



The Strategy of Education Quality Assurance During Covid-19 Pandemic

Suyanto; Mudhofir Abdullah; Imam Makruf

Islamic Education Management Department, UIN Raden Mas Said, Indonesia

<http://dx.doi.org/10.18415/ijmmu.v10i2.4300>

Abstract

This study discusses the Education Quality Assurance system during the pandemic. The pandemic has had an impact on changes in the systems and patterns of teaching in schools. Every school is required to be creative and agile to face this pandemic. SD Muhammadiyah Program Khusus Surakarta (Muhammadiyah Elementary School Special Program) has a quality assurance system that can be applied in other schools. This study aims to describe the quality assurance system used in SD Muhammadiyah Program Khusus Surakarta. Based on the data and interview results, it was found a description of the education quality assurance system in SD Muhammadiyah Program Khusus Surakarta. The quality assurance system at SD Muhammadiyah PK Surakarta is carried out based on integrated quality management, namely by creating a quality culture that encourages all members of the organization to work for customer satisfaction (Sallis, 2015: 49). During the pandemic, the quality assurance system at SD Muhammadiyah Program Khusus Surakarta was carried out by: (1) making plans by involving parents as a basis for input in policy making. (2) using a blended learning system by combining Online Learning Materials (BBD/ Bahan Belajar Daring) with technology and information such as YouTube, zoom and other technological applications that support learning. (3) SD Muhammadiyah Program Khusus Surakarta always evaluates and follows up based on the findings of the existing problems.

Keywords: *Covid -19 Pandemic; Quality Assurance; Strategy*

Introduction

Covid-19 pandemic has hit almost all parts of the world. Pandemic has negatively influenced many sectors. Education has to adapt to be able to solve problems caused by the pandemic. Education is forced to stop for a while and to change direction from face-to-face meeting to online learning. Online learning for all education levels in Indonesia is considered as something new.

Most of the schools in Indonesia are quite surprised when facing online learning for the first time. Indonesian education is indeed different from education abroad, Indonesia emphasizes more on physical and psychological interaction through face-to-face meeting or offline learning. Most schools in Indonesia are still constrained by facilities and infrastructures. The school culture in Indonesia, which is more interactive and requires a teacher's direct guide, made the learning habit in class disrupted.

Online learning in most schools is, at first, limited to doing and collecting assignment with a strict health protocol. As time passed on, the teachers are also required to be technology literate before preparing a long-distance learning model. The Ministry of Research, Technology, and Higher Education has made training programs which are almost entirely online-based. The Communication and Information Technology (ICT) becomes one of the main factors in supporting this online or long-distance learning. Abdul Latip (2020) writes that “Information and communication technology is an important part to help the long-distance education as it becomes a media to transfer information and to help learning interaction.” In his research. Ali Muhson (2010) also explains that “In globalization era, the use of Information Technology-based learning media surely needed.”

The Ministry of Education and Culture, through circular letter Number 4 Year 2020 about the Implementation of Education Policy during the corona virus emergency emphasize that the students’ learning during the pandemic era is to be focused on the life skills education, and learning activities. Online learning or task may vary between students, according to their interest and condition, including considering the gap in accessibility or learning facility at home. A teacher should give useful qualitative feedback on the evidence or product of learning activities. Giving score is not a must.

During the Covid-19 pandemic, with the implementation of long-distance learning, learning independence is required, thus it is needed to put an effort to increase the learning independence by applying Information Technology. The use of media in learning is to provide opportunities for collaboration and mutual communication between a teacher and the students. This independent learning system is a part of 21st century education. Hanifa Febriani (2021) that “The 21st century education demands students to be independent in learning and developing skills.”

Muhammadiyah schools in Indonesia are required to be responsive and fast to react for all contemporary education problems. These education problems, which are considered as new things, demand for schools to be open to the changing era. Ahmad Najib Burhani (2016) in his research writes “The identity of progressive Islam is strongly embedded in Muhammadiyah, this identity is a door that is always open and adaptive to change.” Nurul Hidayah (2020:39) writes that “The process of teaching and learning activities which were originally usually done face-to-face changes into a long-distance learning.”

Technology can be a link between a teacher room and the students. Long-distance learning model provides convenience and efficiency in learning, home learning program and education TV become a link for educations and schools which have limited resources to master Information Technology. In most school which has IT personnel and sufficient fund, the LMS (Learning Management System) has been developed (Acep Roni Hamdani, 2020:4-5).

In the pandemic era, not all schools implement a quality management system. The schools which are still busy with preparation of facilities and infrastructures have to struggle to fulfill the need for facilities and infrastructures first before implementing the quality management system. This is the schools’ image in the pandemic era.

“The causes of the low education quality in Indonesia can be identified into several things, including inadequate facilities in quality and quantity, low quality of teachers and education staffs, low teachers’ welfare, lack of equal students’ achievement, lack of access to education, and lack of relevance between education and needs (Supardi, 2021 :16).”

Endang Herawan (2011:1) also confirms that “The Indonesian nation is faced with educational problems related to the low quality of education at every level and type of education and educational unit.”

Quality Management

Through the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 28 Year 2016 about the Primary and Secondary Education Quality Assurance System states that Education Quality Assurance is a mechanism that is systematic, integrated, and sustainable to ensure that the entire process of education administration is in accordance with the quality standard.

The aim of the Education Quality Assurance System is to ensure the fulfillment of the standard in the primary and secondary education units in a systematic, holistic, and sustainable manner, so that a quality culture grows and develops in the education units independently. The Education Quality Assurance System function as a controller of education administration by education units to realize a quality education.

Quality assurance in education needs to be done since the beginning of education process. The school has to implement the quality management system to ensure the realization of quality in each step of school activity which is input, process and output, and school management. If the education process is not done optimally and according to the National Education Standard, then the quality of the graduates' competence cannot be guaranteed (Ridwan A. Sani, et.al. 2018: 9).

Muhammadiyah education has performed education modernization since the Dutch colonial era until now. The background of the emergence of that modernization is because, in the view of K.H. Ahmad Dahlan, the education method of boarding school is unable to respond to the flow of modern development and does not mean that the method itself is bad. The aim of education modernization is for the Islamic education to advance and in line with the development of science. The modernized aspects include the establishment of Dutch model schools, the change of school names, curriculum renewal, education goals, education methods, education media, and education management (Daulai, Afrahul F, 2019).

The Muhammadiyah Central Leadership through the PP Muhammadiyah Education Council manages as many as 5.264 schools/madrasahs/Islamic boarding schools, with detail of as many as 1.064 Elementary Schools, 1.111 Junior High Schools, 5.067 Senior High Schools, and 546 Vocational Schools. Then, there are as many as 1.188 Islamic Elementary Schools, 521 Islamic Junior High Schools, 178 Islamic Senior High Schools, and as many as 89 Islamic Boarding Schools (PP. Muhammadiyah, 2015: 198).

In Muhammadiyah environment of Surakarta in the fifth Annual Activity Report year 2020 and the sixth Annual Activity Plan year 2021 47th Congress Period, Work Meeting of Muhammadiyah Regional Leader of Surakarta City on 22 rajab 1422 H / 6 March 2021 M in appendix 5 states, that the data in Surakarta PDM Education Council year 2020/2021, that is managing educational institution as many as 23 Elementary Schools, 10 Junior High Schools/Islamic Junior High Schools, and 11 Senior High School/Islamic Senior High School/Vocational School. In the academic year of 2020/2021, the number of students are 7.047 in the Elementary Schools, 2.657 in the Junior High Schools/Islamic Junior High Schools, and 2.209 in the Senior High Schools/Islamic Senior High Schools/Vocational Schools. Thus, there are 11.913 students in total. Muhammadiyah Business Charity in the educationa field in the Muhammadiyah environment of Surakarta includes Elementary School, Junior High School/Islamic Junior High School, Senior High School, Islamic Senior High School, and Vocational School. One of which that is developed very well is the Muhammadiyah college of Kotabarat.

SD Muhammadiyah Program Khusus Surakarta in the environment of Muhammadiyah association is known as pioneer or the first school that implement the Special Program since year 2000. SD Muhammadiyah Program Khusus Surakarta, for the last three years, holds the first rank of School Examination in Surakarta City. The high trust of the people results in entering their children to that school.

During pandemic, SD Muhammadiyah Surakarta (Muhammadiyah Elementary School of Surakarta) also feels the pandemic impacts, however this Elementary School is able to rise up and anticipate the problems encountered in learning SD Muhammadiyah Program Khusus Surakarta has a quality management system which strive to deal with the pandemic. The focus of this research is to describe the use of Information Technology for education quality assurance during the Covid-19 pandemic.

Research Method

This research used qualitative method. This research was done in SD Muhammadiyah Program Khusus Surakarta in July to September 2021. The informants were: (1) the principal as the key informant, (2) the vice principal of curriculum department, and (3) the teachers of SD Muhammadiyah Program Khusus Surakarta.

The data collection technique used was purposive sampling method or known as internal sampling. The sample was chosen not to represent the population but to represent in-depth information and problem so that the data were more accurate. The data collection was done by using three techniques: (1) observation, (2) interview, and (3) documentation.

The collected data then were analyzed by using interactive analysis model (Miles dan Huberman, 1998 :23). In this analysis model, there are three analysis components which include: data reduction, data display, and conclusion drawing or verification (Sugiyono, 2021 :131-141).

Result and Discussion

Covid-19 pandemic has a big impact to the learning process. Nur Salam as the principal of SD Muhammadiyah Program Khusus Surakarta states that Information Technology cannot be separated from long-distance learning process in the pandemic era. Information and technology become the primary need for learning media.

Based on the data and information from the interview result with the principal SD Muhammadiyah Program Khusus Surakarta as well as the teachers who have direct connection with learning during pandemic era, there are several things found related to the education quality assurance program in SD Muhammadiyah Program Khusus Surakarta.

1. Planning

The plan arrangement step is the step to determine the problems and how to solve those problems. The planning process optimizes the existing resources which is implemented effectively and efficiently. The planning process includes setting new standard. The quality standard related to the education quality of SD Muhammadiyah Program Khusus Surakarta refers to the 8 National Education Standards.

In arranging the learning program during this Covid-19 pandemic, the school involves the parents. The purpose of involving the students' parents is to search for an input so that the school program that is going to be implemented is in line with the condition and situation, especially regarding the learning quality which is related to the use of Information Technology.

The principal of SD Muhammadiyah Program Khusus Surakarta says that the arranging of the school program by involving parents is important. The parents' involvement in the policy making is related closely with the intensity of use of Information Technology by the students in the Covid-19 pandemic era.

As for internal policy, it is made by mutual agreement through a forum meeting, based on the inputs and suggestions from the students' parents. The policies for quality assurance of SD Muhammadiyah Program Khusus Surakarta Kotabarat Surakarta include:

- a. SD Muhammadiyah Program Khusus Surakarta coordinates with the teachers and creates a creative team which is responsible to prepare shooting place (studio), editing, up to uploading it in the YouTube channel.
- b. Learning administration arrangement Before starting learning, all education staffs of SD Muhammadiyah Program Khusus Surakarta makes a few administrations which must be written in the lesson plan and as a reference for the learning implementation which is related to lesson plan, syllabus, Annual Program, Semester Program, and Education Calendar.
- c. The teachers make teaching materials in printed form named *Bahan Belajar Daring* (BBD) [Online Learning Material] and produce a learning tutorial in video form to fill the content of the YouTube channel.
- d. SD Muhammadiyah Program Khusus Surakarta also prepares itself in facing this pandemic era by carrying out continuous training related to the use of Technology and Information with the KKG (Kelompok Kerja Guru) [Teachers' Work Group].

2. Implementation

In this step, it refers to what has been planned, in this research, the standard used as reference is the process and assessment standard from National Education Standard. This do step is carried out in the learning implementation. The development of learning method is designed systematically to fulfill the indicators in the lesson plan.

The teachers prepare learning scenario to support the long-distance learning process. Through the making of Online Learning Material, which is combined with the YouTube content material from the teachers, it is expected that the problems or gaps in online learning can be solved.

The learning strategy of SD Muhammadiyah Program Khusus Surakarta is blended learning system that is an online learning process by watching YouTube which is combined with looking at the Online Learning Material module. This model is created to better understand the material in the YouTube content as well as the presentation given by the teachers.

3. Evaluation

The monitoring of learning process in Covid-19 pandemic to make sure of the education quality is done by watching the working process and gathering information to determine the real situation about the flow of the process whether the result is according to what has been planned or not.

The principal, as a leader in the online learning system in SD Muhammadiyah Program Khusus Surakarta, performs an evaluation step to support the creation of education quality assurance system through these steps: First, check and evaluate whether the learning objectives are in accordance with what has been planned. Second, supervise the obstacles in the learning implementation process. Third, learn and find something new in the learning process during pandemic.

The evaluation steps with the principal's supervision become a media for discussion in solving the problems faced by the teachers. For example, when the teacher of class one experienced a difficulty in the material learning process of alphabet letter introduction, then the school offers a solution by presenting an application that can solve that problem.

4. Follow up

After the principal did a report, from the result of the supervision assessment, a follow-up is determined. In the report of each observation aspect, the follow-up action, that needs to be done as an attempt to fix the lack of teaching, has been written. Generally, the principal often conducts a workshop, symposium, or scientific activities as a means of improving the teaching-learning process that is done by the teachers.

Conclusion

Based on the research findings that have been explained, it can be concluded that: a) In general, the relationship between education quality assurance in SD Muhammadiyah Program Khusus Surakarta is based on the National Education Standard and the concepts of Al Islam and Study of Muhammadiyah. b) SD Muhammadiyah Program Khusus Surakarta, in organizing the online learning program, involves the teachers as well as the students' parents.

- c) SD Muhammadiyah Program Khusus Surakarta has utilized Information Technology in learning process during Covid-19 pandemic by using Zoom and other learning applications.
- d) The online learning process in SD Muhammadiyah Program Khusus Surakarta is done by watching YouTube which has been prepared by the teachers combined with Online Learning Material module.

References

- Abdul Latip, *Peran Literasi Teknologi Informasi Dan Komunikasi Pada Pembelajaran Jarak Jauh Di Masa Pandemi Covid-19*, EduTeach :Jurnal Edukasi dan Teknologi Pembelajaran, Volume 1, No. 2 Edisi Juni (2020), p : 110.
- Ali Muhson, *Pengembangan Media Pembelajaran Berbasis Teknologi Informasi*, Jurnal Pendidikan Akuntansi Indonesia, Vol. VIII. No. 2 – Tahun 2010, p. 7.
- Ahmad Syafi'i Ma'arif. (2000). *Independensi Muhammadiyah di Tengah Pergumulan Pemikiran Islam dan Politik*, Jakarta: Pustaka Cidesindo.
- Endang Herawan. (2011). Pengendalian Mutu Pendidikan: Konsep Dan Aplikasi .Jurnal Administrasi Pendidikan Vol.XIII.No.1 <https://ejournal.upi.edu/index.php/JAPSPs/issue/view/724>, 1.
- Haedar Nashir. (2010). *Muhammadiyah Gerakan Pembaharuan*, Yogyakarta: Suara Muhammadiyah.
- Ridwan A. Sani, Isda Pamuniati dan Anies Mucktiany. (2018). *Sistem Penjaminan Mutu Internal*, Tangerang: Tira Smart.
- Supardi. (2021). *Manajemen Mutu Pendidikan*, Jakarta: UNJ Press.

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>).