

Optimizing the Synergy of the Three Education Centers in Controlling the Quality of Learning During the Covid-19 Pandemic

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Abstract: *Basically, the synergy of the three education centers in controlling the quality of learning has been well established, but during the Covid-19 pandemic, optimization efforts are needed given the new policies implemented that affect the achievement of learning quality. One of the optimization strategies that can be applied in overcoming this problem is to analyze oneself internally and externally. Through this analysis a solution is obtained that can facilitate the role of the three education centers in synergizing so that the quality of learning can still be achieved. Based on these thoughts, this study aims to dig deeper regarding matters; 1) the role of the three education centers in implementing learning quality control during the Covid-19 pandemic, 2) strategies or steps for optimizing the three education center synergy, and 3) the impact of optimizing the three education center synergy in controlling the quality of learning in Situbondo Regency. This study uses a qualitative approach, a case study type. Data was collected using interview techniques, participant observation, and documentation. Data analysis techniques using descriptive analysis and depictions based on percentages. Checking the validity of the data is done through the credibility of the data with a triangulation technique. The findings show that; 1) the role of the three education centers in the implementation of learning quality control during the Covid-19 pandemic needs to be optimized, 2) the strategy or steps for optimizing the synergy of the three education centers is to use a SWOT analysis, by identifying the strengths, weaknesses and opportunities for challenges that exist, and 3) the impact of optimizing the synergy of the three education centers in controlling the quality of learning in Situbondo Regency, students still get learning satisfaction. Although these learning achievements are not in the form of quantitative values as they have been obtained so far, these achievements are qualitative in nature and also have economic value.*

Keywords: *Optimization; Three Education Centers; Lesson Quality*

INTRODUCTION

The Covid-19 pandemic has had a very serious and massive impact on almost all aspects of life including education. One policy that is very complex and directly felt by the community is the policy of learning from home through an e-learning learning system which is practically implemented using online/online methods at all levels of education. Of course this makes it difficult for some students and parents and teachers to be able to accept and adjust, because they are used to learning face to face, using school facilities, and

so on. Likewise the government believes that this e-learning learning system is not an effective solution that can support the learning process, but the decision is right and fast in the Covid-19 pandemic situation with the aim that it is the best way to save students from the dangers of the covid-19 virus. And can reduce the rate of its spread (Suhaidi, Dewi, & Syamsuri, 2020).

In this context, it is necessary to have a joint commitment between the parties responsible for controlling the quality of learning to continue according to the expected standards. According to Ki Hajar Dewantara, there are three main environments that are responsible for the continuity of human education, namely the family, school and community. Now the term Three Education Center was born according to Law no. 20 of 2003, which includes: a) family education, b) school education, and c) community education (Hajar, 1976).

In the education of children, mothers and fathers as parents each have the same responsibility. The Prophet's hadith which states that "a mother is a shepherd in her husband's household and is responsible for her herd" actually implies cooperation between mothers and fathers in the education of their children, but especially in a family environment which demands more fathers to be outside the home to earn a living and mothers more home to manage household chores.

To achieve an Islamic education goal, it cannot be separated from the efforts and efforts of teachers who have received a lot of responsibility from parents or family. Because based on the fact that parents are not capable enough and do not have the time to educate, direct their children properly and perfectly. This is due to the limitations and busyness of parents in meeting the needs of their children at any time. Therefore, the task of teachers and school leaders besides providing knowledge, skills is also to educate religious and virtuous children. This is where the school functions as a family helper in providing education and teaching to students, school is a continuation of what has been given in the family. This is intended so that the child will later have a personality that is in accordance with Islamic teachings, namely a personality in which all aspects, be it behavior, soul activities or philosophy of life and beliefs, show devotion to Allah SWT.

Education in Islam is also the shared responsibility of every member of society. Because society is a collection of individuals who live as one unit, if there is damage to some of them, then some of the others will also be threatened with damage. Communities must be able to apply concepts and skills into real businesses in a timely and correct manner, and must not make mistakes or allow other community members to make mistakes. Therefore every

individual should care about the good of his unit; every member of society is responsible for the good of others.

Meanwhile, quality in an educational perspective is interpreted as customer satisfaction, as expressed by Philip Crosby and Edward Sallis stating that "Quality is the unification of product attributes that shows its ability on fulfilling requirements from direct or indirect costumers, implicit and unimplicit requirements". Thus, in any situation, education must be able to provide the best service so that customers such as students, parents always get satisfaction with the learning process carried out (Sallis , 2010)

The synergy of the three education centers needs to be optimized in controlling the quality of learning during the Covid-19 pandemic by maximizing their resources, especially their human resources. It is hoped that such a context can provide a lesson in itself that e-learning as an alternative learning is the right thing. As we all understand, the e-learning system does not have access restrictions, thus enabling learning to be carried out more time without requiring face-to-face meetings.

Based on these problems, this paper will review and analyze the synergy of the three education centers in the implementation of learning quality control during the Covid-19 pandemic, their advantages, limitations and problems in Situbondo Regency. The research focus is detailed in more depth which includes the role of the three education centers in implementing learning quality control during the Covid-19 pandemic, strategies or steps for optimizing the synergy of the three education centers, and the impact of optimizing the synergy of the three education centers in controlling the quality of learning in the district. Situbondo

LITERATURE REVIEWS

Three Education Center

The *threecenter* of education is an educational concept put forward by Ki Hajar Dewantara, the founder of Taman Siswa, who is recognized as the Father of National Education. The threecenter of education referred to here is the educational environment which includes "education in the family environment, education in the college/school environment, and education in the community/youth environment (Dewantara, 2013) .

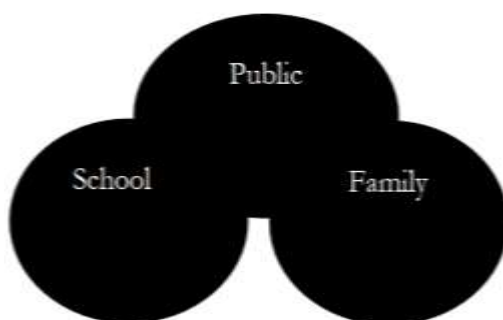


Figure 1. Three Education Center

There are several interesting things in Ki Hajar Dewantara's statement about the threecenter of Education, including: 1) Ki Hajar Dewantara's conviction that educational goals cannot be achieved only through one path, 2) The three education centers must be intimate and harmonious. 3) The family environment remains the most important center of education and provides education in manners, religion and social behavior. 4) Universities as wiyata halls that provide knowledge and skills education. 5) The realm of youth (which is now being expanded into the environment/social realm) as a place for the child to practice forming his character or character and personality. 6) The rationale of Ki Hajar Dewantara is an attempt to animate, add and give the social feeling of the child (Mulyasa, 2003).

The three education centers both play an important role in the success of education and basically all are interrelated and cooperate with one another. All three have indirectly held close coaching in educational practice. The link between the three can be seen from: 1) Parents carry out their obligations to educate children in the family. 2) Due to the limitations of parents in educating children at home, and finally the education process is handed over to schools. 3) The community will become a facilitator for students to actualize their skills (Ramayulis, 2018).

In the first education, namely family education is the first and foremost educational environment because this is the family where children first receive education and guidance. In the family, education takes place by itself with the order that applies in it, without having to be announced and written down in advance and family life always influences the development of the character/morals of every human being. Through family education, children are expected to have a stable personality, good morals and be independent to live their lives. So that in this case family education can be said as a place for preparing children for social life (Darajat, 2011).

Therefore, it can be said that the family is the first unit of living together that is known to the child, because it is called the Primary Community (Purwanto, 2006), so family education functions to: 1) The first experience of

childhood, 2) Guaranteeing the child's emotional life. 3) Instill basic moral/moral education, 4) Provide basic social education, 5) Lay the foundations of religion (Hasbullah, 2015).

Furthermore, there is school education, namely the process of changing the attitudes and behavior of a person or group of people to mature humans with teaching carried out in an educational institution and playing a role in learning and teaching. In addition, education also contains "teachings about ideal values and norms of life, which originate from the Qur'an and As Sunnah (Majid, 2012). there are two main functions of school education (primary function of school), namely; as an instrument for transmitting community social values (do transit society values) and as an agent for social transformation (do De The agent of social transform) (Buseri, 2014) .

In addition, the functions of schools as formal education are as follows: 1) Help prepare children to become members of society who have knowledge, skills and expertise that can be used in their lives. 2) Help prepare children to become members of society who have the ability to solve their life's problems. 3) Lay the foundations of social relations that are harmonious and humane so that children are able to realize their self-realization together in a society protected by Allah SWT (Yasin, 2008) .

The last one is public education. When viewed from Islamic education, the concept of community education is an attempt to improve quality and culture to avoid ignorance. These efforts can be realized through various kinds of community activities such as religious activities, so that it is hoped that there will be a sense of belonging from the community and will bring renewal where the community has the responsibility especially to improve personal quality of knowledge, skills, sensitivity to feelings and wisdom. In other words increased cognitive insight, affective, and psychomotor (Ahmadi & Salimi, 1994).

It should also be remembered that humans try to educate themselves by utilizing the learning resources available in their communities in working, socializing, and so on. Of the three things mentioned above, it is the second and third that are mainly the areas of community studies as educational centers. However, it should be emphasized that these three things can only be distinguished, whereas in reality they are often difficult to separate.

Learning Quality

Quality is change. This means that the concept of quality remains valid for life, but the concept of quality will always be dynamic according to the times. The quality of learning refers to the learning process in schools and learning outcomes that follow the needs and expectations of education stakeholders

(Nasution, 2000). According to (Juran, 1987), quality as "a place to use" and emphasized that the basis of a school's quality mission is "to develop programs and services that meet the needs of users such as students and the community"

The quality of learning is determined by three variables, namely school culture, teaching and learning processes, and school reality (Sallis, 2010). School culture is the values, habits, ceremonies, slogans, and various behaviors that have long been formed in schools and are passed on from one generation to the next, either consciously or not. This culture is believed to influence the behavior of all components of the school, namely teachers, principals, administrative staff, students, and also parents. A culture that is conducive to quality improvement will encourage citizen behavior towards improving school quality, whereas a culture that is not conducive will hinder efforts towards improving school quality.

With regard to quality learning, (Hamalik, 1995) states that the concept of quality learning contains five references, namely: 1. Appropriateness, 2. Learning, 3. Effectiveness, 4. Efficiency, 5. Productivity. Quality learning will lead to the teacher's ability in the learning process. In simple terms, the abilities that must be possessed by the teacher are the ability to plan lessons, the learning process, and the evaluation of learning.

RESEARCH METHOD

Research focuses on optimizing the synergy of the three education centers in controlling the quality of learning during the Covid-19 pandemic, which is carried out using a qualitative approach. In this case, the researcher looks at the reality in the field more holistically, not only focusing on what is visible but also exploring the meaning behind what is seen (Sukmadinata, 2007).

To explore the deep meaning used data collection techniques which include interviews, observation, and documentation. Practically the interview technique was carried out at the beginning before the activity took place, which was addressed to community leaders as key informants in the research area . After obtaining an explanation, further observations were made to see opportunities in the field of research that were in accordance with the conditions and readiness of the research implementers. Through these two techniques, a Forum Group Discussion (FGD) was then carried out which was intended to build synergy with the subject. Related documentation is carried out to obtain supporting documents including letters, diaries, speeches, newspaper editorials, case studies, television scripts, photographs, medical reports, and other relevant (Abdussamad, 2021).

Research activities were carried out in the Situbondo area, precisely in Buduan Village, Suboh District Situbondo Regency. The data sources selected at these locations include community leaders, namely; education stakeholders both formal and non-formal, Village Government (Pendes), and students and their parents.

The general aim of this research activity is to strengthen religious moderation, deal with the COVID-19 pandemic, and carry out the *Tri Dharma* program in Higher Education in an effort to improve the quality of life for a tolerant, healthy and independent/resilient society.

After the data is deemed sufficient to support the resolution of existing problems, an analysis of the existing data is carried out by carrying out data reduction, data display, and data verification. In addition, also do cross check the existing data both through the sources and methods that have been used.

Based on this explanation, it can be understood that research activities that are collaborated with community service are carried out through several stages. In this case the service implementing team refers to the opinion (Murdiyanto, 2020) where the stages of activity include: (1) identifying the demographic conditions of the population in the Kelurahan, (2) identifying potential that can be developed, (3) holding discussions, interviews and observations, (4) conduct needs analysis, (5) design training materials, (6) carry out training and service activities, and (7) conduct evaluations (Raco, 2010).

RESULT AND DISCUSSION

This research combined with dedication specifically aims to optimize the role of the three education centers in controlling the quality of learning during the Covid-19 pandemic in Buduan Village, Suboh District, Situbondo Regency. This activity was carried out for + 3 months, namely from October 2020 - January 2021, starting from registration, debriefing, implementation, and ending with report preparation. Based on the focus of the problem that has been determined and also the supporting data, the research results can be described as follows.

The Role of the Three Education Centers in the Implementation of Learning Quality Control During the Covid-19 Pandemic

The three education centers are three education centers that have responsibility for their respective roles in the delivery of education which includes family education, school education and community education. In Law No. 20 of 2003 concerning the National education system in article 13 paragraph 1 it is stated that the educational path consists of formal, non-formal

and informal education which can complement and enrich each other (Arifin, 2003)

The three education centers have an important role and are interrelated with one another. All three have held close coaching in educational practice. This can be seen from: 1) Parents carry out their obligations to educate children in the family. 2) Due to the limitations of parents in educating children at home, and finally the education process is handed over to schools. 3) The community becomes a facilitator for students in actualizing their competencies which include affective, cognitive, and psychomotor aspects (Purnomo, 2017).

This role during the Covid-19 pandemic certainly needs to be optimized, especially in the implementation of learning quality control. Thus it can cover the limitations by synergizing to complement each other's responsibilities of each of the three education centers. As found in data in the field, the role of the three education centers in controlling and guaranteeing the quality of learning during the Covid-19 pandemic has a number of problems in its implementation.

The role of family education in e-learning for children from Kindergarten to SD/MI cannot be dismissed, in other words, independent learning. They need assistance from their parents. While not many parents/guardians can take advantage of technology. In addition, the lack of time for parents to provide assistance to children while studying. The majority of student guardians are farmers who work in the garden every day from morning to noon and even in the evening. Apart from that, the impatience of parents in accompanying children while learning is another problem in online-based learning during a pandemic. This is caused by several factors namely; parents are used to leaving children's learning in the hands of teachers and also not all parents have the intellectual capacity to accompany children to learn.

Under these conditions, ideally the role of parents is needed as a substitute for teachers at home in accompanying and guiding their children during the Distance Learning (PJJ) process. According to Winingsih, there are at least four roles for parents during Distance Learning (PJJ), namely: first, parents have a role as teachers at home, where parents can guide their children in learning remotely from home. Second, parents as directors or directors. Third, parents act as facilitators, namely parents as a means and infrastructure for their children in carrying out distance learning. Fourth, parents as motivators, namely parents must provide encouragement and support to their children in carrying out learning from home, so that children have the enthusiasm to learn, and get good achievements.

The role of school education still has several obstacles, namely, teacher mastery is still low in utilizing technology. In addition, there is also a lack of

supporting facilities, for example quotas and poor/inadequate signals; some students do not have smart phones so that students experience learning difficulties. Apart from that, it also costs more. Online learning requires an internet connection. The better the connection required the greater the cost. Certain subject matter also requires a number of data packages that depend more on the type of learning application and the size of the lesson files distributed to students (Haerana, 2016)

Society is the third educational institution after the family and school, having different characteristics and functions with a scope with unclear boundaries and a diversity of forms of social life and various cultures. The style of education received by students in this society is diverse, covering all fields, including the formation of habits, the formation of knowledge, attitudes and interests as well as the formation of decency and religion.

Education in community education can be said to be education indirectly, education carried out unconsciously by the community and students, consciously or not, have educated themselves, seek their own knowledge and experience, strengthen faith and belief and religion in society. One of the roles of education in society is to maximize the function of the mosque as a place to study religion and the Qur'an.

Strategy for Optimizing the Synergy of the Three Education Centers in Controlling the Quality of Learning during the Covid-19 Pandemic

As an alternative solution to addressing the constraints on the role of the three existing education centers, a strategy needs to be designed so that it is able to solve the problems as expected. As has been implemented in the Situbondo Regency area which is the location of this research, an exit strategy has been carried out by looking at opportunities for cooperation with various agencies. In addition, an in-depth analysis was also carried out by looking at the condition of human resources, which then created activity programs that could support the development of teacher competencies, especially in the use of technology.

The strategy for cooperation with external parties is collaboration with universities around Situbondo Regency, one of which includes UIN Jember. In this collaboration, students are then given the opportunity to carry out community service, in which students create activity programs that can optimize the synergy of the three education centers. The work programs that have been carried out include holding foreign language learning activities (Arabic and English) and online assignment tutoring starting from kindergarten, elementary and junior high school levels.

While the internal strategy being implemented is to hold technical guidance for teachers starting from the education level of Kindergarten, SD/MI, SMP/MTs, and SMA/MA, which aims to increase teacher creativity in using technological media. This activity is carried out in stages which are managed directly by each district/city education office, both institutions under the auspices of the Ministry of Religion and the Ministry of Education and Culture.

Both of these analyzes are based on the SWOT strategy concept, where this SWOT is an analysis of the situation from four perspectives, namely: strengths analyzes the advantages/strengths of existing basic resources, weaknesses analyzes the limitations of existing resources. Which can hinder the achievement of educational goals, opportunity (opportunity) to analyze the main situations that are profitable for educational organizations/institutions, and threats (challenges) to analyze the main situations that are not profitable for the educational situation. In this SWOT analysis, there are two Factors that greatly affect the progress of education, namely the dominant factors and inhibiting factors. Including dominant factors (strengths and opportunities) and inhibiting factors (weaknesses and challenges). SWOT analysis is one of the instruments in efforts to develop the quality of educational institutions. By using SWOT analysis an educational institution can examine the factors that can affect the performance of the educational institution (Pearce, 2009)

The Impact of Optimizing the Synergy of the Three Education Centers in Controlling the Quality of Learning During the Covid-19 Pandemic

Community satisfaction in learning during the Covid-19 pandemic can not only be measured from the achievement of material or learning scores/values alone. Regarding learning during this pandemic, the Minister of Education and Culture of the Republic of Indonesia issued Circular Number 4 of 2020 concerning the Implementation of Education Policies in the Emergency Period of the Spread of Coronavirus Disease (Covid-19), namely the learning process from home is carried out with the following provisions: a) Learning from home through online/distance learning 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 activities and tasks for learning from home can vary between students, according to their respective interests and conditions, including considering disparities in access/study facilities at home; d) Evidence or results of learning activities from home are given qualitative and useful feedback from the teacher, without being required to give quantitative scores/values. (Kabastra, nd) Through e-learning or online learning, learning is not limited by space and time. Interaction between teachers

and students takes place anytime and anywhere. Online learning is a distinct advantage for teachers and students who can make students more active in constructing knowledge

Online learning can be used as a distance learning solution when natural disasters occur. This context is in line with the concept of Freedom to Learn Independence which is a natural learning process to achieve independence. Here it is necessary to learn not to be depressed, not to be stressed with personal and environmental problems, to be free to create and innovate, not to be shackled and so on. Independent learning for students is very necessary. Therefore, even though we are in the condition of the Covid-19 pandemic, it is hoped that all educational implementers can apply the concept of independent learning so that educators and students can explore creativity, innovate while driving teachers become subjects who continuously seek solutions to challenges. The direct implication felt by students is that they can develop life skills, for example during the Covid-19 pandemic they can make hand sanitizers, masks or other creative products.

CONCLUSION

Research specifically aims to optimize the role of the three education centers in controlling the quality of learning during the Covid-19 pandemic in the Situbondo Regency area. Based on the findings and data analysis related to the role of the three education centers in the implementation of learning quality control during the Covid-19 pandemic, it needs to be optimized. This is based on the results showing that the role of the family where the majority of parents do not have time to accompany their children when learning is also a variety of other factors. Likewise, from the role of education in schools there are still teacher human resources who have not mastered the use of technology. During the Covid-19 pandemic, a teacher, without any reason to be clueless, must still be able to use technology as a learning achievement tool. While the strategy or steps for optimizing the synergy of the three education centers is to use a SWOT analysis, which can assist the government in Situbondo Regency in identifying the strengths, weaknesses and opportunities that exist and challenges. Based on the results of the analysis, cooperation with external parties was built, one of which was higher education institutions and the implementation of technical guidance to increase teacher competence in the use of technology. Regarding the impact of optimizing the synergy of the three education centers in controlling the quality of learning in the District Situbondo, students can learn naturally by developing life skills. One of the learning outcomes during the Covid-19 pandemic was that students were able to make hand sanitizers, masks or other creative results. The learning achievements are not in the form of

quantitative values as they have been obtained so far, but these achievements are qualitative in nature and also have economic value.

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