



Principal's Policy on Limited Face-to-Face Learning During the COVID-19 Pandemic

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Abstract: The research conducted at MIS Al-Ikhwah Pontiana aimed to analyze the implementation of Face-to-Face Learning (PTM) policies during the COVID-19 pandemic. The study involved principals, students, teachers, and parents of students. Data collection techniques included interviews, observation, and documentation. The results showed that the Principal's Face-to-Face Learning policy followed government guidelines, with teachers checking body temperature, praying, and teaching for one hour before entering the class. However, problems with implementing Face-to-Face Learning included unclear and stuffy children's voices, difficulty concentrating, and technological stuttering among teachers. Teachers had to work extra to summarize lessons and could not know the students. The study also found that the Principal's Policy had practical implications on the quality of learning regarding teaching and learning processes, facilities and infrastructure, and learning outcomes. The results showed that learning outcomes before Face-to-Face Learning increased before implementing the Policy.

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Abstrak: Penelitian yang dilakukan di MIS Al-Ikhwah Pontiana bertujuan untuk menganalisis penerapan kebijakan Pembelajaran Tatap Muka (PTM) terbatas selama pandemi COVID-19. Penelitian ini melibatkan kepala sekolah, siswa, guru, dan orang tua siswa. Teknik pengumpulan data meliputi wawancara, observasi, dan dokumentasi. Hasil penelitian menunjukkan bahwa kebijakan PTM terbatas oleh Kepala Sekolah mengikuti pedoman pemerintah, di mana guru memeriksa suhu tubuh, berdoa, dan mengajar selama satu jam sebelum memasuki kelas. Namun, beberapa masalah dalam penerapan PTM terbatas termasuk suara anak-anak yang tidak jelas dan pengap, kesulitan berkonsentrasi, serta keterlambatan teknologi di kalangan guru. Guru harus bekerja ekstra untuk merangkum pelajaran dan tidak dapat mengenal siswa dengan baik. Studi ini juga menemukan bahwa kebijakan Kepala Sekolah memiliki implikasi praktis terhadap kualitas pembelajaran dalam hal proses belajar mengajar, fasilitas dan infrastruktur, serta hasil belajar. Hasil penelitian menunjukkan bahwa hasil belajar sebelum PTM terbatas meningkat dari sebelum kebijakan diterapkan.

A. Introduction

The increase in positive cases of COVID-19 in Pontianak City can cause various problems if not handled properly, such as an increase in the number of sufferers, inadequate facilities, psychological impacts, community welfare, the economy, deaths, and education (Hanggoro et al., 2020; Fatonah et al., 2024). Impacts on education include changes from face-to-face to online learning and limited face-to-face learning. The Ministry of Education and Culture instructed distance learning and advised students to study from home. The circular letter from the Minister of Education and Culture of the Republic of Indonesia also emphasizes the importance of online/distance learning to continue to provide meaningful learning, including life skills education regarding COVID-19.

Distance learning has become the government's alternative during the COVID-19 pandemic, with students required to study from home with parental guidance under teacher coordination (Putri et al., 2020; Aziz et al., 2022). Teachers are responsible for monitoring students' learning progress cognitively, affectively, and psychomotorically (Owan et al., 2022). The study results show that distance learning during the pandemic gave rise to various responses and changes to the learning system, which could affect the learning process and student development. Learning media technology such as Google Classroom, E-learning, YouTube, WhatsApp Group, Edmodo, Zoom, Google Meet, and other platforms can be utilized to increase the effectiveness of distance learning (Aprilia & Ahdi, 2021). However, there are still obstacles to implementing distance learning due to the lack of facilities and infrastructure that support using technology in learning. Some literature shows that not all students are successful in online learning due to learning environment factors and student characteristics, especially at the Madrasah Ibtidaiyah (MI) level, which requires special treatment in the teaching and education process (Nasiah et al., 2022).

During the evaluation of the implementation of distance learning, the quality of education in Indonesia was assessed to have decreased compared to other countries during the COVID-19 pandemic. Therefore, the government is starting to develop strategies so that learning can occur face-to-face again (Kusmayanti et al., 2021; Mayasari & Alwi, 2021). The new Policy regarding the implementation of limited face-to-face learning will come into effect starting in July 2021 with the requirement that all education staff have been vaccinated, learning is carried out with limited meeting hours, and strict health protocols are implemented (Suryani et al., 2022; Andini et al., 2021). Students are divided into study groups or scheduled by shifts to limit the number of students in one room. Planning for face-to-face learning requires paying attention to vaccination for all educators and education staff, increasing the immunity of students, educators, and education staff, and preparing facilities and infrastructure by health protocols.

Limited Face-to-Face Learning (PTM) is to limit the number of students entering school so that it is not the same as, under normal conditions, only half of one class is present (Rasmitadila et al., 2023). For example, if the number of students in one class is 20, then only 10 students will attend on a rotating basis. Thus, the total number of students attending in one week is only twice. This Limited PTM is dynamic and follows local government policies. The

point is to strictly implement adaptations to new habits, such as health protocols, which include using masks and hand sanitizers, prohibitions on handshakes between students and teachers, and shorter learning processes.

Limited PTM is carried out for 1 hour of lessons for each shift, combined with Distance Learning (PJJ), so PTM is limited to 2 days a week. Each student attends PTM for 1 hour with an entry system arranged alternately to avoid crowding between students going home and those going to enter the classroom. This condition has an impact on teachers and students. The impacts for teachers include difficulties in managing learning and tending to focus on completing the curriculum, as well as reduced learning time so that teachers find it challenging to meet the load of teaching hours. Meanwhile, the impact on students includes reduced social interaction with friends, complaints about the workload of teachers, increased stress and boredom due to restrictions on activities at school, and learning that is dominated by teachers due to the dense delivery of material.

The presence of a Limited PTM policy also depends on the role of the school principal. The role of the school principal will likely provide the expected results. One of the meanings of the Policy put forward by Canady and Duke, quoted by Mudjia Raharjo, states that the function of a group of administrators in an institution is to regulate, control, serve, promote, and serve, etc., within an authority (Rahardjo, 2010). With the school principal's Policy, it is hoped that he will be able to implement the Limited PTM regulations more effectively and efficiently.

From the problems and phenomena that occur, limited Face-to-Face Learning (PTM) raises pros and cons. Those who agree with the implementation of limited PTM argue that schools need to implement PTM, not just Distance Learning (PJJ). They consider online learning to be less effective for several reasons. First, the material delivered online is complex for all students to understand because it is presented in various formats such as e-books by chapter, PowerPoint, and learning videos. Second, teachers have limited ability to use technology. Third, the control obstacles faced by teachers when online learning takes place.

Meanwhile, those who oppose the limited PTM discourse argue that it is better to postpone PTM first while waiting for the COVID-19 cases to subside. They are worried that PTM will create a new cluster for the spread of COVID-19. They are less confident about the readiness of local governments and schools to implement PTM, even with health protocols. Instead of taking risks, it is better to continue online learning at home (Arifin & Sulkifly, 2021).

The rapid development of technology and knowledge has caused a paradigm shift in education. Educational outcome and output standards continue to develop along with changing times, one of which is through the 2013 Curriculum (K13). K13 emphasizes that education is about transferring knowledge from teachers to students and building three essential skills: learning skills, life skills, career skills, innovation, information literacy, and information and communication technology (ICT). K13 encourages modern pedagogy by applying high-level thinking skills through scientific approaches such as experimentation, analysis, observation, reasoning, experimentation, and communication to encourage students to think critically. Apart from that, K13 also aims to create a generation with noble character,

health, and faith. Therefore, teachers must create online learning that is to the curriculum objectives.

In line with the goals of Indonesian education stated in Republic of Indonesia Law no. 20 of 2003 concerning the National education system which states the functions and objectives of National Education, national education aims to develop abilities and shape the character and civilization of the nation; develop capabilities and shape the character of the nation's civilization; aims to develop the potential of students so that people are devout and have faith in God Almighty, have faith, have noble character, are capable, creative, independent, and become democratic and responsible citizens ([Kemenag, 2006](#)).

There are many challenges and demands in limited PTM. So, the researchers wanted to see what the Principal of MIS Al-Ikhwah Pontianak's Policy regarding online learning is, considering that MIS Al-Ikhwah Pontianak is a private school. Thus, many additional activities, such as memorizing the Koran, are carried out. Many studies explain the policies of school principals in online learning, but each school will have different policies for adapting materials and curriculum.

During the COVID-19 pandemic, MIS Al-Ikhwah Pontianak City implemented a Limited Face-to-Face Learning (PTM) policy to ensure the continuity of the education process while maintaining the health of all madrasah residents. This Policy includes implementing strict health protocols, setting flexible study schedules, and intensive supervision to ensure compliance. This Policy is designed to balance educational needs and safety so that students can continue to learn effectively even in challenging situations. Through this Policy, the Madrasah Head aims to minimize the risk of virus transmission while maintaining the quality of learning.

Evaluation of this Policy shows that although there are challenges, such as limited facilities and infrastructure, as well as adjustments from various parties, the impact is generally favorable. Students can still participate in learning well, and the level of satisfaction from parents and teachers is relatively high. However, several obstacles exist, such as unequal access to technology and additional workload for teachers. By analyzing responses from all stakeholders and identifying existing challenges, this Policy provides valuable lessons for future improvements. Recommendations resulting from this evaluation can be used to improve the effectiveness of Limited PTM and readiness to face similar situations in the future, ensuring education continues safely and with quality.

B. Method

This type of research is qualitative-descriptive research. Researchers reveal a phenomenon or meaning and then collect it as data based on the field. Researchers directly explored data regarding limited PTM at MIS Al-Ikhwah Pontianak. A descriptive approach is used to determine subjects in this research. This descriptive research helps describe and provide an overview of existing phenomena, whether they occur by chance or design, which prioritizes the quality, characteristics, and relationship to activities ([Anggito & Setiawan, 2018](#)). The subject was determined by selecting informants who were involved and directly

related to limited PTM activities at M.I.S. Al-Ikhwah Pontianak. The subjects in this research were school principals, teachers, parents, and students of MIS Al-Ikhwah Pontianak.

Data collection techniques include interviews, observation, and documentation. The interview technique used was an unstructured interview. Researchers act as interviewers looking for information and sources [Afifuddin & Ahmad \(2008\)](#). Researchers asked the informants questions and answers to several questions that had been prepared to obtain data. The parties interviewed in the research were the Principal, teachers, parents, and students of MIS Al-Ikhwah Pontianak. The observation technique is observing physical and mental symptoms [Sudarwan Danim \(2013\)](#). Researchers came directly to MIS Al-Ikhwah Pontianak to see how to implement limited PTM during the COVID-19 pandemic. In this observation activity, the researcher acts as a participant observer and non-participant, according to the researcher's needs in exploring data. [Sukmadinata & Nana Syaodih \(2016\)](#). Documentation is an event that occurs and is expressed verbally, in writing, or in other forms. Data collection techniques used documentation. Researchers took data in the form of documents and images related to activities related to limited PTM at MIS Al-Ikhwah Pontianak. Researchers took photos/pictures during the limited PTM process. They looked at documents related to limited PTM, such as grade lists and school records in MIS Al-ikhwah and other supporting books in limited PTM.

The data analysis technique in this research uses the Miles and Huberman model, which includes data reduction, data presentation, and conclusions/verification ([Sugiyono, 2015](#)). [Gunawan \(2015\)](#) tests the validity of the data in this research using data triangulation, which is divided into three ways: source, method, and time triangulation, where the activities are used to test the credibility of existing data.

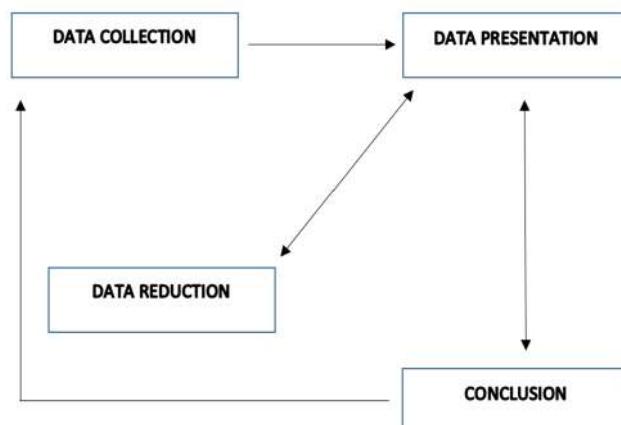


Figure 1. Data Analysis Technical Diagram

C. Result and Discussion

Result

Results The researcher's data has been obtained from research observations and interviews. Researchers interviewed the Principal of MIS Al-Ikhwah Pontianak, homeroom

teachers, students, and parents. Instead, the researcher observed the Principal's Policy of Limited Face-to-Face Learning (PTM) and documentation to complete the research data.

The researcher's data analysis technique is descriptive qualitative data analysis, which analyzes the data that the researcher has collected from interviews, documentation, and observations during the researcher's research with the school. The researcher will analyze the data presented and obtained by the researcher, and the research results will refer to several research focuses. Below are the results of the researcher's analysis of the Principal's Policy in limited PTM at MIS Al-Ikhwah Pontianak during the COVID-19 Pandemic.

Principal Policy for Limited Face-to-Face Learning (PTM) at MIS Al-Ikhwah Pontianak

The Principal's Policy in limited PTM at MIS Al-Ikhwah Pontianak has followed the government under the Ministry of Religion and to hold face-to-face learning after more than a year of only online learning. In this way, the Principal has carried out his role as Principal. (Karwati & Priansa, 2013) states that "a school principal is a teacher (functional position) who is appointed to occupy a structural position (Principal) in a school. With effective policies, we can bring about change." Based on the description above, it can be concluded that the Principal is a teacher entrusted with leading the school so that educational goals can run well and achieve what is hoped for. The existence of a policy established and directed by the school principal indicates the limited implementation of PTM and whether or not its implementation is successful.

The Principal's Policy in limited PTM can be successful if there is solidarity between educators, parents, and students. With this limited PTM, the school community can interact with each other by getting to know each other. Teachers can also provide research to students on psychomotor, affective, and cognitive aspects. According to (Hamdayana, 2016), assessment is the process of making decisions using information obtained by measuring learning outcomes, either non-tests or tests. In straightforward terms, the meaning of learning and learning assessment is the process of making decisions regarding the value of learning success and qualitative learning. The aim is to provide a quality of learning. In this way, the 2013 curriculum can be realized. According to the Educational Assessment Standards, the content in the K13 assessment is the scope of material, processes, and subject competencies/content competencies/program competencies. The assessment techniques and instruments are as follows (Nurhadi, 2018):

Observations about student behavior are carried out continuously, both directly and indirectly. In an inter-student assessment, students assess each other regarding competency achievement. Self-assessment, asking students to state their strengths and weaknesses in achieving competency. A journal is a teacher's notes regarding student weaknesses and strengths inside and outside the classroom.

Practical tests are assessments that require responses in behavior by competency demands. Projects and learning assignments include design activities and implementation, with written and verbal reporting within a specific time. Job assessment: Students demonstrate competency with practice, projects, and portfolios. A portfolio, in the form of a

collection of all students' reflective-integrative work, can take the form of concrete actions that reflect students' concern for the environment.

Written test, in the form of PG, fill-in-the-blank, short answer, true-false, matching, and description. Assignments, in the form of homework and projects, can be done individually or in groups according to characteristics. Oral test, in the form of a list of questions.

Based on the explanation above, the assessment instrument must meet the requirements: present the competencies being assessed, the assessment structure meets the technical requirements of the instrument, use good language, and communicate student development. Even though the learning hours are reduced from only online learning, it can at least minimize the boredom of the school community.

Researchers examining the MIS Al-Ikhwah Pontianak school showed that the Principal's Policy regarding PTM was limited. The school principal has followed the government's policies. Namely, regarding implementing health protocols, some teachers teach offline in class, and some also learn online. When researchers explored or researched more deeply, it was confirmed that this limited PTM policy received an excellent response from teachers, guardians, and students. Then, the school principal also helped teachers who found it difficult to carry out limited PTM learning. Moreover, this Policy is carried out consistently or continuously, such as conducting evaluations with existing teachers until changes are felt.

The entire school community must implement strict health protocols. The Ministry of Religion directed the implementation of health protocols at MIS Al-Ikhwah Pontianak with the provisions listed in the following table.

Table 2. Implementation of limited PTM and Health Protocols

Regarding	Transition Period (first two months)	New Normal Period
Class Conditions	Maintain a minimum distance of 1.5 meters and a maximum of 15 students per session.	
The number of PTM days and hours is limited by dividing study groups (<i>shifts</i>)	There will be only two face-to-face meetings within one hour, divided into two weekly sessions. Class A from grades 1-6 will enter on Monday and Wednesday. Moreover, classes B 1-6 will enter on Tuesday and Thursday. On Friday, everyone learns online.	
Mandatory behavior throughout the school environment.	<ul style="list-style-type: none"> • Use a mask according to the provisions • Wash your hands with soap and use <i>hand sanitizer</i>. • Apply cough and sneeze etiquette • Healthy and, if sick (<i>comorbid</i>), must be controlled. • Do not have symptoms of Covid-19, including those living at home 	
Health condition of school residents.		
Canteen	Not open, school residents are encouraged to bring their food	You can open it, but it must comply with health protocols.
Sports and extracurricular activities	Not allowed	Not held, except Tahfidz Qur'an.

Regarding	Transition Period (first two months)	New Normal Period
Activities other than learning in the school environment	Not allowed	Not held.

The decision by the school principal regarding limited PTM has been carried out since the odd semester by teachers and students to be consistent and comply with this decision. So, the Principal's Policy implemented in limited PTM is that in one week, there are face-to-face or offline sessions for only two days with a duration of one hour in one lesson. Meanwhile, three lessons are delivered online. Face-to-face learning is carried out by implementing COVID-19 prevention health protocols when starting limited PTM, ensuring that limited PTM takes place safely. Then, the school principal arranges seating at a minimum distance of 1.5 m and a maximum of 15 students per class. Next, the school determines the number of days and hours for study group groups to be distributed when limited PTM is implemented. For example, in one week, students attend face-to-face school for two days and two days of online learning. In one class, 30 people will be divided into 15 to study on Monday from 07:30 to 09:30; the other 15 will come from 10:00 WIB to noon WIB. Moreover, this alternates between classes A and B.

Once a week, an evaluation will be carried out regarding solving problems together for discussion and assistance. Therefore, all teachers must *be on standby* at school to monitor students and carry out picket schedules.

This is based on the results of an interview on 8 November 2021 with the Principal, Mr. Wirya, in the Principal's office, who stated that:

"We are implementing this limited PTM in accordance with the government policy of the Department of Religion. As stipulated by the government, children only meet face to face twice a week with a teaching time of one hour and one lesson. Then each class is divided into two sessions, one session consists of 1 to 15 people, for the first session the same as class A from classes I-VI, entry at 7.30-9.30 and for the second session 16 to 30 people at 10.00-12.00 for Mondays and Wednesdays. Likewise, class B enters on Tuesdays and Thursdays. Just Friday online learning. Every week, the Principal evaluates teachers, in order to familiarize teachers and help teachers who are having difficulties with their teaching, so that teachers can share their experiences and those on duty remain on standby" (Wirya, Interview (Pontianak, 8 November 2021).

Researchers also interviewed one of the teachers regarding the Principal's Policy in implementing limited PTM on 9 November 2019 with Mr. Irfan Fahmi Noeryadi SH at his residence, who stated that:

"The school principal follows the policies implemented by the government. In this case, the Principal helps teachers who have difficulty in their teaching. Like the regular weekly discussions held by all teachers. In this way, teachers are helped and feel cared for. For problems arising from the students themselves, the Principal directs teachers to approach the students. Then the student was given

advice not to do it again. If there is still a problem, the parents will be called to solve the problem" (Irfan Fahmi Noeryadi, interview, 9 November 2021).

This is based on the researcher's observations on 8 November 2021 at MIS Al-Ikhwah Pontianak. The researcher observed the school principal's Policy on limited face-to-face learning (PTM), which all teachers implement.

This Policy is implemented consistently as per the rules implemented by school principals through the Ministry of Religion. So, this limited PTM continues to run well. The policy theory stated by [Brown & Prewitt](#) (1973) has been implemented by the Principal of the MIS Al-Ikhwah Pontianak school, who states that a policy is an applicable provision detailed by consistent and repeated behavior, both from those who make it and those who obey it (those affected by the Policy) ([Solichin, 1997](#)).

The implementation of the Principal's Policy in PTM is limited to MIS Al-Ikhwah Pontianak

Implementing limited PTM is essential and urgent to prevent Indonesia's young generation from decreasing learning outcomes or learning loss. Limited PTM is carried out to save Indonesian children from the risk of prolonged negative impacts of Distance Learning (PJJ). These include decreased learning outcomes, dropping out of school, and children's mental and psychological health.

Research from [Wening Sekar & Panggung Sutapa, 2021](#) stated that the negative impact caused was that from an emotional perspective, children also experienced disturbances, including a lack of cooperative behavior because children tended to rarely interact with their peers, a lack of tolerance in socializing with their friends, children's emotions sometimes felt bored. In sadness, children feel that they miss their school friends and teachers, and children are also recorded as experiencing verbal violence because of the usual learning process ([Kusuma & Sutapa, 2021](#)). In addition, [Sonia, Yusnira, and Rizal's](#) research in 2020 also stated that teachers' perceptions regarding the impact felt on students were inadequate infrastructure and facilities, differences in the atmosphere of learning in the classroom compared to studying at home, which affected student motivation ([Anggianita et al., 2020](#)).

From the observations of researchers at the MIS Al-Ikhwah school implementing this limited PTM. The information researchers received from the researcher observations and interviews is that teachers, students, and guardians strongly support this limited PTM. In line with [Imroatus Sholikhah 2021](#) research, parents hope their children can study again with their teachers at school. This is because it is difficult for parents to provide maximum assistance to their children. After all, parental tasks must simultaneously be completed, such as cleaning the house, work, etc. Limited PTM brings fresh air to see their children happy again after studying online. So, parents are ready to face PTM during the COVID-19 pandemic, which is demonstrated by various thorough preparations in welcoming limited PTM ([Sholikhah, 2021](#)).

Then, teachers and students interact when learning and teaching, which can reduce students' feelings of boredom after undergoing online learning in 2020. Hopefully, this limited PTM policy will be the start of catching up with children's missed learning focus.

The researchers' findings show that implementing limited PTM helps teachers in complex teaching and assessment, even though PTM lessons are only one hour a day and are conducted twice a week. Students also become enthusiastic about learning activities because they get pocket money from their parents. As expressed by a student named Keysia Aqila on 18 November 2021, as follows:

"But the good thing is, I get money too, sir. So you can have a snack."

Then, this limited PTM minimizes children's use of cell phones to play *online games*. Usually, at home, children borrow their parents' cell phones to play *online games*. This has an impact on parents and teachers. Of course, you can focus. As stated by Mr. Ja'far on 12 November 2021 in the classroom:

"There are changes, but we can't really tell whether they are doing it themselves or whether their parents are helping them. Because this cellphone is also difficult to monitor. At least it can be minimized."

The MIS Al-ikhwah Pontianak school, which is based on Islam, certainly applies Islamic religious lessons. Especially depositing the Koran. With this limited PTM, Al-Qur'an Hadith teachers can quickly memorize short surahs face-to-face. As stated by Mr. Ja'far on 12 November 2021 in the classroom:

"Yes, it is proceeding as per the Principal's instructions. Personally, as a teacher of Al-Qur'an hadith, thank God they understand what I am saying. Especially depositing the Koran."

From the interviews and observations above, the researcher analyzed the implementation of limited PTM by the Principal of MIS Al-Ikhwah Pontianak. From the research results, researchers found that implementing this limited PTM policy was very effective for face-to-face learning in the future. At least it can minimize gaps or problems with education. Researchers also found that all school communities were very enthusiastic about implementing online learning. Researchers also found a bright spot for catching up on lost learning when studying online in the past.

Then, the researchers also observed and interviewed teachers regarding the flow of learning from entering to leaving school. The interview was conducted with Mayrina Widya Astuti S. Pd on 12 November 2021 in the classroom:

"In carrying out learning. The first thing to do is check body temperature, enter the class, read a prayer and a short surah, teach the first subject from 7.30-8.30, followed by the 2nd subject at 8.30-9.30, then take a 30 minute break. After that, teach the second session from 10.00-11.00 for the first subject and 11.00-12.00 for the second subject, and then go home."

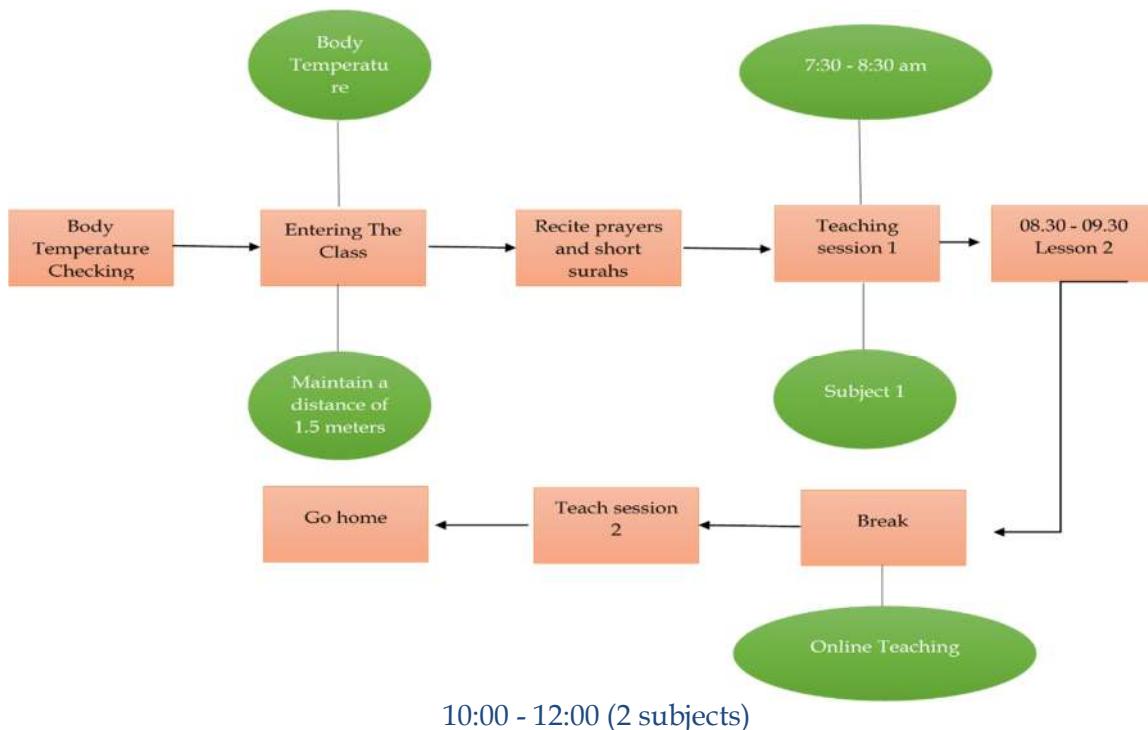


Figure 2. The flow of Implementing Principal Policy on Limited PTM

The limited face-to-face implementation at MIS Al-Ikhwah Pontianak is almost the same as at SDIT Luqman Al-Hakim Sleman School. The Hybrid Learning method allows Students to participate in daily online and offline learning. The following are ten limited PTM procedures at SDIT Luqman Al-Hakim Sleman (Fauzi et al., 2021): 1) The curriculum adapts to government recommendations during the COVID-19 pandemic, presenting basic competencies from essential material. 2) Apart from determining the curriculum, learning hours have also been changed; for each parallel from grades one to six, a schedule has been made to carry out limited face-to-face learning at school. Students are divided into two groups in each class using an odd-even system with a capacity of 50% each week. The duration is 2 hours every day. 3) Even though face-to-face learning is carried out face-to-face, remember social distancing, such as arranging students' seats at least one meter apart. Then, students who do not have a limited schedule to carry out PTM can participate in activities via the Google Meet or Zoom Meeting platforms. 4) Break hours are eliminated. Teachers direct students to bring their food from home. 5) Every time you come to and from school, the school always sprays disinfectant in every corner of the room, for example, the principal and teacher's room, bathrooms, and classrooms. 6) In face-to-face learning between educators and students, students must not touch each other or the teacher. 7) The school provides a place to wash hands with soap and running water in every corner of the room. 8) Everyone in the school environment, without exception, must be in good health. Before entering the school

gate, the school security guard must check the body. If the temperature exceeds 37.3 degrees, then you cannot enter.

Teachers use the hybrid learning method to implement the teaching process. Hybrid learning combines face-to-face learning with the internet and computer technology (Arifin & Sulkifly, 2021). Teachers at MIS Al-Ikhwah, on average, use the WhatsApp application to deliver material and collect assignments.

One of them is a statement from an interview with the Principal, Mr. Wirya, on 8 November 2021 in the Principal's office as follows:

"I ordered teachers who have mastered Zoom meetings, Google Forms, and WhatsApp Groups to teach it. "Then the teacher must summarize the subjects taught in approximately one hour. In this way, teachers must teach children quickly with long material."

With this limited PTM, school principals also continue monitoring their policies by holding monthly evaluations to help teachers who experience difficulties. He has done this, and it is proven that teachers, students, and parents recognize it and feel that there has been a change for the better.

Problems with Principal Policy in PTM are limited to MIS Al-Ikhwah Pontianak

Various problems occurred at the MIS Al-Ikhwah Pontianak school. All school communities feel the impact of implementing limited PTM. According to information and research results, teachers, students, and guardians experienced many problems. The researcher summarizes all the problems at the MIS Al-Ikhwah Pontianak school as follows:

First, there is no relief from paying tuition fees. *Second*, when implementing health protocols such as wearing masks, children's voices are difficult to understand and sometimes unclear. Especially reading lessons. The child's voice is challenging to hear. *Third*, children find it challenging to concentrate when studying face-to-face. When teaching, I think a lot about online games. *Fourth*, some teachers do not master technology. *Fifth*, the teacher must summarize a long subject for one hour. *Sixth*, not being able to know the child completely. *Seventh*, the Collection is not on time. *Eighth*, when studying face-to-face, children do not understand the material given during online learning. They do not even read it. *Ninth*, not all children have *cell phones*. *Tenth*, additional costs for purchasing internet quota.

One of the main problems is the teachers' and students' limited mastery of science and technology because they have to adapt to online learning conditions and very short face-to-face hours. According to the results of an interview on 11 November 2021 with the Principal, Mr Wirya S. Pd, in the Principal's office, who stated that:

"So far there have definitely been problems, such as older teachers who have to be required to master online learning, so many teachers are technologically illiterate, so I have ordered teachers who have mastered things like metting zoom, google forms , and WhatsApp Group to teach it. Then the teacher must summarize the subjects that will be taught with a duration of approximately one hour, in this way the teacher is required to teach children in a short time with long material. Hence the effect on its value. No wonder kids' grades are dropping." (Wirya, interview, Pontianak 11 November 2021).

Asmuni's research in 2020 stated the negative impacts of online learning: Teachers have to adapt to using I.T., it is difficult to supervise students, students are less active in learning, *cellphone*, and internet facilities are limited, and parents have limited time to accompany their children during online learning (Asmuni, 2020).

In Asmuni's research, the negative impact of online learning still occurred during the limited PTM period at the Al-Ikhwah MIS School. This is where the role of the Principal's Policy is needed, namely providing direction for those who cannot use technology/applications to learn from teachers who can, and every week, there is an evaluation. As the results of an interview with the school principal, Mr. Wirya, on 8 November 2021:

"I ask teachers who cannot use online learning to teach."

The school principal conducts weekly teacher evaluations to familiarize teachers and help those with difficulty so that teachers can share their experiences. Then, the Principal provided facilities and infrastructure for teachers to teach online. To save costs for each teacher. An interview with the school principal, Mr. Wirya, on 8 November 2021 stated:

"I have provided facilities and infrastructure such as school Wi-Fi and other teaching facilities. Kouta too, although for the first time because it adjusts to funds."

The Principal is present to make a policy of evaluating once a week to help teachers and students who experience difficulties in learning and teaching. This problem can be handled well and does not significantly disrupt learning and teaching.

Researchers also interviewed teachers regarding the problems related to the limited PTM problem on 12 November 2021. Mairina Widyastuti S. Pd, thematic subject teacher and class VI B teacher, stated:

"There will definitely be a lot of problems, because we are used to meeting children. Firstly, with this limited PTM, it is difficult for us to know the child as a whole. Like there is emotional closeness or the child's character. That way, when you deliver material, it's just material. The feedback we only get is value. Second, we cannot control the assignments, and to be honest, many of the child's assignments are empty. So, like it or not, teachers have to work extra hard to keep up with their grades by reminding them. Third, there is no time limit. At school, if they are given a task, the children can do it straight away, whereas if PTM is limited, we have to wait for an unlimited time, usually until late at night which disturbs us. Fourth, because PTM learning is limited, there is online and offline. When online we give them material, but when studying offline they don't know anything and tend to be passive. Fifth, when offline hours are very limited, teach children 1 hour for 1 subject using the lecture method. We summarize the important material and then convey it to the children and this is not effective." (Interview, Mairina Widyastuti: 12 November 2021)

Yulia, Fajar, and Lilik's research: 2021 also shows similar findings from online learning. Namely, students are more dependent on other people or their parents, ignore assignments given by their teachers if they are not reminded, and need more confidence in completing their assignments (Yulia et al., 2021).

What the teacher did was correct, but this became an obstacle for the teacher. However, it is because of school procedures. Likewise, in helping students who do not understand, teachers also explain face-to-face to students. Derived from an interview with Mr. Ja'far as a teacher of Al-Qur'an Hadith on 12 November 2021, as follows:

"With a school principal policy like this, it is hoped that it can answer some student problems."

The problems of online learning are also mentioned in the research by Abd. Rahhim Mansyur, in 2020, stated that internet network problems are often obstacles, so virtual learning is not optimal. Not all students have cellphones, Android, and economic inequality. Television broadcasts such as TVRI also do not necessarily mean that students are left alone to follow the lesson material but must receive parental supervision at home (Mansyur, 2020).

The next problem is related to the implementation of face-to-face learning in class, namely, when students wear masks, children's voices are less audible when learning to read, and the time could be longer. Based on an interview with the thematic teacher, Head of curriculum, and also homeroom teacher for class VI B regarding limited PTM on 15 November 2021 with Toppa Rosdiana S. Pd in the Head of curriculum room, who stated:

"I sometimes rush when explaining lessons. Also, when I asked whether I understood, they were just silent; this silence has two meanings: the silence between understanding and not understanding. Not to mention the children's lack of concentration when teaching because they wear masks, which makes their faces stuffy. I usually tell him to open it to ease his breathing. Then, during Indonesian language lessons, there is usually reading and writing because wearing a mask makes the voice small and difficult to hear. "Teaching hours for one subject are only 60 minutes/1 hour, so there is very limited or minimal delivery of material to students."

Then, the next problem found when learning online was that most MIS Al-Ikhwah Pontianak teachers taught using the WhatsApp application, and the material delivered sometimes needed to be read by students. In an interview with an Arabic teacher regarding limited PTM, which he carried out on 11 November 2021 with Irfan Fahmi Noeryadi S. Ag at the teacher's residence, he stated:

"I think grade 6 children are the sickest because they are from grade 4 elementary school, from online learning to limited PTM, so these children are shocked. Not to mention the lack of study hours. In the early days of limited PTM, some parents complained, especially when studying online; teachers sent lesson material on WA (WhatsApp), and sometimes the chat was filled with complaints so that the material delivered was not delivered. "Then what happens most often is that when children are asked questions online, they can answer, but when asked offline, none of them can answer."

Moreover, it was confirmed after the researcher interviewed one of the class VI students, who said he had not read the material on the WhatsApp application. The statement by Keyshia Aqila from class VI A on 18 November 2021 stated:

"I don't like it, sir, because the first and second sessions are not combined, you can't meet your friends completely. I don't read study materials online, sir, because I'm lazy, sir."

Indeed, what happened in Dhiniaty, Henry, and Martino's 2021 research states that it is in harmony with what researchers found at MIS Al-Ikhwah Pontianak. The findings were that the most significant decline in children's thinking abilities was (33%), physical decline (19%), mathematics decline (16%), motivation fell (11%), communication fell (6%), worship fell (4%), languages (4%) and others (5%). This research involved 124 students at Rejodadi State Elementary School ([Gularso et al., 2021](#)).

The researchers conveyed these problems to other schools throughout Indonesia, affecting the entire school community. Based on the results of interviews and researchers' observations, this problem occurs throughout the school.

From the results of the interviews and observations above, the researcher analyzed the limited PTM problem. The results of the research showed that teachers and students had severe problems. Teachers who have been teaching for a long time must be required to master online learning procedures, such as mastering media platforms such as Zoom, WhatsApp, and Google Forms then the duration of learning when face-to-face is only one hour, and teachers do not recognize children's characters, many assignments are not done, assignments are collected. There is no time limit; when learning face-to-face, children tend to be passive; children do not have a complete cell phone, so it is challenging to send assignments; children lack concentration, and when wearing masks, children find it difficult to be free with their physical condition. Tuition fees remain the same because parents must add money for the internet quota.

Next, the researcher made a chart to collect all the problems between teachers, students, and parents. So that it can help more clearly. As follows:

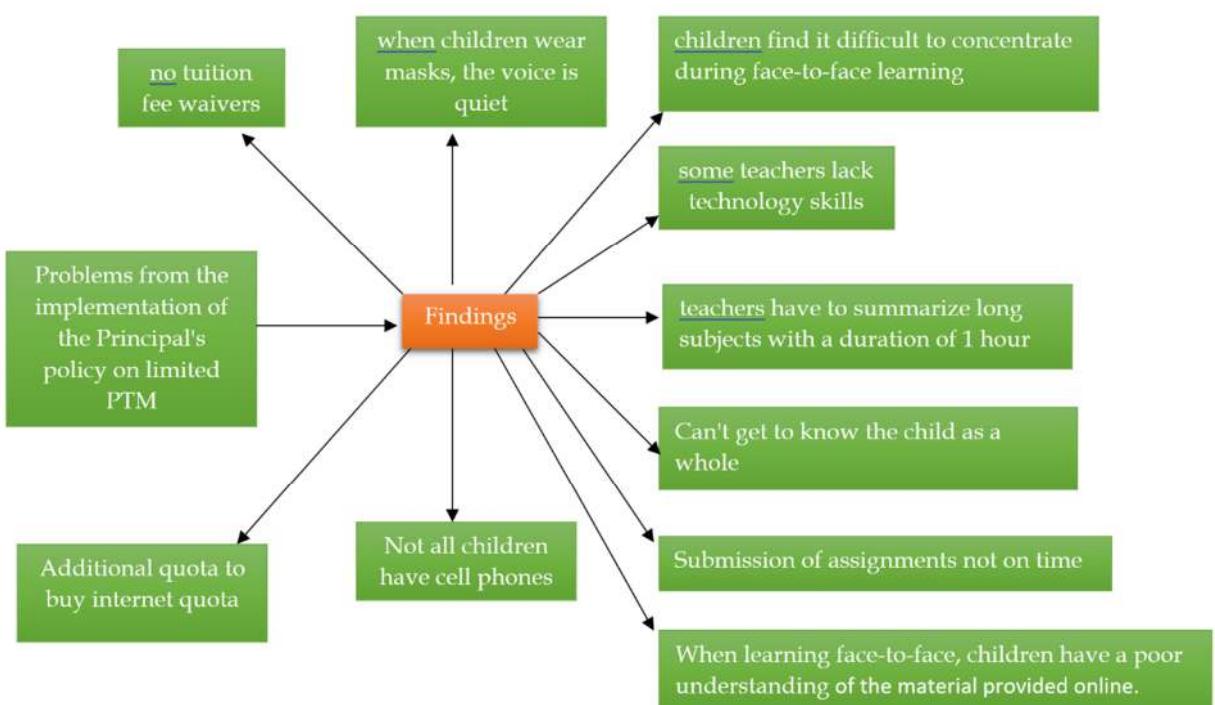


Figure 3. Problems of Implementing the Principal's Policy on Limited PTM

Therefore, schools must face these problems to make learning and teaching activities successful during the COVID-19 pandemic. Moreover, it becomes an evaluation for the government and all schools to minimize problems when PTM is limited.

Discussion

The madrasa head's Policy in limited PTM ensures that learning continues effectively and safely. With careful planning, good coordination, and ongoing evaluation, madrasa heads can overcome existing challenges and provide quality education during the pandemic. Limited face-to-face learning (PTM) is a solution taken by many madrasas in Indonesia, including at MIS Al-Ikhwah Pontianak, to overcome the challenges faced during the COVID-19 pandemic. This Policy requires an active role from madrasa heads in formulating and implementing effective strategies to ensure the learning process runs smoothly and safely. The Madrasah head's Policy regarding PTM has been structured well and optimally by issuing several provisions while PTM is implemented. These provisions are contained in a letter issued by the Head of the Madrasah with circular number 189/KP.02/MI.Ikh/12/2021 contains several important points, such as the Head of the Madrasah deciding to postpone the odd semester holiday schedule to prevent a surge in COVID-19. Then, several changes to the semester teaching activity schedule should be made by conducting online learning at home. The Head of Madrasah MIS Al-Ikhwah Pontianak has several policies with the hope that every student will benefit from the same facilities and access to learning as other schools in the new average era. The Policy issued by the Head of Madrasah Al-Ikhwah Pontianak regarding online learning is to use the WhatsApp group application. The online learning

process is applied to grades IV, V, and VI students. In contrast, online or offline learning is applied to students in grades II and III, teaching and learning four days a week, namely Monday to Thursday, and a maximum of 5 people participating in the teaching and learning process.

These policies are based on government directives under the Ministry of Religion of Pontianak City. This Policy is implemented consistently by paying attention to all applicable procedures so that, in practice, this limited PTM can continue to run well and optimally. With good management, effective coordination, and continuous evaluation, the learning process can continue optimally, even within existing limitations. Implementation of the PTM policy by the Madrasah Head by conducting hybrid e-learning and teaching integration between face-to-face learning with the internet and computer technology. This integration of learning is because teachers use WA to provide their learning materials. In implementing policies, there are bound to be problems; several factors cause policies to experience problems. In his book, Riant Nugroho mentions four factors: communication, resources, disposition, and bureaucratic structure. In terms of communication, there are general problems faced; for example, there are misconceptions between madrasa heads and teachers, as well as between teachers and student guardians, so when the teaching and learning process is underway, there are reasons why people miss out on information or listen to the wrong information. However, the madrasa head always conducts evaluations every week. Madrasah heads also help teachers who experience difficulties when teaching or other things. The madrasa head also communicates with the student's parents, solving problems, such as collecting assignments and providing more accessible and flexible time to complete each assignment. Teachers can also provide direct assistance to students who need it. The practice carried out by the teacher is correct, but this is an obstacle for the teacher himself. However, it is because of school procedures. Likewise, in helping students who do not understand, teachers also explain face-to-face to students. With the clarity of human resources, supporting facilities, and infrastructure, this is a significant source of funds. The transparency policy at MIS Al-Ikhwah Pontianak can be put forward as follows. The successful implementation of transparency policies must be distinct from the concrete contributions of transparency policy implementers, in addition to the supporting capacity of the budget and facilities from school funds. To trace the truth of the informant's data, the author reviewed by searching information in MIS Al-Ikhwah Pontianak regarding the state of school resources through EMIS data showing that human resources in the MIS Al-Ikhwah Pontianak environment are pretty adequate, where the number of teachers and staff is categorized as quite profound. Support limited PTM activities. As for the educational background of the teachers at MIS Al-Ikhwah Pontianak, all have bachelor's degrees, while the staff have high school backgrounds. Apart from the adequate human resources in the school environment, other resources, including infrastructure and facilities, support the Policy.

The limited PTM policy service system, in principle, refers to the principles of public service. Public service is the same as broad life. In school life, the school has the function of providing various public services needed by the school community, starting from regulatory

services to working on arrangements to meet students' needs in the field of education. This statement is supported by the results of interviews conducted with school principals and teachers at MIS Al-Ikhwah Pontianak; during limited PTM, we are always oriented towards the needs of the school and students. Therefore, when problems are discovered during the limited PTM process, I, as the school principal, always look for the best solution. We also coordinate with the Ministry of Religion, stakeholders, teachers, committees, parents, and students. This is all for the common goal that has been created. For bureaucratic matters, I, as a teacher, always follow the procedures for following meeting results. The main focus is providing optimal student services because many obstacles must be immediately resolved as long as PTM is limited. Based on interviews, limited PTM at MIS Al-Ikhwah Pontianak is always oriented towards the needs of schools and students, starting from the service system, activity processes, and evaluation. All residents of MIS Al-Ikhwah Pontianak carried out all of this.

D. Conclusion

From the results of the research that has been carried out, it was concluded that the Policy of the Head of the MIS Al-Ikhwah Pontianak Madrasah in implementing PTM has been prepared well and optimally based on the direction of the government under the Ministry of Religion of Pontianak City. This Policy is implemented consistently by paying attention to all applicable procedures so that this limited PTM can continue to run well and optimally with good management, effective coordination, and continuous evaluation by issuing several provisions during the PTM implementation. These provisions are stated in a letter issued by the Head of Madrasah with circular number 189/KP.02/MI.Ikh/12/2021 contains several important points, such as the Head of the Madrasah decision to postpone the odd semester holiday schedule to prevent a spike in COVID-19 cases. Then, several changes to the semester teaching and learning schedule should be made by implementing online learning at home. The Head of MIS Al-Ikhwah Pontianak Madrasah has several policies hoping every student gets the same facilities and access to learning as other schools in the new average era. The Policy issued by the Head of Madrasah Al-Ikhwah Pontianak regarding online learning is to use the WhatsApp group application. The online learning process is implemented for grades IV, V, and VI students. In contrast, online or offline learning is implemented for students in grades II and III with a teaching and learning time of 4 days a week, namely Monday to Thursday, and a maximum of 5 people participating in the teaching and learning process.

The Principal also communicates with the parents of students, resolving problems that occur—such as when collecting assignments and giving students more accessible and flexible time to complete each assignment. Teachers can also provide direct assistance to students who need it. The practices carried out by teachers are correct, but this is an obstacle for the teacher himself because it is by school procedures. Likewise, in helping students who do not understand, the teacher also explains face-to-face to students. With the clarity of resources, both human resources, supporting facilities and infrastructure, and very significant sources of funds, it can be said that the transparency policy at MIS Al-Ikhwah Pontianak can be stated

as follows. The success of implementing the transparency policy cannot be separated from the concrete contribution of the implementers, in addition to the budget support and facilities from school funds. To trace the truth of the informant's data, the author conducted a review through information searches at MIS Al-Ikhwah Pontianak regarding the condition of school resources through EMIS data showing that human resources in the MIS Al-Ikhwah Pontianak environment are pretty adequate, where the number of teachers and staff is quite supportive of limited PTM activities. The teachers' educational background at MIS Al-Ikhwah Pontianak is that they are all undergraduates, while the staff comprises high school graduates. In addition to human resources in the school environment which are very adequate, other resources such as infrastructure and facilities strongly support this Policy.

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