Boarding School (*Pesantren*) Education During Covid-19 Pandemic at Dar El Hikmah Pekanbaru Indonesia

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Abstract

This research was conducted with the aim of analyzing boarding school education patterns during the covid19 pandemic in Indonesia. This research uses a qualitative method of scriptive, with a case study approach that focuses on boarding school Dar El Hikmah Pekanbaru Riau, Indonesia. The source of this research data is the main informant, namely the manager and teacher of pesantren. Data collection is done with structured interviews. The results of this study showed that the pattern of education carried out in boarding school Dar El Hikmah Pekanbaru implemented a limited learning pattern, namely limiting some students to study at home and others doing learning in dormitories. The manager carries out three stages of activities, namely the stage of preparation, implementation and supervision. In the application of formal learning activities are conducted online for students who live at home, using the Google Classroom app, and e-learning. While living in a dormitory, can study offline or face-to-face with teachers, while obeying health protocols. Compliance with the rules of adhere to health protocols is done well by pesantren managers, by putting up appeals through banners, loud speakers, and 24-hour picket officers. In addition, the manager also requires all teachers and students to wear masks, provide hand washing facilities along with handshops, and prepare isolation rooms in anticipation of emergencies. The implication of this research is that pesantren always gets challenged to carry out its role and function as an Islamic educational institution, therefore openness and preparedness in reforming in various aspects of managerial needs to be put forward.

Keyword: *Boarding school, Dar El Hikmah, learning activities, Covid-19 pandemic*

Abstrak

Penelitian ini dilakukan dengan tujuan untuk menganalisis pola pendidikan pesantren selama pandemic covid 19 di Indonesia. Penelitian ini menggunakan metode kualitatif, dengan pendekatan studi kasus yang memfokuskan pada Pesantren Dar El Hikmah Pekanbaru Riau, Indonesia. Sumber data penelitian ini adalah informan utama yaitu

pengurus dan guru pesantren tersebut. Pengumpulan data dilakukan dengan wawancara terstruktur. Hasil penelitian ini menunjukkan bahwa pola pendidikan yang dijalankan di Pesantren Dar El Hikmah Pekanbaru menerapkan pola pembelajaran terbatas, yaitu membatasi sebagian santri untuk belajar di rumah dan sebagian lainnya melakukan pembelajaran di asrama. Pengelola melaksanakan tiga tahap kegiatan, yaitu tahap persiapan, pelaksanaan dan pengawasan. Dalam pelaksnaan kegiatan pembelajaran formal dilakukan secara daring bagi santri yang menetap di rumah, menggunakan aplikasi Google Classroom, dan e-learning. Sementara yang menetap di asrama, dapat belajar luring atau bertatap muka dengan guru, sambil mentaati protokol kesehatan. Pemenuhan terhadap aturan mentaati protokol kesehatan dilakukan dengan baik oleh pengelola pesantren, dengan memasang himbauan melalui spanduk, loud speaker, dan petugas piket 24 jam. Selain itu, pengelola juga mewajibkan semua guru dan santri untuk memakai masker, menyediakan sarana mencuci tangan beserta handshop, dan menyiapkan ruang isolasi untuk mengantisipasi kondisi kedaruratan. Implikasi penelitian ini adalah pesantren senantiasa mendapat tantangan untuk menjalankan peran dan fungsinya sebagai lembaga pendidikan Islam, untuk itu keterbukaan dan kesiagaan dalam melakukan mereformasi di berbagai aspek manajerial perlu dikedepankan.

Kata Kunci: *Pesantren, Dar El Hikmah, aktifitas pembelajaran, pandemic Covid-19*

Introduction

The development of boarding school in Indonesian society is increasing over time, along with the increasing interest of the community to include their children in pesantren. This is reinforced by the "*Ayo Mondok*" Movement which is held by the Ministry of Religious Affairs of the Republic of Indonesia to all corners of the region, to motivate parents to make boarding school as one of the islamic educational institutions in forging the next generation has adab and manners and knowledge knowledge (Anam, 2015).

Along with the development of the times, boarding school is also required to survive and exist in the midst of the flow of progress, by reforming in various fields to answer the challenges of the development of science and technology (Maesaroh & Achdiani, 2018). There is no denying that in the 2019-2020 school year the challenges of mastery of information technology are so high for all educational institutions, especially Islamic educational institutions, and especially Islamic boarding schools (Engkizar et al., 2018; Aini et al., 2019). This is in line with the government's policy to roll out the concept of Free Learning (Priatmoko, 2018).

As a consequence of the government's policies, every educational institution is required to improve quality in various fields. Namely: graduate competency, educator resource competency, professionalism of admnistrasi services, and accuracy in conducting evaluation. On the other hand, the community is promised the speed and ease of access to education and health services, for the improvement of welfare and quality of life (Kemdikbud, 2020).

In the 2019-2020 school year, Indonesians were also shocked by the outbreak of covid-19 pandemic, which made sock/stress and changed people's mindset and lifestyle, in order to survive healthy and avoid exposure to the virus. The impact of covid-19 pandemic has also hit the conventional education system which has been running well. In particular, boarding schools should be able to rise up and fight to control the course of the education system, but on the other hand must also hinder the transmission of covid-19 in boarding schools.

One of the boarding schools in Pekanbaru city is boarding school Dar El Hikmah. It was founded in 1991 by Sheikh H. Abdullah. The purpose of the establishment of boarding school is to prepare a young generation of qualified, faithful, *bertaqwa*, and independent. To achieve this goal, the management has prepared supporting business units, including mini markets, canteens, palm oil plantations, fisheries, and farms. In this boarding school managed by formal educational institutions namely: Islamic Kindergarten, Islamic Elementary School, *Madrasah Tsanawiyah* (MTs), *Madrasah Aliyah* (MA), and Vocational High School (SMK), with the number of students no less than 1450 people.

Based on the background of the problem, the authors focused the problems in this study on how education patterns were carried out in boarding school Dar El Hikmah during the Covid-19 pandemic in the 2020-2021 school year? The implication of the results of this study is that Islamic Educational Institutions in Indonesia, especially boarding school, should not be off guard and deteriorated in the face of the challenges of the covid19 pandemic, but instead must remain vigilant and innovate and creative in answering any questions of changing times. This ha

needs the attention that is seismic and planned by every stakeholder, if it wants the institution to remain.

Literature Review

Boarding School Education System

The characteristics of boarding school education system are adopted from the values that develop in society, which is then referred to as a subculture of society (Qomar, 2000). There are at least three elements that are able to form boarding school as a subculture, namely: an independent boarding school leadership pattern, and not co-employed by the state, common reference books that have always been used from various centuries, and the value system used is part of the wider community.

These three elements have been prominent features of boarding school all along, although there are also expert opinions that add them by more specifically being part of the boarding school element. Dhofier explains that the main elements in the boarding school education system are, dormitories, mosque, teaching yellow/classical books, *santri* and *Kyai* (Dhofier, 2011; Siregar, 2018; Zulmuqim, 2017). These five elements are the basic elements in which an educational institution is called boarding school. This means that if one of these elements does not exist or disappears, it does not fulfill to be referred to as Boarding School.

Krisdiyanto et al., (2019) and Junaidi (2017) explained that the general pattern of education system that is common in boarding school there are eigth, as follows: the closeness of the relationship of students with kyai, simplified santri lifestyle, submission and obedience to Kyai is a tradition of santri, students live independently, please help fellow students become cultures, highly disciplined students, in order to achieve the goal of santri willing to live concerned and santri has a high religious attitude.

Through this pattern boarding school plays a role in teaching and educating religious science *(tafaqquh fii ad-dien)* and other sciences, *instilling adab* and examples of good behavior to the community, *preparing da'i candidates* for the community, and

empowering the community (Husaini, 2018; Kasmar et al., 2019). In addition, boarding school also serves as a bastion of moral guardians and noble values that have prevailed in society (Junaidi, 2017; Maesaroh & Achdiani, 2018).

The usual method of learning in boarding school adheres to 3 (three) patterns as a follow-up: *Sorogan, Halaqoh* and *Klasikal*. The use of these three methods in learning depends on the type of boarding school that uses it. For boarding school who follow modern type, usually will do classical learning and combined with halaqoh method for classical book learning. But for *salaf boarding schools that* learn more in classical books, it will be more often used *sorogan and halaqoh* methods (Asifudin, 2017).

Covid-19 Pandemic and Its Impact on Boarding School

The covid-19 pandemic has a profound effect on the development of social dynamics and education, even throughout the nation's life in The World, especially Indonesia. Covid-19 pandemic is a disaster for Indonesian life, so the government takes a policy of closing education, transportation, economic and tourism services. Then provide solutions by staying at home, working at home, and working from home, learning from home, to reduce human contact and avoid falling victims who are exposed to more covid-19 virus.

The covid-19 pandemic and followed by the government's policy has an impact on the sustainability of education in Indonesia, according to Aji Rizqon (2020) can be seen from two sides, as follows: 1) Short-term impact; Indonesians are generally less familiar with doing work from home and studying at home. Working and studying at home is a major blow to the habits of Indonesians. Be it those in the city or in the village. Parents are used to working out of the house and interacting with others at work. While for children it is also a severe psychological blow. Usually, he played and studied his fellow friends at school, currently everything is stalled. 2) Long-term impact. Indonesians for a long time felt aspects of unfairness everywhere. Inequality between community groups and between regions is also felt (Panday, 2020).

The government issued a policy to ensure the continuity of education in the emergency of covid-19 pandemic. Namely the Joint Decree of four Ministers, namely: Minister of Education and Culture, Minister of Religion, Minister of Health, and Minister of Home Affairs, Number: 03/KB/2020; Number : 612 Year 2020; Number : HK.01.08/Menkes/502/2020; Number : 119/4536/SJ On Guide to Learning In The School Year 2020/2021 and Academic Year 2020/2021 during the Coronavirus Disease Pandemic Period 2019 (Covid-19) (Kemdikbud, 2020).

In addressing the government's policy, boarding school regulates online learning patterns in such a way, even up to closing activities in pesantren, in order to adjust to the government's Large-Scale Social Restriction (PSBB) policy. Boarding school management is forcing itself to do online defense, but again some obstacles have been faced: lack of mastery of information technology by teachers and students, inadequate facilities and infrastructure in boarding school, limited internet access and lack of cost budget provided.

The greatest loss is felt by students or students in boarding school. Exams that should be done well by students under normal conditions, due to covid-19, should be postponed even cancelled. Regular midterm and final semester evaluations are used as a platform to know the progress of students' learning, as if it were not important. Instead students are charged with endless home work from day to day. The Covid-19 pandemic has given up hope and passion for advanced Indonesian children in general, and especially children living in boarding schools.

Method

The method used in this study is a qualitative method, with a case study approach. The purpose of this study is to analyze boarding school education patterns during the covid19 pandemic in Indonesia, with restrictions on case studies at boarding school Dar El Hikmah Pekanbaru Riau, Indonesia. In conducting searches, searches and data collection related to the educational patterns of Dar El Hikmah boarding schools during the covid-19 pandemic, conducted with structured interviews to the main informants, representing the authority and capacity of

boarding school in informing the necessary data. The data source in this study is the Administrator and Teacher of boarding school Dar El Hikmah Pekanbaru, Indonesia. The collected data is then done in several steps, as follows: data reduction, i.e. classifying, grouping, directing, organizing data in such a way that conclusions can finally be drawn (Imam, 2015).

In addition, display data is also done, which is to present the data in such a way that it becomes a set of information that is systematically organized according to the title, and provides direction for conclusion. Next is to verify or draw conclusions, namely to decrypt the final conclusion based on the pre-defined criteria, to answer the basic packaging put forward at the beginning, and solve the problem (Arikunto, 2012). This way of discussing research results in ways has also been done by previous researchers such as (Engkizar et al., 2018; Damri et al., 2020; Amnda et al., 2020; Rahawarin et al., 2020).

Findings and Discussion

Boarding School Dar El Hikmah is one of the boarding schools in Pekanbaru City. Currently there are 26 boarding schools in Pekanbaru City (Kemenag, 2020). Boarding School Dar El Hikmah was founded in 1991 by Sheikh H. Abdullah. The purpose of the boarding school is to prepare a young generation of qualified, confident in God, and independent. To achieve this goal, the management has prepared supporting business units, including mini markets, canteens, palm oil plantations, fisheries, and farms. In this boarding school, managed by formal educational institutions: Islamic Kindergarten, Islamic Elementary School, *Madrasah Tsanawiyah* (MTs), *Madrasah Aliyah* (MA), and Vocational High School (SMK), with the number of students not less than 1450 people, fostered by 256 teachers, and 67 employees.

Based on the results of interviews with competent informants, data obtained that the pattern of education and teaching in boarding school Dar El Hikmah during the covid19 pandemic, is as follows: The first stage of preparation, the second stage of implementation, the third stage of supervision.

Preparation Stage

In this preparation phase, boarding school organizers perform the following three activities: *First,* boarding school manager sends a notification letter to all parents of students for face-to-face learning, can be done on boarding school campus by asking the parents of students. This means parents can choose whether their child will be in a dormitory or at home. As a result there are about 40% of the total number of students who choose to live in dormitories. *Second,* for parents who express their child's consent to return to the hostel, there are three waves of arrivals to boarding schools, *namely:* first Early *September,* second Early October, *and* third Early November. Dissingenuation time is intended to ensure the 14-day quarantine process for first-time arrivals is fulfilled as is the rule of health protocol. *Third,* the group of students who have just come to the dormitory will be quarantined for 14 days, and only activity in the mosque for worship and study of the moral book, by keeping the distance in *shaf.*

Implementation Stage

In the implementation phase of boarding school management conduct ten activities as follows: *First*, the manager limits the capacity of the capacity of the dormitory to be occupied by students during the covid-19 pandemic is 50% of the normal capacity. *Second*, the group of students during quarantine, delivered consumption meals to the dormitory three times a day by officers, at 10:00 hours in the dry in the field, and prohibited from interacting with other students. *Third*, measurement of body temperature using thermo-gun, done twice a day, namely the morning before activity, and at night before bed. *Fourth*, Boarding School manager has provided the means to wash hands complete with his handshop in every dormitory and in every class. *Fifth*, after the completion of the 14-day quarantine process, students are allowed to study face-to-face in the classroom while keeping the health protocols and keeping their distance. *Sixth*, formal learning conducted during covid-19 pandemic is set for 4 hours of lessons a day. *Seventh*, as many as 60% of the students who study at home, the learning process is carried out online

and managed/coordinated by the principal of each educationunit. *Eighth*, student of *Madrasah Tsanawiyah* (MTs) learns online 4 hours a day using google classroom application. *Ninth*, student of *Madrasah Aliyah* (MA) learns online using E-Learning Kemenag, *Tenth,* Vocational High School Student (SMK) learn online using Google Classroom application.

Supervisory Stage

In the supervisory stage of boarding school managers carry out the following two activities: *First*, putting up banners to remind of health protocols in each dormitory and strategic places, in addition to also reminding through loudspeakers, and monitoring picket officers for 24 hours. *Second*, Supervision of students to adhere to the health protocol is carried out by teachers who are divided into 5 squads for the full 24 hours.

Based on the results of the interview, and the results of the analysis can be understood that the manager of boarding school Dar El Hikmah Pekanbaru has conducted a pattern of education and teaching during the covid-19 pandemic while still conducting a limited learning process. This is done with three stages, namely the first stage of preparation, the second stage of implementation, and the third stage of supervision.

At the preparatory stage, boarding school management communicates the policy to be taken by notifying all parents by sending a notification letter. In the notification letter, each parent may express his or her consent or vice versa, so that there is no coercion from the management of boarding school. In this case, boarding school managers seek to minimize opposition and friction between the wishes of some people who are worried about their children's schooling, on the other hand wanting to have immediate schooling (Anugrahana, 2020; Marini & Milawati, 2020; Rulandari, 2020; Rusdiana et al., 2020).

The policy offered by boarding school organizers to parents is the: *First*, the arrival of students to the dormitory is not concurrent and is carried out in turn with a distance of 14 days. *Second*, groups of students who have entered the dormitory

will be quarantined for 14 days. *Third*, student activities during quarantine are worship in mosques and study of moral books. This 14-day quarantine provision refers to the rules of the Indonesian Covid-19 Task Force (Kemdikbud, 2020).

The data of parents of students who responded to the notice was largely (60%) students study at home with online learning patterns, while the rest are (40%) students choose to stay in dormitories and study offline, or come face-to-face with their teachers. In addition, boarding school managers also apply strict discipline in obeying the rules of health protocols, namely: always wear masks, wash hands, and always keep a distance with others in activity or learning.

At the implementation stage, boarding school managers conduct ten activities to ensure the learning process runs properly while paying attention to health protocols. Namely: *First*, limiting the capacity of dormitories to be occupied by students during covid-19 pandemic is 50% of normal capacity in accordance with government regulations. *Second*, while in quarantine, each student is delivered to the dormitory three times a day by officers, at 10:00 in the dry in the field, and is prohibited from interacting with other students. *Third*, managers took body temperature measurements using thermo-gun, twice a day, the morning before the activity, and at night before bed. *Fourth*, provides a means to wash hands complete with his handshop in each dormitory and in each class. *Fifth*, allows students to study face-to-face in class after the completion of the 14-day quarantine process, while maintaining health protocols and keeping their distance. *Sixth*, set formal studies conducted during the covid-19 pandemic only 4 hours of lessons a day. *Seventh*, conducts an online learning process for 60% of the number of students studying at home, managed/coordinated by the Head school of each unit of education. *Eighth*, coordinates the study of *Madrasah Tsanawiyah* students (MTs) online 4 hours a day using the Google Classroom app. *Ninth*, coordinates *Madrasah Aliyah* (MA) students studying online using E-Learning, and *Tenth*, coordinates vocational high school (SMK) students to study online using the Google Classroom app (Sabran, 2019 & Munjiat, 2020).

At the supervisory stage of the boarding school management conducted two activities, namely: first putting up banners to remind of health protocols in each dormitory and strategic place, in addition to also reminding through loudspeakers, and monitoring picket officers for 24 hours. The two escorted the students to adhere to health protocols carried out by picket teachers that were divided into 5 squads for the full 24 hours. Boarding School managers also restrict the interaction of outsiders with students directly. This is done by constantly closing the boarding school gates, and only open if necessary by something urgent.

If it is found that the student committed a disciplinary violation during the covid-19 pandemic mainly related to the indiscipline of the health protocol, then the student in question is sent home to his parents. Similarly, students who were found to have a fever for more than 2 (two) days were also immediately discharged to get more serious attention from their parents. In an effort to complete supporting facilities for the readiness of handling and anticipation of covid-19 virus transmission boarding school also prepares a special isolation room for emergency medical measures.

Conclusion

Based on the discussion can be concluded that the pattern of education carried out in boarding school Dar El Hikmah Pekanbaru implements a limited learning pattern, namely limiting some students to study at home and others, doing learning in dormitories. The manager performs three stages of the activity, namely the preparation stage, the implementation stage and the supervision stage. In the implementation of formal learning activities are conducted online for students who stay at home, using the Google Classroom app, and e-learning app else. While living in a dormitory, can study offline/face to face with teachers, while obeying health protocols. The covid19 pandemic did not stop the learning patterns in boarding school, in fact the manager of boarding school creative and innovated in answering the challenges of the pandemic, to ensure the continuity of the learning process and besides keep an eye on health protocols.

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