ANALYSIS OF HUMAN RESOURCES MANAGEMENT IN IMPROVING LEARNING STRATEGIES AT MAN 2 SITUBONDO DURING THE COVID-19 PANDEMIC

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Abstract: The objective of this study was to ascertain the learning strategies employed in the context of the New Normal Era. In recent years, Indonesia has been particularly affected by the global pandemic of the novel coronavirus, which has precipitated a profound transformation in all aspects of life. The field study was conducted at the Madrasah Aliyah Negeri 2 Situbondo institution, as it was deemed an appropriate setting in which to observe and analyse teaching and learning processes, and to identify strategies that facilitate ongoing learning. This study employs a qualitative descriptive analysis strategy. In the context of the new normal era, human resource management plays a pivotal role in enhancing learning techniques through concerted efforts, a well-considered approach, and a systematic debriefing process. This is particularly evident in the area of information technology abilities and virtual learning habits, as evidenced by the survey results. In the context of the new normal period, the most effective learning method is to adhere to the regulations set forth by the Ministry of Education and Culture regarding virtual learning on an approved platform. To reduce misunderstandings between teachers and students, it is essential that both parties have the necessary tools, credentials, and awareness of the factors that will determine the course of learning. In order to prevent dishonesty, laziness, and cheating on tests, students study at home under the guidance and supervision of their parents, thereby maintaining the standards of ethics, morals, and norms in academia.

Keywords: Human Resource Management, Learning Strategy, New Normal.

Introduction

It is acknowledged that the effective management of human resources is a pivotal aspect of any business or academic institution. It would be remiss to ignore the role of human resources in facilitating the transition from a state of routine to a more global phenomenon, namely the pandemic. This shift has touched dozens of countries worldwide and has prompted a fundamental change in the way we live. The new normal, characterised by a new set of habits, represents a significant departure from the previous state of routine. The concept of the "new normal" is preferred over the previous one because it is essential to be prepared at this time, after several months of refraining from leaving the house for unnecessary items, which can be compared to the process of fasting.

In order to prepare for the potential impact of the epidemic on individuals who may not be particularly selective or have a personal connection to those affected, some individuals may be required to remain silent for an undetermined period of time. In order to prevent the spread of this rapidly spreading virus, government agencies, educational institutions, and activities requiring excessive physical contact have been temporarily exempted from following social distancing rules for nearly three months. In the context of education, where students have longer periods of vacation than is typical, boredom and a lack of motivation can lead to a tendency to skip classes, social activities and other pursuits that they would usually engage with. This is particularly evident in light of the current circumstances. Educational institutions are also rapidly adapting to maintain learning through the online method.[1]

From an Islamic perspective, education is of paramount importance in the production of dependable and capable individuals who are able to meet the challenges of the contemporary era. The effective utilisation of human resources (HR) is pivotal to the realisation of optimal development performance, whereby individuals are duly positioned within their designated roles as development resources. HR plays a pivotal role in determining a country's progress. The capacity of Indonesia's human resources, particularly those distinguished by their aptitude

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[1] Rifa Hanifa Mardhiyah et al., 'Pentingnya Keterampilan Belajar di Abad 21 sebagai Tuntutan dalam Pengembangan Sumber Daya Manusia', *Lectura: Jurnal Pendidikan* 12, no. 1 (4 February 2021): 29–40, https://doi.org/10.31849/lectura.v12i1.5813.

in science and technology and their unwavering devotion to God Almighty, will have a profound impact on the Indonesian nation's resilience in the contemporary global landscape. HR represents a vital asset in the realm of management.[2]

In the context of the current health guidelines, the two main guiding principles of learning strategies in the new normal era are: firstly, to follow the relevant health guidelines; and secondly, to motivate teachers, who are among the most crucial human resources in teaching and learning activities, to take precise action to manage learning without face-to-face interaction, without thereby taking away the learning essence itself. Teachers frequently provide examples, provide links, and invite pupils to follow them at home, much like it is currently common practice on social media. This is an effective strategy for educating children during the pandemic and the new normal period.[3]

The role of teachers and parents in facilitating the learning process at home is of significant importance. It is therefore essential that the two parties work together to provide assistance to children. Parents represent the initial educational interaction for children. Parents serve as educators for children prior to their entry into the school system. In addition, prior to the advent of online learning, parents were instrumental in fostering children's character development. In the pre-pandemic era, characterised by a plethora of competing demands on parents' time and attention, the responsibility for their child's learning was largely delegated to the teacher at school. However, the pandemic has necessitated a re-evaluation of this approach, with parents now assuming a more proactive role in supporting their children's online learning. Hajeni's research findings suggest that parents' involvement in supervision and learning at home is of paramount importance for effective education.[4]

Nevertheless, the virtual approach adopted in this novel socio-cultural system encountered a number of challenges due to the inefficiency of the human resources involved, namely teachers, pupils

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[2] Yudi Ardian Rahman, 'Manajemen Sumber Daya Manusia', n.d., 22.

[3] Endah Winarti, 'Perencanaan Manajemen Sumber Daya Manusia Lembaga Pendidikan', *Jurnal Tarbiyatuna Vol. 3 No. 1 2018* n.d., 26.

[4] Hajeni Hajeni, Marhani Marhani, and Lulu Febrianti, 'Optimalisasi Peran Guru dan Orang Tua dalam Pembelajaran Online pada Masa Pandemi Covid-19', *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini* 6, no. 4 (24 February 2022): 3242–52, https://doi.org/10.31004/obsesi.v6i4.2327.

and parents. It is therefore incumbent upon HR to be aware of its capacity to innovate with new approaches that will harmonise KBM with the contemporary era. Extensive research has been conducted by experts, whose findings corroborate Ni'mah's assertion that there are several challenges associated with online learning. These include: 1) the potential for power outages when using educational software, 2) poor internet connection, 3) uncertain parental commitment, 4) students who find this method of instruction challenging, 5) miscommunication between instructors and students, and 6) a lack of familiarity with science and technology.[5]

In accordance with the aforementioned theory, once the educator has correctly designed e-learning during the planning phase, the subsequent step is its implementation for use with students. The quality of the system and the ease of its interface are of little consequence if the users, namely students and teachers, are not proactive in using it.[6] The success or failure of a student in e-learning is contingent upon the presence of a comprehensive content design from the teacher. Therefore, it is imperative that students establish a rapport with their instructor and derive enjoyment from the learning material presented. In e-learning, teachers utilize rewards and punishments to enhance the quality of students' education, thereby ensuring compliance with their instructions and recommendations.[7]

This study is a descriptive qualitative one, which means it attempts to comprehend and interpret the significance of a particular event of human behaviour interaction from the researcher's point of view without using statistical methods or other types of calculation. According to Bogdan and Taylor, qualitative understanding is a research process that generates descriptive information in the form of spoken or written words as well as observable human behaviour, with a general focus on the context and the individual.[8]

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[5] Apriyanti Widiansyah, 'Peranan Sumber Daya Pendidikan sebagai Faktor Penentu dalam Manajemen Sistem Pendidikan', *Jurnal Humaniora* 18, no. 2 (2018): 6.

[6] Hadi Warsito et al., 'Pembelajaran Online Pasca Pandemi Covid 19: Identifikasi Masalah Pembelajaran Daring' 5, no. 1 (2022): 10.

[7] Nisak Ruwah Ibnatur Khusnul and Aris Suharyadi, 'Strategi Dosen Dalam Manajemen E-Learning Guna Meningkatkan Hasil Belajar Mahasiswa di Perguruan Tinggi', *Kelola: Jurnal Manajemen Pendidikan* 8, no. 1 (22 June 2021): 34–48, https://doi.org/10.24246/j.jk.2021.v8.i1.p34-48.

[8] Sugiyono, *Metode Penelitian Kombinasi (Mixed Methods)* (Bandung: Alfabeta, 2012: n.d.), 326.

The post-positivist ideology provides the foundation for the qualitative research methodology, which is concerned with examining natural objects (as opposed to experiments) from the perspective of the researcher. The data collection method is based on triangulation, which involves combining multiple sources of data. The analysis of qualitative data is inductive, with findings emphasising significance over generalisations. This survey employs one type of field survey, namely field research. Field research involves researchers directly accessing the field they are studying to obtain accurate, objective data and information, as discussed. Field surveys collect, process and analyse data from survey sites, in this case, from the researcher.[9]

The location of this research indicates the setting in which the investigation will be conducted. This research area is also a source of objective data to address the issues identified in the study, with the location being Madrasah Aliyah Negeri 2 Situbondo.

The data acquisition techniques employed are observation, interviews and documentation. Observation is defined as a method of obtaining data through careful and systematic investigation, accompanied by a comprehensive recording process. Kartono, however, defines observation as a deliberate and systematic study of social and psychological phenomena through observation and recording.[10] The interview, according to Kartono, is an oral question-and-answer session conducted between two or more individuals in a face-to-face setting, with the discourse focused on a specific issue.

The objective of the interviews was to obtain as much data and information as possible from the research subjects in a clear and concise manner. Interviews represent the most frequently used form of data collection in qualitative research.[11] The utilisation of records as a data source for testing, analysis and prediction has been a long-standing practice in research. The researcher employed documentation techniques to collect data from non-human sources, including written materials and audio files, and these have been documented.

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[9] Sugiyono. 326

[10] Andi Mappiare AT, *Dasar-Dasar Penelitian Riset Kualitatif Untuk Penelitian Sosial Dan Profesi* (Malang: Jenggala Pustaka Utama, n.d.).

[11] Lexy J. Moleong, *Metode Penelitian Kualitatif* (Bandung: PT. remaja Rosdakarya, 2012, n.d.).

Human Resources: an Overwiew

Human resource management is not a final objective or the conclusion of a process; rather, it is a tool or instrument utilized to implement a larger plan. Consequently, the human resource management department or unit within an institution is held to account for providing support to other departments within the institution or company. Mangkunegara defines human resource management as the utilisation and deployment of human capital. In a different sense, it refers to the organisation, planning, and execution of supervision over the hiring, training, development, payment of wages, integration, maintenance, and termination of employees in order to meet the goals of an institution.

It is imperative that human resource management in any given institution or organisation is aligned with the organisation's stated goals, neither exceeding nor falling short of them. Inefficient or wasteful use of human resources can result from an excess or lack of goal applications in each institutional unit. Therefore, it is crucial for every institutional team that employs or manages human resources to maintain the optimal ratio between the quality and quantity of those resources, ensuring conformity to the predetermined objectives.[12]

In other words, the three HR components in this case—teachers as educators, students as students, and the main person—as stakeholders in education—are essential and key in management. The primary factor that is equally significant is the connection between community involvement and parental involvement.[13]

It is possible for schools to engage in direct or indirect collaboration with the community. One potential avenue for such collaboration is the provision of assistance and support from individuals and organisations involved in the field of education. Education institutions should adopt an optimistic and proactive approach to social interaction and related activities, despite the fact that not all societal levels have contributed equally. This approach is necessary to ensure the delivery of optimal outcomes.[14] It is

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[12] Aprilianto, 'Manajemen SDM' (Yogyakarta: Bening Pustaka, 2019. 10, n.d.).

[13] Kartiko Kartiko, *Manajemen Mutu Pendidikan* (Yogyakarta: Bening Pustaka, 2019, n.d.).

[14] Luluk Setyowati and Siti AttiyatulFahiroh, 'Perbedaan Tingkat Burnout Ditinjau Dari Kepribadian Pada Guru Inklusi Di Sekolah Dasar Inklusi Surabaya',

imperative that teachers possess the requisite qualifications and demonstrate proficiency in the utilisation of an array of information and communication technologies in the context of globalisation.

Teachers represent a crucial micro-component in the determination of educational quality. This is due to the fact that the period of globalisation has witnessed considerable developments in the growth of information and communication. Teachers occupy a pivotal position in the realm of learning and education, particularly in the context of the ongoing pandemic and the transition to a new normal in the present era. To mitigate the psychological impact of prolonged restrictions on children's activities, it is essential to integrate and address the two key components mentioned above. This can be achieved by avoiding discrepancies between procedures that originate from the prior normal era and those that are currently in place, with the additional provision of supervision.

Paradigm Shift

The paradigm shift in managing organisations in a complex and uncertain period necessitates a transformation process to enable organisations to adapt. The attempt to preserve survival in the face of ambiguous issues like the global pandemic of 2020 is organisational reform. Organisations that adapt quickly to environmental changes are more likely to succeed.[15] Managers can utilise one of two approaches to dealing with organisational change, as illustrated below.

The initial approach may be characterised as a reactive change process, whereby the leader responds to indications that a change is necessary by implementing minor adjustments to address specific issues. Secondly, the leader takes proactive action by investing a considerable amount of time and other resources to alter the manner in which the institution or organisation is managed. This process is frequently referred to as a programme of planned change. The first tactic is less time-consuming and expensive than the second. It is incumbent upon the leader to be able to solve simple (minor) problems and to implement changes that are required for the position on a regular basis.

ARCHETYPE *Jurnal Ilmiah Psikologi Dan Terapan* Vol. 2 No. 4. 2021 (Desember 2021).

[15] Hardi Warsono, 'Birokrasi Baru untuk New Normal: Tinjauan Model Perubahan Birokrasi dalam Pelayanan Publik di Era Covid-19' 2 (2020): 18.

Figure 1. The Shifting Paradigm
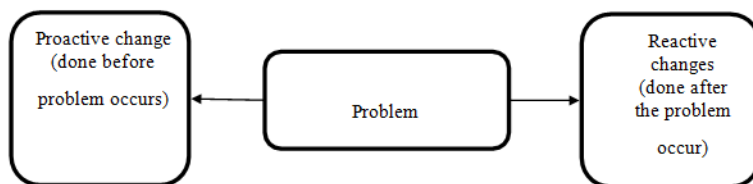
The second strategy, a planned change programme, comprises actions designed to alter the current situation. As defined by Thomas and Bennis, planned change signifies the creation and implementation of novel structural innovations, policies, or goals, in addition to a deliberate alteration in organisational philosophy, climate, and operations. When an entire institution or organisation is required to prepare for or adapt to change, this strategy is an appropriate choice.[16]

This is evidenced by the pandemic's global growth, particularly in Indonesia, which has a distinctive national anthem called Indonesia Raya. It is therefore imperative that we respond in accordance with the second strategy set out above, given the difficulty in predicting when this epidemic will ultimately cease. As academics, it is our duty to exert constant effort, leaving the details to the professionals, particularly the medical team and the Education Office. These bodies have gone to considerable lengths to design or update educational reforms that are suitable for the new normal period and are progressively being implemented in Indonesia's 34 provinces.[17]

One of the recommended measures is active participation in webinars during the epidemic. Even with minimal time, we may disseminate information directly from this location to Indonesian designers, initiators, and politicians. In conclusion, Romi stated on Monday, 7 July 2020, that it was essential to complement each other, teach, share experiences and collaborate, a sentiment that was in alignment with the declaration made by the Government. The manager of the KAIZEN educational institution at the time, Miss

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[16] Handoko Handoko, T. H T. H, 'Manajemen' (Yogyakarta: BPFF, 1991, n.d.).

[17] Umi Rusilowati, 'Praktek Manajemen Sumber Daya Manusia Selama Pandemi Covid-19 pada Karyawan yang Bergerak di Sektor Formal di Indonesia' 4, no. 2 (2020): 11.

Riska, emphasised the value of cooperation between the school environment and the neighbourhood during this pandemic.[18]

Table 1. Human Resource Potential Development

No	Human Resource Potential Development
1	The HR management can only realize good service by prioritizing the interests of education service users
2	Communication. In his work, Purwanto makes the case that communication is a difficult medium to use for spreading one's philosophy since it might lead to misunderstandings. There are several things that can prevent communication from happening, such as "issues with developing messages, problems with delivering messages, problems with getting notifications, and problems with comprehending messages. As Rizal also made clear, there are two ways in which communication between teachers and pupils occurs, and they are connected by the use of media like computers, television, radio, telephones, the internet, video, and so on.
3	The worldwide network entered this phase in the middle of the 1990s. The internet, which is also frequently used for information technology systems, connects organizations to a global network of information technology systems, which is known as a global network. On the other hand, knowledge application is emphasized.
4	Cycle PDCA *(Plan, Do, Check dan Act)* dan SDCA *(Standardize, Do, Check, dan Act)*

This cycle, which was started by expert Edward Deming, involves the following steps for continuous process improvement and control.[19]

Figure 2. PDCA Stages

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[18] Basthoumi Muslih, 'Urgensi Komunikasi dalam Menumbuhkan Motivasi di Era Pandemi Covid-19' 5, no. 1 (2020): 9.
[19] Iqbal Faza Ahmad, 'Alternative Assessment in Distance Learning in Emergencies Spread of Coronavirus Disease (Covid-19) In Indonesia' 07, no. 01 (2020): 28.

Steps:

Plan	1. Identify the main problem
	2. Researching the leading causes
	3. Determine the influential cause
	4. Improvement plan, setting goals
Do	5. Responsibilities and implementation of plans
Check	6. Implementation evaluation and validation
Act	7. Review all feedback, make improvements
	8. Fixed standard

The author posits that it is preferable to undergo the transition stage first, as this will determine the success or failure of the subsequent establishment of the new normal. Two stages of change may be identified: the termination stage and the transition stage. The latter describes the process by which old habits are broken and new ones developed, or alternatively, a process beginning with a break and ending with a commencement.

Figure 3. Stages of Change
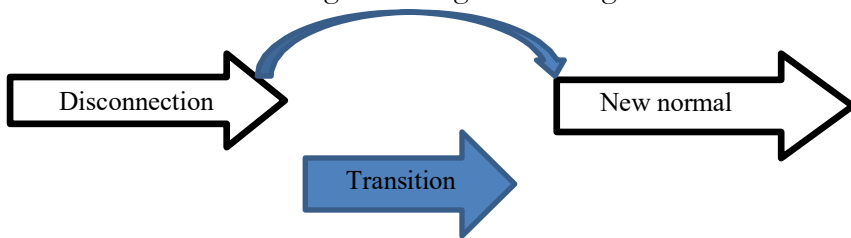
The author posits that the majority of individuals have not advanced beyond the initial stage of development. There is a notable lack of adherence to health guidelines among the general population. The subsequent stages, such as the transition phase and the new normal phase, are challenging to enter as a result. Conversely, it is not implausible that the new normal will increase significantly if the transition stage is effective. It will be challenging to return to the new normal if the transition stage fails to implement adjustments, and it will likely result in severe consequences. Prior to adjusting to the new normal, it is essential to plan for and manage the transition phase as effectively as possible because the WHO and the government have permitted indicators.

Learning Strategies in the Middle of the Covid 19 Pandemic

The discussion surrounding the reopening of educational institutions as Indonesian society transitions to a new normal is becoming increasingly pertinent and contentious. There are a number of arguments in favour of this position. The argument in favour of school openings is based on the premise that the school's funds are running low and that money is required to pay teachers, particularly in private schools. Conversely, the majority of demonstrators were parents and guardians of students. The ongoing prevalence of the novel coronavirus, despite the transition to a new normal, has instilled a sense of unease among the public. Notwithstanding the government's unprecedented testing and tracking procedures, there has been an increase in positive cases.

As reported by Detik Health on 4 June 2020, the three nations have opted to resume the New Normal and reopen their schools, emulating the approaches taken by the UK, Germany, and Vietnam. Nevertheless, they continue to adhere to rigorous health regulations, including the mandatory use of masks by students, restrictions on the number of students permitted in a classroom, the division of the teaching period into two distinct sessions, and the opening of windows to facilitate the circulation of fresh air.

On 15 June 2020, the Ministries of Education and Culture, Religion, Health, and Home Affairs established criteria for the implementation of learning throughout the period of the pandemic in the current and subsequent academic years. The health and safety of children, teachers, education professionals, families, and communities must be the primary consideration when developing educational policies. The 2020–2021 school year will commence in July 2020, with the usual learning patterns for early childhood, primary, and secondary schools. However, face-to-face instruction in educational units is not permitted in areas designated as yellow, orange, or red. Education in these zones is conducted primarily at home.

The most appropriate course of action is dependent on the circumstances and can be defined as general emergency management. The objective of an emergency policy initiative, designated "Suspending Classes Without Stopping Learning," is to transform conventional teaching activities into online learning. Distance learning has become a standard practice, and online education is a vital component in the expansion of the educational sector, which is

supported by information technology and propels us into the digital era in terms of both procedure and content. The advent of the fourth industrial revolution has facilitated the emergence of online education, which enables flexible learning at any time and in any location.[20]

It is crucial to differentiate between the educational context of the current crisis and that of ordinary times. The phrase "Closing classes without stopping learning" is a broad one, encompassing all forms of curriculum-based structured learning. The objective of such education, which can be delivered in a variety of ways, is to facilitate student development. While this was going on, educational professionals emphasised the need to incorporate knowledge of epidemic prevention and control into the formal national curriculum, with a focus on making this knowledge more accessible through classes on life skills, public safety, and mental health.

Aminullah's research findings indicate that learning activities during the ongoing pandemic are conducted in both online and offline settings. Online learning performance is facilitated through the utilisation of social media as an interaction tool between teachers and students. The media employed include WhatsApp, YouTube, Google, and others. In contrast, offline learning is conducted by dividing students into smaller groups, with each group scheduled to attend school at a designated time while adhering to health protocols as recommended by the Health Service and the Government.[21]

It is imperative that the emergency management system is utilised to interconnect the objectives of all activities, commencing with a dynamic process and concluding with public safety education and policy implementation. Schools would undoubtedly benefit from the implementation of a public emergency management system, which is a procedure that permits centralised emergency decision-making and information transmission, as well as a means of managing classrooms and multi-level response (principals, teachers, and parents).

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[20] Wrong Zhang et al., 'Suspending Classes Without Stopping Learning: China's Education Emergency Management Policy in the COVID-19 Outbreak', *Journal of Risk and Financial Management* 13, no. 3 (13 March 2020): 55, https://doi.org/10.3390/jrfm13030055.
[21] Fachrul Chandra and Nur Fitriani, 'Proses Pembelajaran Selama Masa Pandami Covid 19 (Studi Pelaksanaan PLP Dasar)', n.d., 6.

Human Resource Management: Analysis of Developing E-Learning during the Covid-19 Pandemic

The closure of numerous schools in Indonesia to prevent the spread of the novel coronavirus (2019-nCoV) has had a significant impact on the academic community. If the observations are indeed accurate, it is the students who are most affected. The epidemic will result in the postponement of learning tasks for an undetermined period of time, potentially extending beyond a year, should the learning process be halted or delayed. It is therefore imperative that education be focused on meeting appropriate needs that are relevant to the world.

It is therefore evident that education requires the presence of reliable infrastructure and a competent human resource base in order to facilitate effective instruction. In response to the challenges posed by the Coronavirus Disease 2019 (Covid-19) pandemic, educators at academic institutions have been encouraged to implement a range of regulations pertaining to educational activities. The author, an expert in the field of education, examines the potential impact of the forthcoming home study policy, scheduled for implementation in March, on students. Regardless of one's opinion, the planned agenda has devolved into a state of disarray. Institutions of higher learning must also assess their policies in order to prepare for the effects of the pandemic. Two notable changes include the removal of the National Examination and the requirement that the final school examination be conducted via WhatsApp. It is imperative that the administration of educational institutions demonstrate flexibility in responding to the pandemic and maintain the ability to carry out the daily schedule while ensuring psychological and social distancing.

This is part of the research conducted by Andina and Nurus Sa'adah into the impact of the Coronavirus Disease 2019 (Covid-19) pandemic on educational activities. It is regrettable that all of these primary research studies have yielded no findings. Consequently, a comprehensive literature review is necessary to obtain the complete data set. This study aimed to investigate the impact of the Coronavirus Disease 2019 (Covid-19) pandemic on educational activities.[22] To this end, a comprehensive analysis was conducted of

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[22] Andina Amalia and Nurus Sa'adah, 'Dampak Wabah Covid-19 Terhadap Kegiatan Belajar Mengajar di Indonesia', *Jurnal Psikologi* 13, no. 2 (2020): 214–25, https://doi.org/10.35760/psi.2020.v13i2.3572.

the holdings of multiple libraries, comprising journals, documents from various print media and electronics, as well as books from the fields of teaching, social science, sociology, and anthropology. The findings of this literature review indicate that the majority of teaching and learning activities in a number of Indonesian schools are able to function effectively. However, due to limitations, there are still some deficiencies. In particular, there are issues with the availability of appropriate facilities and infrastructure, restricted internet connection, lack of budgeting, and teachers' and students' poor ability to adapt to and master information technology.

The solution can be achieved through a combination of direct and indirect actions. The direct response is provided by the educational institution, while the indirect response is delivered through governmental action by the Ministry of Education of the Republic of Indonesia. It has been frequently asserted that schools are well-positioned to facilitate effective online learning. To this end, it is imperative that instructors, principals, and parents engage in structured collaboration and administration. For the curriculum to be effectively implemented, the principal of a school in a strategic location must demonstrate exemplary leadership. A principal who exemplifies good leadership is necessary for a school to effectively realise its vision, carry out its mission, meet goals and objectives, and conduct learning activities.

The forms of school management that educational institutions can apply in the new normal era include:
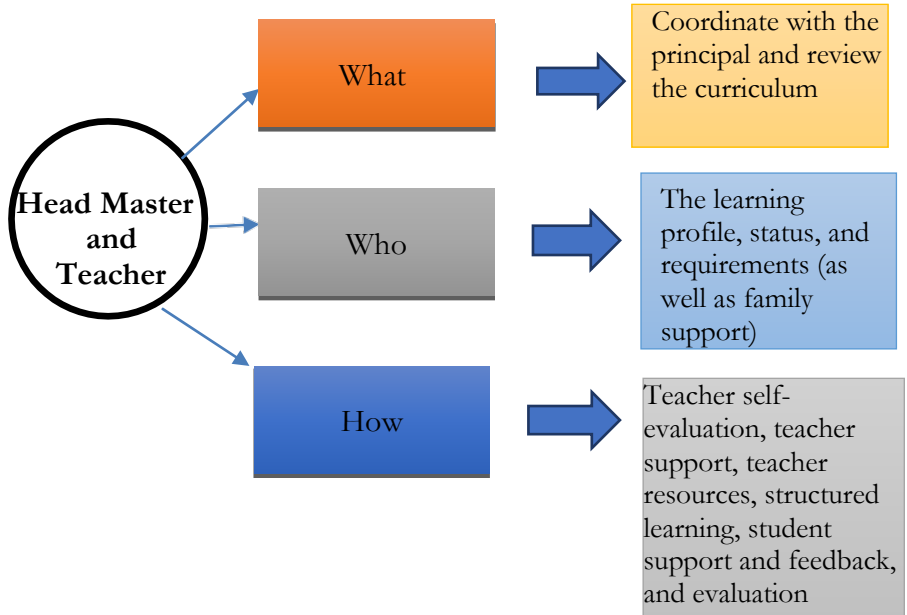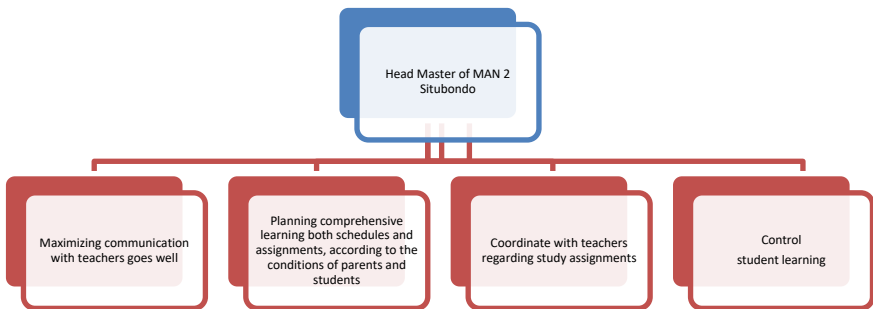
Figure 4. Forms of School Management

Head Master and Teacher	What	Coordinate with the principal and review the curriculum
	Who	The learning profile, status, and requirements (as well as family support)
	How	Teacher self-evaluation, teacher support, teacher resources, structured learning, student support and feedback, and evaluation

Figure 5. Parental Management Form

Head Master of MAN 2 Situbondo

| Maximizing communication with teachers goes well | Planning comprehensive learning both schedules and assignments, according to the conditions of parents and students | Coordinate with teachers regarding study assignments | Control student learning |

From the aforementioned visualisation, it can be discerned that the manner in which the role of parents is managed in MAN 2 Situbondo encompasses four key elements. Primarily, it is essential to foster optimal communication with teachers. Secondly, the creation of comprehensive learning plans that holistically address the needs of both parents and children is paramount. Thirdly, it is crucial to

collaborate with teachers to ensure the seamless coordination of study assignments. Finally, the monitoring of student learning represents the fourth and final step in this process.

Conclusion

The field of human resource management has the potential to facilitate enhanced learning methods in the context of the new norm era. This can be achieved through a combination of strategic efforts, advanced preparedness, and structured debriefing in relation to information and communication technology (ICT) capabilities, as well as fostering a culture of active participation in virtual learning environments. It is possible that the pandemic represents the beginning of a new era, or alternatively, the introduction of guidelines for online learning for Indonesian students by the Government and the Ministry of Education and Culture. In contrast, historically legitimate elite schools had initiated experiments with the use of technology in the classroom, though not to the same extent as before the pandemic.

In response to this new reality, madrasas, particularly Madrasah Aliyah Negeri 2 Situbondo, must implement effective management strategies to navigate this transition. It is imperative that the principal and all teachers are aware of the existence of technology, distance learning activities, and different learning platforms both before and after the pandemic. It is imperative that all stakeholders, including teachers, parents, and students, possess a comprehensive understanding of online learning platforms. It is acknowledged that this may present a challenge for the head of MAN 2 Situbondo in terms of socialising the use of the new learning platform.

It is essential that teachers and students are adequately prepared, possess the requisite competence, and are conversant with the process of filtering learning, which represents two pivotal elements of teaching and learning activities. This is necessary to mitigate any potential misunderstandings between them. In the meantime, pupils are required to study at home under the guidance and supervision of their parents in order to prevent the occurrence of dishonesty, indolence, and plagiarism in examinations. This is in order to ensure that the academic community continues to respect the established morals, principles, and standards. In this new normal period, this is the optimal method of learning. All regions must adapt

to the changing times, regardless of whether they are prepared for them or not, if they wish to avoid falling behind. Maintaining operations while a pandemic is present presents significant adjustments and difficulties, yet this is the answer. From this point onward, pupils can draw lessons from the pandemic crisis and continue to be inspired and supported by teachers to succeed in the future.

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