

# THE PRINCIPAL'S POLICY TOWARDS ONLINE LEARNING VIA WHATSAPP GROUP IN THE COVID-19 ERA

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**Abstract:** This study aims to determine the principal of MI Miftahul Huda Jepara in implementing online learning via whatsapp group in the covid-19 pandemic era. This research method used a qualitative approach to the type of case study research. The object of research is MI Miftahul Huda Jepara while the principal is the subject of research. Data sources obtained through interviews and documentation. Data analysis is performed by analyzing, organizing data and finding research results that can be reported systematically. Meanwhile, the data validity test is done by conducting data credibility through triangulation, extending observations, peer examinations, dependability and konfermability. The results showed that the principal of MI Miftahul Huda Jepara had a policy in implementing online learning via whatsapp group with the stages of planning, implementation and evaluation. To succeed the policies that have been set, the school principal collaborates with the homeroom teacher, class teacher and parents of student. Principal policy has positive and negative impacts. The negative impact of school principals is dealt with by a number of solutions that are solutive so that online learning remains conducive.

**Keywords:** *online learning, whatsapp, covid-19*

## INTRODUCTION

The world is being hit by a new outbreak that originated in China called covid-19. Covid-19 (coronavirus diseases 2019) is a new type of disease that has never been identified in humans. The World Health Organization (WHO), which is a world health agency under the auspices of the United Nations (United Nations), stated that the corona virus outbreak is a pandemic because this virus

continues to spread rapidly to various regions even to other countries whose coordinates are far from the center of the outbreak of the virus for the first time.<sup>1</sup>

Covid-19 is a disease that attacks humans in the respiratory area. This is not the first time the world has been shocked by a disease that has spread globally. Previously, there have been several viruses that must also be treated immediately because they can threaten the lives of many people, such as Ebola, SARS, H5N1, HIV, MERS, bird flu and so on. The difference is that this virus is very worrying because it can result in a positive human being infected with the potential to transmit it to other humans who come into contact with or are close to a patient who is positive for Covid-19. As a result, the community order was shaken and several policies had to be implemented. Some countries have even implemented strict lockdown and physical distancing decisions.<sup>2</sup>

Mr. Ir. Joko Widodo as president of Indonesia for the first time confirmed a case of Covid-19 detected in Indonesia on March 2, 2020. This virus was first experienced by two Indonesian citizens living in Jakarta. The spread of this disease is so fast. Launching from the official state website regarding the Covid-19 case dated May 16, 2020, it has spread to 34 provinces with a total of 17,025 cases and a death rate of 1,089 cases. Meanwhile, the number of confirmed cases of Covid-19 globally in 216 countries totaled 4,396,392 positive cases of corona and the death toll reached 300,441 cases.<sup>3</sup>

The high rate of massive and ever-increasing transmission has a major impact on government policies in the economic, political, social and educational sectors. The Indonesian government has implemented several policies to anticipate the wider spread of the corona virus. One of the policies implemented by the government is work from home (WFH), meaning that many activities must be carried out at home. Not only that, mass agendas involving many people were eliminated, both in the form of religious and formal agendas, including the National Examination (UN) at the elementary to high school levels.

There are several policies in the education sector that are expected to cut the spread of the corona virus, one of which is online learning for schoolchildren which is described in the Minister of Education and Culture circular letter No.3 of 2020. Online learning is online learning. Online learning is learning that

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<sup>1</sup> Ekarina. *Virus Corona Meluas, WHO Tetapkan sebagai Pandemi Global*, Katadata.co.id. 2020. (<https://katadata.co.id/berita/2020/03/12/virus-corona-meluas-who-tetapkan-sebagai-pandemi-global>), Accessed on May 5th 2020

<sup>2</sup> Zahrotunimah. 2020. Langkah Taktis Pemerintah Daerah Dalam Pencegahan Virus Corona Covid-19 di Indonesia. *SALAM: Jurnal Sosial dan Budaya Syar-i*, 7 (3) : 247-260

<sup>3</sup> Data sebaran situasi Covid-19 di Indonesia. 2020. ([www.covid19.go.id](http://www.covid19.go.id)), Accessed on May 7th 2020.

utilizes the use of the internet with accessibility, connectivity, flexibility, and provides opportunities to create various variants of interaction models in learning (Moore, Dickson-Deane and Galyen, 2011). A study conducted by Zhang, Zhao, Zhou and Nunamaker explained that internet-based online learning can change the way knowledge is transmitted in learning systems, especially in traditional learning.<sup>4</sup>

Yulita Pujilestari explained the positive impact received by students with online learning during the Covid-19 pandemic. With online learning, students have the freedom and flexibility to access knowledge via the internet. Education is still alive and not vacuum. Students can also take advantage of various online facilities such as learning houses provided by the Ministry of Education and Culture and the teacher room. The information obtained is also not limited to the teacher's explanation. In addition, students in the 21st century who are generation Z become literate towards technology, this certainly supports the country's efforts to increase the national literacy movement in digital literacy pawns.<sup>5</sup>

Each school has different methods or techniques for implementing online learning. Some schools carry out online via chat on WhatsApp, or provide learning through applications such as class rooms, google doc, google forms, and also through video applications such as zoom. Everything is done by the school for the smoothness of the teaching and learning process. The hope is that learning can still run effectively and conducive. However, of course online learning is inseparable from the obstacles experienced by the schools, especially schools in rural areas. The policies taken by the principal in responding to this situation are very important.

Principals are required to provide good and targeted policies in the implementation of online learning. Based on the results of interviews with the principal at MI Miftahul Huda on April 25, 2020, who said that one of the principals' policies was to provide space for teachers to carry out online learning through the WhatsApp group (WAG). So that the purpose of this study is to find out the form of principal policies related to online learning via WhatsApp groups in the Covid-19 era and its implications for students.

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<sup>4</sup> Zhang, D., Zhao, J. L., Zhou, L., & Nunamaker, J. F. *Can e-learning replace classroom learning?*. Communications of the ACM. 2004. (<https://doi.org/10.1145/986213.986216>), Accessed on May 5th 2020.

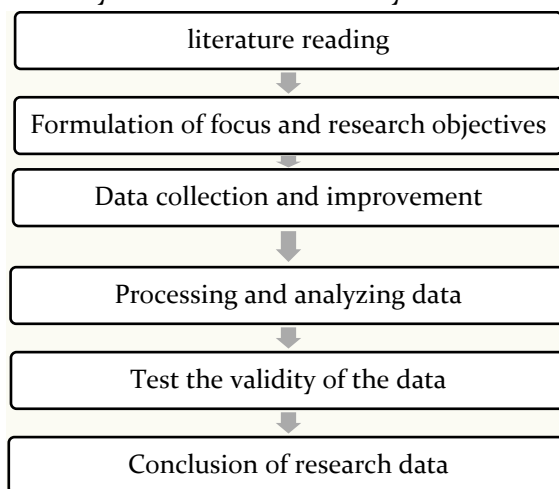
<sup>5</sup> Yulita Pujilestari. 2020. Dampak Positif Pembelajaran Online Dalam Sistem Pendidikan Indonesia Pasca Pandemi Covid-19. *ADALAH: Buletin Hukum dan Keadilan*, 4 (1) : 49-56.

## RESEARCH METHODS

The approach used is a qualitative approach with the type of case study research. Case study research is a scientific activity carried out on a massive scale to obtain detailed and in-depth data on actual and ongoing events or cases.<sup>6</sup> Case study research serves to maintain the integrity or originality of the research object. The researcher took the research object at MI Miftahul Huda Jepara with the research subject, namely the principal. Sources of data used by researchers to obtain information are interviews and documentation.<sup>7</sup>

Research data analysis is carried out by examining, organizing data and finding meaningful research results in research and can be reported systematically. The data analyzed was data on the implementation of the principal's policies at MI Miftahul Huda Jepara related to the implementation of online learning via WAG. Meanwhile, the data validity test that is carried out includes testing the credibility of the data, triangulation, extending observations, peer checking, dependability and confirmability.

The steps of a case study research conducted by the researcher are:

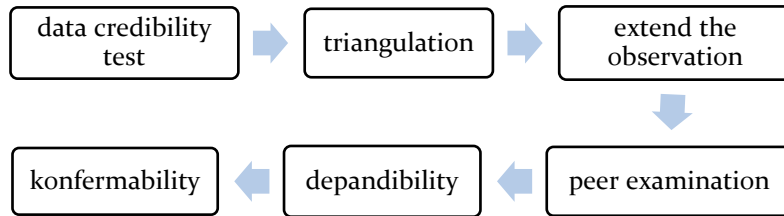


The steps for testing the validity of the data are as follows:

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<sup>6</sup> Mudjia Rahardjo. 2017. *Studi Kasus Dalam Penelitian Kualitatif: Konsep Dan Prosedurnya*, Pascasarjana UIN Maulana Malik Ibrahim Malang : 1-26.

<sup>7</sup> Lutfia Ningtyas. 2013. *Manajemen Lingkungan Sekolah Pemenang UKS Dan Adiwiyata Nasional: Studi Kasus SDN Tunjungsekar 1 Malang*. Unpublished Skripsi, Jurusan Administrasi Pendidikan, Fakultas Ilmu Pendidikan, Universitas Negeri Malang.



In the data credibility test stage, several techniques were used, namely triangulation, extension of observation and peer examination. After that, the dependability and konfermability tests were carried out. Data credibility aims to prove that the data obtained is in accordance with the actual conditions. The credibility of the data was first tested using the triangulation technique, which is to check the validity of the data by using sources outside the data as a comparison. Then cross-check is carried out so that the research results can be accounted for. Researchers used source triangulation, namely by conducting cross checks with several homeroom teachers and subject teachers on May 27, 2020 via WhatsApp, including Mrs. Anik Zumaroh, S.Pd, Mr. Kamal Hasan and Mrs. Endang Kristiani. Researchers also extended the research time to obtain accurate data by conducting a second interview with the principal and several educators on June 1, 2020. For peer examination, it was carried out through discussions by exploring the provisional results obtained from discussions with peers. From the information that was successfully extracted during a discussion with the homeroom teacher of class 1B, Mrs. Sifa Lu'luatul Maghfiroh, S.Pd. and some of the teaching staff obtained relevant data so as to strengthen the research results.

Furthermore, the reliability test is carried out by submitting guidance by an independent auditor or supervisor. The last stage is the konfermability test, this criterion is used to assess the results of research conducted by checking data and information obtained from the principal, namely Mrs. Bastiyatun, S.Pd and supported by existing materials.

## FIND AND DISCUSSION

### *The Urgency of Online Learning in the Covid-19 Era*

Education in Indonesia is experiencing a new phenomenon that has never happened since the independence era to the reform era. After the outbreak of the new covid-19 disease caused by the corona virus in Indonesia, the government ranks firmly made a stay at home policy. Mr. Nadiem as the Minister of Education and Culture must immediately take action to provide new policies in

the field of education so that the teaching and learning process can continue in a conducive and good manner. Starting March 16, 2020, education in Indonesia, which initially used the face-to-face concept, must switch to online learning.

The goal of government policies to implement online learning is to break the chain of spreading covid-19. Because studying at home will minimize the number of crowds that have the potential to increase positive cases of Covid-19. Online learning is flexible, because online learning is learning that can be done anywhere, in any condition and situation. The main requirement for online learning is smooth internet network access. The school began to choose techniques that could be applied as a form of online learning.

The importance of implementing regulations for every element of society in the Covid-19 era refers to Law No. 6 of 2018 concerning health quarantine. This law led to the formation of a Government Regulation and a Minister of Health Regulation. The existence of restrictions on various sectors in Indonesia, including in the education sector, refers to this government regulation.<sup>8</sup> The importance of self-quarantine is very important. Realizing that staying at home is better than leaving the house for unnecessary things, this will help the government in overcoming cases of the corona virus. The corona virus is not a type of virus that can be underestimated. The corona virus can be transmitted between humans, the symptoms are difficult to predict, besides transmission can be through many media, such as droplets or droplets of fluids from coughing and sneezing, touching human skin such as shaking hands, touching objects contaminated with the virus, for example like money and doorknobs then touch the mouth, nose or eyes.<sup>9</sup> Thus, the existence of physical distancing or maintaining a distance must be carried out safely and disciplined. This is one of the things that encourages the government to issue an online learning policy.

The Ministry of Education and Culture (Kemendikbud) has created a home study scenario until the end of 2020 as a form of anticipation for the spread of the corona virus which is uncertain when it will end in Indonesia. Muhammad Hamid as Acting Director General of Early Childhood Education, Primary and Secondary Education, Ministry of Education and Culture has conveyed to the public through the mass media that 97.6% of schools have implemented distance learning or online. The remaining 2.4% have not implemented online learning

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<sup>8</sup> Dalinama Telaumbanua. 2020. Urgensi Pembentukan Aturan Pencegahan Covid-19 di Indonesia. *Qalamuna: Jurnal Pendidikan, Sosial dan Agama*, 12 (1) : 59-70.

<sup>9</sup> Ahmad Naufal Dzulfaroh. *Cara Penularan Virus Corona dan Alasan Pentingnya Sosial Distancing*. Kompas.com. 2020. (<https://www.kompas.com/tren/read/2020/03/19/064600465/cara-penularan-virus-corona-dan-alasanpentingnya-social-distancing?page=all>), Accessed on May 7th 2020.

because in their residential areas no one has contracted Covid-19 or does not have devices that support online learning such as cellphones and internet access. Of the 97.6% who carry out online learning, there are 54% of the schools that have fully implemented online learning, meaning that teachers and students carry out teaching and learning activities at their respective homes.<sup>10</sup>

The data above shows that the implementation of online learning in Indonesia has not been fully resolved and implemented well and is conducive. Given the importance of online learning in the Covid-19 era, the government continues to invite schools to remain enthusiastic and provide flexibility to schools regarding the implementation or technicalities of online learning in the field. The government also supports online learning that can be accessed by students in general through the Home Learning and Learning from Home program broadcast on TVRI and broadcast on RRI radio. The hope is that with the program on TVRI, educators in rural and urban areas can take advantage of these state facilities in the learning process.

### ***Implementation of Principal Policies in Online Learning***

The success of learning is not only the responsibility of a teacher who carries out teaching and learning activities but is also determined by the commitment and skills of the principal in providing policies. The principal is an important component who has a big role in realizing school success. Wahjosumidjo explained that the principal is a functional teacher who has a duty as a leader in the school which is a place of interaction and a means of communication between students and teachers in the teaching and learning process. Another view also explains that the principal plays a role as a figure and a mediator. Therefore, the principal has the authority to provide policies in handling cases of online learning in the Covid-19 era.<sup>11</sup>

Mulyasa has also formulated several roles of school principals in education management, including principals as managers, innovators and motivators. This means that as a principal, he must be able to realize the role he is capable of. As a manager in the world of education, the principal must have the right strategy in empowering educators. The principal is demanded to be able to carry out cooperative cooperation with various parties in order to create harmonious

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<sup>10</sup> CNN Indonesia. *Kemendikbud Buat Skenario Belajar di Rumah sampai Akhir 2020*. 2020. (Online). (<https://www.cnnindonesia.com/nasional/20200424114337-20-496861/kemendikbud-buat-skenario-belajar-di-rumah-sampai-akhir-2020>), Accessed on May 6th 2020.

<sup>11</sup> Wahjosumidjo. 2002. *Kepemimpinan Kepala Sekolah*. Jakarta: PT Grafindo Persada.

kinship. That way, the relationship between the principal and the teaching staff has strong chemistry.

In addition, the principal is also an innovator and motivator. In the Covid-19 era, new innovations that are able to direct education to be carried out well and conducive are needed. Moreover, in rural areas, access to online learning is not the same as in urban areas. Online learning in rural areas requires more struggle from the school because of inadequate access and facilities such as in cities. One example is the condition of education in Aceh, which turns out to have a poor quality of education. The quality of education in Aceh is ranked 25 out of 34 provinces in the State of Indonesia. One of the factors that influenced it was poverty and unequal access to education for the Acehnese people. Including access to implementing adequate online learning for every school in remote areas of Aceh.<sup>12</sup>

Stephanus Turibius Rahmat in his research explained that equitable and quality education is formally determined by the competence of the school, one of which is the principal who provides policies as an effort to develop and advance the school in various fields, including learning.<sup>13</sup> This means that justice and equality in the acquisition of education must be able to be felt by all levels of society indiscriminately according to their abilities and needs.<sup>14</sup>

The principal of MI Miftahul Huda school, who is in Bawu village, Batealit District, Jepara Regency, has made several policies in the hope that each student will get equality and access to the same learning as students in cities especially in the era of the Covid-19 pandemic. The policy issued by the principal of MI Miftahul Huda Jepara school is related to online learning using the WhatsApp group application. There are several forms of policies that have been implemented to maximize online learning via WAG in the era of the Covid-19 pandemic. The principal named Mrs. Bastiyatun, S.Pd. implementing policies coherently from the planning, implementation and evaluation processes. The policies that have been implemented can be seen as follows:

Table 1. Principal Policies in Online Learning Via WAG

Stages	Form Of Policy
<b>Planning</b>	1. During the Covid-19 emergency period, learning was conducted online via WAG.

<sup>12</sup> Shabri Abd Majid. 2014. Analisis Tingkan Pendidikan dan Kemiskinan di Aceh. *Jurnal Pencerahan: Majelis Pendidikan Daerah Aceh*, 8 (1) : 15-37

<sup>13</sup> Stephanus Turibius Rahmat. 2018. Pendidikan Yang Merata Dan Berkualitas. *IJECES: Early Childhood Education Journal Of Indonesia*, 1 (2) : 7-12.

<sup>14</sup> Novianta Yonantias. 2019. Mewujudkan Pendidikan Yang Adil Dan Merata Di Indonesia. *Jurnal DDIP*. 1-6.



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	<ol style="list-style-type: none"><li>2. WAG is made by homeroom teacher and homeroom teacher who is fully responsible for the implementation of online learning.</li><li>3. All students become members of their respective class WAG.</li><li>4. Guardians of students are expected to accompany students during online learning.</li><li>5. Each teaching teacher is required to provide learning and assignments according to the online learning schedule and is fully responsible for the implementation of teaching and learning activities in the subject being taught.</li><li>6. The assignment of the teacher is given in accordance with the existing KI-KD.</li><li>7. Each teacher is required to provide a learning evaluation.</li><li>8. The homeroom teacher is required to report online learning activities to the principal on a regular basis (once a week on Saturdays)</li></ol>
<b>Implementation</b>	<ol style="list-style-type: none"><li>1. Learning activities can be carried out flexibly according to the agreement of each class.</li><li>2. KI-KD implemented and delivered by the subject teacher according to the existing learning targets.</li><li>3. The subject teacher provides material in accordance with the learning indicators to be implemented.</li><li>4. Learning is carried out via WAG, preceded by apperception to students, followed by core activities, evaluation, assignment collection and closing.</li><li>5. Subject teachers correct assignments collected by students, assignments can be in the form of question collection, practice, or videos.</li><li>6. Subject teachers provide an assessment of the assignments that have been submitted and report to the principal.</li></ol>
<b>Evaluation</b>	<ol style="list-style-type: none"><li>1. Online learning evaluation is conducted once a week on weekends online via chat or calling.</li><li>2. Evaluation is carried out through personal messages and also through groups of educators.</li><li>3. The homeroom teacher is obliged to report the implementation of online learning according to the format provided</li><li>4. The principal evaluates learning in each class through the homeroom teacher who is in charge of monitoring each subject teacher and students in their respective classes.</li><li>5. At the end of each month, the principal conducts an online meeting for a comprehensive evaluation of online learning as well as resolves problems that arise and are experienced by educators and students during the online teaching and learning process.</li><li>6. The principal gave an appreciation in the form of internet quota as a support for the smooth running of online learning.</li><li>7. The school principal imposes sanctions on teachers who are</li></ol>

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passive, in the form of eliminating the quota obtained, reducing school hours in the new academic year, and deactivating as teaching staff if they ignore their responsibilities as educators for no apparent reason.

Source: Results of interviews with the Principal of MI Miftahul Huda Jepara School

From the table above, it can be seen that the principal of MI Miftahul Huda has designed a clear policy for online learning in the era of the Covid-19 pandemic so that teaching and learning activities are carried out well and conducive. The principal also carries out regular evaluations of the performance of the homeroom teacher and subject teachers. In addition, the principal has also provided a report format submitted by the homeroom teacher once a week on Saturdays. This is the report format used by the principal of MI Miftahul Huda Jepara school:

<b>FORMAT LAPORAN</b>	
Kelas	: 1B
Nama Wali Kelas	: Sifa Lu'luatul Maghfiroh, S.Pd.
Nama WAG	: 1B Miftahul Huda
Jumlah Siswa	: 30 Siswa
Jumlah Siswa Aktif	: 29 Siswa
Jumlah Siswa Tidak Aktif	: 1 Siswa
Nama Siswa Tidak Aktif	: Akbar Ba'adillah
Jumlah Guru dalam Kelas	: 4 Guru
Nama Guru dalam Kelas	: 1. Bu Lulu 2. Bu Umi 3. Bu Anik 4. Pak Kamal
Guru Aktif dalam KBM (Selalu mengisi sesuai jadwal)	: Aktif semua
Guru yang jarang mengisi KBM daring	: Tidak ada
Guru yang tidak pernah mengisi KBM daring	: Tidak ada
Apakah wali kelas memiliki jadwal KBM daring?	: Ya
Apakah wali kelas memiliki dokumen tugas/evaluasi KBM daring?	: Ya
Masalah yang dihadapi dalam proses KBM daring :	
	1. Terkadang peserta didik terlambat mengumpulkan tugas karena HP dibawa orang tua bekerja. Untuk kelas 1B ada 3 anak yang sering terlambat mengumpulkan tugas, sedangkan yang lain ontime sesuai waktu pengumpulan tugas

Figure 1. Homeroom Report Format

Source: interview results with Sifa Lu'luatul M, S.Pd. as a class teacher 1B

In addition to the policies that have been presented in the table above, the principal also provides a circular No. 516 / MI-MH / III / 2020 concerning the Implementation of Teaching and Learning Activities (KBM) at MI Miftahul Huda

Jebara TP. 2019/2020 which discusses efforts to prevent Covid-19 and online learning. A circular containing the principal's policy is distributed to all elements who are part of the school community. In this circular, there is an appeal to students not to travel outside the area of their residence, to maintain a healthy lifestyle, and to continue carrying out activities at home and avoiding crowds in public places. The policy expressed by the principal is solely to keep students safe and healthy. The implementation of policies that have been carried out by school principals related to online learning is considered quite effective and orderly. Students can still carry out teaching and learning activities in a conducive way and teachers carry out their responsibilities properly.

In addition, the principal also appealed to parents or guardians of students to accompany students in the process of online learning activities at their respective homes. Some of the suggestions recommended by the principal were tips so that students were not bored in the learning process at home. Moreover, many of the parents are working. The jobs of parents of students vary, ranging from housewives, shopkeepers, garment workers, factory workers and entrepreneurs. In general, the appeal given by the principal is as follows:



Figure 2. Tips for children to feel at home learning  
Source: Accurate.co, March 2020

Image 2 explains that parents need to assist children in learning. Motivation and enthusiasm for children's learning will grow if parents take part in building a character who likes learning. Students whose parents work should be assisted and accompanied by siblings. In fact, parents are lifelong teachers for their children. Before students enter the formal world of education, the first education

is from the family. The role of this family is the spearhead of the success of students.<sup>15</sup> Thus, the principal hopes that online learning will be able to train collaboration so that the vision of the school and family is the same. The principal also recommends parents to organize students' time at home. Learning time and playing time are momentum that students must have so that they do not get bored during the learning process at home only. For more detail, it can be seen in Figure 2 about the division of time for students.



Figure 3. Tips for children to feel at home learning  
Source: Accurate.co, March 2020

Online learning that is carried out at home certainly has an impact on the activities of students. So that the principal through the homeroom teacher still has to monitor the development and activities of students while studying at home. Effective division of time between learning and play must also be managed. One of the efforts that can be done is by inserting time to play, of course the games that are carried out are educational games and are able to foster the creativity of students. In addition to the policies previously described, the principal also opened a consultation clinic as an effort to channel aspirations and complaints from student guardians, so that problems encountered during online learning can be resolved through collective deliberation.

### ***Positive and Negative Impacts Online learning via WhatsApp Group***

Online learning carried out by the school certainly has a positive impact as well as a negative impact. Likewise with face-to-face learning. The advantages

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<sup>15</sup> Sartika M. Taher, Erni Munastiwi. 2019. Peran Guru Dalam Mengembangkan Kreativitas Anak Usia Dini Di TK Islam Terpadu Salsabila Al-Muthi'in Yogyakarta. *Golden Age: Jurnal Ilmiah Tumbuh Kembang Anak Usia Dini*. 4 (2) : 35-50.

obtained from face-to-face learning are formal discipline that can form mental discipline, facilitate reinforcement to students after providing material, facilitate assessment and become a forum for interaction and socialization for students. Meanwhile, the weakness of face-to-face learning is that learning is rigid, classical in nature so that it cannot accommodate the varied characteristics of students and tends to be monotonous so that it lowers the initiative and creativity of students.

Likewise with online learning, of course it also has advantages as a positive impact and also weaknesses as a negative impact. Online learning that was carried out at MI Miftahul Huda for more than 2 months had the following positive impacts:

1. School elements consisting of the principal, homeroom teacher, subject teachers and students become more "literate" about technological developments. So that digital literacy skills become honed and useful.
2. Learning or teaching carried out in accordance with the times.
3. Educators and students discover new things that emerge during online learning so as to encourage creative and innovative thinking to create new ideas.
4. Educators and students are more flexible in time management
5. Creating better communication through online media

While the negative impacts of online learning carried out at MI Miftahul Huda Jepara are:

1. Educators find it difficult to carry out online learning activities because some students lack assistance from parents, so learning objectives are not fulfilled
2. Some teachers and students do not have adequate facilities and infrastructure
3. Inadequate quota and internet signal
4. The evaluation is not as optimal as when doing face-to-face learning

In an effort to overcome the negative impacts caused by online learning, the principal has taken several initiatives, including:

1. To overcome teachers who do not have an Android cellphone, administrative officers (TU) will be assisted in uploading assignments to students according to the subject schedule.
2. Students who are not active because they do not have a cellphone or non-Android cellphone can be Japri or have a home visit if urgent.

3. Communicate with parents so that they can work on a means of communication as a bridge that connects schools and students by using their parents', relatives, or neighbors' cellphones.
4. Give a warning to the teachers who report late to the homeroom teacher.
5. Provide the opportunity for the homeroom teacher to design online learning groups via WhatsApp as flexible as possible according to the situations and conditions of the students.

## CONCLUSION

Online learning is the decision of the Indonesian government as an effort to prevent the spread of the Covid-19 disease. The school principal at MI Miftahul Huda Jepara provided a policy to implement online learning via the WhatsApp group. The policy has three stages, namely: planning, implementation and evaluation. At the planning stage, the principal provides several rules and systematics of learning and assessment. At the implementation stage explained about the technicalities of online learning. Furthermore, the principal also makes a policy for reporting online learning once a week. In the evaluation stage, the principal coordinates and looks for solutions to problems that occur. Online learning has both positive and negative impacts. To follow up on the negative impacts experienced during online learning, the principal provides solutions to minimize the negative impacts that occur. Overall, the policies of the principal at MI Miftahul Huda Jepara are good and conducive.

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