

Principal Management of Extraordinary School on Learning Process during the COVID-19 Pandemic

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Abstract

The purpose of this research is to investigate how school principals managed the application of the learning process during the COVID-19 epidemic at exceptional schools in the Pidie Regency over the study period. The descriptive technique is used with a qualitative approach in this research. In this instance, the researcher examines and explains the occurrences that occur spontaneously in the field under the facts that are seen. Data collected from the field were evaluated by converting respondents into narrative form, making it easier to comprehend the findings when presented at the end of the study. The findings indicate that the preparation for implementing the learning process at the State Special School in Pidie Regency during the COVID-19 epidemic was successful, as shown by the outcomes. The approach for executing the learning process at the exceptional school in Pidie Regency during the COVID-19 epidemic has been operating at peak performance. The head of SLB Negeri in Pidie Regency is in charge of overseeing both direct and indirect methods. Managing the execution of the learning process during the COVID-19 epidemic presents several challenges for the school's principal. The shifting zoning status of COVID-19, which affects altering learning patterns, is a barrier that must be overcome throughout the design stage.

Abstrak

Penelitian ini bertujuan untuk mengetahui manajemen kepala sekolah dalam penerapan proses pembelajaran masa pandemi COVID-19 pada SLB Negeri di Kabupaten Pidie. Penelitian ini menggunakan metode deskriptif dengan pendekatan kualitatif. Dalam hal ini, peneliti menyelidiki dan menguraikan peristiwa secara alami sesuai dengan fakta yang terjadi di lapangan. Instrumen penelitian berupa daftar wawancara mendalam dengan subjek penelitian, Data yang diperoleh dari lapangan, dianalisis dengan cara mengolah informasi dari responden ke dalam bentuk narasi agar mudah dipahami dalam mengambil kesimpulan. Hasil penelitian menunjukkan bahwa perencanaan penerapan proses pembelajaran masa pandemi COVID-19 pada SLB Negeri di Kabupaten Pidie sudah dilakukan dengan baik. Strategi pelaksanaan proses pembelajaran masa pandemi COVID-19 pada SLB Negeri di Kabupaten Pidie sudah berjalan optimal. Kepala SLB Negeri di Kabupaten Pidie melakukan pengawasan dengan teknik langsung dan tidak langsung. Kepala sekolah menghadapi kendala dalam manajemen penerapan proses pembelajaran masa pandemi COVID-19. Kendala

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yang dihadapi pada tahap perencanaan adalah status zonasi COVID-19 yang berubah-ubah berdampak pada perubahan pola pembelajaran.

INTRODUCTION

Education is a deliberate and planned attempt to alter elements of one's attitudes, knowledge, and abilities for the better via the process of learning and teaching. Student development should focus on helping them become human beings who believe and obey God Almighty, have a noble character, healthy, knowledgeable, and capable of being creative and independent in their lives. Then, they become democratic and responsible citizens as they progress through their educational careers (Kasmwati, 2019). In addition, everyone is concerned about attaining mastery of science and technology while maintaining a high level of religion and piety (Hadi, 2015). As a result of this reasoning, mastery of science and technology and religion and piety are essential life supplies required to achieve wealth and peace.

Schools are formal educational institutions where students get instruction. Schools must be led by individuals who possess strong leadership abilities to accomplish educational objectives (Maujud, 2018). Since the core of managing an academic unit lies in the management abilities held by the principal. The capacity of the principal to manage is essential in order for all resources to be mobilized in order to accomplish school objectives. School administrators' expertise and managerial abilities are essential in the planning, organization, supervision, and evaluation of the execution of school programs. The core of management skills is the capacity to influence people synergistically so that they are eager to work together toward common objectives.

When things are going well, the principal's work as a manager is more superficial, primarily when overseeing school activities. However, when unforeseen events occur, such as a natural catastrophe, these efforts may be drastically altered. One of the most unexpected catastrophes in school history is that the Corona Virus Disease 2019 (COVID-19) pandemic occurred. Immediately after declaring an emergency period because of the COVID-19 epidemic, the government instituted a policy of social limitations for the affected population. Implementing the teaching and learning process from home is a result of social limitations on educational institutions.

Meanwhile, schools are still obliged to offer administrative services to the community by following stringent health-related regulations. The exceptional school (SLB) is one of the educational institutions that has been impacted. School administrators must have extensive knowledge and management abilities to effectively manage special schools in an emergency, such as the proliferation of COVID-19 (Idhartono, 2020). It is because SLB serves children that have unique needs.

The Minister of Education and Culture's Circular No. 4 of 2020, titled "Implementation of Education Policies in an Emergency Situation Due to the Spread of COVID-19," states that all schools, even exceptional schools, participate in remote learning, sometimes known as "learning at home." The learning process may be completed from the comfort of one's own home using both online and offline methods. Changes in the pattern of learning services provided in schools during the COVID-19 pandemic emergency period significantly affect children's education in general. This out-of-the-ordinary and unregulated activity has resulted in boredom among the general population and worry for the future of their children's educational opportunities. Learning from home has come to be seen as not always being relevant throughout time. While the COVID-19 epidemic is not yet ended, the nation is beginning to loosen societal constraints, particularly those about educational opportunities.

Over time, after evaluating the method of learning from home, the government issued a Joint Decree of the Ministers of Education and Culture, Religion, Health, and Home Affairs of the Republic of Indonesia Number 01 / KB / 2020, Number 516 of 2020, Number HK.03.01 / Menkes / 363/2020, Number 440-882 of the Year 2020 Regarding Guidelines for Implementation of Learning from Home (Joint Decree). According to the students' levels, this order specifies that schools in the green zone may conduct face-to-face learning in phases. After then, the decree was amended to clarify that face-to-face

learning was allowed in the yellow zone without the need for tiered or progressive regulations to be followed.

For this study, it is necessary to draw on the findings of many prior investigations, which may be used as a guide both conceptually and practically. First and foremost, Jauhari (2020: 69) found that the COVID-19 epidemic had a negative impact on learning opportunities. Furthermore, according to Afrianty et al. (2020: 35), research indicated that online learning from home might be an alternative in the future for children with disabilities who are unable to attend school because of physical or mental limitations. Because of vast travel distances or the lack of readily available accessible modes of transportation. Afterward, according to Jannah (2020: 373), children with special needs gain new experiences by utilizing internet-based learning apps and using mobile phones as learning tools in the same way as other children do, thus increasing their self-confidence. However, it continues to confront many difficulties in development, assessment, and policy reform.

As a result, more investigation is required. When the covid-19 epidemic strikes, principal management of the exceptional school on the learning process is required to preserve the quality and efficacy of the learning process in the school that he/she directs and supervises. The primary goal of this research is to provide an overview of the major management of the covid-19 epidemic that occurred in Indonesia. Additionally, the goal is to identify the characteristics of principals that impact the implementation of school-based administration.

METHODS

This study uses descriptive techniques in conjunction with a qualitative approach. In this instance, the researcher examines and explains the occurrences that occur spontaneously in the field in accordance with the facts that are seen. This descriptive technique aims to explain the nature of the events that occurred when the study was conducted. The descriptive approach depicts symptoms, facts, and events in their fullness and precisely as they occur at the time of writing.

A qualitative method was used to investigate the management of school principals in applying the learning process during the COVID-19 pandemic at special schools in the Pidie District during the epidemic. The qualitative method, in addition, not only explains the findings but also depicts the process of events examined in detail throughout the research process. According to Anggito and Setiawan (2018: 8), "is the process of gathering data in a natural environment to understand the events that occur, in which the researcher is the primary instrument." The triangulation (combined) method is used in the data collection process." Following Suwendra (2018), the primary characteristics of qualitative research are as follows: based on a natural background, using researchers as instruments, data is more qualitative, theory formulation takes place in the field, inductive data analysis, data collected descriptively, more concerned with results than processes, beginning by determining focus, the validity of the data is assessed, and the research design is provable.

Based on the above opinion, it can be stated that this qualitative research is to explain in detail the management of school principals in implementing the learning process during the COVID-19 pandemic at special schools in Pidie Regency. To fully describe these efforts, data triangulation was carried out. This research was conducted in two special schools in Pidie Regency, SLB Negeri Bambi, located on Jl. Lintas Sumatra, Blang Raya, Peukan Baro, Pidie Regency, Aceh 24118 with coordinates of 5.3403 North Latitude, 95.9668 East Longitude. Meanwhile, Pidie State Special School is located at Jln. Beureunuen-Tangse Km.1, Rapana, Kec. Mutiara, Kab. Pidie Prov. Aceh with the coordinates of 5.2748 North Latitude, 95.9663 East Longitude.

The research instrument consisted of a list of in-depth interviews with study participants conducted by the researcher. The data for this study was gathered via methods such as interviews and observations. The information gathered from respondents was transformed into a narrative form, which made it easier to comprehend the findings when they were presented at the end of the study. According to Sugiyono, inductive data descriptions were used to create the data (2015: 405). In

analyzing data, there are three stages: data reduction, data visualization, and conclusion formulation and verification.

FINDINGS AND DISCUSSION

According to the study's findings, the Pidie State Special School head intended to apply the learning process during the COVID-19 epidemic. The planning undertaken is under the school's strategic strategy, which is included in the medium-term development plan. School principals altered their school development plans in response to the epidemic. Planning changes in response to changes in the conditions around how to execute the learning process. The principal adapted to government directives while preparing for learning during the COVID-19 epidemic. Teachers at SLB Negeri Bambi and SLB Negeri Pidie verified this as well, stating that: Each year, the school develops a plan that incorporates both the long-term school development plan and the yearly activity plan. It is simply that the COVID-19 epidemic needs schools to adjust their strategies for shifting learning patterns away from face-to-face instruction and toward online, offline, and hybrid instruction. This move also conforms to government directives since Pidie District conducted face-to-face education when the epidemic was still ongoing.

According to the above remarks, the principal and teacher planned for and implemented the learning process at the State Special School in Pidie Regency during the COVID-19 epidemic. Planning may alter in response to government directives. In this instance, it falls within the flexible planning concept. When the COVID-19 epidemic occurred, preparations for applying to learn continued, although it was not operating properly.

Scheduling Plan and Assignment of Teachers and Employees

The research findings show that the principle creates a schedule plan and assignment of instructors and workers in order for the learning process to occur. The principal appoints the vice-principal for curriculum to develop a timetable and strategy for teacher and staff assignment. After the assignment script is created, a school principal's decree is issued about the assignment of teachers and workers during the COVID-19 epidemic. The decree includes attachments for assigning online, offline, and face-to-face learning models. It is under the findings of interviews with the head of special public schools. The findings of interviews with Bambi State SLB teachers and Pidie State SLB teachers likewise supported the principal's assertion: The school principal allowed the vice principal to establish teacher assignments and learning timetables. It relies on the learning model. If studying online, the timetable is created one class one day, then assigned the instructor to use an internet-based program. If the learning paradigm is offline, the teacher's task is to visit the students' houses. This activity is conducted twice a week. For face-to-face learning, tasks and timetables are organized according to regular days. It is simply that the time is short owing to the COVID-19 epidemic.

Based on the statements above, it can be explained that school principals have their way of making teacher assignment plans during the COVID-19 pandemic. The principal authorizes the vice principal in the field of curriculum to arrange teacher and employee assignments as well as a learning schedule. Assignment planning and delivery schedules are highly dependent on the catch-up model for the COVID-19 pandemic.

Strategies for Implementing Learning during the COVID-19 Pandemic Period at Public Special Schools in Pidie District

a. Strategies for Forming a Work Team

The study's findings indicated that the principal's approach for implementing learning during the pandemic started with forming a school-level COVID-19 task force team. The school-based COVID-19 task group is responsible for ensuring that the COVID-19 health protocol is implemented effectively in schools. The indication is that all school residents and visitors, particularly deaf kids, must wear a mask. They must do so while wearing a transparent mask. Additionally, keep a fair space between students and teachers in class and on the playground, and wash hands regularly with soap and water. This is consistent with the findings of an interview with the head of the special school in Pidie Regency.

The principal's claims were corroborated by an interview with a Bambi State SLB instructor and a Pidie State SLB teacher; namely: the school principal issued a decree designating teachers and staff members to serve on the school's COVID-19 task force committee. Each of them is described in detail in their job descriptions. For example, an officer has been assigned to ensure that all school inhabitants wear masks. Several are charged with the responsibility of maintaining student distances and avoiding crowding. Additionally, there is a teacher who is responsible for reminding children to wash their hands with soap.

According to the teacher's view, the school supervisor also said the same thing: the school has a decision letter establishing a school-level COVID-19 task force team—everyone assigned to their respective responsibilities. For instance, the principal is accountable for ensuring that strict health protocols are followed during the face-to-face learning process. In addition, each appointment includes a job description, which assists individuals appointed in carrying out their particular responsibilities.

As a result of the words above, it is clear that the school principal is responsible for appointing a task force team to handle COVID-19. This need is for schools to acquire licenses for face-to-face teaching and learning during a pandemic. In addition, it is essential to follow a health regimen since children with special needs attend these schools.

b. *Strategies for Managing Personnel in the Team*

According to the study's findings, the COVID-19 task force team's primary technical job and function was to develop a COVID-19 preventive checklist. The checklist includes the following: (a) having a temperature measuring device (thermogenic); (b) having a place to wash hands with soap; (c) disinfecting regularly; (d) providing masks and spare parts; (e) adjusting the distance of the study table; (f) socialization of COVID-19 prevention; (g) coordination with the nearest health facility; (h) obtaining parental consent, and obtaining recommendations from local government. Each team member is responsible for creating the checklist and ensuring that it performs as intended. This is based on conversations conducted with the head of the SLB Negeri in the Pidie Regency.

Interviews with Bambi State SLB teachers and Pidie State SLB teachers corroborated the principal's claims, specifically that the school principal established a task force team to address COVID-19. Their role is to guarantee that learning is implemented by enforcing health standards. Request that every student and visitor be punished for wearing a mask. Establish a minimum 1.5-meter learning table between pupils. Prevent crowding. They were working with the Puskesmas and obtaining approval from parents and the school council.

According to these remarks, the principal is adopting a plan to create a team to manage COVID-19. This team was established to guarantee that face-to-face learning was implemented. This team must also be formed to acquire permission from the institution that conducts face-to-face learning. Each team member is allocated according to the decree's primary duties and functions.

Strategies for Assessment of Learning Outcomes during the COVID-19 Pandemic

The study's findings illuminate the methods for evaluating learning outcomes during the epidemic. The instructor conducts the evaluation using the diagnostic assessment technique. In this instance, the instructor highlights pupils' competence accomplishments. Diagnostic evaluation to determine the cognitive and noncognitive abilities of children enrolled in special schools. This is based on a conversation with the head of the SLB Negeri in Pidie Regency, who said they used the diagnostic evaluation technique. Each child's cognitive, emotional, and psychomotor development was assessed. Cognitive evaluations are prevalent in children with hearing impairment. This is distinct from evaluating mentally retarded, disabled children, have Down syndrome, or are hyperactive. Each kid is an individual. As a result, we must diagnose each student's learning progress. Understandably, the principal's evaluation approach in learning during the COVID-19 epidemic at the State Special School in Pidie District employs a diagnostic method. This is done to assess the educational progress of children with disabilities who attend special schools.

Follow-up on Monitoring and Evaluation

The study's findings indicated that the principal followed up on monitoring and assessing the learning process. Teachers who are less capable of using internet-based programs get further training. For school residents who do not adhere to the health regimen, extensive outreach is conducted, inviting all school members to do so. Acquisition of tools and supplies for preventing COVID-19 and activating the UKS was available. This is consistent with the findings of interviews with the heads of special schools in Pidie Regency, namely that the primary response to teacher competence in online learning is to do distance learning training. Students can select their preferred method of instruction, whether online, offline, or face-to-face.

Additionally, the instructor communicated the same message through interviews: The principal followed up on teacher concerns during the epidemic. The follow-up will take the shape of online learning courses. Teachers who are intellectually retarded, mentally handicapped, or mentally impaired are permitted to conduct home calls. The principal encourages all school members to adhere to health protocols in health protocol violators during face-to-face learning. It is reasonable to assume that the principal follows up on the monitoring and assessment findings. Follow-up will take the shape of teacher training in the usage of internet-based online learning tools. Through outreach, health protocol enforcement is strengthened to ensure that school residents adhere to health protocols while studying in schools.

Planning for the Covid-19 Pandemic Period at the State Special School in Pidie Regency

The Covid-19 pandemic does not change the management function. The head of the State Special School in Pidie Regency is still planning to implement the learning process during the COVID-19 pandemic. The determination of the COVID-19 emergency status in March 2020 resulted in the principal having to change the planning that was prepared at the beginning of the year. The principal must rearrange the School Activity Plan and Budget (RKAS) to suit the needs of the learning pattern. Planning flexibility is under the theory put forward by Sarbini & Lina (2011: 52), namely, planning should be flexible. Although various matters related to implementing the plan have been considered properly, there may still be things beyond the planner's calculations when the plan is implemented.

The COVID-19 pandemic is an unexpected departure from the plan. Thus, the study's findings suggest that during the COVID-19 pandemic, learning planning options include online, offline, and face-to-face patterns. Cost planning is concerned with the kind of activity that will be undertaken. As a result, the RKAS includes different learning patterns that may be applied. For example, consumables and office stationery are not over-allocated under the online model. Costs are distributed in this manner to improve the quality of teachers and education staff. Meanwhile, planning for face-to-face learning patterns includes the expense of COVID-19 preventive measures such as supplying hand washing soap, tissue, hand sanitizer, and disinfectant spraying.

The findings indicated that the development of RKAS included members from the principal, treasurer, school committee, teacher representatives, and parents of children. The inclusion of these components is consistent with Permendikbud No. 8 of 2020 on Regular BOS Technical Guidelines. The BOS team should include members of the school administrator, treasurer, teachers, school committee, and parents. They are responsible for the planning, implementation, and reporting of BOS. The BOS team analyzed possibilities and obstacles while developing the strategy to identify priority initiatives that school principals should handle. The priority program will be transformed into an annual work plan for the current fiscal year.

Strategy for Implementing the Learning Process for the COVID-19 Pandemic Period at Public Special Schools in Pidie District

The school principal implemented the learning process at the State SLB in Pidie Regency by establishing a COVID-19 Handling Task Force Team at the school level. Given that education in special schools occurs in an emergency scenario as defined by COVID-19. A task group was established to ensure that the learning process was conducted under stringent health standards. The task force team was given a checklist to verify. Assure that all school residents wear masks, maintain a safe distance,

and have access to a sink with soap and running water. They are responsible for external coordination with the closest health institution. This is done to ensure that school residents who exhibit COVID-19 symptoms may be treated promptly by medical professionals. Additionally, the task group identified school residents with a history of comorbidities that may enhance their risk of exposure to COVID-19.

Establishing a task force to address learning during a pandemic is one strategy for managing people in an organization. The work team is composed of designated people who assist the principal in his or her role as manager. Organizing people in teams with job descriptions and assigned responsibilities simplifies the principal's management of the learning process. The principal must organize his or her staff to be ready to collaborate to attain high performance. This remark is consistent with Kusuma's (2018: 423) view that the function of team collaboration on performance is to assist in resolving each task and issue inside the team, thus improving employee performance. As a result of this statement, it is clear that one of the managers' methods for using the management function is to create a work team.

The study's findings indicated that the principal was engaged in executing the learning process during the COVID-19 epidemic. Teachers, parents, community members, and government officials all play a role. Given that one of the prerequisites for adopting face-to-face learning during a pandemic is getting government approval, school committee recommendations, and parental consent. As a result, the principal's approach of including linked components is the correct one. In addition, because COVID-19 transmission is unpredictable, including several components may alleviate the load on the principal's own duty in the case of undesirable events.

Supervision of the Learning Process during the COVID-19 Pandemic at the State Special School in Pidie Regency

Supervision is a managerial role that ensures that operations are carried out in line with the plan. The principal of the State Special School in Pidie Regency utilized both direct and indirect surveillance methods to monitor the learning process during the COVID-19 epidemic. The principal personally oversees the learning process. Meanwhile, the principal was informed indirectly by the vice-principal and other subordinates. Received reports may be oral or written. Supervision of Learning must be carefully maintained throughout the COVID-19 epidemic. This is done to ensure that all school inhabitants are protected from COVID-19 transmission. Monitoring and assessing the application of health protocols in school learning is a critical job that falls within the purview of the head of SLB Negeri in the Pidie district. Monitoring and assessment functions are used to track and evaluate students' progress in special schools during a pandemic. The evaluation's findings may be utilized to enhance or enhance the implementation of health procedures throughout the educational process in schools. This remark is consistent with the view stated by Mulyono and Yumari (2017: 6), namely that the assessment conducted during the implementation stage is based on the monitoring findings. In other words, the monitoring data serve as the basis for assessment. This is intended to obtain early information about the development of policy implementation at a certain pace or within a specified period, in order to identify areas for improvement in both the system and implementation process, as well as the policy itself, in order to ensure that policy implementation runs smoothly and policy objectives are met. According to a study conducted at the State SLB in Pidie Regency, the principal monitored and assessed the application of health procedures via the school's COVID-19 task force team. Monitoring is used to ensure that health procedures are followed, such as wearing masks, keeping a safe distance, and washing hands. Weekly assessment sessions are held to discuss the monitoring findings.

Supervision of implementing the COVID-19 learning process at the State SLB in Pidie Regency entails various components. The findings indicated that school administrators, senior teachers, school supervisors, school committees, and the education office were engaged. According to the study findings, the principle includes components of internal and external monitoring. The participation of the two internal-external components may theoretically offer the necessary balance of data. External components may offer more accurate and trustworthy data input than external monitoring alone.

Monitoring in the field reveals that the learning process at the State Special School in Pidie Regency did not function efficiently during the COVID-19 epidemic. The supervision findings may be classified into two types of learning patterns: online and face-to-face. In general, monitoring revealed a lack of instructor discipline, an inability to utilize technology, and a lack of desire to educate. Additionally, in the online model, some instructors use WhatsApp groups for learning. However, pupils are notoriously sluggish to react while using this function. On the other side, it was shown that parents seldom accompany children with hearing impairment to their homes to study. Meanwhile, when the distant learning requirement is extended to children with additional severe needs, no learning occurs. Finally, concerning face-to-face learning activities, the supervision findings revealed that a significant number of school personnel continued to breach health regulations. They are ignoring health regulations for face-to-face learning patterns puts in danger of transmitting COVID-19 in special schools.

The principal follows up on monitoring and assessment findings. Follow-up is categorized according to the nature of the issues discovered. The principal requires instructors who are less disciplined to submit daily job reports. Those who are less capable of using internet-based learning tools like zoom, google meet, and others are taught how to do so. To maintain discipline in the implementation of health protocols, the principal offers constant outreach on the significance of following health protocols and the risks of COVID-19 through announcements, banners, and banners. Everyone who enters the school grounds without wearing a mask and has a body temperature of more than 37.5 degrees Celsius is prohibited by the principal. To determine the body temperature, the picket officer from the school level COVID-19 task force team uses a thermogenic to take the body temperature of the school inhabitants at the gate. The principal's follow-up may be seen as an attempt to prevent school residents from catching COVID-19.

Constraints Experienced learning during the COVID-19 pandemic period in Pidie District Public Special Schools

The study's findings shed light on the difficulties encountered by the head of SLB Negeri in Pidie Regency during the planning stage of executing the learning process during the COVID-19 epidemic. Changes in learning activities need a rethinking of activity planning and costing. Constraints in modifying RKAS due to its complexity. Even so, the principal's plans must continue to evolve. The principal has embodied the concept of planned flexibility by implementing adjustments. According to Aisyah (2018: 720), the planning concept of flexibility is "not rigid, but dynamic and sensitive to community needs for education." The fact that the head of SLB Negeri in Pidie Regency modified the strategy for executing the learning process during the COVID-19 epidemic demonstrates the planning process's adaptability.

At the implementation stage, the principal's barriers are determined by the learning pattern. To begin, online education through internet apps is only appropriate for deaf students. Meanwhile, online learning is not possible for children with mental retardation, mental retardation, disability, visual impairment, Down syndrome, autism, or ADHD. They get offline instruction through home visits. Home visits are constrained by a restricted number of instructors, time, and distance.

Additionally, online learning necessitates the involvement of parents in accompanying youngsters. Without parental involvement, online learning will be ineffective. Second, school administrators and instructors' inability to apply health standards to students with special needs is hampered by the face-to-face learning process. According to direct observations made throughout the study's overview, nearly all kids in special schools did not wear masks. Additionally, no deaf youngsters were using transparent masks. Indeed, wearing a mask is a must for adhering to health standards. Additionally, students do not maintain a safe distance. Their unique physical and psychological circumstances make it difficult to alter the space between them. It presents a barrier to executing the learning process through face-to-face interactions.

At the supervisory stage, the principal of the State SLB in Pidie Regency has the challenge of supervising teacher attendance during class. Teachers are permitted to miss school if they exhibit

symptoms consistent with COVID-19. These rules are contained in Joint Decree No. 420 / B / 502/2020, No. 182 of 2020 on Standard Operating Procedures (POS) for Face-to-Face Learning in Schools / Madrasahs in Aceh Province for the 2020/2021 Academic Year during the Adaptation Period Towards a New Normal Order for a Productive and Safe Society COVID-19. The same treatment is extended to school members who suffer from unmanaged comorbidity. This scenario creates a barrier for the principal when it comes to overseeing. It is straightforward for school residents to request permission to be excused from school with this relief. If a teacher is ill, he or she is supposed to attach a certificate from a government doctor.

Additionally, learning during the COVID-19 epidemic creates challenges for school administrators in achieving national education requirements. In Pidie District, all State SLBs get poor marks for procedures, management, and assessment criteria. It indicates that the learning process was inefficient during the COVID-19 epidemic. The low value assigned to the process standard corresponds with the assessment standard's low value. On the one hand, the low emphasis placed on procedure and evaluation criteria cannot be divorced from the school principal's administration. On the other hand, it implies that the COVID-19 epidemic poses challenges for school administrators in Pidie Regency when administering state special schools.

For exceptional school principals, the primary impediment to executing the learning process during the COVID-19 epidemic is implementing health procedures. School administrators and instructors are having difficulties managing special needs students during the pandemic because of new behaviors such as mask-wearing, keeping a safe distance, and hand washing. In addition, they will suffer tantrums if they are coerced, which is a difficult-to-control emotional state in children.

CONCLUSION

Utilizing technological advancements, principals should supervise the learning process during the COVID-19 pandemic. Principals can use web-based applications such as video conferencing to ensure that subordinates follow the rules. Principals have not been relieved of their responsibility to enforce strict health protocols during the face-to-face learning process in special schools during the COVID-9 emergency. The teachers and all staff must adhere to health protocols such as wearing masks, maintaining a safe distance, and washing hands with soap to set an example for special schools. The teachers and education personnel should be disciplined in their duties and not allow the leniency of the regulations during the COVID-19 pandemic to be used for non-educational purposes. The principal should monitor the learning process regularly using the COVID-19 pandemic period and report on the ground reality to protect all school residents from COVID-19 transmission. This research implies for the Aceh Education institution. It is hoped that the institution monitors and evaluates the implementation of online and face-to-face learning and prepares all necessary resources for handling and preventing COVID-19 at State special schools in Pidie Regency.

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