



Educational Institutions' Strategies and Innovations to Improve the Teachers' Quality in Pandemic Situation

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This research aims to investigate the role of educational institution strategy and innovation in improving the quality of education. This investigation is qualitative and descriptive by nature. According to the findings of the study, the strategy of educational institutions during the pandemic, for instance, is based on the existence of a principal-designed program. The objective of executing the program is to increase the quality of teachers in both the present and the future. These activities take the form of seminars, microteaching, and book reviews. This activity has a positive effect on the quality of teachers in school institutions, as indicated by a rise in the personality, knowledge, and social standing of each teacher, which has an effect on the learning process offered by teachers during the pandemic. During the COVID-19 pandemic, several measures and innovations were used to enhance the quality of the institution's human resources. While the intention of this study was to determine the tactics and innovations implemented to improve the quality of teachers during the COVID-19 pandemic, it also aimed to assess the effectiveness of these strategies and innovations. This research may be utilized as a guide by other institutions to improve the quality of teachers in any context or circumstance, including the present COVID-19 pandemic.

Keywords: Strategy, Innovation, Educational Institution, Pandemic Situation

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INTRODUCTION

The COVID-19 virus is rapidly spreading around the globe. The pandemic period had a great influence on all disciplines, even forcing educational institutions to implement initiatives to improve the quality of education by focusing on teacher qualifications. Esources, whether in terms of intellect, speech, or conduct. Education is the process of creating information and developing capable human beings to address a variety of challenges, thereby enhancing the qualifications of humans and their surroundings. In the meantime, the objective of the educational process is to modify and enhance the behavior and thinking of individuals so that they might become even better. Therefore, education is the most essential aspect of a nation's transformation and development. Nonetheless, the proliferation of the COVID-19 virus has posed a number of hurdles in the education sector. One of these difficulties is the implementation of learning that was once conducted face-to-face in schools but is now conducted online or as SFH (School From Home) using a distance school system. Taulabi (2016)

The impact of the COVID-19 pandemic is not limited to the education sector. But in numerous sectors, such as the health sector, business, and the social sector (Ibrahim), this has led to a government policy on social limits between groups and individuals, such that activities of any kind that produce crowds are restricted and prohibited. Government restrictions include the implementation of school activities, the closure of places of worship, social activities, the use of public transportation, WFH (Work from Home) working from home, and other activities. This is meant to interrupt the propagation of the COVID-19 virus. With the implementation of this policy, educational institutions will confront new obstacles in addressing learning conditions during the COVID-19 pandemic.

This circumstance is obviously difficult for some educators. In supporting students during the home learning process, parents and teachers must collaborate. In the middle of the COVID-19 pandemic, educational institutions must have a plan to increase the quality of their teachers so that they can do their tasks properly. Aside from being a method for achieving long-term objectives, strategy can also be understood as a unified, comprehensive, and integrated plan that links the advantages of an organization's strategy with environmental challenges and is designed to ensure that the organization's primary objectives can be attained through proper implementation institution or organization. Strategy is the use of all available methods and resources to achieve specific objectives in order to get the most desired outcomes. From the foregoing, it is clear that strategy is a method for achieving expected and intended objectives. If it is related to an educational institution, strategy may be regarded as a planned and organized approach to conquering an issue that must be solved in order to attain the institution's goals. During the COVID-19 pandemic, several methods were implemented to enhance the quality of the institution's human resources. During the COVID-19 pandemic, the goal of this research was to determine the measures taken to improve the quality of teachers.

This research may be utilized as a guide by other institutions to improve the quality of teachers in any context

or circumstance, including the present COVID-19 pandemic. Because in education, teachers are the primary agents responsible for enhancing the quality of institutions and graduates. Therefore, the strategy to increase the quality of teachers at an educational institution during the COVID-19 pandemic must be established and implemented.

METHODS

In this study, qualitative methodologies were used. Qualitative research methods are those that explain the facts as they are. This qualitative research aims to comprehend the phenomenon of something experienced by the research subject, such as behavior, perception, motivation, and action, holistically and descriptively in the form of words and language, within a particular natural context, and by employing a variety of methods. Natural. This research is descriptive, using field data and respondent interviews to yield the results. As a result, the data for this study were gathered from the research site's reality, and several references related to the subject at hand, namely the strategy of educational institutions for improving teacher quality during the COVID-19 pandemic, were sought.

RESULTS AND DISCUSSION

Educational Institutions Strategy and Innovation

The origin of the term strategy is the Greek word *strategos*. The word *strategos* is derived from the Greek words *stratos* meaning military, and *nag* meaning to lead. Triton (2007) Strategy may also be viewed as a solution to the questions of what we wish to accomplish, what kind of organization we desire, and where we want the company to go. Sagala (2011) According to the definition of strategy, a methodical plan of action to attain a goal (specific goal). Laksmini (2009). A strategy is a declaration that outlines how each employee in an organization may collaborate to attain the organization's aims and objectives. Assauri (2015) In the context of education, strategy is a way for achieving the planned aims of achieving a better education. If it pertains to an educational institution, strategy is a method for enhancing the quality of the educational institution in line with the targeted outcomes. In the meanwhile, it is an institution, a medium, a forum, or particular events and conditions that enable the execution of the organized and conventional learning process. Roqib (2009). An educational institution is a location utilized for the implementation of education that is also responsible for the implementation of education and human resources and has a distinct organizational structure. Conclusion: the strategy of educational institutions is a way used by educational institutions to improve the quality of educational institutions, including the quality of learning, teachers, graduates, and management. The creation of highly influential teachers for students, schools, and the surrounding community is one of the most important things that must be done to improve the education system. Therefore, the role of the teacher is to bring the flow of education for the better.

Innovation of Educational Institutions during the Covid-19 Pandemic

Innovation or *tajdid* in educational institutions is very important. This is a benchmark for the quality of change in educational institutions. The quality of human resources, who play a vital role in the learning process and the quality of students in educational institutions, is one of the variables that contribute to the improvement of educational institution quality. Teachers are human resources that play an active role in enhancing the quality of educational institutions. For students, the teacher is an inspiration for learning, serving as a motivator, facilitator, and encourager of learning passion; hence, teachers may be referred to as learning agents.

To improve the quality of teachers in educational institutions, the teacher must have a strong desire to continue studying in order to contribute insight and create creativity in accordance with the times and circumstances. It is the responsibility of the teacher to carry out the educational process, which entails not only imparting knowledge to students but also educating them widely so that they develop moral character and the ability to understand learning critically. A teacher's duty and responsibilities are so substantial that they require financial resources to educate children. The capital is the spirit of learning and the spirit of bettering oneself. Because this capital makes it simpler and more enjoyable for teachers to carry out their tasks and obligations, hence enhancing the quality of teaching. Consequently, the improving quality of education is reflected in the number of trained educators at each educational institution.

The quality of a teacher may be determined by seeing how he or she teaches, interacts, conducts, communicates, and seeks new information. The manner in which a teacher carries out the teaching and learning process with students under all conditions reveals one of the teacher's abilities. Even in the midst of the present Covid-19 pandemic. The Covid-19 pandemic presents educators with a new obstacle in carrying out their responsibilities. One of them is the role of the teacher in education. Due to the COVID-19 pandemic, the traditional face-to-face classroom instruction is being replaced with online or virtual instruction (in a network). This demands the participation of several stakeholders, both inside and outside the institution. During the COVID-19 pandemic, it is also vital to cooperate with the head of the madrasa, each teacher, and other educators in order to discover answers and strategies to interact with student learning. Even in a pandemic, the quality of teachers should be improved in this case. With the intention of maximizing teachers' responsibilities during the COVID-19 pandemic because to its various harmful repercussions or affects. Teachers feel confined in communicating learning and the necessity for adaptability in overcoming the Covid-19 pandemic situation, which has never been encountered by educators. Consequently, educational institutions must have a strategy to increase the quality of teachers during the COVID-19 pandemic.

Principals of madrasah are primarily responsible for enhancing the caliber of their faculty. In an educational institution, it is vital to have a way to increase the quality of the teachers. One of the items affected by the COVID-19 pandemic are educational institutions, particularly teachers. One of these effects is the existence of barriers to the

implementation of teachers' responsibilities and functions in the learning process. The role of a teacher in the current climate is not only to impart knowledge, but also to instill in students the attitudes and souls necessary to survive in the midst of a pandemic, as well as to inspire students to be more enthusiastic about learning, albeit with some restrictions imposed by the COVID-19 pandemic. Consequently, there must be a solution to this problem. The use of youtube videos, power point, and tik tok programs to illustrate instructional information. In addition to the execution of the teacher school program, which is a forum for teachers to enhance their ability to carry out their obligations and tasks, this project entails the development and implementation of the teacher school program. This teacher education program existed prior to the COVID-19 pandemic. However, this program continues to provide online courses and follows to Health regulations. The existence of the program is motivated by the principal's opinion that the success or failure of an educational institution is contingent on the caliber of its human resources. Thus, all parties approve of this program. The purpose of the program is to improve the quality of each teacher intellectually, personally, socially, and in terms of abilities that facilitate the performance of their duties. By gaining knowledge and gaining understanding, teachers will not lose their right to teach, particularly in light of the covid-19 pandemic. Teachers are urged to continue their education so they can overcome the challenges posed by the covid-19 pandemic. The results of interviews and observations regarding the measures implemented to improve the quality of teachers during the COVID-19 pandemic are presented. Teachers implement teacher school programs with activities such as microteaching utilizing learning media and book reviews or scientific investigations involving peer-to-peer discussion and sharing. This exercise is performed once every week, on Fridays, after the teachers have completed the learning process. With an activity program created by the madrasa and curriculum director. During the COVID-19 pandemic, the execution of the teacher school program continues by establishing health procedures.

This activity intends to preserve coordination and communication between teachers during the implementation of learning during the COVID-19 pandemic, in addition to enhancing the quality of educators in educational institutions. The first activity is microteaching, which is carried out by 1 teacher appointed by the principal before the activity is carried out so that the teacher who gets a turn can prepare for microteaching implementation. This activity is conducted with the intention of enhancing teachers' capacity to provide learning materials and fostering greater creativity in the production of learning media for other teachers. This activity is conducted for one hour and consists of teacher activities describing lesson plans and learning media used to support teachers in delivering learning materials. Following the model teacher's presentation, there was a question-and-answer session regarding the material covered. If the question has been answered, the principal appoints one or two teachers to evaluate and provide feedback on the model teacher's microteaching efforts. During the Covid-19 pandemic, this task was completed online via a zoom meeting. For the activity process, the model teacher uploads a previously

created learning video, to which other teachers pay attention. The model teacher then opens a question-and-answer session and a suggestion-and-criticism session to explain the information in the learning film. This program is still conducted on Fridays after teachers have completed online teaching and learning activities with their students. This exercise has a significant impact on the teaching and learning process for educators. Teachers are better able to interact with children, have a deeper understanding of the subject matter, and are able to design creative learning media, which encourages students to pay closer attention to the teacher's explanation. During the teaching process, the teacher not only passively reads the material and assigns homework, but also maximizes children's active and meaningful learning time. In addition to developing students' critical thinking (critical thinking), we create new and creative learning media to encourage students' creativity, encourage discussion, and draw students' attention to the explanations we give. This will make the classroom environment enjoyable, which will motivate kids to learn.

The second task is either book analysis or scientific research. The purpose of this exercise is to increase teachers' reading ability and enjoyment of literature, as well as their comprehension, through reading activities. Before the book review activity is conducted, each teacher must have completed reading the chapter or material from a book selected by the principal that was assigned to them. Therefore, each teacher receives the same one book from the principal, and then selects a different chapter. After complete reading, each teacher creates a PowerPoint presentation of the contents of the chapters that have been read. This is completed by Friday. Friday is the deadline for all teachers to submit their results summaries in PowerPoint format to the principal. When the book review session begins, the principal appoints a teacher representative to present and display the summary results of the chapters read by each teacher to the other teachers. Following the conclusion of the lecture, the debate and sharing session between friends commences. Every Friday, for book review activities, the principal will be rotated by a teacher who will be the next presenter with the same book, or a different book if the chapters or resources in the book run out.

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This is to not only cultivate the teacher's reading habit, but also his confidence in voicing his views. In addition, the teacher's thinking and self-assurance in giving the subject are honed, and the teacher's speaking or communication style becomes more structured and easy to comprehend. Because the teacher does not only deal with students, but the teacher also deals with parents and other communities. During the present covid-19 pandemic, teachers have the added responsibility of communicating with both students and parents. In light of the current COVID-19 pandemic, teachers must work closely with parents to monitor student learning at home. Students will achieve success if they communicate effectively with their parents. As a result of the pandemic. More students are at home, and both professors and students participate in online learning activities from their homes. Consequently, learning activities conducted during the pandemic continue to run smoothly and in accordance with their intended purposes.

CONCLUSION

During the COVID-19 pandemic, the strategy of educational institutions to improve the quality of teachers, such as the development of a teacher school program that focuses on enhancing the quality of teachers and teaching staff. Education is among the areas impacted by the COVID-19 virus's propagation. This curriculum seeks to increase the quality with which educators carry out their responsibilities and obligations in both regular and COVID-19 pandemic scenarios. The program consists of two activities: microteaching and book review or scientific research. This activity is conducted every Friday after teachers have completed their teaching obligations. The existence of this program offers teachers with numerous advantages in conducting these activities. Personality, knowledge, social skills, and the teacher's imagination all play a role in the learning process. This will affect the character of students who are good, cheerful, and eager about acquiring educational resources. In order for educators to be ready to confront a variety of obstacles in the field of education, especially during the pandemic of COVID-19.

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