



FACTOR ANALYSIS FOUNDATION LEADERS POLICY IMPLEMENTATION ISLAMIC EDUCATION AND PROCESSING NURUL HUDA BENGKULU IN SERVICE TO STUDENTS IN THE PANDEMIC TIME OF COVID-19

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ABSTRACT

The study aimed to determine the factor analysis implementation of the policies of the Leaders of the Nurul Huda Bengkulu Islamic Education and Da'wah Foundation in serving students during the Covid-19 Pandemic. The research method used is descriptive qualitative, where researchers go directly to the field to see the phenomena that occur. From the results of research according to the theory of Donald S. Van Meter and Carl E. Van Horn it is known that on the dimensions of the basic measures and objectives. The policy has been implemented in accordance with the applicable SOP. On the dimensions of policy sources. The regulations used are based on the Circular of the Mayor of Bengkulu and the Letter of the Head of the Bengkulu City Education Office. On the dimensions of the characteristics of implementing agencies. Contains two indicators consisting of responsibility and discipline which have been carried out with full responsibility and discipline. On the dimensions of economic conditions, social and political. If measured from the aspect of external environmental support, it is classified as successful. On the attitude dimension of the executors. The attitude of implementers is influenced by their views on a policy and how they see the effects of that policy. The implementation of the YPIDN Bengkulu Leadership policy begins with screening first through the perceptions of the implementers within which limits the policy is implemented. On the dimensions of inter-organizational communication related to implementation activities. There are two forms of this relationship, namely vertical and horizontal. The vertical form of the rules used as the legalistic basis for this policy was issued by the Regional Government as the basis for issuing a policy for the Bengkulu YPIDN Leaders. Meanwhile, the horizontal relationship or coordination relationship can be seen in the Bengkulu City Education Office and the Bengkulu YPIDN in implementing this policy. Judging from the six dimensions, it is known that policy implementation has been carried out, because all indicators from each dimension have been fulfilled in implementing the policy. The inhibiting factors are the lack of understanding of students in terms of the internet, if possible the availability of internet quota is needed. In addition, understanding of capturing lessons is lacking, students have difficulty understanding learning. Obstacles in online learning also have an impact on teachers who have difficulty monitoring student behavior while studying at home.



INTRODUCTION

In the past few years, the world has been shaken by a deadly virus. This virus is known as Corona Virus Disease-2019 or Covid-19. The virus outbreak that originated in Wuhan, China at the end of 2019 has a fast and wide spread. Seeing the rate of spread of the virus that is very fast and widespread, WHO (World Health Organization) or the World Health Organization on March 11 2020 has declared the corona virus a global pandemic. This pandemic has shaken and disrupted the peace in almost all corners of the world, including Indonesia, which has had an impact on all sectors. One of the sectors most affected by this pandemic is the education sector.

The existence of the Covid-19 outbreak has hampered teaching and learning activities. In this regard, the government has taken a policy to limit activities and avoid crowds in order to break the chain of transmission of Covid-19 as stipulated in the Joint Decree of the Minister of Education, Culture, Research and Technology, Minister of Religion, Minister of Health, and Minister of Home Affairs of the Republic of Indonesia Number: 03/KB/2021, Number: 384 of 2021, Number: HK.01.08/Menkes/4242/2021, Number: 440-717 of 2021 concerning Guidelines for Organizing Learning During the Corona Virus Disease (Covid19) Pandemic. In this decision it was stated that the implementation of learning during the Corona Virus Disease 2019 (Covid-19) pandemic was carried out with limited face-to-face learning while still

implementing health protocols, and/or distance learning.

Regarding learning, the Mayor of Bengkulu has issued Circular Number: 360/210/BPBD/2021 concerning Enforcement of Limitation on Community Activities (PPKM) Level 2, in which it is stated that the implementation of learning activities in Education Units (PAUD/TK/RA, SD/MI, SMP/MTs, SMA/SMK/MA/equivalent and Higher Education) can be done through limited face-to-face learning and/or distance learning based on applicable regulations.

Following up on the Circular of the Mayor of Bengkulu, the Nurul Huda Bengkulu Islamic and Da'wah Foundation (YPIDN Beangkulu) through the Director of Operations and Development has issued a Service Note Number: 023/YPIDN/VII/2021 dated 9 July 2021, which reads During PPKM all learning is online can use Elearning Nurul Huda, WA, and or other Online Learning Media. Specifically for students Raudhathul Athfal (RA) Misbahul Khair, Madrasah Ibtidaiyah (MI) Class 1 Nurul Huda, and Nurul Huda Junior High School (SMP) face-to-face introductions during PPKM Micro, namely Wednesday and Thursday scheduled alternately for 2 (two) days, with a maximum time of 5 hours at school and strictly complying with health protocols.

In 2022 a Circular Letter of the Minister of Education, Culture, Research and Technology Number: 2 of 2022 was issued regarding Discretion for the Implementation of Joint Decisions of 4 (Four) Ministers concerning Guidelines for Implementation of Learning During the Corona Virus Disease (Covid-19) Pandemic.



Which states Limited Face-to-Face Learning (PTM) can be carried out with a number of students 50% (fifty percent) of the class room capacity in educational units located in the area with the Implementation of Restrictions on Community Activities (PPKM) level 2 (two), and ensures the implementation strict health protocols by educational units; as well as ensuring the temporary suspension of PTM Limited based on the results of epidemiological surveillance according to the provisions in the Joint Decree of 4 (four) Ministers.

Based on the joint decree of the four ministers above, the Head of the Bengkulu City Education Office has issued a Letter to Heads of Bengkulu City Public/Private Kindergartens, Elementary Schools and Middle Schools Number: 024/881/I.D.Dik/2022 dated 14 February 2022 concerning Notification of Face-to-face Learning Limited Advance (PTM), which orders to follow the guidelines for organizing learning during the Covid19 pandemic.

Regarding PPKM, the Minister of Home Affairs has issued instruction Number: 14 of 2022 concerning Enforcement of Level 3, Level 2, and Level 1 Community Activity Restrictions and Optimizing Corona Virus Disease 2019 Handling Posts at the Village and Kelurahan Levels. For Controlling the Spread of Corona Virus Disease 2019 in the Regions of Sumatra, Nusa Tenggara, Kalimantan, Sulawesi, Maluku and Papua. Where it is stated that Bengkulu City is included in the Level 3 (three) criteria.

PPKM Level 3 (three) implements learning activities in education units that

can be carried out through face-to-face learning limited learning and/or distance learning based on the Joint Decree of 4 (four) Ministers of 2021 concerning Guidelines for Organizing Learning During the 2019 Corona Virus Disease (Covid-19) Pandemic.

Because Bengkulu City is at level 3 (three), the implementation of learning activities is required to carry out Learning From Home (BDR) which will ensure the fulfillment of students' rights to get education services during the Covid-19 emergency, protect education unit residents from the adverse effects of Covid-19, prevent the spread and transmission of Covid-19 in education units and ensure the fulfillment of psychosocial support for educators, students and parents.

The current situation is a challenge for the world of education, changing the management of education management is needed to keep pace with very fast changes. Manual and conventional learning methods are currently being replaced with online digital systems that are not limited by space and time. The role of the school is now more dynamic, it is no longer just a gathering place for teachers and students who will carry out PBM.

Despite all these problems, education must continue no matter what the circumstances. For this reason, schools must strive to be present and ready to serve their students. This is the role of YPIDN Bengkulu which is engaged in the education sector which oversees three schools namely RA Misbahul Khair, MI Nurul Huda, and SMP Nurul Huda as leaders and managers trying to answer all the problems of students/students.



Foundation leaders must be able to provide breakthroughs in the form of policies in helping students get education during the Covid-19 Pandemic.

The Nurul Huda Bengkulu Islamic Education and Da'wah Foundation (YPIDN Bengkulu) is one of the educational foundations in Bengkulu City. The founding of YPIDN Bengkulu started with an effort to save the delivery of education organized by the Nurul Huda Madrasah Management Board in the Jembatan Kecil Village, Bengkulu City, which has a vision of creating future generations who are faithful, knowledgeable, and have good morals and the mission of instilling faith and piety to Allah and fostering good morals. karimah, development of scientific education and insight, development of interests and talents, and development of skills and expertise.

As for the number of students, it is known that the Raudhathul Athfal (RA) Misbahul Khair School in the 2022/2023 academic year has 44 students, Nurul Huda Madrasah Ibtidaiyah (MI) School in the 2022/2023 academic year has 503 students, and Nurul Huda Junior High School (SMP) in the 2022/2023 school year it has 74 students.

In the research conducted, the researchers found facts in the field that the Bengkulu YPIDN Leader had made a policy by issuing Decree Number: 038/YPIDNVII/2021 concerning Learning for the Implementation Period for Restricting Community Activities (PPKM) Islamic Education and Da'wah Nurul Huda Foundation Year 2021 July 22 2021 , in which it was decided that RA Misbahul Khair would start carrying out learning

activities as usual for a full week and go home at 11.00, MI Nurul Huda specifically for grades 1 and 2 to enter full one week according to the schedule that has been arranged and grades 3 to grade 6 carry out online learning, junior high school Nurul Huda carried out learning as usual for one full week and went home according to a predetermined schedule.

To implement YPIDN Bengkulu Leadership policies regarding online learning during the Covid19 pandemic, teachers and students are trying to find the right steps for teaching and learning activities according to the instructions from YPIDN Bengkulu Leaders. In general, all schools use various educational sites such as Elearning Nurul Huda and other media. Meanwhile the use of the WhatsApp application is preferred by teachers and students because through this application students will easily receive assignments and instructions given by the teacher.

In practice, the online learning system is inseparable from problems or obstacles in the field. From the author's observation, the obstacles that occur are due to students' lack of understanding in terms of technology, namely the use of the internet. If you can use the internet, you need the availability of internet quota, which you always have to buy. In addition, understanding of capturing lessons is lacking, students have difficulty understanding learning and it turns out that teachers also experience difficulties in conveying learning material. Constraints in online learning also have an impact on teachers who have difficulty monitoring student behavior due to differences in place and distance in learning activities



that were previously held in the classroom with full control from the teacher, now have to be forced to be far away and in a different place due to the Covid pandemic - 19's.

There are problems that occur, the authors identify further by raising the title of the study: "Factor Analysis of Policy Implementation of Leaders of the Nurul Huda Bengkulu Islamic Education and Da'wah Foundation in Service to Students in the Covid-19 Pandemic Period".

RESEARCH METHODE

The type of research used in this study is a qualitative approach with descriptive qualitative methods, where researchers go directly to the field to see firsthand the phenomena that occur. Researchers will interact directly with informants in the field to obtain accurate data as well as data from documentation available at YPIDN Bengkulu.

According to Sugiyono (2019: 18): Qualitative research is a research method based on the philosophy of postpositivism, used to research on natural object conditions, (as opposed to experiments) where the researcher is the key instrument, data collection techniques are carried out in triangulation (combined) , data analysis is inductive/qualitative in nature, and the results of qualitative research emphasize the meaning of generalizations.

Thus this research method is in accordance with research that aims to analyze and understand directly regarding the implementation of policies because by using qualitative research methods the researcher directly examines the condition

of the object and obtains in-depth data and information. finding problems and potential will be found properly in accordance with the objects studied naturally.

While the descriptive method according to Moh. Nazir (2014: 43) is a method of examining the status of a group of people, an object, a condition, a system of thought, or a class of events in the present. The purpose of this descriptive research is to make a systematic, factual and accurate description, picture or painting of the facts, characteristics and relationships between the phenomena investigated.

This descriptive-related qualitative research aims to accurately describe the characteristics of certain individuals or groups, circumstances, symptoms, and to determine the frequency or between a symptom in society (Koentjaraningrat, 2008:29). So in a qualitative research method with this type of descriptive research, the researcher places more emphasis on the process and data collected from observations in the field.

Based on the explanation above regarding the use of descriptive qualitative research methods, researchers are trying to solve the current problems by conducting scientific research to obtain an in depth picture regarding the implementation of the policies of the Bengkulu YPIDN Leaders in serving students during the Covid-19 Pandemic.

According to Sugiyono (2019: 194), data sources are divided into two parts, namely:

1. Primary data, namely data obtained through interviews or filling out questionnaires, which means that this data source



directly provides data to researchers.

2. Secondary data, namely researchers do not directly receive from data sources.

According to Sugiyono (2019: 194) Primary data sources are data sources that directly convey data to data collectors, these data sources are obtained directly from original sources or not through intermediaries. In this study, the primary data sources were the Bengkulu YPIDN Leaders, the RA Misbahul Khair Principal, the MI Nurul Huda Principal, and the Nurul Huda Middle School Principal or other supporters who were directly or indirectly related.

According to Sugiyono (2019: 195) Secondary data sources are sources that do not directly provide data to collectors or researchers. In this study secondary data sources were obtained from documents, articles and journals and other relevant sources.

Data analysis technique is the process of systematically searching for and compiling data obtained from interviews, field notes, and also documentation then making conclusions that are easily understood by oneself and others. Miles and Huberman, 1984 (in Sugiyono, 2019: 321) suggests that activities in qualitative data analysis are carried out interactively and continue continuously until complete so that the data is saturated.

Data In qualitative research, data is collected by observing, in-depth interviews, and documentation, or a combination of the three (triangulation). (Sugiyono, 2019:322).

1. Data Reduction / Data Reduction.
Reducing data means

summarizing, selecting and sorting out the main things, focusing on the important things, looking for themes and patterns. Thus the reduced data will provide a clear picture and make it easier for researchers. (Sugiyono, 2019:323).

2. Presentation of Data / Data Display. In qualitative research, data presentation can be done in the form of brief descriptions, charts, relationships between categories, flowcharts and the like. However, Miles and Huberman, 1984 (in Sugiyono, 2019: 325), argues that: The most frequently used to present data in qualitative research is narrative text.
3. Conclusion Drawing (Verification) / Conclusion Drawing (Verification). Conclusions in qualitative research are new findings that have never existed before. Findings can be in the form of descriptions or pictures An object that was previously dim or dark so that when examined it becomes clear, it can be a causal or interactive relationship, a hypothesis or a theory.

RESULTS AND DISCUSSION

1. Factor Analysis Foundation Leaders Policy Implementation Islamic Education And Processing Nurul Huda Bengkulu In Service To Students In The Pandemic Time Of Covid-19



The discussion is obtained from the results of field research in the form of primary and secondary data which will answer the problem formulation and the objectives of this study. The researcher will discuss and describe the theoretical indicators according to Donald S. Van Meter and Carl E. Van Horn to explain each dimension in the implementation of the policy, namely Basic Measures and Policy Objectives, Policy Sources, Characteristics of Implementing Agencies, Conditions economic, social and political conditions, attitudes of executors and finally the dimension of inter-organizational communication related to implementation activities.

a. Basic Measures and Policy Objectives

Based on the conditions that the authors obtained from direct observation and supported by the data the authors have, the implementation of the policies of the Bengkulu YPIDN Leaders in serving students during the Covid-19 pandemic has been carried out in accordance with the applicable Standard Operational Procedure (SOP). The SOP used in implementing the policy was officially issued by the Bengkulu YPIDN Leaders which is a derivative of the Circular Letter of the Mayor of Bengkulu and the Letter of the Head of the Bengkulu City Education Office which is suitable for application to the conditions of the Covid-19 pandemic, so it can be concluded that the implementation of this policy is appropriate. target. Furthermore, the YPIDN Bengkulu Leadership policy has proven to be able to reduce crowds which are expected to be able to prevent the

transmission of the Covid-19 virus and in the end the goal of reducing this crowd can be achieved.

Principals and teachers as policy executors play an active role in implementing the policies of the Bengkulu YPIDN Leadership so that the implementing elements below them also feel the positive impact of implementing the policy, supported by indicators of qualified human resources and the availability of facilities that support policy implementation.

a. Policy Resources

Policy sources are an important dimension in implementing a public policy. Sources of policy concern all the potential that is owned in order to support optimizing the implementation of a policy. In the theory of public policy implementation from Donald S. Van Meter and Carl E. Van Horn, the dimensions of policy resources include budget and regulatory indicators. If it is related to the implementation of the policies of the Bengkulu YPIDN Leaders in service to students during the Covid-19 pandemic, one looks at the budget indicators, of course it has been well optimized in accordance with the applicable technical guidelines.

The implementation of the policies of the Bengkulu YPIDN Leadership during the Covid-19 pandemic, of course, already had clear and complete regulations as well as technical implementation instructions. The regulations that are used as guidelines in implementing the policies of the Bengkulu YPIDN Leadership are guided by the Circular of the Mayor of Bengkulu and the



Letter of the Head of the Bengkulu City Education Office.

b. Characteristics of Implementing Agencies

The next dimension is the characteristics of implementing agencies. The performance of policy implementation will be greatly influenced by the right characteristics and in line with the implementing agencies. This is closely related to the context of the policies that will be implemented, because in practice there are policies that are demanded to be implemented strictly and with discipline, but it does not rule out the possibility that in other contexts the character of a democratic and persuasive implementing agency is required. This dimension contains two indicators consisting of responsibility and discipline. Based on the data the author obtained from the field, it can be concluded that the indicators of responsibility in implementing the policies of the Bengkulu YPIDN Leaders in serving students during the Covid-19 pandemic have been carried out with full responsibility.

In the discipline indicator, when linked to the implementation of the policies of the Bengkulu YPIDN Leaders, implementing agencies ranging from school principals, teachers to students based on data obtained in the field and observations that the authors made directly were considered successful.

c. Economic, Social and Political Conditions

Furthermore, the dimension for measuring a policy implementation is how

the external environment is able to support public policy. The external environment here concerns social, economic, and political conditions. This indicator requires the creation of a conducive external environment for the success of the organization in implementing certain policies. This dimension has environmental indicators where a policy is implemented. To obtain a successful policy, an environment that must be conducive and capable of supporting the policy and supporting the implementation of the policy is needed. Social, economic and political conditions that are not conducive will result in the failure of policy implementation.

If measured from the aspect of external environmental support, it is classified as successful. Where in implementing this policy school principals are supported by conducive social environmental conditions and always support all forms of YPIDN Bengkulu Leadership policies issued in the public interest so that these three external aspects are mutually sustainable in supporting the implementation of YPIDN Bengkulu Leadership policies in service to students during the Covid-19 pandemic.

d. Attitude of Executors

The fifth dimension is the attitude of the executors. The attitude of implementers is influenced by their views on a policy and how they see the effects of that policy. The implementation of the YPIDN Bengkulu Leadership policy in serving students during the Covid-19 pandemic began with screening first through the perceptions of the implementers within which limits the policy was implemented.



There are three kinds of response elements that can influence the ability and willingness to implement a policy, consisting of: 1) knowledge, understanding and deepening of the policy; 2) The response direction of the executors whether to accept, neutral or reject; and 3) Intensity towards policy.

An understanding of the general intent of a standard and policy objectives is important. Because, after all, successful policy implementation may fail when implementers are not fully aware of the standards and objectives of the policy. The direction of the disposition of the executors towards the standards and objectives of the policy is also important. The executors may fail in implementing the policy, because they reject what is the goal of a policy. On the other hand, widespread and in-depth acceptance of policy standards and objectives among implementers responsible for implementing the policy is a huge potential for successful policy implementation. In the end, the intensity of the disposition of implementers can influence policy implementers. The lack or limited intensity of this disposition will cause the failure of policy implementation.

Inter-Organizational Communication Related to Implementation Activities. The final dimension for measuring a policy implementation is interorganizational communication related to implementation activities. The pattern of relationships that occur in policy implementation can take the form of vertical or horizontal relationships. If we relate this to the policies of the Bengkulu YPIDN Leaders in serving students during the Covid-19 pandemic, we can clearly see that there were two forms of

this relationship, namely vertical and horizontal. We can observe the vertical form from the rules that serve as the legalistic basis for this policy issued by the Regional Government, in this case the Bengkulu Mayor's Circular Letter and the Bengkulu City Education Office Head's Letter as the basis for the issuance of the Bengkulu YPIDN Leadership policy in implementing this policy, and then continuously down to the implementation of policies in schools by principals and teachers to students. Meanwhile, the horizontal relationship or coordination relationship in the implementation of this policy can be seen in the Bengkulu City Education Office and the Bengkulu YPIDN in implementing this policy.

2. Obstacles to Policy Implementation of Nurul Huda Bengkulu Islamic Education Foundation and Da'wah Leaders in Services to Students During the Covid-19 Pandemic

In implementing a policy, there are problems or obstacles encountered in the field. These various forms of constraints will automatically affect the implementation of the policy. The obstacles encountered in implementing the policies of the Bengkulu YPIDN Leaders in serving students during the Covid-19 pandemic are as follows:

- a. Lack of understanding of technology
Increasingly sophisticated technology cannot be understood by everyone, especially for students at the kindergarten and elementary level. During online learning, parents must always be accompanied, but not a few



- parents do not understand the use of the internet.
- b. Availability of internet quota The problems that occur are not only found in the learning media system but the availability of quotas which require quite high costs for students and teachers to facilitate online learning needs. The quota purchased for internet needs has soared and many parents of students are not ready to increase the budget in providing internet networks.
 - c. Low learning uptake In the implementation of online learning there are obstacles in the absorption of learning material. This obstacle is felt by all components, both teachers and students. In practice, students find it difficult to understand learning and it turns out that teachers also experience difficulties in conveying learning material.
 - d. Difficulties in monitoring student behavior With online learning, it is difficult for teachers to monitor students' attitudes due to differences in place and distance in learning activities that were previously held in the classroom with full control from the teacher, now they have to be forced to live far away and in different places due to the Covid-19 pandemic. This.

CONCLUSION

Based on the results of the research and discussion on factor analysis of policy implementation by the Bengkulu YPIDN Leaders in serving students during the

Covid-19 pandemic, the authors draw the following conclusions:

1. On the dimensions of the basic measures and objectives. The policy has been implemented in accordance with the applicable Standard Operational Procedure (SOP).
2. On the dimensions of policy sources. Covering budget and regulatory indicators, the budget indicators have been well optimized in accordance with the applicable technical guidelines. The regulations used are based on the Circular of the Mayor of Bengkulu and the Letter of the Head of the Bengkulu City Education Office.
3. On the dimensions of the characteristics of implementing agencies. It contains two indicators consisting of responsibility and discipline which have been carried out with full responsibility and discipline which are considered successful.
4. On the dimensions of economic, social and political conditions. Requires the creation of a conducive external environment for the success of the organization in implementing certain policies. If measured from the aspect of external environmental support, it is classified as successful. Where in implementing this policy the principals are supported by conducive social environmental conditions and always support all forms of policies by the Bengkulu YPIDN Leaders.



5. On the attitude dimension of the executors. The attitude of implementers is influenced by their views on a policy and how they see the effects of that policy. The implementation of the YPIDN Bengkulu Leadership policy begins with screening first through the perceptions of the implementers within which limits the policy is implemented.
6. On the dimension of inter-organizational communication related to implementation activities. There are two forms of this relationship, namely vertical and horizontal. The vertical form of the rules used as the legalistic basis for this policy was issued by the Regional Government, in this case the Bengkulu Mayor's Circular Letter and the Bengkulu City Education Office Head's Letter as the basis for the issuance of the Bengkulu YPIDN Leadership policy in implementing this policy. Meanwhile, the horizontal relationship or coordination relationship in the implementation of this policy can be seen in the Bengkulu City Education Office and the Bengkulu YPIDN in implementing this policy.
7. The implementation of the YPIDN Bengkulu Leadership policy has been implemented, marked by the fulfillment of the theoretical indicators according to Donald S. Van Meter and Carl E. Van Horn from each dimension in implementing the policy.
8. Factors inhibiting the implementation of YPIDN Bengkulu Leadership policies in serving students during the Covid-19 pandemic, namely: students' lack of understanding in terms of technology, namely internet use, if you can use the internet, you need internet quota availability, which you always have to buy. In addition, understanding of capturing lessons is lacking, students have difficulty understanding learning and it turns out that teachers also experience difficulties in conveying learning material. Constraints in online learning also have an impact on teachers who have difficulty monitoring student behavior due to differences in place and distance in learning activities that were previously held in the classroom with full control from the teacher, now have to be forced to be far away and in a different place due to the Covid pandemic -19's.

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