

Conference Paper

Work Culture of Tsanawiyah Madrasah During COVID-19 in Bandar Lampung City

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Abstract.

A Madrasa's work culture values can influence not only emotional involvement, normative involvement, and job satisfaction, but also physical, emotional, and cognitive participation in the workplace. The purpose of this study was to determine and analyze the implementation of the 5 values of work culture at the Madrasah Tsanawiyah in Bandar Lampung. This research method is descriptive and qualitative in nature, and collects primary and secondary data using observation, interviews, and documentation. Upon collection, data analysis was carried out by reducing, displaying, and verifying the data so that it could be concluded at the end of the analysis. The research locations are as follows: Madrasah Tsanawiyah 1 Bandar Lampung, Madrasah Tsanawiyah 2 Bandar Lampung, Madrasah Tsanawiyah Muhammadiyah, and Private Madrasah Tsanawiyah in Bandar Lampung. The results explain that the implementation of a work culture by the Ministry of Religion is successful in Madrasah Tsanawiyah 1, Bandar Lampung. The Madrasah Tsanawiyah private schools in Bandar Lampung City are not yet optimal and will be improved. The success of implementing the teacher's example must be carried out in collaboration between the school and parents, because parents are the main figures in the formation of their children's character, and children will therefore act according to the examples applied during the COVID-19 pandemic.

Keywords: Madrasah Tsanawiyah, Pandemic COVID-19, Work Culture

1. INTRODUCTION

The COVID-19 pandemic has brought changes in all aspects of life. The major events caused by this infectious disease exceeded the expectations of many. All sectors, including the education sector, are affected, even touching on the ways of worship and social life (Atuahene et al., 2020). Schools need to provide minimum service standards to their stakeholders in "work from home" (WFH) and "social distancing" (Purwanto et al., 2020). The COVID-19 outbreak that recently hit Indonesia has caused major changes

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in all aspects of life, whether economic, social, cultural, religious, or educational. To prevent dropouts, ensure healthy school conditions, and require new technologies to promote rapid recovery of learning in key areas after students return to school (Tadesse & Muluye, 2020). Therefore, the important role of the principal is to continue to carry out his leadership duties properly in such a crisis.

The professionalism of the principal needs to be considered. In the scope of Islamic-based education, as an educational leader for religious leaders, he is very strategic in realizing his vision and mission. On the other hand, autonomy itself does require management capabilities and reasonable funding for madrasa education, as does general education (Prasetyo et al., 2022). It is necessary to optimize the role of the community in improving the performance culture (Paais & Pattiruhu, 2020). Combined with the adopted cultural values, employees must adapt to changing organizational cultural values. Attitudes towards organizational culture become more meaningful in accelerating or slowing adaptation (Groysberg et al., 2018). If an employee's values conflict with the organizational culture, this indicates a low level of effectiveness, and vice versa (Eldison, 2020). Values that have become habits are called "culture." Because culture is related to the level of quality of work, culture is called work culture both inside and outside the organization (Yun et al., 2020). In this case, there must be clear facts about employee attitudes towards the current organizational culture.

The main challenge at this time is changing the old work culture in which all the school community participates voluntarily and employees voluntarily, which is no longer by the values of the new work culture. Changes in work culture include the potential, application, and development of science and technology to improve the quality of life. On August 1, 2010, this entry was published (Barnes, 2020). Work culture is also believed to be able to influence interpersonal relationships and work atmosphere in a better direction and can influence work results and job satisfaction. Building a work culture in schools can be achieved through democracy in primary and secondary schools (Shaturaev, 2021). Key mechanisms include attention, crisis response, role models, distribution of rewards, and the selection and dismissal criteria (binti Mosbiran et al., 2020). The second type of movement that can be carried out by leaders is designing systems and procedures, designing organizational structures, designing facilities, building stories about important events and figures in the organization, and making formal statements about the work culture in the organization (Weinberg & Flinders, 2018). Principals are required to have adequate management and leadership skills so that they can take proactive action to improve the performance and quality of school education.

A study says that despite the obstacles, schools that succeed in improving school quality are always led by principals with strong leadership abilities (Wandasari et al., 2019). In addition, the principal is said to be a factor that allows schools to effectively improve the work culture of teachers and improve the academic achievement of their students (Andriani et al., 2018). The institutional leadership strategy is one of the factors influencing educational change. Given the facts above, the important research in this study will focus on productive work culture. There are five cultural values, according to the Ministry of Religion, namely, integrity, professionalism, innovation, sense of responsibility, and exemplary.

To find out the work culture in madrasas in Bandar Lampung, the researchers made observations of four madrasas in Bandar Lampung, namely: 1) Madrasah Tsanawiyah 1. Bandar Lampung, 2) Madrasah Tsanawiyah 3 Bandar Lampung, 3) SMP Muhammadiyah Bandar Lampung, 4) Madrasah Tsanawiyah Darul Huda Bandar Lampung. The assessment of work culture here is adjusted to the five values of work culture listed in the Ministry of Religion. By adhering to the five values of work culture, each Ministry of Religion agency is expected to be able to carry out its duties and functions to the maximum extent possible, have high performance, and avoid all forms of violation of laws and regulations. This study aims to find out how the work culture in the four madrasas is in a pandemic situation. This is an interesting study and a motivation for the author to conduct research related to "Work Culture During the COVID-19 Pandemic (multi-location study at Madrasah Tsanawiyah Bandar Lampung)".

2. METHODS

This research is qualitative research using a descriptive method. This qualitative research method is appropriate because this study aims to understand work culture during the COVID-19 pandemic (Multisite study by Madrasah Tsanawiyah, Bandar Lampung). Data collection techniques used are participant observation, in-depth interviews, and documentation. In this study, a semi-structured interview method was used, meaning that in this study the method could use the interview guidelines provided by the previous interview guidelines and sometimes did not use interview guidelines but public interviews.

In qualitative research, there is the slogan that the researcher is the key instrument. Therefore, the position of the researcher is as a planner, implementer of data collection, data analysis, and data interpretation, and, in the end, he becomes a reporter for the results of his research. Thus, only researchers can be used as instruments in this study.

The data analysis technique used is qualitative analysis, through the processes of data collection, data reduction, data presentation, conclusion, and verification. This research was conducted in four madrasas in Bandar Lampung based on the consideration that this place has good and consistent development when compared to others, and is known by the community as having quality religious activities.

3. RESULTS AND DISCUSSION

Based on the results of the study, the results of the analysis of the five values of work culture in all madrasas that became the research site were obtained. The results are:

3.1. Integrity

Based on the results obtained related to the integrity competence of the principal of Madrasah Tsanawiyah 1 Bandar Lampung, namely by developing communication, it can be concluded that the principal always pays attention to teachers and students in carrying out their duties, especially in communicating with teachers and students during the COVID-19 pandemic. In the development of an educational institution, the principal of Madrasah Tsanawiyah 1 Bandar Lampung should indeed be more open in all matters. Hold open meetings with various school stakeholders to inform all kinds of policies and decisions related to schools.

From the results of research conducted at Madrasah Tsanawiyah 1 Bandar Lampung regarding teacher integrity, it is very important to instill it in every student. The teacher's strategy during COVID 19, in fostering student discipline, is to them by giving assignments and completing them on time. So they are accustomed to being disciplined even though they are not in the madrasa. From the information that has been conveyed by the principal of Madrasah Tsanawiyah 1, Bandar Lampung, the teacher here reflects that giving motivation to students to be disciplined is also an effective way. In addition, giving educational punishments can also be used as an alternative to fostering discipline for students if it turns out that someone is doing the assigned task.

From the observations of the researchers, it is clear that apart from being a motivator for students, every teacher is also a good role model by forming and instilling discipline in every activity at school or Madrasah Tsanawiyah 1 Bandar Lampung. The principal of Madrasah Tsanawiyah 1 Bandar Lampung gives gifts to teachers who have good performance in carrying out their duties. This award is based on several criteria such as good work, diligence, loyalty, and integrity. Almost every year, some teachers receive

awards. This proves that the level of teacher performance is good and teachers are very far away from reprimands or even sanctions from the leadership.

Furthermore, staff integrity can be found when employees are given assignments and that the level of cooperation between Madrasah Tsanawiyah 1 Bandar Lampung staff is well established during COVID 19. When it is associated with behavioural management, it is stated that it is important for a manager to pay attention to human behaviour and habits so that organizational goals can work. This is consistent with COVID 19's implementation of five work culture values, namely increasing productivity and avoiding various deviations. The indicators shown regarding the integrity value are required to have the following indications: a) Determined and willing to do what is right and good; b) Positive thinking, wise and wise in carrying out duties and functions; c) Comply with applicable laws and regulations; and d) Reject corruption, bribery, or gratuities. From the results of the discussion above, it can be seen that during COVID-19, staff employees in carrying out activities and carrying out tasks are always based on applicable regulations. This also means that Madrasah Tsanawiyah 1 Bandar Lampung avoids corruption, bribery, or gratification. Employees of Madrasah Tsanawiyah 1, Bandar Lampung receive prizes only related to their performance.

3.2. Professional Culture

The principal's professional culture is seen in the planning and implementation. Planning will synergize with the implementation of learning. If a school principal wants the implementation of learning to be successful, marked by the achievement of the results to be achieved by learning, then he must prepare carefully. The Principal at Madrasah Tsanawiyah 2 Bandar Lampung carried out online teaching planning. Previously, the Principal had made a good plan, namely preparing a program so that every teacher could make lesson plans, syllabi, prepare materials, and also make online classes. From the documentation data, the researcher obtained documents in the form of lesson plans, syllabi, and teaching topics used in online teaching. The documentation data of the learning device mentions several methods, including lectures, discussions, questions and answers, problem-solving, and assignments. The media used include audiovisual, whiteboard, and environmental, and the sources of teaching topics used are Student worksheet, textbooks, related books, and libraries. Researchers considered that the planning carried out by the Principal of Madrasah Tsanawiyah 2 Bandar Lampung was quite good, but in online learning they still used lesson plans that were used for face-to-face learning.

The process of implementing online learning at Madrasah Tsanawiyah 2 Bandar Lampung includes the results to be achieved, materials, methods, and evaluations. The learning objectives are explained by the Principal of Madrasah Tsanawiyah 2 Bandar Lampung. The learning objectives have been contained in the lesson plans. Judging from the lesson plan, the learning objectives are defined by the existing indicators. This is according to the theory put forward by Wilna Sanjaya, according to which the principal's task in developing a planning program is to describe basic competencies as indicators of the results to be achieved in learning. Then it is also seen that to make it easier for students, the principal requires students to have a handbook to study at home in the form of a student worksheet so that the process of delivering material can take place smoothly. The preparation of learning materials is adjusted to the needs and also to the mastery of the material.

Regarding the online teaching method in the network used by the Principal at Madrasah Tsanawiyah 2 Bandar Lampung, namely according to the method contained in the documentation data in the form of a Learning Implementation Plan. However, in online learning, most of the methods used are only two methods, namely the lecture method and the assignment method, which is also the one in the lesson plan, but only two methods are used. Researchers assess the method used by the principal in online learning at Madrasah Tsanawiyah 2 Bandar Lampung. As seen from the circumstances that require learning to be carried out online, this method is quite good, even though the method used in learning must adapt to the material being studied so that the desired results are obtained. What is achieved from learning is achieved easily.

The role of the media is very important in the learning process. The online learning media used by the principal of Madrasah Tsanawiyah 2 Bandar Lampung is a medium that is directly connected to the internet. It's just that the use of the application is slightly different. Some prioritize using the Whatsapp application, some prioritize using the Google application. The evaluation or assessment carried out by the Head of Madrasah Tsanawiyah 2 Bandar Lampung, according to the researcher, is good; it's just not optimal, even though in the lesson plan each lesson has a different form of evaluation.

Improving teacher professionalism in learning made during the pandemic, in general, remains the same as the pre-pandemic lesson plan, only that there is a time difference from normal learning to learning time determined by the ministry in response to the pandemic. Even though there are not too many changes in learning, in general, there must be an adjustment from the previous situation. Of course, it affects teacher professionals in teaching. Many things are related to learning, especially with distance

learning carried out via online. However, in learning, teachers have sufficient provisions to improve the previous learning process.

Thus, teachers can still carry out the learning process with guidelines from before the pandemic period and also pay attention to policies from the ministry of education. In addition, the monitoring efforts carried out by the principal are also very influential in motivating teachers in the learning process that will be carried out during the pandemic. to improve teacher professionalism in learning, namely by implementing the learning itself. In contrast to learning which has not changed too much, the most visible change during the pandemic is in the implementation of learning, from what was previously face-to-face in class at school to online distance learning.

The principal held a workshop related to Google Classroom to maximize teacher performance in the implementation of learning. The teacher enters the school to use the school's wifi in the delivery of learning materials. However, for those who work from home, an internet quota is also provided by the Ministry. It can also be used for delivering distance learning from home. Meanwhile, during distance learning, the principal's monitoring is also important so that the tasks held by each party can be completed properly. Learning evaluations carried out during the pandemic certainly have differences from those carried out before the pandemic. In this case, Madrasah Tsanawiyah 2 Bandar Lampung still maximizes learning evaluation even though overall it cannot be done directly or face-to-face. So it can be concluded regarding the efforts of the principal in the aspect of learning evaluation, namely by direct monitoring of the implementation of learning evaluation.

3.3. Innovation work culture

Learning planning at MTs Muhammadiyah Sukarame Bandar Lampung has met the minimum standard criteria for the learning process as stipulated by Permendiknas No. 41 of 2007. Based on the overall description of the procedure for learning planning innovation in schools as stated above, it can be seen that the learning planning process at MTs Muhammadiyah Bandar Lampung is as follows: (1) There are sufficient indicators to achieve the required competencies; (2) adequate materials in terms of depth and breadth; and (3) the learning experience gained through learning activities is sufficient in terms of diversity and richness. (4) The assessment is adequate so that all indicators and basic competencies are measurable in terms of success, both in terms of knowledge, practice, and attitudes; (5) Utilization of learning resources is almost adequate, both

in terms of references, media, or tools used, including the environment as a learning resource.

According to the findings of research, it appears that innovation in learning strategies is carried out in accordance with school conditions. For innovation in this learning strategy to be carried out properly by today's demands, teachers, school principals, and curriculum representatives should seek information about existing learning innovation models. Teachers of MTs Muhammadiyah Sukarame Bandar Lampung have innovated learning strategies, innovations in learning approaches, innovations in the learning process, innovations in the classroom atmosphere, innovations in learning methods, and innovations in student conditions in the classroom.

Teacher creativity in using online learning media is needed to maximize the online learning process during the Covid-19 pandemic. As in MTs Muhammadiyah Bandar Lampung, they strongly support the provision of online learning media. For example, schools provide online E-Learning applications, SIFOS, and teachers can develop the media provided by combining them through WhatsApp media applications, Google Classroom, G-mail, Youtube, Google Internet, and PowerPoint which can be used as online learning media. Teachers at MTs Muhammadiyah Bandar Lampung in using online learning media also always adjust the media used with the learning objectives to be achieved and according to students' abilities. Teachers at MTs Muhammadiyah Bandar Lampung are also creative in using online learning media, such as using WhatsApp media. Teachers are skilled at combining them so that online learning looks interesting.

The researcher found that not all teachers at MTs Muhammadiyah Bandar Lampung were aware of the effective use of online learning. Some are constrained by the use of the internet network, expensive data quotas, and lack of teacher understanding of internet tools; teachers don't know whether students understand the material given or not; because teachers can't see firsthand how students' expressions are when explaining the material; the teacher is not ready to face changing situations that are usually done face-to-face now online or distance learning.

Administrative planning at MTs Muhammadiyah Bandar Lampung always prioritizes planning and sees existing needs. Service planning at MTs Muhammadiyah Bandar Lampung is carried out with a systematic process once a year, namely when the manager of the administration section involves teachers and staff in holding joint meetings to submit service reports that must be repaired or updated. The service improvement planning process is carried out by the administration or school administration by analyzing customer and educational needs at the end of each semester. After that, the administrative manager is responsible for making data for submitting

customer needs and always coordinating with the principal, then the manager and the principal identify the services needed. The implementation of service improvement at MTs Muhammadiyah Bandar Lampung is by way of customer needs data is approved by the principal, then holding a service development selection meeting. Once approved, the manager carries out the planned service development.

Based on the findings of the observation data that the researchers collected at MTs Muhammadiyah Bandar Lampung, the development and maintenance of services are intended so that the service process always has improvements and runs well. Then, for anything that needs to be improved in service, the school administration holds a meeting or meeting with the guardians of students or asks directly when receiving student report cards at the end of the semester. This is done to find out to what extent the performance of school services can be tracked. In the evaluation of school administration services, namely by supervising or seeing directly the service process, If certain conditions are not met, the service will be repaired. Evaluation activities are carried out at least twice every six months (one semester) by involving teachers and staff in reporting related to services that need to be repaired or updated.

3.4. Responsibility

It is the responsibility of the principal to carry out monitoring and evaluation of improving the quality of madrasa teachers during the COVID-19 pandemic. Assessment of teachers conducted by the principal knows matters relating to personal, status, work, work performance, and teacher development so that objective value considerations can be developed in taking action against special personnel required to consider; promotion, periodic salary, awards, transfer of position (promotion), change of work area (mutation). To see the development of teacher quality, especially in the teaching and learning process during the COVID-19 pandemic and teacher performance, the principal of MTs Darul Huda Sukabumi Bandar Lampung always monitors and assesses teachers by supervising teachers. In improving the quality of teachers during the COVID-19 pandemic, the Principal held an evaluation of teacher development. The evaluation is carried out by supervising the education of teachers. There are three supervision techniques used, namely: online conversation techniques during the COVID-19 pandemic; private talks and group discussions online.

From observations made by researchers, the attitude of responsibility is applied by teachers in MTs by carrying out their role in the school environment by teaching how to be responsible for their actions. Teachers as demonstrators should be role models,

pioneers, and initiators and have a leadership spirit, protect, and nurture so that the existence of teachers can influence other parties, especially students, in the context of achieving learning goals and improving the quality of education.

3.5. Exemplary

Based on the data that has been obtained, the researchers concluded that the concrete steps taken by the principal in fostering the work culture of teachers in MTs during the COVID-19 pandemic were to provide examples to all elements of the school in terms of enforcing work culture, forms of leadership towards improving work culture by the principal. schools, as stated above, to overcome problems in the context of fostering work culture, are more directed to aspects of management, such as controlling, but not yet fully in the aspect of actuating and evaluating.

The implementation of the teacher's example is carried out in 3 steps, the first with planning, the second with implementation, and the last with assessment or evaluation. Based on the results of the discussion above, the teacher's exemplary steps can be carried out in 3 steps. First with planning, namely by planning what examples should be developed, which can be done by improving yourself first as a good example of attitude, deed, or speech. Furthermore, by implementing exemplary, namely, instilling good habits such as praying earnestly, wearing a neat uniform, getting used to prayer and others that are applied in daily activities at school, Habituation must be done continuously so that the child will get used to it and do all the habituation without the need for commands. The last step is the assessment, where the success or failure of an example can be seen from the behaviour of students who show good attitudes, behaviour, or words that can be observed directly by the teacher.

As is the public perception that MTs are an institution that understands religion. Therefore, madrasa employees must be able to set a good example for the community. Examples of exemplary staff: 1) Have a commendable personality; 2) Provide services with a positive attitude, full of friendliness and fairness; 3) Guide and direct subordinates and colleagues during the COVID-19 pandemic; and 4) Doing good work begins with yourself.

To develop professionalism, a person carrying out performance must make various efforts that can improve their ability to do the tasks that have been mandated (Murkatik et al., 2020). A study says that one of the efforts to increase is self-motivation and external motivation, both from the leader and from other parties; being able to think positively and having a willingness to correct mistakes in performance (Lee & Hidayat,

2018). This is supported by research that finds if there is no improvement in performance, the performance, especially in providing services, will not materialize properly (Chua & Ayoko, 2021). As a result, it will have an impact on the quality of services provided to interested parties. Even though there are many obstacles encountered during the performance, no matter how heavy the problem is, there must be a solution to solve it.

To overcome the obstacles that occur in online learning, the teacher's role as an implementer, mentor, and related to learning, a teacher must be able to provide direction, guidance, and assistance to students to achieve self-understanding and direction (Soeung & Chim, 2022). In addition, other studies say that it takes good creativity from a teacher. Both teachers can utilize learning media, present planned and effective learning within time constraints, and can arrange detailed learning steps (Sembiring, 2022). Thus online learning can achieve educational goals.

A teacher must be able to manage all online learning activities/processes by creating learning conditions in such a way that students or students can learn effectively and efficiently (Hoang et al., n.d.). The role of the teacher as a mediator has the duty and responsibility to convey and instill values (transfer of values) to their students. The role of the teacher as a facilitator has the duty and responsibility to convey knowledge to students. The role of the teacher as an evaluator is to provide an assessment of the achievements of students in the academic field and their social behavior during COVID 19. Teachers are also required to be motivators. Teachers must be creative in generating students' learning motivation (Asad et al., 2020).

If the above is related to the general strategy of fostering work culture, as said by Taylor as quoted by Mutasa, who said that fostering work culture refers to six conceptual strategies, namely: 1) self-concept where this strategy emphasizes that self-concept of every individual is an important factor of every behaviour. To cultivate this concept, leaders are advised to be empathetic, accepting, exemplary and open. 2) communication skills, where the leader must accept all the feelings of employees and employees with communication techniques that can lead to compliance in him. 3) logical and natural consequences, where wrong behaviours occur because employees and employees have developed false beliefs about themselves. For this reason, leaders are expected to help guide so that deviant behaviour from employees and employees can be overcome. 4) value clarification, where this strategy is carried out to assist employees and employees in answering their questions about values and forming their value system. 5) Leader effectiveness exercises aimed at removing specific communication models. 6) reality therapy, where the leader needs to be positive and responsible.

From the results of the discussion above, the forms of exemplary applied by the teacher to shape the character of students are exemplary in honest behaviour, exemplary in being disciplined, exemplary in developing noble character, and exemplary in showing intelligence by creating creative learning. This is in line with the indicators of exemplary character teachers. Based on the results of the discussion on the implementation of the teacher's example in character building, it was found that the provision of examples must start with the teacher himself, which is then carried out in three steps, namely planning the example that needs to be developed, implementing it in daily activities at school, and assessing the development of students to determine whether they have applied the example. The success of implementing the teacher's example must be carried out in collaboration between the school and the parents because parents are the main figures in the formation of the child's character so that children can act according to the example applied during the COVID-19 pandemic.

4. CONCLUSIONS AND SUGGESTION

Based on the results of the study, it was concluded that the values of the work culture at Madrasah Tsanawiyah Bandar Lampung during the COVID-19 period included integrity, professionalism, innovation, responsibility, and exemplary. Integrity is shown by determination and willingness to do good and wise in solving work problems. Professionalism is shown by the performance of school principals, teachers, and school staff in their jobs and competencies, and seriousness in carrying out their duties. The innovation is shown by the program system that is always improved regularly and the openness of the principal, teachers, and school staff in accepting constructive criticism. Responsibility is shown by completing a program that is quite appropriate for the specified target. Exemplary is shown by good service to the community and the existence of guidance from peers, principals, teachers, and school staff. In addition to carrying out the work culture values of honesty by showing disciplined and credible behavior, being professional in planning the online learning process, innovation in improving self-ability, organizing and organizing the learning process, responsibility, and setting a good example in serving the learning process. Further research is recommended to examine the solutions to the problems encountered in implementing the values of work culture in schools and increasing the professionalism of schools, teachers, and school staff.

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