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QUALITY MANAGEMENT OF LEARNING AS AN EFFORT TO INCREASE SCHOOL ACCREDITATION VALUE DURING THE PANDEMIC

Hatta Fakhrurrozi[1], Fikri Hamdani[2]

[1]State Islamic University Datokarama Palu, Indonesia
hatta@iainpalu.ac.id
[2] State Islamic University Datokarama Palu, Indonesia
fikri@iaipalu.ac.id

ABSTRACT

This research was inspired by the phenomenon of the COVID-19 pandemic and the continuity of learning in remote schools, which was related to an increase in school accreditation. This type of research is qualitative and uses a naturalistic approach. This multi-site research examines two schools, SMPN 3 Satap Banawa Tengah and SMPN 11 Satap Palolo. The focus of this research is to find out the practice of quality management of education in both schools to answer the research questions as: 1) management of the learning process during a pandemic; 2) correlation of learning process management with school accreditation. Research data was collected using structured interviews, observation, and documentation. The data was analyzed using data reduction, presentation, and triangulation. This study found that quality management of the learning process was consistently carried out at the school during the pandemic. Both schools have implemented limited semi-online learning. Limited semi-online learning has similarities with other online learning but also has differences in implementation aspects. The second finding, every step taken by the principal in managing the learning process, refers to the accreditation guidelines that the ministry of education and culture has set. The analysis is carried out by critiquing each question item in the accreditation guidelines and is adjusted to the steps taken by the school. In practice, it's hard for schools to meet some of the accreditation requirements. However, in terms of the formal parts of the learning process, every step schools have taken has met the criteria set by the ministry of education.

INTRODUCTION

The most critical part of human life is education. Education's existence is directly proportionate to the value of human life. Humans transmit information, culture, customs, and many types of scientific heritage to the next generation through education. Education also plays a role in ensuring human existence as a result of numerous breakthroughs and technological advancements. As one of the outcomes of education, human existence will always evolve through numerous technological breakthroughs.

Humans are social beings that have historically lived in a variety of groupings. Each community in our world has its own unique features, which are the distinctions between groupings. Additionally, this variety has an effect on the features of the educational model that develops inside a culture. Each human infant is born into a cultural habit prevalent in his or her immediate community. Local communities founded on tradition have a system in place for teaching potential members[1]. Education begins with a person from the family, as the family is society's smallest institution. Additionally, individuals continue their education as members of a community. Families and communities have a same goal: to ensure the community's existence via education.

Due to society's variety, community needs and desires are diverse. This is also directly proportionate to the demand for education, both formal and informal, as well as educational institutions. Instruction requires an institution to organize the flow and style of education in response to the community's needs and desires. This is the backdrop in which the community's numerous educational institutions were established. Educational institutions in a community are a representation of a society's development of a governance system. Similarly, this holds true for the bigger group, namely the state. A country with a high level of civilization will always benefit from a legitimate and high-quality education system.

As a reference framework for the implementation of education in Indonesia, the National Education System serves as a minimal standards for educational institutions currently developing in the country. The National Education System serves as a foundation for the education systems that have formed in many areas, particularly in terms of curriculum, educational models, institutional standards, output requirements, and teacher standards. The National Education System is critical because, in the absence of national standards, education in Indonesia would suffer from exceptional disparities between urban and rural areas, as well as undeveloped areas. The National Education System must be viewed as a minimum recognized norm. In this sense, the government, through the National Accreditation Board, is attempting to regulate the quality of production and performance of educational institutions

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[1] H.A.R. Tilaar, *Manifesto Pendidikan Nasional; Tinjauan Dari Perspektif Postmodernisme Dan Studi Kultural* (Jakarta: PT. Kompas Media Nusantara, 2005).

across the country by establishing regionally applicable minimum requirements. Each educational institution requires a suitable assessment in order to evaluate its performance. Assessment, in general, seeks to identify current inadequacies in order to facilitate future improvements or advances.

The government makes significant efforts to enhance the quality of education in Indonesia. At least two critical components of education get government emphasis, namely educational infrastructure and educational curriculum. Since 2005, when the School Operational Assistance Funding (BOS)[2] program was launched, efforts to strengthen school infrastructure have been underway. BOS funding are implemented in primary and high schools.

The government is making a concerted effort to raise the quality of education produced in Indonesia. The government's goal with the boss distribution program is to: 1) relieve all poor students in elementary and junior high school of the burden of school operational costs, both public and private; 2) relieve all public elementary and junior high school students of school operational costs, except for International Standard School Pioneers (RSBI) and International Standard Schools (SBI); and 3) alleviate the burden of school operational costs on students in private schools[3]. Education must prepare all facets of the educational system to avoid being left behind or abandoned by these changes. Naturally, its implementation in the form of supervision as indicators and appropriate control will have consequences for the continual development of educational quality. Continuous improvement will persistently promote an openness to change, so improving the world of education. The emergence of the information revolution may provide a problem for educational institutions, since we may be unable of adapting.

The next problem that arises is the implementation of minimum standards of accreditation for schools located in rural, remote, and outermost areas. People in remote areas also need education in accordance with the mandate of the 1945 Constitution through 9 years of compulsory education. Central Sulawesi is an area that is demographically separated from the mountains. This condition affects the residential characteristics of the community. Society is divided into rural and urban communities. Rural communities are further divided into outer rural communities and inner rural communities, where people living in outer rural areas generally have difficult

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[2] "Sepanjang 2005 -2013, Pemerintah Kucurkan Dana BOS Rp 243,28 Triliun," n.d., https://www.beritasatu.com/archive/178736/sepanjang-2005-2013-pemerintah-kucurkan-dana-bos-rp-24328-triliun. diakses secara online pada 16 agustus 2019

[3] "Majalah JendelaSejarah Dan Peran BOS Bagi Pendidikan Indonesia," n.d., https://jendela.kemdikbud.go.id/v2/berita/detail/sejarah-dan-peran-bos-bagi-pendidikan-indonesia.

access to transportation, and education access[4]. They are better known as "remote village communities". However, in general, education is also carried out in these remote communities, although with very minimal facilities and infrastructure.

This research then tries to focus on remote schools in Sigi and Donggala districts, namely SMPN 3 Satap Banawa Tengah and SMP Satap 11 Palolo. As part of the national education system, both schools are also obliged to ensure continuity of education. The geographical location of the school in a remote village caused several obstacles in the operational process during the COVID-19 pandemic, coupled with demands to maintain the quality of education in the two schools. The focus of this research is on quality management in aspects of the education process associated with school accreditation. This research then tries to answer two problem formulations, namely the management of the education process at SMPN 3 Satap Banawa Tengah and SMPN 11 Satap Palolo during the pandemic, and the correlation of education process management at SMPN 3 Satap Banawa Tengah and SMPN 11 Satap Palolo with school accreditation.

Method

This type of research is qualitative research; a study that produces and processes descriptive data, such as interview transcripts, field notes, pictures, video recordings, and others. Qualitative research also produces descriptive data in the form of written or spoken words, or data in the form of observed behavior. These observations must be carried out holistically (holistic)[5]. In qualitative research, it is necessary to emphasize the importance of proximity to people and research situations, so that researchers gain a clear understanding of reality and real-life conditions[6].

The object of this research is State Junior High School 11 Satap Palolo, Sigi district, Central Sulawesi. Interviews were conducted to find data related to preparation and quality improvement activities carried out by school principals and teachers to improve school accreditation. The data collected is presented descriptively for analysis, and then the results of the analysis are displayed.

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[4] Hatta Fakhrurrozi, & Saepudin Mashuri. (2021). Homeschooling: A Formula for Establishing Islamic Education in Remote Communities In Indonesia. *Paedagogia: Jurnal Pendidikan*, 10(2), 149-170. https://doi.org/10.24239/pdg.Vol10.Iss2.174

[5] Kristi Poerwandari, *Pendekatan Kualitatif untuk Penelitian Perilaku Manusia* (Depok: Lembaga Pengembangan Sarana Pengukuran dan Pendidikan Psikologi (LPSP3) Fakultas Psikologi Universitas Indonesia Kampus Baru UI, 2005), hal. 26.

[6] S.K. Biklen, dan Bogdan, R.C., *Qualitative Research for Education: An Introduction to Theory and Methods,* (Boston: Allyn and Bacon, Inc. 1982), hal. 89.

RESULT AND DISCUSSION
Educational process management at SMPN 11 Satap Palolo

One of the educational problems facing the Indonesian nation today is the low quality of education at every level and unit of education, especially primary and secondary education. Various efforts have been made to improve the quality of national education, such as the development of national and local curricula; increasing teacher competence through training; procurement of textbooks and learning tools; procurement and improvement of educational facilities and infrastructure; and improving the quality of school management. However, various indicators of the quality of education have not shown significant improvement. Some schools, especially in cities, have shown an encouraging improvement in the quality of education, but others are still apprehensive.

The management of the education process at SMPN 11 Satap Palolo during the pandemic was carried out in accordance with the health protocol, which was carried out in a limited manner and not directly. This can be seen from the results of interviews with school principals as follows:

"Distance learning, only our teacher visits the student's house. None of our teachers and students have been infected with covid 19, nothing. Maybe because of the influence of the environment that is far from urban areas, the children here usually live in the mountains and surrounding areas. But even so, we still carry out the process, distance learning. Usually children come to school and then take questions and go home, so sometimes there are children who are still playing and don't want to go home, like now …[7]".

Teachers are still present to control the learning of students. Teachers are required to be present even though there is no face-to-face learning in class.

"Teachers must be present every day, yes. If we ask students to come on Monday to deposit and take assignments, and on Thursday to deposit and take assignments, So during the pandemic, students go to school on Mondays and Thursdays. Teachers usually comes every day, for only a few days did they not come because the road was cut off due to the landslide. So far, we keep coming, sir, if not all of us usually take turns. Sometimes on Tuesdays, Wednesdays, or Fridays, the teacher visits students' homes to check on their condition, or sometimes there are problems, so we visit them[8]".

"We used to come to school. Even though there is no learning in class, teachers are still required to be in school. So we are on standby waiting for students who want to take questions and homework assignments.

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[7] Nurdina, *wawancara,* kepala sekolah SMPN 11 Satap Palolo pada 18 Agustus 2020 di ruang kepala sekolah

[8] Oktavian, *wawancara,* Guru SMPN 11 Satap Palolo pada 19 Agustus 2020 di ruang guru.

Usually, we make lesson plans or work on other tasks together with teacher friends. So it's normal that we don't have to work, we also make the assessment sheet and portfolio[9]":.

"Teachers who teach must make lesson plans, because these are teacher guidelines, so it's an obligation. in that room there is their rpp, you can see it later. During this covid period they also make lesson plans (RPP), as you know during this Covid period, the RPP is slightly different from the pre-covid period. So they are not forced to complete one curriculum during the covid period. For example, seven subjects that must be taught by the teachers, it does not have to be taught all. It is only up to the teacher to see what lessons can be given to students. So teachers also have to look at the school's curriculum[10]".

"The first step in determining a student's traits or understanding is to get to know them, both in terms of personality, intelligence, and understanding. As a result, the teacher will be aware of each student's potential. The teacher then provides assistance to students who are having difficulty learning. Students can ask the teacher directly or indirectly, for example, via SMS"[11].

The school principals carries out adaptive learning process management after going through an analysis of the strengths and weaknesses of the school. Researchers assume so based on facts in the field. Learning during a pandemic in other schools in Indonesia is usually carried out online because, according to the Circular Letter of the Minister of Education and Culture Number 4 of 2020 concerning the Implementation of Educational Policies in the Emergency Period for the Spread of Coronavirus Disease (Covid-19), education is carried out at home using telecommunications devices and the internet. In accordance with the circular, learning cannot be carried out face-to-face in any form. However, the principals of SMPN 3 Satap Banawa Tengah and SMPN 11 Satap Palolo have their own policies to deal with school conditions that are somewhat different from other schools. Both schools carry out learning with a limited semi-online system, with the following considerations:

1. Not all students have mobile phones or ICT devices at home that can be used for online learning.
2. The internet network signal, which supports distance learning, is unstable or even non-existent in some areas where students live. This situation also hit other areas in Central Sulawesi, such as in Parigi Moutong, Palu, and its surroundings, especially in mountainous areas.

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[9] Febriana, *wawancara,* guru SMPN 3 Satap Banawa Tengah pada 27 Agustus 2020 di ruang guru

[10] Nurdina, *wawancara,* kepala sekolah SMPN 11 Satap Palolo pada 18 Agustus 2020 di ruang kepala sekolah.

[11] Rugaiyah, *Wawancara,* guru SMPN 3 Satap Banawa Tengah pada 27 Agustus 2020 di ruang guru.

3. The geographical location of the two schools, which are far from urban areas and somewhat remote, makes the principal assume that the spread of the coronavirus is not at an alarming level. Health data from the two school locations stated that no one was infected by the coronavirus. This condition, according to the researcher, supports semi-online learning activities at SMPN 3 Satap Banawa Tengah and SMPN 11 Satap Palolo.
4. Semi-online is implemented by complying with government procedures and regulations.
5. Semi-online learning is not carried out face-to-face with all students in the class, but in the following way:
   a. The teacher goes to some students' homes to give assignments and learning materials, then students help the teacher distribute these materials and assignments to other students.
   b. At school, students take assignments and subject matter individually (rather than collectively).
   c. The teacher provides materials and assignments through the Whatsapp group at school, then students who participate in the group help spread the materials and assignments to other students.

From the perspective of the Circular Letter of the Minister of Education and Culture Number 4 of 2020 concerning the Implementation of Educational Policies in the Emergency Period for the Spread of Coronavirus Disease (Covid-19), semi-online learning activities at SMPN 3 Satap Banawa Tengah and SMPN 11 Satap Palolo does not violate the provisions of the Minister of Education. SE Mendikbud No. 4 of 2020 provides an interpretation gap that leads to semi-online learning activities. Article number 2 states that the Learning from Home Process is carried out with the following conditions:

a. Learning from Home through online or distance learning is implemented to provide a meaningful learning experience for students without being burdened with the demands of completing all curriculum achievements for grade promotion and graduation;
b. Learning from Home can be focused on life skills education, including regarding the COVID-19 pandemic;
c. Learning from Home: learning activities and assignments may vary between students, according to their interests and conditions, including considering the gap in access/learning facilities at home;
d. The evidence or product of the learning from a home activity is provided with qualitative and useful feedback from the teacher without being required to give a quantitative score.

Point c explains that learning activities and tasks vary among students, considering the gap in access to learning facilities at home. In other words, learning can be carried out semi-online with a model applied at SMPN 3 Satap Banawa Tengah and SMPN 11 Satap Palolo through home visits or individual student arrivals at school. This understanding strengthens the researcher's

assumption that the semi-online learning implemented in the two schools does not violate government regulations.

Correlation of learning process management with accreditation

Correlating process management with school accreditation can be done by analyzing the accreditation points on the standard process with the practice or learning process in schools. According to the Regulation of the Minister of Education, Culture, Research, and Technology No. 209/P/2021 concerning Criteria and Instruments for Accreditation of Elementary and Secondary Education in 2021, it states that process standards are core performance points that must be met by every school to be accredited. This regulation is a breath of fresh air for remote schools in Indonesia because the paradigm of school progress that previously rested on complete facilities and infrastructure has been replaced with a learning process. As is known, Indonesia has a very varied geographical area in the form of mountains and islands. People in Indonesia, especially outside Java, live in various settlements. Some people live in urban areas, and most of the others live scattered in the mountains and islands that have minimal access to infrastructure. The existence of schools in remote areas in Indonesia is very minimal with educational facilities. According to the researcher, it is not appropriate if school facilities and infrastructure are the determinants of the success of school accreditation.

According to Umaidi, currently our world of education has not fully met the expectations of society. This phenomenon is characterized by the low quality of graduates and the completion of educational problems that are not complete, or tend to be patchy, even more project-oriented. As a result, the results of education often disappoint the community. They continue to question the relevance of education to the needs of society in the dynamics of economic, political, social, and cultural life. The quality of education graduates is not in accordance with the needs of the labor market and development, both in industry, banking, telecommunications, and the labor market in other sectors that tend to challenge the existence of schools[12]. Even the next generation of people who have been educated has not been fully satisfactory in terms of morals, ethics, and national identity in a country with many different cultures[13].

This is still contradictory to the Law of the Republic of Indonesia number 20 of 2003 concerning the National Education System, Chapter II, Article 3: National Education functions to develop capabilities and shape the character and civilization of the nation in the context of educating the nation's life, aiming at developing the potential of students to become good human beings. have faith and fear of God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and

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[12] Umaedi, *Manajemen Mutu Berbasis Sekolah /Madrasah (MMBS/M)*, (Jakarta: CEQM, 2008), h. 15

[13] Ibid., 16.

responsible citizens. And in chapter III article 4 paragraph 6, it is also stated that the principle of providing education is to empower all components of society through participation in the implementation and control of the quality of education services. As a result of this contradiction, some people become pessimistic about schools. There is an assumption that education is no longer able to create social mobility vertically because schools do not promise decent jobs. Schools do not guarantee a better future for children. As stated earlier, the change in the new paradigm of education to quality (quality-oriented) is one of the strategies to achieve the development of children's personal excellence[14].

Regarding the factors causing the low quality of our national education, experts and observers of education in the country have various opinions. Abdurrahman Salih stated that there are three factors that cause the quality of education to decline and experience uneven development. First, the policy of implementing national education that uses an educational production function or input-output approach is carried out inconsistently. Second, the implementation of national education is carried out in a bureaucratic-centralized manner, so placing schools (madrasas) as education providers is very dependent on lengthy bureaucratic decisions, and sometimes the policies issued are not in accordance with the conditions of the local school/madrasah. Third, the participation of the community, especially parents of students, in the provision of education so far is generally more input support (funding) than in the educational process (decision making, monitoring, evaluation, and accountability) [15]. These conditions indicate the need for various improvement efforts to improve the quality of education through appropriate management, including process and evaluating[16], in accordance with the needs of the community and development. The various policies above explain that to achieve quality education, it is not only about fulfilling the input and output aspects, but what is more important is the process aspect. According to Mulyasa, the processes in question are decision making, program management, institutional management processes, teaching and learning processes, and monitoring and evaluation processes, with the record that the teaching and learning processes have the highest level of importance compared to other processes[17].

Regulation of the Minister of Education, Culture, Research, and Technology Number 209/P/2021 concerning Criteria and Instruments for

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[14] Syafaruddin, Manajemen Mutu Terpadu Dalam Pendidikan, (Jakarta: Grasindo, 2012), 19.

[15] Abdurrahman Shaleh, Madrasah dan Pendidikan Anak Bangsa, (Jakarta: Raja Grafindo Persada, 2004), h. 243-244.

[16] Fakhrurrozi, H. (2019). Standar Penilaian Aspek Psikomotorik Pendidikan Agama Islam. *Paedagogia: Jurnal Pendidikan*, 7(1), 155-170. https://doi.org/10.24239/pdg.Vol7.Iss1.37

[17] Mulyasa, Manajemen dan Kepemimpinan Kepala Sekolah, (Jakarta: Bumi Askara, 2011), h. 157.

Accreditation of Primary and Secondary Education in 2021 provides assessment points in the standard process of learning on the following aspects:

a. The learning process takes place actively by involving all students and developing higher-order thinking skills so that an effective learning process occurs in accordance with the learning objectives in the Education unit.

At SMPN 3 Satap Banawa Tengah and SMPN 11 Satap Palolo, learning is carried out actively by involving students through a limited semi-online learning system. This learning model is applied during the pandemic with various considerations as described in the previous explanation. In this model, all students actively participate in learning either through individual attendance (per person) at school or limited face-to-face when the teacher visits students at their homes. The limited semi-online model is very effective for learning because it is possible to control how it is used and what is learned, even in limited situations.

b. Assessment of learning processes and outcomes is used as a basis for improvement and is carried out systematically.

One of the benefits of teacher attendance at schools during a pandemic is that teachers can evaluate and reflect on learning. Teachers can conduct self-evaluation in order to improve the professional competence of teachers through learning evaluation in schools. The pandemic situation is a new thing in the world of education in Indonesia, and teachers, as the backbone of education, must make many adjustments in learning. This evaluation also serves to find adaptive learning models to be applied during the pandemic. The presence of teachers in schools, with no face-to-face learning, provides free time to discuss various preparations for implementing learning and evaluating student learning outcomes. This can be done through discussions with other teachers or school principals, and the results of these discussions become a joint evaluation for learning progress in schools. A complete description of this process can be seen in the results of the interview above.

c. Remedial and/or enrichment programs are provided to students who need them.

The teachers of SMPN 3 Satap Banawa Tengah and SMPN 11 Satap Palolo give students two days each week to meet on a limited basis by adhering to health protocols, namely Mondays and Thursdays. At that moment, students take new materials and assignments, as well as submit assignments that have been given by the teacher a few days before. Students can also ask about problems related to learning difficulties, and if needed, the teacher provides explanations and additional assignments as remedial for students who have learning difficulties. As the researcher said in the previous explanation, this is one of the reasons teachers should go to school.

Most of the students at SMPN 11 Satap Palolo and SMPN 3 Satap Banawa do not have mobile phones as a means of communication. Students conduct semi-online learning by visiting schools to pick up materials and assignments. Another step is also taken by the teacher by visiting students at their homes to provide school materials and assignments. Learning is done individually at home, not through face-to-face learning with lectures or other methods. Therefore, when students find problems or learning difficulties, not all students can directly ask the teacher through communication tools. Some students come to school to ask the teacher about the lessons and the learning difficulties they face.

d. Students actively participate in learning and the learning atmosphere in the classroom is fun.

Classroom learning is not carried out during the pandemic. Learning is only done outside the classroom and at home.

e. The teacher develops literacy habits of reading and writing.

Literacy habituation in the form of reading activities has been carried out by teachers at SMPN 3 Satap Banawa Tengah and SMPN 11 Satap Palolo. Teachers, as well as school principals, use the library as an important means of supporting student literacy. Data obtained through interviews and direct observation found that some students who attended school on the appointed day did not go home immediately after taking the materials and questions. Some students usually play in school. The teacher finally directed the students to go to the library to organize them. Teachers, sometimes school principals, follow and supervise students while in the library so as not to create a crowd. The principal and teachers of SMPN 3 Satap Banawa Tengah and SMPN 11 Satap Palolo took this precaution so that students wouldn't bump into each other as much when they played at school.

f. The teacher creates a learning atmosphere that pays attention to safety, comfort, and cleanliness and makes it easier for students to learn.

A comfortable learning atmosphere can arise from the way teachers teach using various methods. One example of the two schools is by teaching local content that uses the natural surroundings as a place to learn. SMPN 11 Satap Palolo teaches how to plant tubers in the school garden. Students also get an assignment to plant it at home. Tuber foods, such as cassava or sweet potato, are one of the favorite foods in mountainous areas. The sweet potato, which has high carbohydrates, is an alternative food to replace rice and is commonly used by mountain people when they go to work in the fields or in the forest for several days. Knowledge of sweet potato cultivation in SMPN 11 Satap Palolo students is an area of increasing life skills, which is very useful in everyday life. The implementation of learning through direct practice in the school garden provides a special attraction for students while also minimizing physical contact between students because they are busy with farming activities outside the classroom.

The same thing was also done at SMPN 3 Satap Banawa Tengah, which implemented learning outside the classroom for local content, only the objects planted were not in the form of sweet potatoes but fruits such as durian and candlenut. The area around SMPN 3 Satap Banawa Tengah is a durian producing area. Many traders from Palu city buy durian in this area to sell in Palu city. The school's policy to carry out the practice of planting and caring for durian trees is a policy of mutualism that can provide financial benefits for students while also creating a pleasant atmosphere during learning.

Associated with the learning process of other materials at school, teachers also provide convenience and comfort for students in learning. One of the efforts made by the teacher is to visit students' homes to distribute materials and students' daily tasks, as well as to control the implementation of student learning at home.

g. The facilities and infrastructure available in schools and madrasahs are utilized optimally in the learning process.

Utilization of facilities and infrastructure available in schools can be seen in the literacy activities carried out by teachers in the library. As explained in the results of the interviews above, some children who come to school to pick up materials and assignments given by the teacher do not go straight home but stay at school. They are waiting for other students, who will then be invited to play at school. Anticipating this, teachers and principals direct students to study in the library. It also aims to control student actions so as not to violate health protocols during the pandemic. Utilization in other ways can also be seen from the use of empty land in the school environment by planting trees or tubers. At this point, the researcher saw that the school had utilized the existing facilities and infrastructure at the school during the COVID-19 pandemic well and had followed the health protocol procedures set by the government.

Several explanations provided above help to comprehend the relationship between process management at SMPN 3 Satap Banawa Tengah and SMPN 11 Satap Palolo and school accreditation. Schools' actions during the epidemic are in compliance with the accreditation flow outlined in the Regulation of the Minister of Education, Culture, Research, and Technology Number 209/P/2021 about Criteria and Instruments for Primary and Secondary Education Accreditation in 2021. Despite the fact that the school accreditation process was not carried out during the pandemic, SMPN 3 Satap Banawa Tengah and SMPN 11 Satap Palolo have carried out the learning process in accordance with the accreditation procedure, which is a positive value that can support and increase the value of school accreditation in the future.

CONCLUSION

SMPN 3 Satap Banawa Tengah and SMPN 11 Satap Palolo are merged schools for primary and secondary education. Due to the common infrastructure and facilities between the two levels of education, the implementation of learning is constrained. During the COVID-19 epidemic, the principals of SMPN 3 Satap Banawa Tengah and SMPN 11 Satap Palolo conducted limited semi-online adaptive learning. This learning paradigm is implemented in order to preserve the continuity of the learning process between the two schools. Similarly, the implementation of learning in schools is conducted in accordance with national education standards. This is done to preserve the educational quality at both schools. Another objective is to keep the school's accreditation score from decreasing. The procedures imposed by the two school principals did not breach the Indonesian Ministry of Education and Culture's regulations. The school implements step-by-step management of the learning process in compliance with accrediting standards.

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