Article

Transformatıon Strategıes of School Prıncıples ın Increasıng Learnıng Effectıveness Post-Covıd-19 Pandemıc at Mts Maarif NU 2 Sutojayan Blitar

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ABSTRACT:

The Covid- 19 pandemic poses a significant challenge to leadership in schools around the world. Empowering teachers during the pandemic with some transformative strategies is absolutely necessary. The aim is to maintain the continuity of education in schools and empower teachers to stay close to the 4 (four) teacher competencies; pedagogic competence, social competence, personality competence and professional competence.

This study aims to reveal the principal's strategy to build teacher skills so that they have a greater impact on the school system, as well as foster teacher confidence. The application of this transformative leadership can contribute to empowering teachers to improve the effectiveness of learning in their schools in the midst of the covid-19 pandemic, Researchers formulate problems (1) How is the Principal Transformation Strategy in increasing the effectiveness of learning after the Covid-19 pandemic and (2) How is the Effectiveness of Learning which is carried out at MTs Maarif NU 2 Sutojayan Blitar to improve learning effectiveness.

Methods This research uses a field study with a *descriptive qualitative approach* . The research was carried out at MTs Maarif NU 2 Sutojawan Blitar, for 2 months, on June 5 – August 5, 2022. Data collection techniques were through observation, interviews, and documentation. Technical data analysis is a single data analysis technique by taking the method from Miles and Hubberman & Saldana.

The results show the conclusion that school principals have a strategic role in overseeing the success of the learning process after the COVID-19 pandemic. Three transformations of the principal's learning at MTs Maarif NU 2 Sutojayan Blitar in increasing the effectiveness of learning (1) granting autonomy to teachers, (2) transformation of emotional intelligence and (3) transformation of collaboration. The effectiveness of learning is carried out by (1) strengthening the capacity of CAR to review essential material, (2) compiling learning blocks, (3) carrying out blended learning practices when learning directly (offline), and (4) returning students from character lost and lost learning.

Keywords : *Learning Effectiveness, Covid-19, Transformational Strategy*

PRELIMINARY

Extraordinary events that have happened to all parts of the world have occurred from early 2019 to mid 2021. The corona virus has devastated all aspects of human life, both physically and psychologically. Starting from the very high mortality rate, the rapid spread of the virus,[1] the world recession due to the wheels of the economy not running until education activities had to stagnate because the learning method was changed from face-to-face to online mode.[2], [3] This delay is because not all educators are ready for material online. Some students don't even have devices for going online. In addition, technical matters such as signals, quotas and difficulties installing applications have created a series of challenges in the era of the Covid-19 pandemic.

In the midst of the mental onslaught of fear in overcoming the crisis, self-surrender to the fate that has been outlined by God. Innovations and breakthroughs to find solutions are always sought. Health protocols are set starting from *physical distancing,* wearing masks, washing hands, reducing crowds and limiting mobility.[4] In the world of education, learning methods have metamorphosed into digital education. The government is also pursuing policies in order to unravel the tangled threads of the pandemic so that education continues.

The Covid-19 pandemic is a significant challenge to leadership in schools around the world. The efforts that schools had made to train and prepare teachers before Covid-19 appear to be off the charts, requiring significant realignment and transformation to remain relevant for teachers. [5]in empowering teachers during a pandemic with some absolutely necessary transformative strategies. The goal is to maintain the continuity of education in schools and empower teachers to stay close to the 4 (four) teacher competencies; pedagogic competence, social competence, personal competence and professional competence.

Covid-19 has brought radical changes to the way we teach, learn, by emphasizing the importance of developing teacher leadership in contemporary times. Covid-19 has changed the face of the world with the discomfort of the inhabitants of this world. Unexpected and unplanned pressure has caused intellectual anxiety. Leadership in the world of education is challenged to be able to create progressive transformation in schools.[6] In this case it is important to empower teachers and give them the possibility to become agents of change through strengthening in terms of educational transformation. Empowerment can increase teachers' readiness to embark on

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[1]Muhammad Adnan Shereen, Suliman Khan, Abeer Kazmi, Nadia Bashir, Rabeea Siddique, *COVID-19 infection: Emergence, transmission, and characteristics of human coronaviruses,* Journal of Advanced Research, Volume 24, 2020, Pages 91-98, ISSN 2090-1232, https://doi.org/10.1016/j.jare.2020.03 005 . (https://www.sciencedirect.com/science/article/pii/S2090123220300540)

[2] Asti, E. (2021). Pengaruh Hubungan Pembelajaran Daring di Era Pandemi Covid-19 Terhadap Mental Peserta Didik. *Epistema*, *2*(2), 83–89. https://doi.org/10.21831/ep.v2i2.41351

[3] Sugiarto, A. (2021). *Efektivitas pembelajaran daring pada kondisi WFH/WFO di Madrasah Ibtidaiyah Kecamatan Reban. Teaching : Jurnal Inovasi Keguruan Dan Ilmu Pendidikan*, *1*(3), 137–143. https://doi.org/10.51878/teaching.v1i3.445

[4] Dwi , HR, & Aro'fah , S. (2021 *). Importance Community Understanding Through Education About Avoiding Health Protocols Transmission of Covid-19 in the Work Area Public health center Middle Rimbo Muara Bungo.* Journal Creativity devotion To the Community *(PKM)* , *4* (6), 1384–1389. https://doi.org/10.33024/jkpm.v4i6.4475

[5]Edwin Darrell de Klerk, et al ., *Transformative Intervention Strategies for Teacher Leaders During the Pandemic and Beyond* , International Journal of Learning, Teaching and Educational Research Vol. 20, no. 9, pp. 52-67, September 2021 https://doi.org/10.26803/ijlter.20.9.4 Received Jun 18, 2021; Revised Sept. 03, 2021; Accepted September 18, 2021

[6]Hart, C. (2020). *Educators are learners, too* . https://www.ednc.org/perspective-educators-are-learners-too/

progressive transformations in their schools. therefore, it is important to continue to provide opportunities to celebrate and recognize the value shown by teachers.[7]

Based on the conditions above, the researcher wants to reveal the principal's strategy for building teacher abilities so that they have more impact on the school system, as well as growing teacher self-confidence. The application of this transformative leadership can contribute to empowering teachers to use the opportunities given to them to become leaders in their schools in the midst of the co-19 pandemic, so this research takes the title Transformative Strategies to Increase the Effectiveness of Post-Covid-19 Pandemic Learning at MTs Maarif NU 2 Sutojayan Blitar .

Based on the background above, the problem formulation in this study can be formulated as follows; (1) What is the Principal's Transformation Strategy in increasing the effectiveness of learning after the Covid-19 pandemic at MTs Maarif NU 2 Sutojayan Blitar. (2) How is the effectiveness of the learning carried out at MTs Maarif NU 2 Sutojayan Blitar?

Based on the problem formulation mentioned above, the researcher formulated the following objectives; (1) Knowing the Principal's Transformation Strategy in increasing the effectiveness of learning after the Covid-19 pandemic MTs Maarif NU 2 Sutojayan Blitar. (2) Knowing the Effectiveness of Learning carried out at MTs Maarif NU 2 Sutojayan Blitar.

The benefits of this research are; (1) It is hoped that the results of this study can be used as an additional body of knowledge regarding the Transformative Strategy of School Principals in increasing the effectiveness of learning after the Covid-19 pandemic. (2) This research as alternative learning models that are effective and applied in schools in increasing the effectiveness of learning after the Covid-19 pandemic.

PREVIOUS RESEARCH

a). Transformative Leadership

1) Implementation of Transformative Leadership Style in Increasing Competitiveness in the journal Education Journal of Islamic Education Volume 8, Number 2, December 2020. That transformative leadership does not just influence followers to achieve the desired goals, but more than that intends to change the attitudes and basic values of the followers through empowerment. The empowering experience of his followers increased his self-confidence and determination to continue making changes even though he might be affected by those changes himself.[8]

2) The transformative leadership compass: six competencies for digital transformation entrepreneurship in the International Journal of Entrepreneurial Behavior and Research (2021), that school principals have an important role in ensuring the continuity of the student learning process, both from the aspects of process, implementation, evaluation and academic supervision, so that Madrasas will make improving student learning achievement the main target in their learning outcomes. The principal is the highest leader

[7] Behrstock-Sherratt , E., Brookins, P., & Payne, G. (2020). *Teacher leadership in uncertain times: Recommendations from board-certified teachers for school, district and state leaders.* https://www.nbpts.org/wp-content/uploads/Covid-Teacher-Leadership.pdf

[8] Agus Purwowidodo et al , *Implementation of Leadership Style transformative In Upgrade Power competitive* Education (Multicase Study at Mi Perwanida Kota Blitar and SD Al-Munawar Tulungagung Regency), *T A'ALLUM* : Journal of Islamic Education Volume 8, Number 2, December 2020, Pages 309-332 p-ISSN: 2303-1891; e-ISSN: 2549-2926

of the madrasah, one of the duties and competencies that must be possessed is the ability to supervise teachers and education staff at the madrasah. Sciuma offers 6 competencies in transformative leadership in the digital transformation era.[9]

b.) Covid, Teachers and Learning Models

1) The Hard Teacher's Leadership Coping to the COVID-19 Pandemic. World Journal of Education, (2020) That The covid storm that hit for more than one and a half years, the role of school principals and teachers is very urgent in the continuity of the learning process, especially in the scope of action and increasing academic excellence. Covid-19 not only demands an increase in socio-emotional abilities and abilities, but also demands the role of the teacher, which can be described as the Covid-19 pandemic has created an ideal opportunity for teacher empowerment so that all school members can benefit from and teachers as influencers and agents of change Education.[10]

2) The transformative leadership compass: six competencies for digital transformation entrepreneurship . International Journal of Entrepreneurial Behavior and Research (2021) , That when Covid hit, inevitably the teacher had a new role and responsibility as an influencer, which influenced children to immediately adjust their way of thinking and acting in terms of different teaching and learning practices. We are invited to enter a new era, where digital transformation requires transformative leadership as well.[11]

3) Perceptions about teacher leadership: Do teacher leaders and administrators share a common ground ? Journal of International Education and Leadership, (2014) that teachers must be able to take the opportunities provided by schools to make significant changes, start their positive developments by developing self-confidence and getting out of their comfort zone, so far teaching with face-to-face meetings becomes meetings on line.[12]

Some of the learning models carried out during the pandemic are:

1. *Project Based Learning* . This learning model is a form of implication from the Circular of the Ministry of Education and Culture no.4 of 2020. This *project based learning* has the main objective of providing training to students to be more able to collaborate, work together, and empathize with others. This model is effectively applied to students by forming small study groups in working on projects, experiments, and innovations. This lesson is appropriate for students who are in the yellow or green zones. They interact with one another, always paying attention to the health protocols that have been set .

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[9] Schiuma , G., Schettini , E., Santarsiero , F., & Carlucci, D. (2021). The transformative leadership compass: six competencies for digital transformation entrepreneurship. *International Journal of Entrepreneurial Behavior and Research* . https://doi.org/10.1108/IJEBR-01-2021-0087

[10] Chan, JCA, López, MVE, De Lourdes Pinto Loria, M., & Briceño , ED (2020). The Hard Teacher's Leadership Coping to the COVID-19 Pandemic. *World Journal of Education, 10* (4), 55–63. https://doi.org/10.5430/wje.v10n6p55

[11] Schiuma , G., Schettini , E., Santarsiero , F., & Carlucci, D. (2021). *The transformative leadership compass: six competencies for digital transformation entrepreneurship . International Journal of Entrepreneurial Behavior and Research* . https://doi.org/10.1108/IJEBR-01-2021-0087

[12] Uribe- Florez , L., Al- Rawashdeh , A., & Morales, S. (2014). *Perceptions about teacher leadership: Do teacher leaders and administrators share a common ground* ? Journal of International Education and Leadership, 4(1), 1-15. https://files.eric.ed.gov/fulltext/EJ1136038.pdf

2. *Online Method*. This method is a form of teacher innovation, collaborating with parents and students who are the main object. The use of this online method is a form of dealing with situations that are not conducive to direct learning. Reporting from Kumparan, the Ministry of Education and Culture revealed that online methods can overcome problems that occurred during this pandemic. This method is able to make students to make good use of existing facilities at home. Like creating content by utilizing items around the house or doing all learning activities through the online system. This online method is suitable for students who are in the red zone area. By using a full online method like this, the learning system delivered will continue and all students will remain in their respective homes, with the aim that they will remain protected from the outbreak of Covid 19.

3. *Home Visit Method*. As with other methods, home visits are an option for learning methods during this pandemic. This method is similar to teaching and learning activities delivered during *homeschooling*. So, the teacher makes visits to students' homes for a certain time. This method is carried out because of the limitations of children in utilizing technology, teachers visit and provide teaching at students' homes and provide explanations that students do not understand during online activities.

4. *Offline Method*. Offline refers to the learning model that is carried out outside the network. In a sense, this one learning is carried out face-to-face with due regard to the applicable zoning and health protocols. This method is very suitable for students who are in the yellow or green zone areas, especially with the strict new normal protocol. In this one method, students will be taught in turns (*shift model*) to avoid crowds. This model was suggested by the Minister of Education and Culture to fulfill the simplification of the curriculum during this pandemic emergency. This method is designed to get around the delivery of the curriculum so that it is not convoluted when delivered to students. In addition, this learning is also considered quite good for those who lack supporting facilities and infrastructure for online systems.

5. *Integrated Subject Matter,* this one learning method does not only involve one subject, but also links other learning methods. By applying this method, apart from students collaborating in working on projects, other teachers are also given the opportunity to conduct team teaching with teachers in other subjects.

6. *Blended Learning* is a method that uses two approaches at once. In a sense, this method uses an online system as well as face-to-face via video conference. So, even though students and teachers are learning remotely, they can still interact with each other. The blended learning method is one method that is considered effective for improving the cognitive abilities of students.

RESEARCH METHODS

This research uses field studies with a *descriptive qualitative approach*. The research was carried out at MTs Maarif NU 2 Sutojawan Blitar, for 2 months, from 5 June to 5 August 2022.

Data collection techniques carried out by researchers as the main instrument went straight into the field to conduct observations, interviews, and documentation. The data analysis technique is in the form of a single data analysis technique by taking the method from Miles and Hubberman & Saldana namely; data collection; data condensation; presentation of data and conclusions. The subject of this study was at MTs Maarif NU 2 Sutojayan Blitar, by carrying out research using the 3P method (*people, place and paper*) where the researcher conducted interviews with the MTs head and teachers and educators, *place* in the form of field observations and papers in the form of madrasah documentation.

Qualitative *descriptive research* aims to tell and visualize existing events. According to Sugiyono, research using *descriptive qualitative* is a research method based on the philosophy of postpositivism which is usually used to research in natural objective conditions where the researcher acts as the key instrument.[13]

RESEARCH RESULT

Exposure at MTs Maarif NU 2 Sutojayan Blitar

MTs Maarif NU 2 Sutojayan Blitar is within the scope of Islamic boarding schools . All of the students live in boarding schools. In order to maximize educational goals and facilitate supervision, students carry out educational activities in a neat and orderly manner throughout the day and night.

MTs Maarif NU 2 Sutojayan Blitar has an NPSN 20584989 having its address at Jl. Diponegoro No. 105 Kedung Bunder Village, Kec. Sutojayan Kab. Blitar. Under the auspices of the Ministry of Religion with No. SK. Establishment 3332 Year 2017, officially has an operational permit since May 30 2017. Currently MTs Maarif NU 2 Sutojayan is accredited A with number SK 599/BAN-SM/SK/2019 dated 09-07-2019.[14]

institutions are now in great demand by the community and are parents' first choice. In addition to general lessons, religious lessons and the formation of Islamic character can also be achieved. Islamic boarding school education needs a good arrangement or formulation so that it runs smoothly and according to what the institution aspires to be. Because curriculum and learning are the main pillars as guidelines for the implementation of education. So that without a good curriculum and learning, it is certain that the continuity of the implementation of education cannot run as expected by institutions and the government indirectly.

In an effort to increase the effectiveness of learning at MTs Maarif NU 2 Sutojayan Blitar has implemented a Transformative Strategy. Three principal learning transformations are applied by (1) giving autonomy to teachers, (2) emotional intelligence transformation and (3) collaboration transformation.

In an effort to increase the effectiveness of learning that is carried out at MTs Maarif NU 2 Sutojayan Blitar carry out (1) strengthening PTK capacity to review essential material, (2) Compile learning blocks, (3) carry out blended learning practices during offline learning, and (4) restore lost character and learning lost. The application of these 4 (four) Learning Models makes children happy with practice and projects.

DISCUSSION
Transformative Strategy Head School in Upgrade Learning post Covid

After this covid storm subsided, the benchmark was that the government had allowed 100% offline gatherings for schools, even with strict health protocols. It can be interpreted that we have become independent from Covid 19. Learning that has taken place during Covid turned out to have positive implications for the development of teacher learning models. Teachers have studied technological developments and made extraordinary learning innovations.

The school principal sees this opportunity as a great learning resource to continue implementing and developing after the pandemic subsides. There are several strategies made by school principals to improve effective learning after Covid 19.

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[13] giyono, (2008) *Metodologi Penelitian Kualitatif Kuantitatif, R &D,* Alfabeta, Bandung: 15

[14]h https://referensi.data.kemdikbud.go.id/tabs.php?npsn=20584989

MTs NU 2 Sutojayan Blitar, especially the head of the madrasa, has several strategic steps to increase the effectiveness of learning, especially after the Covid 19 pandemic. Teachers who are familiar with digital teaching patterns and use social media, are directed to the right method to respond to children's digital habits and lead to more effective and enjoyable learning. The strategies carried out by school principals for teachers in order to increase the effectiveness of post-covid learning are as follows:

1. Transformative Autonomy

In an emergency, given a mandate by superiors to implement an emergency curriculum, learning methods that are changed and engineered so that students can still learn. give authority to the teacher to manage the class. In Nel's view, transformative autonomy can be articulated as the autonomous application of the human potential to create new meaning through the reinterpretation of experience while When teachers are given the opportunity to develop as leaders, they must be trained how to be considerate of themselves as well as how to become skilled at knowing what will take care of themselves. [15]According to De Klerk and Barnett when caring for themselves, teachers must adopt knowledge that is relevant to their development and, when they care for themselves, they use the information obtained to change themselves independently providing space for personal empowerment. This implies that the transformation of autonomy must function as a capacity for teacher leaders to be independent, even when they find themselves in moments of perplexing dilemmas. [16]De Klerk and Barnett believe that the transformation of autonomy must make the teacher an active actor in education; thus, individuals who persuasively act on opportunities to personally reconstruct themselves through empowerment.[17]

2. Transformative emotional intelligence

During a pandemic, learning must be accompanied by awareness of self-development. Learning must be accompanied by knowing about oneself, the intelligence and emotional strength of the child. So according to Walker there is a need for *Transformative Emotional Intelligence* (TEI). [18]Emotional intelligence is a set of emotional and social skills that influence the way we perceive and express ourselves, develop and maintain social relationships, cope with challenges, and use emotional information in effective and meaningful ways.

Nelson suggests that there are five key dimensions of skills, there are five keys to learning, such as (a) interpersonal and communication skills, (b) individual leadership, (c) self-management, (d) interpersonal development, (e) recognizing and reducing problems

[15]Nel, WN (2014). Critical community psychology in education: an argument for transformative autonomy. *South African Journal of Higher Education* , *28* (3), 787–797. https://journals.co.za/doi/pdf/10.10520/EJC159152

[16]Parker, G. (2015). Teachers' autonomy. *Research in Education, 93* (1), 19–33. https://doi.org/10.7227%2FRIE.0008

[17]Ibid

[18]Walker, J. (2017). Shame and transformation in the theory and practice of adult learning and education. Journal of Transformative Education, 15(4), 357–374. https://doi.org/10.1177%2F1541344617699591

that occur. [19]The implications of this form of emotional intelligence transformation for prospective school principals in preparing curriculum programs[20]

3. Collaborative transformation

  21st century skills require our skills not only to be professional at work, but also to master soft skills, including being able to collaborate with communities, communicate, think critically, and be creative. [21]Collaboration according to Wenger is the involvement of individuals in the community to be actively involved in an activity. This reciprocal active engagement aims to develop shared relationships, norms, values and understanding.[22]

  Collaborative awareness emerges through shared participation in a community of practice, but individuals contribute to and change the community through their participation and pursuit of their own goals within the community.[23]

effectiveness Learning carried out at MTs Ma'arif NU 2 Sutojayan Blitar for Upgrade Effectiveness Learning

  After the pandemic subsides, the staged scenario will be implemented learning implemented by the government. Ensure security child in the staring process advance no infected with the corona virus. Stages from online, to to stare advance limited. Half student entered morning half entered afternoon in accordance capacity half room. Son only obtains materials essential, a lot material hours of compressed lessons _ or made project at home.

  As for MTs Ma'arif NU 2 Sutojayan Blitar this based on study current researcher _ two months do observation and in- depth interviews with stakeholders in the MTs there is things urgent as possible be delivered researcher in form findings study in framework Upgrade effectiveness learning after the Covid-19 pandemic, including:

1. Strengthening PTK capacity in review material essential

  Strengthening PTK capacity is carried out by for teachers with review materials _ essential. Principal of Madrasah with teachers at MTs Maarif NU 2 Blitar review important material that must be mastered by students and is continuous material that exists in all _ level class. Essential material _ is frequent meters _ needed for learn eye another lesson and is material that have mark applied in life every day. Aim for strengthening PTK capacity in review material essential this is for get input and improvement good related with material, method learning and achievement students ' learning.

2. Arrange learning blocks with group small outside official hours stare advance

  Learning blocks with group small at MTs Maarif NU 2 Sutojayan Blitar is for Upgrade involvement student taller in study and complete tasks learning. Learning blocks with group small done with especially formerly pretest , for group student based on equal

[19]Nelson, D., Low, G., & Hammett, R. (2017). Twenty First Century Skills for Achieving Education, Life, Work Success 1. Education and Learning Model of Emotional Intelligence. American Journal of Educational Research, 5(2), 197–206. Retrieved from http://pubs.sciepub.com/education/5/2/15

[20]Mills, LB (2009). A Meta-Analysis of the Relationship Between Emotional Intelligence and Effective Leadership. Journal of Curriculum and Instruction, 3(2). https://doi.org/10.3776/joci.2009.v3n2p22-38

[21] Rizal. (2017). Mengajar Cara Berpikir, Meraih Ketrampilan Abad 21. *Seminar Nasional Pendidikan PGSD UMS & HDPGSDI Wilayah Jawa Pendidikan,* 390–406. Retrieved from http://hdl.handle.net/11617/9134

[21] Wenger, E. (1998). Communities of practice: Learning, meaning, and identity. Cambridge, UK: Cambridge University Press

[22]Wenger, E. (1998). Communities of practice: Learning, meaning, and identity. Cambridge, UK: Cambridge UniversityPress

[23]Ivey, G., & Johnston, PH (2015). Engaged reading as a collaborative transformative practice. Journal of Literacy Research, 47(3), 297–327. https://doi.org/10.1177/1086296X15619731

ability _ in the group , so divided three group ability high , low and medium . Aim I is for give service best in accordance ability student.

Class with level abilities are highly heterogeneous, then appear inequality in serve learning student. Category students who have ability tall no patient for quick could finish lesson or completed task _ given, medium for student with category medium and low still must give explanation over and over again new they thigh. With make groups _ _ small, learning can give in a manner maximum, and the students can enjoy and happy, without feel clumsy or feel stressed with more students _ smart.

Student will more believe yourself and absorb lesson with more ok. Whereas group ability tall get service maximum so that ability can more moment face exam.

a. Modified offline practice with touch *blended learning*

The Covid-19 pandemic requires teachers to do modify and change the learning process because of the learning process normally dispensed with and students have to permanent get learning although study at home. *Blended learning* is one that is applied at MTs Maarif NU 2 Sutojawan Blitar. *Blended learning* is method indeed _ addressed for combine learning traditional and *e-Learning*. With mixed models like this, of course needed rotation customized learning _ with Policy from teachers _ with structured way. _ As example, the rotation is done for required activities _ group small, activities for class, tutoring group, guidance personal and so on. If using method learning traditional, generally matter this will done at home and become homework for the students.

b. Return *character lost* and *learning lost.*

Study period from long house _ During the Covid-19 pandemic got cause loss ability study among _ child school. loss ability study this called *learning lost,* that is loss knowledge and skills which have an impact on the decline of the academic process. But more _ urgent is returns the character lost that occurred in children. Habit tawadhu , discipline , respect and other characters that become lost educational culture during a pandemic. And be Profession Outer house _ common in education and labor circles education for return character good child educate.

c. Make like child study with activity work Practice, Project, and reduce activity which focus material

Learning models these practices and projects is this is form implication from SE Kemendikbud no.4 of 2020. Namely *Project based learning.* Child invited for collaboration, cooperation, and empathy with fellow. This model is taught at MTs Ma'arif NU 2 Sutojayan with form group study small in work projects, experiments, and innovations. Make childlike activity work practices and projects is something that requires a long effort. But when can implemented will open transformation from focused activities _ material with method lecture Becomes activity work practices and projects.

Conclusion

The conclusion in this study is that madrasa principals have a strategic role in overseeing the success of the learning process after the covis-19 pandemic. To increase the effectiveness of learning at MTs Maarif NU 2 Sutojayan Blitar by implementing a Transformative Strategy. Three principal learning transformations are applied by (1) giving autonomy to teachers, (2) emotional intelligence transformation and (3) collaboration transformation.

The effectiveness of learning carried out at MTs Maarif NU 2 Sutojayan Blitar by (1) strengthening the capacity of PTK to review essential materials, (2) Arranging learning blocks, (3) practicing blended learning during offline learning, and (4) restoring lost character and learning

lost . The application of these 4 (four) Learning Models makes children happy with practice and projects. The implications of this Project Based learning model change the habits of students doing assignments individually to become collaborative, mutual cooperation, empathy with others. Working on projects, experiments and innovations are the strengths of this learning model. Integrated learning is integrated learning.

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