to be able to enter the new system. The results obtained based on interview analysis found that the obstacles in online learning at the beginning of the pandemic were felt by educators and students. The obstacles experienced by educators and students at MI AL-Wahdah themselves are in the form of structuring new learning strategies such as the use and understanding of zoom and google classroom for teachers and students, and coordinating online learning. This is in accordance with the results of an interview with the head of the MI AL-Wahdah madrasa with the statement "...the ones most affected by the pandemic

may be teachers and students, yes. At the beginning of the pandemic, it was quite complicated to socialize the use of online learning tools such as zoom to students. Understanding of learning tools for students themselves tends to be longer in lower grades. For teachers as well, especially for senior teachers, it takes time to understand online learning tools...”(Interview with the Head Master of MI Al-Wahdah, 2022).

After adapting for several months, the implementation of learning at MI Al-Wahdah can run smoothly and develop. For example, students can already be well coordinated so that the online learning process can be carried out in an orderly manner. The provision of infrastructure related to online learning is also growing, such as the provision of high speed wifi, the addition of laptops and other supporting devices. With the support from schools and parents, online learning at MI Al-Wahdah was carried out without many obstacles. The overall implementation of learning at MI Al-Wahdah during the pandemic went well.

The pandemic also has an impact on the character of students. The decline in the character of participants could have occurred due to a pandemic that requires everyone to stay at home (Massie & Nababan, 2021). With the pandemic, of course, it will have a huge impact on the character of students before and during the pandemic. At MI AL-Wahdah itself, there are indeed differences in the character of students during the pandemic compared to the character of students before the pandemic. However, the change in character does not seem so big because the cultivation of mature character values is instilled in students before the pandemic. The most visible character difference from students is their lack of time to socialize due to the obligation to stay at home and the habit of playing on their cellphones which tends to increase during a pandemic. This is in accordance with the results of an interview conducted with the grade 5 homeroom teacher as follows: "during a pandemic conditions that required using an online system made it imperative for their children to operate cellphones in order to receive learning. This becomes an obstacle when parents are unable to supervise their children in operating cellphones because children definitely want to try new things on Android such as playing games and watching videos on YouTube” (Interview with the 5th Grade Teacher of MI Al-Wahdah, 2022).

Based on the results of the analysis carried out, it can be concluded that the impact of the COVID-19 pandemic was also felt by MI Al-Wahdah. With the many

changes that occurred in the education system during the pandemic, MI Al-Wahdah experienced various obstacles when entering the early stages of the pandemic. However, with support from various parties and the willingness to rise and continue to develop, MI Al-Wahdah can adapt quickly and can immediately adjust to the education system during a pandemic.

c. Student Management After the Pandemic

With the changes in the implementation of learning during the Covid-19 pandemic in Indonesia, the PPKM and SKB 4 Ministerial Decrees have been officially circulated regarding guidelines for organizing learning while still paying attention to regional zones in determining learning activities (Hardiansyah et al., 2021). The implementation of face-to-face learning is being carried out again after the implementation of online learning during the pandemic which has been running for almost a year, there have been several changes in both the teaching and learning process and other activities at school, the difference in face-to-face learning carried out during the pandemic in the yellow zone shows a change carried out by the school, such as implementing health protocols and reducing study hours at school (Ramadhan et al., 2021).

Teaching and learning that is carried out is fully face-to-face without additional online learning. in practice the learning methods used are like the face-to-face learning method before the pandemic, most of which used the lecture learning method, with question and answer and group discussions, which have been assessed as quite efficient methods both in terms of time and cost, learning efficiency means learning activities learning that is assessed does not use a lot of money and time in the implementation of the teaching and learning process (Dewi, 2018). So what makes the difference is that the allocation of study time is only 3 hours in one study group, where the number of hours and days in face-to-face school is limited and the distribution of study groups is determined by the education unit while prioritizing the safety and security of all residents in the school environment.

The change in the teaching process from online learning to face-to-face learning during the pandemic had an impact, both on teachers and students, in the form of positive and negative impacts. impact is something that is produced by what has been done, can be positive or negative or an influence that causes consequences, either

negative or positive. New habits acquired during online learning have an impact on face-to-face learning that is carried out. This influence is felt by educators and students, especially at MI AL-WAHDAH.

In the practice of learning from online to offline after the Covid-19 pandemic, of course, you must have preparation before and during the practice of implementing learning, especially preparing for the implementation of the teacher. Therefore MI AL-WAHDAH always holds meetings to evaluate and improve the performance of each teacher in providing offline learning. There are various facilities and infrastructure to support the implementation of offline learning in the post-pandemic period at MI AL-WAHDAH. In the arrangement of student learning tables and chairs in a class with 1 table for each student there are 4 rows with a distance of 1.5 meters. Students are required to wear masks in class as well as teachers interact by using masks and the availability of hand sanitizers on the teacher's desk. Thus, even though offline learning has been established after the MI AL-WAHDAH pandemic, we are still anticipating and being prepared for the Covid 19 virus.

3. Class Management at MI AL-Wahdah, Sardonoarjo

a. Online class management

Before the pandemic, regarding time management, children in particular regularly entered school at 7 and finished at 2 in the afternoon. If there are additional activities such as extracurriculars and others, then it will be finished in the afternoon. However, when a pandemic adjusts policies by anticipating a bigger mudhorot. Among them are reduced days, reduced hours and full online. The school tries to condition and respond to existing policies and continues to strive to maintain the quality of learning so that it continues. Because of parents' expectations, even though there is a reduction, it is not too much. So even though there is a reduction in hours and there is some kind of substitute, such as online, children can still study well.

b. Offline class management

Offline class management at MI Al-Wahdah after and before the covid 19 pandemic saw quite a lot of differences between the two. Regarding time management, before the pandemic, students started learning at 7 o'clock and finished at 2 o'clock in

the afternoon. It's different if there are extracurricular activities or other activities, students can complete school activities until the afternoon. However, after this pandemic, there were reduced days and reduced learning hours. Which is usually the learning hours until 2 o'clock but after this pandemic only until noon or 12 o'clock.

After the pandemic, the school decided to meet face to face. Therefore, in managing the class layout, it uses an alternating system where the upper class is full and the lower class alternates. This is a form of complying with the protocol to prevent and provide a sense of security and comfort for children in the learning process. Regarding learning methods, MI Al-Wahdah applies lecture, discussion and question and answer methods. So after the teacher explains the material, the teacher invites students to discuss together about the material that has been presented and conducts questions and answers between the teacher and students. When there are students who may be left behind in material or do not understand the material just presented students may ask again to the teacher.

For its own facilities, MI Al-Wahdah has a library called a literacy corner which contains textbooks, supporting books and story books in each class. Because this school does not yet have a special library in one room, the school has prepared a mini library in every class. Usually children can borrow and study there and if they want to borrow and take it home they have to get permission from the homeroom teacher for each class.

DISCUSSION

1. Student Management Concept at MI AL-Wahdah Sardonoharjo

There are two important things in education, namely quality and quantity. An educational institution definitely expects this success, both in terms of quality and quantity (Arifin, 2018). Along with the times and various conditions that exist in society, the educational process is not enough just to transfer knowledge, but must also be balanced with coaching and training students to get used to good habits, so that good character will also emerge in the participants. educate. The educational process by training students must be increasingly developed starting from the smallest things that are done in everyday life. And in training students, teachers and school/madrasah components must be present as coaches, trainers

and at the same time examples, don't let students do things without supervision (Diantoro, 2018). In order for this to be achieved, good student management is required.

According to Muhasim, management etymologically comes from the English verb "to manage" which is synonymous with the words "to hand" which means to take care of, "to control" which means to check, and "to guide" as a leader. Then, based on the origin of the words such as administering, arranging, implementing and managing, management can be said to be an activity to manage, organize and manage as well as carry out activities to manage an organization. According to Ramanyulis & Mulyadi in Indonesia, management is more translated into various terms, namely leadership, procedures for organizing, regulating, managing, controlling, administering, coaching, mastery and so on (Muspawi, 2020).

From the student management process, the results obtained include all activities being well organized, starting from the admission process until students become alumni of a school. Apart from that, good student management can improve student achievement, both academic and non-academic (Jaja Jahari, 2018). Overall student management is part of school management. Among the management is the management of students which occupies an important place, this is because student management is the center of educational services in schools. Student management has the meaning of efforts to manage students from the time they enter until they graduate from the school, the aim is to organize student activities, especially in the learning process at school so that they can run in an orderly, smooth and orderly manner so that they are able to contribute to the achievement school goals and overall educational goals. The function of student management is as a vehicle for students to develop themselves optimally both in terms of their individuality, social aspects, needs, aspirations and also other potential aspects of students. The student management planning process begins with holding a meeting first to prepare a plan for student management which is made at the beginning of the school year (Sani et al., 2021).

Student management is an activity in organizing an education system so that human resources and managers are able to achieve the expected goals. Apart from that, student management is a series of management activities related to

students with the aim of managing all students' academic needs starting from they enter until they graduate from the school. Some of the goals and functions of student management include; First, as a place to develop the abilities of each individual student. Second, educate students according to and based on the rules that apply at that school. The most important principle of student management is to comply with established laws or regulations. The scope of student management covers things from the time they enter until they graduate from the school (Muspawi, 2020).

Student management is seen as part of overall school management. Student management is a process of managing all matters related to students, such as arranging student activities so that these activities can support the learning process so that it can run smoothly and in an orderly and orderly manner, so that it can contribute to achieving school goals. and overall educational goals. Student management uses two approaches, namely the quantitative approach and the qualitative approach (Astuti, 2011).

2. Implementation of Student Management Activities at MI AL-Wahdah, Sardonoharjo

a) Student Management Before the Pandemic

Education is a conscious and planned effort that is provided with guidance and assistance to develop a child's potential both physically and spiritually, which is given by adults to children to achieve maturity to achieve the child's goal of becoming a human being who has faith, noble character, knowledge, creativity and independence who can useful in society (Pratama & Mulyati, 2020).

The teaching and learning process in the classroom is not only carried out by fulfilling the material, but also must develop students' cognitive, affective and psychomotor domains as has become the goal of national education. One of them is the cognitive domain which is very important in the teaching and learning process is understanding concepts. The principle of teaching and learning activities is to activate students in forming meaning or understanding. However, the reality is that this has to be neglected because

students are asked to master all the material. The abilities that students should have with understanding in achieving existing competencies are not developed. This can happen because many students end up choosing to just memorize the material (Ahmadi STAI Rasyidiyah Khalidiyah Amuntai Kalimantan Selatan et al., 2022).

b) Student Management During the Pandemic

The implementation of education in formal institutions is considered the best public policy tool for developing children's knowledge and skills. However, the COVID-19 pandemic forced the existing education system to change completely. The implementation of direct learning was forced to change to online learning. The short-term impacts resulting from the pandemic in the education sector may include people not being familiar with online learning tools and the psychological impact that this has on children (Aji, 2020).

After adapting for several months, the implementation of learning at MI Al-Wahdah can run smoothly and experience development. For example, students can be coordinated well so that the online learning process can be carried out in an orderly manner. The provision of infrastructure related to online learning is also developing, such as providing high-speed WiFi, adding laptops and other supporting devices. With support from schools and parents, online learning at MI Al-Wahdah was carried out without many obstacles. The implementation of learning at MI Al-Wahdah during the pandemic overall went well.

The pandemic also has an impact on the character of students. A decline in participant character could occur due to the pandemic which requires everyone to stay at home. Based on the results of the analysis carried out, it can be concluded that the impact of the COVID-19 pandemic was also felt by MI Al-Wahdah. With the many changes that occurred in the education system during the pandemic, MI Al-Wahdah experienced various obstacles when entering the initial period of the pandemic. However, with support from various parties and the willingness to rise and continue to develop, MI Al-

Wahdah was able to adapt quickly and immediately adapt to the education system during the pandemic.

c) Student Management After the Pandemic

With changes in the implementation of learning during the Covid-19 pandemic in Indonesia, the PPKM policy and SKB 4 Ministers have been officially circulated regarding guidelines for implementing learning while still paying attention to regional zones in determining learning activities. The implementation of face-to-face learning which was carried out again after the implementation of online learning during the pandemic which has been going on for almost a year, there are several changes both in the teaching and learning process and other activities at school, the differences in face-to-face learning carried out during the pandemic in the yellow zone show changes carried out by the school, such as implementing health protocols and reducing study hours at school (Ramadhan et al., 2021).

The teaching and learning carried out is completely face-to-face without additional online learning. In practice, the method used is the face-to-face learning method before the pandemic, the majority of which uses the lecture learning method, with questions and answers and group discussions, which has been assessed as a fairly efficient method both in terms of time and costs, learning efficiency means activities learning is assessed as not using a lot of money and time in implementing the teaching and learning process. So what makes the difference is that the allocation of study time is only 3 hours in one study group, where the number of hours and days in face-to-face school is limited and the distribution of study groups is determined by the education unit while still prioritizing the safety and security of all residents in the school environment.

The change in the teaching process from online learning to face-to-face learning during the pandemic has had an impact, both on teachers and students, in the form of positive and negative impacts. An impact is something that results from what has been done, which can be positive or negative or an influence that causes an effect, either negative or positive. The new habits acquired during doing learning have an influence on face-to-face

learning which is carried out. This influence is felt by educators and students especially at MI AL-WAHDAH.

In the practice of online to offline learning after the Covid-19 pandemic, of course there must be preparation before and during the practice of implementing learning, especially teacher preparation. Therefore, MI AL-WAHDAH always holds meetings to evaluate and improve the performance of each teacher in providing offline learning. There are various facilities and infrastructure to support the implementation of offline learning during the post-pandemic period at MI AL-WAHDAH. The arrangement of student study tables and chairs in the classroom is with 1 table per student in 4 rows with a distance of 1.5 meters. Students are required to wear masks in class as well as teachers interacting using masks and the availability of hand sanitizer on the teacher's desk. Thus, even though offline learning has been established after the pandemic, MI AL-WAHDAH still anticipates and is prepared for the Covid 19 virus.

3. Manajemen Kelas di MI AL-Wahdah, Sardonoarjo

a. Online class management

Before the pandemic, regarding time management, children in particular regularly started school at 7 and finished at 2 in the afternoon. If there are additional activities such as extracurricular activities, etc., they will be completed in the afternoon. However, during the pandemic, policy adjustments were made to anticipate greater mudhorot. Among them are reduced days, reduced hours and full online. The school tries to condition and respond to existing policies and continues to strive to maintain the quality of learning so that it continues. Due to parents' expectations, although there is a reduction, it is not too much. So even though there is a reduction in hours and there is some kind of substitute such as online, children can still learn well.

b. Offline classroom management

Offline class management at MI Al-Wahdah after and before the Covid 19 pandemic shows quite a lot of differences between the two. Regarding time management, before the pandemic students started learning at

7 o'clock and finished at 2 pm. It's different if there are extracurricular activities or other activities, students can complete activities at school until the afternoon. However, after this pandemic, there has been a reduction in days and a reduction in learning hours. Normally learning hours are until 2 o'clock, but after this pandemic it is only until Dhuhur or 12 o'clock.

After the pandemic, the school decided to go face-to-face. Therefore, in managing the class layout, an alternating system is used where the upper classes are full and the lower classes are alternated. This is a form of complying with protocols to prevent and provide a sense of security and comfort for children in the learning process. Regarding learning methods, MI Al-Wahdah applies lecture, discussion and question and answer methods. So after the teacher explains the material, the teacher invites students to discuss together about the material that has been presented and conduct questions and answers between the teacher and students. When there are students who may have missed the material or don't understand the material that has just been presented, students can ask the teacher again.

For its own facilities, MI Al-Wahdah has a library called a literacy corner which is found in every class which contains textbooks, supporting books and story books. Because this school does not yet have a special library in one room, the school has prepared a mini library in each class. Usually children can borrow and study there and if they want to borrow and take home they have to get permission from the homeroom teacher for each class.

CONCLUSION

The concept of Student Management at MI Al-Wahdah before the pandemic created a sense of security and comfort that teachers, students, and parents continued to feel during the learning process, namely face-to-face learning. When there is a pandemic, the management concept of students must experience a new strategy readjustment, after the pandemic reuse concepts that have existed since before the pandemic but are distinguished by the application of time used and the number of students who are limited to each class.

Implementation of Student Management activities at MI Al-Wahdah before the pandemic was carried out face-to-face without any changes. During a pandemic, activities

are carried out online with a new understanding using Zoom and Google Classroom. After the pandemic, activities are carried out face-to-face with the implementation of several provisions, such as optimizing learning time to prioritize mutual safety.

The implementation of classroom management at MI Al-Wahdah before the pandemic was carried out by implementing face-to-face active learning. During the pandemic, the implementation was carried out by providing infrastructure for the continuity of online learning such as wifi, laptops and other supporting devices. After the pandemic, the implementation of learning returned to face-to-face but the time allocation was only 3 hours and the arrangement of the table and chairs was arranged, as well as the use of masks so that they were maintained as well as a form of compliance with the health protocol.

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