Quality management of english learning during the pandemic of Islamic Elementary School Tahfizh Al-Qur'an El Ma'mur Bogor

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Abstract

During the Covid-19 pandemic, there has been a change in learning patterns, from face-to-face learning patterns to distance learning. This change in learning patterns poses a challenge for teachers to be able to manage virtual classes into effective classes. This study aims to describe the implementation of quality management of English language learning from the perspective of Islamic education during the pandemic at Tahfizh AL-Quran El Ma'mur Islamic elementary school in Bogor. The method used in this research is field research with a qualitative approach, which can be interpreted as a series or process of capturing information, from natural conditions in the life of an object, related to solving a problem, both from a theoretical and practical point of view. This research begins with collecting information in a natural situation. The implementation of English language learning from the perspective of Islamic education will have an impact on progress and quality if it is carried out in a planned manner such as using syllabus, lesson plans and online teaching media. This also makes the learning process efficient even though learning is carried out in the midst of a pandemic.

Keywords: Education Quality Management, Islamic Education, English Learning

Abstrak

Pada masa pandemi Covid-19, telah terjadi perubahan pola pembelajaran, dari pola pembelajaran tatap muka ke pembelajaran jarak jauh. Perubahan pola pembelajaran tersebut, menimbulkan tantangan bagi para guru agar mampu mengelola kelas virtual menjadi kelas yang efektif. Penelitian ini bertujuan untuk mendeskripsikan implementasi manajemen mutu pembelajaran bahasa Inggris perspektif pendidikan Islam selama masa pandemi di sekolah dasar Islam Tahfizh Alquran El Ma'mur Bogor. Metode yang digunakan dalam penelitian ini adalah studi lapangan (*field research*) dengan pendekatan kualitatif yakni dapat diartikan sebagai rangkaian atau proses menjaring informasi, dari kondisi sewajarnya dalam kehidupan suatu obyek, dihubungkan dengan pemecahan suatu masalah, baik dari sudut pandang teoritis maupun praktis. Penelitian ini dimulai dengan mengumpulkan informasi-informasi dalam situasi sewajarnya. Pelaksanaan pembelajaran Bahasa Inggris perspektif pendidikan Islam akan berdampak maju dan berkualitas jika dilaksanaan dengan terencana seperti menggunakan Silabus, RPP dan media ajar daring. Hal ini juga membuat proses pembelajaran efisien meski pembelajaran dilaksanakan di tengah pandemi.

Kata kunci: Manajemen Mutu Pendidikan, Pendidikan Islam, Pembelajaran Bahasa Inggris.

Introduction

Education is defined as a systematic process to improve human dignity holistically. This can be seen from the philosophy of education which is essentially to actualize the three most elementary dimensions of humanity, namely the first affective, reflected in the quality of faith and piety, ethics and aesthetics, as well as noble character and noble character. Second, cognitive which is reflected in the capacity of thinking and intellectual power to explore knowledge and develop and master technology; and the third psychomotor which is reflected in the ability to develop technical skills and practical skills

Sisdiknas (2003) in other words, education is a conscious and planned effort to create a learning atmosphere and learning process so that students are actively able to develop their potential and have religious spiritual strength, self-control, intelligence, noble character, and skills.

More specifically, he talks about Islamic education, which is an effort to develop human nature with Islamic teachings, in order to realize or achieve a prosperous and happy human life. Efforts to develop is an activity that must be done in Islamic education. Human nature is an object that must be developed in Islamic education. The teachings of Islam are knowledge and values that are to be transformed and are expected to have character in the development of human nature (Bawahi & Isa Anshori, 1991).

In other words, the process of instilling Islamic education is not only an effort to transfer knowledge but more than that, it is a systematic, planned and clear-cut effort to produce quality students who are ready to become human beings expected by the goals of Islamic education. In the process of implementing education, it is necessary to have good management from all aspects of education, including implementing online learning during the pandemic. The government, especially the Education Office, directs the public to implement online schools for students. This certainly raises various dynamics in the community regarding the learning process which is usually done by coming to school directly, now being changed through cyberspace. It cannot be denied that there will be concerns that arise regarding the learning process, one of which is the concern that the quality of the learning process will decrease. This is one of the underlying reasons for the importance of quality management in education.

ISO 21001 on Education quality management systems establishes requirements for an Educational Organizations Management System (EOMS)

when an organization is the first to demonstrate its ability to consistently provide, share, and facilitate the construction of knowledge to students in accordance with legal requirements. and applicable regulations. Second, it aims to increase the satisfaction of students, other customers, and personnel through the effective implementation of EOMS, including processes for system improvement (Chadijah, 2019).

Management based on meeting customer needs and continuous improvement is Total Quality Management. In another sense, Santosa stated that Integrated Quality Management (MMT) is a management system that prioritizes quality as a business strategy and is oriented towards customer satisfaction by involving all members of the organization. The application of MMT in schools is very appropriate, because MMT as a system, MMT not only reduces educational problems, but also serves as a model that prioritizes sustainability. Improvement, MMT offers new philosophies, methods and strategies to improve quality education (Chadijah, 2019).

Furthermore, talking about school-based quality management or MPMBS (School-Based Quality Improvement Management) is a decentralized model in the field of education, especially for primary and secondary education which is believed to be a model that will facilitate the achievement of educational goals. In the context of current school administration, the MPMBS concept is used as a policy to improve the quality of education. There are two things that become the basis because improving the quality of education in Indonesia must be carried out using the MPMBS approach, namely:

"First, the education development strategy has been more input oriented. Such a strategy relies more on the assumption that if all educational inputs have been met, such as the provision of books (teaching materials) and other learning tools, provision of educational facilities, training of teachers and other education personnel, then automatically educational institutions (schools) will be able to produce quality output (output) as expected (Umaedi, 1999). The MPMBS concept is a concept that offers close cooperation between three parties related to the implementation of schools, namely schools, communities and the government with their respective responsibilities. This MPMBS developed based on a desire to give independence to schools to be actively and dynamically involved in the process of improving the quality of education through the management of existing school resources.

If traced historically, MPMBS originated from the development of the effective school concept, which in essence is to carry out Educational Process Improvement (PBM) in schools(Abdullah Sani, 2015; Koswara, 2009)

Quality assurance is a quality management effort carried out by the school's internal parties, in order to provide assurance that all aspects related to educational services provided by a particular educational institution or unit can achieve a certain quality standard (Jumiana, 2017).

The implementation of education quality assurance is necessary because it considers the following: 1. The quality of education varies between schools/madrasahs and between regions 2. Every student has the right to obtain quality education services 3. Continuous improvement of school/madrasah quality is a necessity 4. Low quality of education will lead to low competitiveness of human resources (Abdullah Sani, 2015).

During the Covid-19 pandemic, there has been a change in learning patterns, from face-to-face learning patterns to distance learning. The change in learning patterns poses a challenge for teachers to be able to manage virtual classes into effective classes. The implementation of distance learning during the Covid-19 pandemic in Indonesia faces various obstacles and challenges that are quite complex(Abidin, Hudaya, & Anjani, 2020)

Although various ways have been done to improve the quality of education by considering health protocols in accordance with the joint decree (SKB) of the 4 ministers, various obstacles and difficulties are still encountered in the field. Problems in distance learning exist in various factors that influence it, including factors of students and their families as well as inadequate facilities and infrastructure (Septyanti & Kurniawan, 2020).

During the distance learning process, all teachers are required to be able to create effective distance learning and be able to achieve learning objectives well. Teachers must be able to implement distance learning management (Chandra, 2020).

Learning management can be interpreted as an effort to manage the resources used in learning so that learning objectives can be achieved effectively and efficiently. The selection of the right learning model will greatly determine the interests, participation of students, and will minimize the problems faced by teachers in learning. In the field of learning, teachers are expected to be able to manage learning by determining the right learning model so that it can attract students' interest in the subject matter (Ramdhani & Istiqlaliyah, 2018).

The success of educational programs is strongly influenced by the condition of the educational facilities and infrastructure owned by the school(Amrullah & Susilo, 2019). Teachers and students will get used to doing distance learning

interactions (Rosali, 2020). To create creative and fun learning, various skills are needed.

Quality management has a very strong relationship with what Islam teaches in the Qur'an and hadith. However, in its application, Muslims are far behind with non-Muslims who do not know the ins and outs of the contents of the Qur'an and Hadith. Likewise created everything that exists both in the heavens and on earth. Islam teaches that every human being when doing everything must be *itqan* which means serious, thorough, not half-hearted and wholehearted so that the work becomes neat, beautiful, orderly, and in accordance with what was ordered or must happen (Wahyuni, 2019).

The concept of Total Quality Management consists of three words, namely Total, Quality and Management. Quality is the heart of integrated quality management. Regarding quality as a focus, there are several definitions. quality. Crosby defines quality as "conformance to requirements".(Hadith, 2010)The word sum is often used in Indonesian as a comprehensive or integrated word. The word total in integrated quality management emphasizes that everyone in an organization must be involved in continuous improvement efforts.(Sallis, 2015)

In Islamic teachings to do work must be planned, measured and directed, (Surat As-Sajdah [32]: 5). As a manifestation of Islamic values, it shows that something that must be done must be programmed. Education is the main structure that provides facilities for citizens to be able to determine what goods and services are needed (Zamroni, 2011). In addition to the verse in surah al-Qashash/28:77, which is in line with this so that humans seek what God has given in the form of happiness in the real world and the last day as a blessing that we must pick up with the best activities and not become inhabitants of this world, do it with actions that can destroy the social order that exists on this earth.

Quality educational institutions according to the Whole District Development (WDD) team are as follows: 1. Clear vision and mission. 2. Professional school principal. 3. Professional teachers. 4. A conducive learning environment. 5. Student friendly. 6. Strong management. 7. Broad and balanced curriculum. 8. Meaningful assessment and reporting of student achievement. 9. High community involvement (Kuntoro, 2019).

Thus, Islamic educational institutions need to pay more attention to the quality of the learning process in schools, one of which is the management of English learning during the pandemic. This study is to describe the implementation of English learning quality management during the pandemic in

the perspective of Islamic education. there are several studies that examine the implementation of learning English quality management during the pandemic, including research conducted by Mashuri & Hasanah (2021). First, the learning plan is prepared by the teacher before the implementation of learning, namely at the beginning of the semester, which consists of: subject identity, competency standards, basic competencies, competency achievement indicators, learning objectives, teaching materials, methods, time allocation, learning activities, learning resources/tools and assessment of outcomes that can improve student achievement. Learning planning is guided by the online syllabus/RPP model which has been simplified and adapted to current conditions in the field. Second, the implementation of learning carried out by teachers is still guided by the online syllabus/RPP. In carrying out learning activities, teachers have implemented innovative learning, but are still focused on applying conventional methods such as lectures, questions and answers, and giving assignments. Activities carried out by teachers in implementing learning are opening lessons, delivering material (core activities) and closing lessons which use platforms such as Zoom, Google Classroom, and others. Third, the evaluation of learning carried out by the teacher is pre-test and post-test. While the assessment technique used in learning is to make direct observations during the online learning process, conduct tests/practices at the end of the lesson, in addition to the teacher giving assignments or homework using Google Classroom. Keep in mind that assessment is not an end, but a means to an end. Furthermore, the Implementation of Integrated Quality Strategic Management of Islamic Perspective Education includes research conducted by deliver the material (core activities) and close the lesson which uses platforms such as Zoom, Google Classroom, and others. Third, the evaluation of learning carried out by the teacher is pre-test and post-test. While the assessment technique used in learning is to make direct observations during the online learning process, conduct tests/practices at the end of the lesson, in addition to the teacher giving assignments or homework using Google Classroom. Keep in mind that assessment is not an end, but a means to an end. Furthermore, the Implementation of Integrated Quality Strategic Management of Islamic Perspective Education includes research conducted by deliver the material (core activities) and close the lesson which uses platforms such as Zoom, Google Classroom, and others. Third, the evaluation of learning carried out by the teacher is pre-test and post-test. While the assessment technique used in learning is to make direct observations during the online learning process, conduct tests/practices at the end of the lesson, in addition to the teacher giving assignments or homework using Google Classroom. Keep in mind that

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Method

This research includes field research, namely: "A research that is carried out systematically by lifting data from the field" (Arikunto, 1995). The method used in this research is using qualitative research methods. Where according to Bodgan and Taylor, qualitative methodology is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior. This approach is directed at the background and the individual as a whole.(Lexy. J., 1991)Meanwhile, according to Nawawi, a qualitative approach can be interpreted as a series or process of gathering information, from the proper conditions in the life of an object, associated with solving a problem, both from a theoretical and practical point of view. Qualitative

research begins by collecting information in a reasonable situation, to be formulated into a generalization that can be accepted by human reason.(Hadawi, 1992) Therefore, this qualitative approach was chosen by the authors based on the research objective who wanted to get an overview of the quality management process of Islamic education in English learning during the pandemic at SDITA el Ma'mur Bogor.

Discussion Result

A. Quality Assurance in Education

One of the efforts to provide quality education as mandated by Law Number 20 of 2003 concerning the National Education System in Article 35 Paragraph (1), namely "National standards of education consist of standards of content, process, competence of graduates, education personnel, facilities and infrastructure, management, financing, and assessment of education that must be improved in a planned and periodic manner"

The quality of education is guaranteed by the success of implementing an effective and efficient learning process. The learning process is adjusted to the talents, interests, and physical and psychological development of students. Implementation of integrated quality control from the point of view of Islamic education, among others:

1. Quality education is one of the determining factors for the nation's future. Today, the world is developing rapidly. Therefore, quality education is one of the key factors for the future of the nation to achieve the ideals set out in the fourth paragraph of the Constitution.
2. Character education creates a prosperous nation's culture. In order to educate the nation's life, education is needed that reflects the characteristics of a country with a high national culture, and high character education can bring together prosperity for all Indonesian people.
3. The value of gold in da'wah and education must be rebalanced within the framework of Islamic education
4. The state must exist to prioritize education by allocating a large budget for it. The state, as required by the 1945 Constitution, must provide 20% of quality and character education in the budget allocated by the state. The 2019 education function budget is allocated Rp. 429.5 trillion. These costs are sufficient to run a quality national education system. To educate the Indonesian people, increase the competitiveness of human resources (HR) in the international world, and make it a developed and dignified country.

5. Controlling the quality of education according to national education standards in implementing the improvement of the quality of education, there must be someone who guarantees and manages the quality of education so that the quality of education is in accordance with state education standards. In this case, the government evaluates accreditation and certification. These three processes are carried out to determine whether an educational institution has national standards. National Education Standards not only aim to coordinate the quality standards of education in the unitary state of the Republic of Indonesia, but also to meet the demands of local, national and global changes. The quality of education in Indonesia is far behind from the other 4,444 ASEAN countries, so education improvements will continue to be made. So that the quality of education in Indonesia can compete with other countries.

6. Differences in the quality of education with other countries. Finland is currently ranked first compared to 4,444 other countries in the world, especially Indonesia (especially for Islamic educational institutions). As a teacher / teacher becomes a respectable profession in teacher orientation for a fee of 2520 Euros or the equivalent of Rp. 40 million. Prohibition of the use of gadgets/cell phones in responding to the challenges of the Industrial Revolution 4.0. While there are contradictions in learning in Islamic educational institutions, especially in Islamic boarding schools, conceptually students/users and Santori. Not only a "lifestyle" is formed, but also a "skeleton" is formed. mindset" or digital mindset that can answer future challenges. The problem of negative effects or excess attendance requires a system that accommodates controlled students, or a system that can control the negative use of these devices. While there are contradictions in learning in Islamic educational institutions, especially in Islamic boarding schools, conceptually students/users and Santori. Not only a "lifestyle" is formed, but also a "skeleton" is formed. mindset" or digital mindset that can answer future challenges. The problem of negative effects or excess attendance requires a system that accommodates controlled students, or a system that can control the negative use of these devices. While there are contradictions in learning in Islamic educational institutions, especially in Islamic boarding schools, conceptually students/users and Santori. Not only a "lifestyle" is formed, but also a "skeleton" is formed. mindset" or digital mindset that can answer future challenges. The problem of negative effects or excess attendance requires a system that accommodates controlled students, or a system that can control the negative use of these devices.

7. Objectives of Constitutional Education. Overall, although the educational objectives contained in the 1945 Constitution are very complete textually, it is necessary to prepare a grand draft blueprint for implementation problems so that they can be implemented and applied at all levels. Educational institutions in Indonesia. made. especially Islamic educational institutions.(Yusuf et al., 2021)

B. Implementation of Learning Quality Management

The quality of education in developing countries is still lagging behind when compared to the quality of education in developed countries. As we know, education in developing countries seems messy. There are still many people in developing countries who still do not understand the importance of education, so that the majority of people in developing countries pay less attention to education. In fact, if we look further, education is one of the development indexes and is an element of measuring whether a country is progressing or not (Umam, 2020).

Furthermore, the output of education is declared to be of high quality if the academic and non-academic learning outcomes of students are high. Outcomes are declared qualified if graduates are quickly absorbed in the world of work, salaries are reasonable, all parties recognize the greatness of the graduates and are satisfied.

Hari Sudradjat believes that quality education is education that is able to produce graduates who have the ability or competence, both academic competence and vocational competence, which are based on personal and social competencies, as well as noble moral values, all of which are life skills. Sudradjat further stated that quality education is education that is able to produce a complete human being (a complete human being) or a human with an integral personality (integrated personality), namely those who are able to integrate faith, knowledge, and charity.

SDITA el Ma'mur Bogor is the first school in Bogor that combines the Elementary School curriculum and the Tahfidz & Tahsin curriculum in learning at school. The curriculum used is the PAI Curriculum, the National Education Office Curriculum and the *Tahfidz & Tahsin Al Muyassar* Curriculum. Using the *Al Muyassar* method, which is a method formulated by the SDITA eL Ma'mur drafter and with the target that students can memorize at least 5 juz when they graduate from school. SDITA el Mamur's vision is to form a generation of TAQWA (Diligent, Religious, Qur'anic, Broad Insight and *Akhlaqul Karimah*).

In learning English at SDITA el Mamur Bogor based on Permendikbud No. 65 of 2013. Learning English for elementary school age is not recommended, it is Local Content (MULOK) so learning English is left to each school even though it still refers to SK and KD determined by BSNP. Therefore, SDITA el Mamur makes English lessons one of the materials or local content lessons at school. The learning is given from grade one to grade six.

Tabel 1. Implementation Of English Learning in The Pandemic

School name   : SDITA el Mamur Bogor
Subjects   : English
Class/Semester   : 1-6/Odd
Indicator   : Cultivating the values of the Qur'an

No	Rated Aspect	Score				
		A	B	C	D	E
I	**RPP**					
1	Write down identities such as Education units, Subjects, subject matter and the number of JP in the online RPP	√				
2	Inserting a theoretical basis, namely the practice of verses/hadith or integrating them in planning the material to be delivered		√			
II	**Indicators of Competence Achievement**					
3	Formulate indicators in accordance with KI-KD		√			
4	Formulate indicators that include competence, knowledge, skills, and attitudes in accordance with *adab* and values in the Qur'an and hadith		√			
III	**Learning objectives**					
7	Formulating goals according to indicators and achieving Islamic Education goals, namely students who have an Islamic worldview			√		
8	Formulating goals include developing attitudes as			√		

	Muslims, skills and knowledge in accordance with the time allocation, the complexity of KD, and available facilities and infrastructure		
IV	**Learning materials**		
9	Choose learning materials according to learning objectives and integrated with Islamic teachings		√
10	The material is contextual, actual and according to the needs of students according to the developmental phase	√	
V	**Learning Resources**		
11	Using textbooks from the government (Student Books and Teacher Books) accompanied by supplements of Islamic teaching materials that support the cultivation of Islamic values		√
12	Using ICT and referring to web addresses, authoritative Islamic textbooks as additional learning resources	√	
VI	**Learning Media**		
13	Utilizing online media to realize learning with a scientific approach optimally	√	
14	Choose media, tools, and materials according to the characteristics of students and school conditions	√	
VII	**Learning Activities**		
15	Opening and closing learning by praying and contemplating	√	
16	Formulating learning activities that include preliminary, core, and closing activities of the components of the scientific approach to develop attitudes, knowledge, and skills and character of students	√	
VIII	**Evaluation**		

17	Include techniques, forms, and examples of attitude, knowledge, and skill assessment instruments	√	
18	Integrating successful learning outcomes and assessments with Islamic Education goals	√	
	Total Score		
	Qualification		

Very Good	: 86%
OK	: 70% - 85%
Enough	: 55% - 69%
Less	: under 55%

Back again on the issue of the quality of education, it will be guaranteed by the success of carrying out an effective and efficient learning process if the learning process is adjusted to the talents, interests, and physical and psychological development of students. different from previous research, by Mashuri & Hasanah (2021). This research is devoted to describing learning English from an Islamic perspective during the pandemic at the elementary school level. This success is indicated by the achievement of key performance indicators, namely:

1. Learning activities meet Process Standards, SDITA el Mamur carries out online learning using zoom meetings starting with guidance for *Dhuha* prayer, *murojaah* or learning the Koran then general or academic subjects
2. The learning process in all subjects emphasizes the development of noble character, noble character of superior personality, leadership, entrepreneurial spirit, patriotic spirit, and innovator spirit; this is applied by all school stakeholders
3. Applying ICT-based learning in all subjects; In this case SDITA el Mamur also makes learning videos and web blogs for students to access materials online
4. In the use of the SDITA language, it is still not fully bilingual, but Arabic and English are included in the teaching materials as one of the leading local content subjects.
5. English teaching materials such as summaries, materials for each chapter are adjusted and contain Islamic content

Conclusion

Based on the discussion in this study, that the application of integrated quality management with an Islamic perspective is an effort to build process quality Education better and guaranteed to be effective even though the learning process

is carried out online because pandemic. The content of Islamic values in teaching materials and the use of technology are the main points in the implementation of quality assurance Education organized by Islamic-based schools

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