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THE INFLUENCE OF TECHNOLOGY USE ABILITY AND ONLINE LEARNING POLICY DURING THE CORONA PANDEMIC ON THE QUALITY OF EDUCATION AT MTs. AL HUDA PANGKALAN SUSU

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ABSTRACT

At MTs Al Huda Pangkalan Susu, teachers' technological abilities during the pandemic have had a big impact on the quality of education. This is because learning during the pandemic was carried out online. The aim of this research is to look at how the quality of education during Covid has been implemented as the government's online learning policy has been implemented. The research was conducted at MTs Al Huda Pangkalan Susu from January - March 2024. This research is quantitative research, the population and sample size are the same, namely 12 people, using the Totally Sampling method. There is a positive and significant influence of interpersonal communication on the quality of learning. amounting to 29.3%. There is a positive influence and use of technology on teacher performance of 71.0%. There is a positive and significant influence on the quality of learning of 70.9%.

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INTRODUCTION

The Covid-19 pandemic has impacted various sectors of life, such as the economy, social, including education. The United Nations Educational, Scientific, and Cultural Organization (UNESCO) also stated that the corona virus outbreak has impacted the education sector. Worldwide, nearly 300 million students have had their school activities disrupted and are at risk of impacting their future education rights.

In Indonesia itself, the world of education has also felt the impact. If conditions like this continue to drag on, it is certain that the impact on the education sector will also increase. The most felt impact is on students and institutions that provide educational services, such as schools at all levels, non-formal educational institutions to universities.

The national education process aims to develop the potential of students, so that they become people who believe and are devoted to God Almighty, have noble morals, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens (Law of the Republic of Indonesia No. 20; 2003). Madrasahs as educational institutions in Indonesia that are characterized by religion have received the trust of the community in preparing and delivering a generation of the nation's children who have knowledge, skills and noble personalities to be able to compete in global competition. Andi Prastowo (2015; 4) stated that religious education is grouped into education that must be given to all students according to their religion. Religious education is certainly implemented to achieve the realization of national education goals in the aspects of believing and being devoted to God Almighty, and having noble morals.

GlueThe Madrasah Tsanawiyah (MTs) education system is one of the institutions that plays an important role in preparing intelligent and comprehensive human resources in the future. To prepare for this, a madrasah principal who has a solid personality and qualified managerial competence is needed. In addition, every teacher must have high professional skills.

Law No. 14 of 2005 Article 1 paragraph (1) point 1 concerning Teachers and Lecturers states that, "Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education on the formal education path, basic education and secondary education."

The use of information technology in the world of education has many obstacles, because technological advances are not always followed by the quality of human resources. This is in line with what was stated by Destiana (2014) who said that aligning technological advances and teacher quality is still difficult because most teachers are still accustomed to conventional methods in the learning process, namely the lecture method that is oriented to content to complete the material, even though madrasas already have supporting facilities and infrastructure for information technology-based learning such as computer laboratories, LCD projectors and internet access.

RESEARCH METHODS

Place and Time of Research

This research was conducted at Mts. Al Huda Pangkalan Susu. While the research period started from October 2018 to November 2019.

Research methods

This type of research is quantitative research. Quantitative research is research that emphasizes statistical data (Emzir, 2013). According to Sugiyono (2016:7) quantitative research methods can be interpreted as research methods based on the philosophy of positivism, used to research certain populations or samples. Sampling techniques are generally carried out randomly, data collection uses research instruments, data analysis is quantitative/statistical in nature with the aim of testing the established hypothesis. The purpose of collecting qualitative data in this study is to prove, strengthen, deepen, expand, weaken and invalidate previously obtained quantitative data.

Population and Sample

a. Population

Population and sample are the most important parts in a research. Because population and sample are directly related to the research itself. Population is the whole of the research subjects. Population is a generalization area consisting of research objects/subjects that have quality and conclusions. (Suharsimi Arikunto, 2002:67).

The definition of population according to Sugiyono (2016:117) is "a generalization area consisting of objects/subjects that have certain qualities and characteristics determined by researchers to be studied and then

conclusions drawn." The population of this study is all active teachers at Mts Al Huda Pangkalan Susu.

b. Sample

Sugiyono (2008:109) said "sample is part of the number and characteristics owned by the population. so it can be concluded that the sample is the number of part of the population that is considered to represent the population because it has characteristics.

To determine the number of samples in research based on Singarimbun and Efendi (1989:150) who said that "if the population is less than 100 then the population becomes a sample or population research".

Sampling in this study was carried out using the Total Sampling technique, where the entire existing population was used as a research sample, so that the sample in this study amounted to 30 people.

Data collection technique

Data collection is an important step in research activities. This aims to obtain data objectively and accurately according to research needs. The collected data will then be analyzed based on theoretical basis references, so that the results are useful for hypotheses or in making a decision. The data collection technique used in this study was carried out with the following steps:

1. **Questionnaires**

The questionnaire or often called a questionnaire is done by providing a list of questions or a written questionnaire with alternative answer choices. These questions are measured using an interval scale of 1-5 or what is called the Likert Scale. This questionnaire will be distributed to all teachers at Mts Al Huda Pangkalan Susu.

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RESULTS AND DISCUSSION

Teachers' ability to use technology

The word competence can be interpreted as ability, authority. As stated by Ngainun (2009:56) that "the word competence can literally be interpreted as ability. By having adequate competence, someone, especially a teacher, can carry out their duties well". Competence is so important for teachers because the learning process

is so complicated and complex because in the learning process there are aspects that are interrelated and influence the success or failure of a learning.

According to Alisyahbana in Miarso (2009) said that technology has been known to humans since millions of years ago, which began with the urge to be more comfortable, more prosperous and more prosperous. He further said that the term technology comes from the word techne which means way, and logos which means knowledge. So literally technology can be interpreted as knowledge about how. The definition of technology itself according to him is a way of doing something to meet human needs with the help of tools and reason, so as to extend, strengthen or make more powerful body parts, five senses, and the human brain.

ITE Law Number 19 Article 1 paragraph 3 of 2016 states that information technology is a technique for collecting, preparing, storing, processing, announcing, analyzing, and/or disseminating information. From the definition of information technology according to the law above, it can be concluded that information technology is related to the activities of collecting, storing and publishing information.

According to Molenda and Russel, quoted by Hamzah (2011), learning technology is seen as the application of scientific knowledge in the practical tasks of learning and teaching.

According to Wiliam and Sawyer as quoted by Kadir (2003), information technology is a technology that combines computers with high-speed communication lines, which carry voice and video data. This definition also shows that there are two main components in information technology, namely computers and communication.

From the definitions put forward by the experts above, it can be concluded that technology is the systematic application of science that can support the completion of tasks easily and practically, and in the world of education, technology is useful for helping and facilitating teachers in carrying out teaching and learning activities.

The use of technology according to Darmawan (2014) is used in the process and sources for learning, the function of this use discusses the relationship between learners and learning materials or systems. While in learning activities Hamzah (2011) added that the use of information technology can spur (stimulate) trigger (grow) interest in learning.

According to Asmani (2011), the use of technology in the world of education, there are several uses in the learning process, including being used to provide information about: 1) the design of the teaching and learning process, 2) ease of access to reference sources, 3) for communication including online discussion forums and the provision of information, 4) as a means of carrying out group work.

From the perspective of utilizing information technology as a skill and competency, it can be explained that: 1) every stakeholder must have the competence and expertise to use technology and information for education, 2) information is the raw material of knowledge that must be processed through the learning process, 3) sharing knowledge with other students is absolute and never-ending, 4) learning about how to learn effectively and efficiently for teachers, students, and stakeholders (Subarjo, 2007).

The use of the technology mentioned above must be supported by the competence of a teacher in terms of reading and typing skills. This shows that communication through computer media requires skills in using computer communication media from individuals, both those acting as senders and recipients of messages (Darmawan, 2012).

According to Thompson in Rahmawati (2008), measuring the use of information technology includes three things, namely: 1) intensity of use, 2) frequency of use, 3) number of programs/software used.

SIBIS (Statistical Indicators Benchmarking the Information Society) divides indicators into several parts, readiness for e-science, Use of e-science, Impact of e-science, namely readiness, use and impact, and related to the ability to use information technology. SIBIS also sets indicators for computer skills, and internet skills, namely related to the ability to use computers and internet skills (SIBIS, 2003).

From the several indicators above, the researcher adjusted the indicators to the research needs, namely 1)Use of technology in computer operation by teachers 2) teacher skills in pcreating teaching materials using technology.

Online Learning Policy During the Corona Pandemic (online)

In Indonesia itself, the world of education has also felt the impact. If conditions like this continue to drag on, it is certain that the impact on the education sector will also increase. The most felt impact is on students and institutions that provide educational services, such as schools at all levels, non-formal educational institutions to universities.

The North Sumatra Provincial Education Office (Disdik) has also issued a policy to extend the implementation time of the teaching and learning process (PBM). Thus, teaching and learning activities at all levels are carried out at each student's home. Teachers carry out the teaching and learning process through online media and temporarily close schools from teaching and learning activities.

The appeal, which is a step to anticipate the spread of Covid-19 in the West Java region, certainly needs to be appreciated as a concrete step by the West Java Education Office. Various educational innovations continue to be carried out by educators in the midst of this pandemic, by ensuring that teaching and learning activities continue to run effectively even though they are carried out at home. Do not consider this as a vacation and traveling to crowded places that cause this policy to be off target.

Learning innovation is a solution that needs to be designed and implemented by teachers by maximizing online media. Teachers can conduct learning using the E-Learning method, namely learning utilizing information technology (IT) and communication.

The learning system can be implemented through a computer (PC) or laptop connected to an internet connection. Teachers can also conduct learning together at the same time by using groups on social media, such as Whatsapp (WA), Telegram, Zoom applications or other social media.

In addition, teachers can give measurable tasks but still ensure that every day the students' learning is carried out step by step. There are still many other innovations that can be done by teachers to ensure that learning continues and students get knowledge according to the curriculum that has been prepared by the government.

At this time, teachers are required to be able to use IT which is then implemented in the learning process. This is the challenge that teachers must face. However, with a strong will, slowly but surely, teachers will get used to using IT in the learning process.

To support PBM activities, teachers must be creative and innovative. Teachers can use the Google Classroom application, Google Hangout, Zoom or at least WhatsApp so they can meet face to face with students for online supervision.

The principal is also tasked with supervising the work of teachers in delivering online PBM materials from their respective homes. The principal is required to

innovate in carrying out the function of supervision or coaching to teachers to ensure that teaching and learning activities have been carried out by teachers and students. The principal can also provide solutions and motivation to teachers so that teachers who are not ready to use online media can be supervised and given solutions.

In conditions like this, the mindset of teachers must be changed. Do not be oriented anymore to the aspect of curriculum achievement. Now the most important thing is how to make learning activities contextual to the daily lives of students at home.

Likewise, teachers coordinate with each other in learning activities for their students so that the activities carried out by students are competencies from several related subjects and do not burden them.

As for learning materials that can be adapted to deal with the Covid-19 pandemic, including:

1. Daily Habits

   Daily activities that students usually do are done together. Such as, getting used to eating with family members in the dining room, cleaning the house and its environment and other activities.

2. Learning Life Skills

   Teachers can also give assignments to students at home in the form of life skills learning. Start with simple methods. Try for certain skills, all materials and tools are available at home. So students do not need to leave the house to get it.

3. Touch of Religion and Art

Teaching religious and artistic values to students can be done by teachers by giving assignments. For example, students memorize short chapters from the Qur'an, learn to read the Qur'an, write in Arabic, pray in congregation, and other worship activities in habituation.

These activities can be reported to teachers either in the form of photos or videos. Parents can take pictures of their children during activities, then report to the teacher. So, during the learning activities from home, parents are still involved in the process. This is a good collaboration between teachers, students, and parents.

Innovation must also be carried out by school supervisors so that supervisory duties can run well even though they do not always have to meet face to face. Conducting coaching, monitoring, and evaluating the work of school principals in organizing the online learning process can use the Zoom Meeting application

periodically. Thus, communication between school supervisors and their supervised schools can run and school principals must report on the progress of online learning carried out in their respective schools.

So far, the implementation of online learning is still constrained by many things, both from the competence of teachers, parents and supporting infrastructure. There are still many parents who do not have adequate gadgets. As a result, children have difficulty doing assignments from their teachers. However, there are still many ways that teachers can do so that students still get their rights. Thus, learning innovations must be more flexible, adjusted to the abilities of students and the geographical location of where students live.

With these various learning innovations, it is hoped that teachers will remain enthusiastic about implementing online learning. The important thing is to do it with joy and give the best for students. It may not be perfect, but at least you have tried.

Quality of Education

Quality means the degree (level) of excellence of a product (result of work/effort) whether in the form of goods or services; both tangible and intangible. In the context of education, quality refers to the educational process and educational outcomes. In the "educational process" various inputs are involved, such as; facilities and infrastructure, teaching materials (cognitive, affective, or psychomotor), teaching and education personnel, management and governance and other resources as well as the creation of a conducive atmosphere. both in the scope of academic and non-academic substances in an atmosphere that supports the learning process.

An educational institution (read: college) is said to be of high quality if it has the following characteristics:

1. Students demonstrate a high level of mastery of scientific material (learning tasks) as formulated in the educational goals and targets, including academic learning outcomes expressed in learning achievements;
2. The results of student education are in accordance with the demands of student needs in their lives, so that apart from knowing about something, they are also able to do something functionally for life;

3. The results of student education are in accordance with the needs of the environment, especially the world of work. Therefore, relevance is one of the indicators of quality.

The quality of education in an institution can be identified from the number of students who have achievements, both academic achievements and achievements in other fields, and graduates who are relevant to the objectives". Through students who achieve, the management of the institution, the profile of its lecturers, learning resources and its environment can be traced.

Thus, the quality of educational institutions is the quality of students that reflects customer satisfaction, the existence of active participation of management in the process of continuous quality improvement, understanding of each person regarding specific responsibilities for quality, each individual in the institution and stakeholders realizing and realizing the principle of "preventing damage", and implementing the view that quality is a way of life.

Essentially, the term quality indicates a measure of assessment or award given or imposed on certain goods (products) and services (services) based on objective considerations of their weight and performance. The service or product must match or even exceed the needs or expectations of its customers. Thus, quality is a service or product that matches or exceeds the expectations of its customers.

Quality is not an easy concept to define, especially for service quality that can be perceived in various ways. Quality with big M and small M. Small M means quality in the narrow sense given by every part of the organization or every activity that is not always related to customer needs. Big M is quality in the broad sense concerning the overall performance of the organization that is focused synergistically on customer needs and satisfaction.

Quality in this sense is perceived as “total quality management.

A quality-oriented service provides satisfaction to customers through quality assurance so that there are no customer complaints and the manufacturer does not make mistakes (zero defect). Quality in its application can be based on absolute quality and relative quality.

Absolute quality has the highest value measure, is unique and is closely related to the expression of goodness, beauty, truth, and ideality. Usually, absolute quality has been subjectively determined by the manufacturer. For example, based on the

criteria set by the manufacturer, an item is declared to have a good quality measure, then consumers will follow the standard and be very proud of the item they use as something prestigious.

Absolute quality measures are difficult to apply in the world of education with assessments from various parties and heterogeneous service management. People will look at it from various directions and all directions or aspects have certain quality measures. Therefore, quality measures are applied relatively, namely based on customer needs.

In this case, it means that not only producers, but also customers determine quality. Thus, a good quality benchmark is not an absolute quality benchmark, but a relative benchmark that is in accordance with customer needs. The quality of educational institutions will be good if the institution can provide services that are in accordance with the needs of its customers.

Education is a service that needs to have standardization of quality assessment. Quality standards are a combination of the properties of goods or services, including their management systems that are relatively established and in accordance with customer needs. Quality standards can be seen from two sides, namely as follows:

a. Product or service standards, indicated by: - Conformity to established specifications or performance to specifications; - Conformity to use or purpose, or fittness for purpose or use; - products without defects or zero defect; - right first time, every time.
b. Standards for customers indicated by: - Customer satisfaction. If products and services can exceed customer expectations; - Loyal to customers or delighting the customer.

Juran and Deming developed quality standards with integrated quality management as a total quality management strategy (TQM) implemented through an accreditation system. In higher education, the RATER standard (Reliability, Assurance, Tangibility, Empathy, Responsiveness) was developed.

In addition, it offers a deficiency formula to measure quality, namely: Modern organizations that survive are organizations that adopt quality as the focus of study in every job and product.

Vincent stated that a modern quality system can be identified by the following five characteristics:

a. Quality system is oriented towards customer satisfaction. The organization designs products according to customer needs through market research. The production process is carried out and controlled properly to produce products that meet specifications with a high degree of confirmation and provide after-sales guarantees that protect customers from disappointment. In principle, the quality system develops relationships between suppliers and customers to create an understanding and mutual contribution to the required product;
b. Modern quality systems prioritize the active participation of top management in the process of continuous quality improvement. When leaders share authority, those responsible for tasks have a common perception of quality as a key strength. This is a situation where there needs to be active involvement of personnel through leadership that has a quality vision in designing and implementing the organization, which is then used as a core to always be communicated and become a shared motivation;
c. Modern quality systems require that each person understand their specific responsibilities for quality. For example, a person or team is given the responsibility to do work in curriculum development. Doing tasks according to the mechanism is always paying attention to customer needs and being consistent in maintaining quality, and can be produced economically. Top management always reminds themselves and other personnel through words and actions to always be committed to quality;
d. Modern quality systems prevent defects from occurring, rather than focusing solely on detecting defects;
e. The modern quality system is characterized by a philosophy that views quality as a way of life.

In the education system, concentration on quality is not solely the responsibility of institutions and government alone, but is a synergy between various components including society. Therefore, society must be aware of quality, contribute to improving quality, and always choose quality in their attitude to life.

Quality in the context of "educational outcomes" refers to the achievements achieved by an institution at any given time period (whether at the end of each semester, end of the year, 2 years or 5 years, even 10 years). The achievements achieved or educational outcomes (student achievement) can be in the form of academic ability test results (eg UAN, UAS).

It can also be achievements in other fields such as achievements in a particular branch of sport, art or additional skills such as: computers, various types of techniques, services. Even institutional achievements can be intangible conditions such as discipline, familiarity, mutual respect, cleanliness, etc.

Between the process and the results of quality education are interrelated. However, so that the good process is not misguided, then the quality in the sense of results (output) must be formulated in advance by the institution, and the target to be achieved for each year or other period must be clear. Various inputs and processes must always refer to the quality of the results (output) to be achieved.

In other words, the responsibility of the institution in building and developing a quality culture is not only on the process, but the final responsibility is on the results achieved. To find out the results/achievements achieved by the institution, especially those concerning aspects of academic or "cognitive" ability, benchmarking can be carried out (using standard reference points, for example: UAN results, UAS, etc.).

The framework for quality improvement management is expected to enable institutions to work within certain corridors, including the following;

1. Resources; Educational institutions must have flexibility in managing all resources according to needs. In addition to operational/administrative financing, financial management must be aimed at:
    a. strengthening institutions in determining and allocating funds according to the priority scale that has been set for the quality improvement process,
    b. separation of academic costs from the procurement process,
2. Accountability; Educational institutions are required to have accountability to both the community and the government. This is a combination of commitment to standards of success and the expectations/demands of parents/the community. This

accountability aims to ensure that public funds are used in accordance with established policies in order to improve the quality of education and if possible to present information about what has been done.

For this reason, every educational institution must provide accountability reports and communicate them to parents/the community and the government, and carry out a comprehensive review of the implementation of the institution's priority programs in the quality improvement process.

3. Curriculum; based on a standard curriculum that has been determined nationally and can also be developed by institutions. Educational institutions are responsible for developing the curriculum both from the material standards (content) and the delivery process. Through an explanation that the material is useful and relevant to students. Institutions must create a pleasant learning atmosphere and involve all senses and layers of the brain and create challenges so that students grow and develop intellectually by mastering knowledge, being skilled, having a wise and prudent attitude, character and having emotional maturity.

   There are three things that must be considered in this activity, namely;

   a. The development of the curriculum must meet the needs of students. How to develop management skills to present the curriculum to students as effectively and efficiently as possible by considering the available resources.
   b. Development of various approaches that are able to manage change as a natural phenomenon in the institutional environment.
   c. To see the progress of curriculum achievement, students must be assessed through a test process that is made according to established standards that cover various cognitive, affective and psychomotor aspects as well as other psychological aspects. This process will provide objective feedback to parents regarding their children (students) and to the relevant institutions and other stakeholders regarding the performance of the institution in relation to the process of improving the quality of education.

4. Personnel; The institution is responsible and involved in the recruitment process (in the sense of determining the type of teaching and educational staff needed) and structural development of institutional staff (leaders, teaching staff and other staff). Meanwhile, professional development in the context of building the

capacity/capabilities of institutional leaders and developing the skills of teaching staff in implementing the curriculum including other educational staff is carried out continuously on the initiative of the institution.

For that, the government and related stakeholders outside the institution play a role in providing a forum and supporting instruments. In this context, professional development must support quality improvement and appreciation for achievements needs to be developed.

The education quality assurance system gives authority to institutions to control human resources, flexibility in responding to community needs, for example involving experts or practitioners for specific skills. Likewise, sending teaching staff (lecturers) to continue their studies or take training at institutions or agencies that are considered appropriate.

The logical consequence of this is that educational institutions must be allowed to:

1. Developing educational planning and priorities within the framework of reference established by the government.
2. Monitor and evaluate any progress that has been achieved and determine whether the objectives have met the needs for quality improvement.
3. Presenting reports on results and performance to the public and government as consumers of educational services (accountability to stakeholders).

The above description provides us with an insight into understanding that the responsibility for the quality of education at the micro level is centered on institutions. In other words, in a complex society like today where development has led to changes in various values and greater expectations for education that occur so quickly, it is believed and realized that educational institutions must be appropriate and quick to respond to changes in accordance with the wishes of society and the world of work.

This condition has led to an awareness that only institutions that are managed effectively and innovatively (by prioritizing quality) will be able to respond to community aspirations appropriately and quickly in terms of educational quality.

Educational institutions have an important role, but must begin to be limited in terms of building a vision of the education system as a whole, expectations and standards for students to learn and providing relatively standard or minimal educational component support.

This concept places the government and other education stakeholders with the responsibility to determine the basic key objectives and policies of education and to empower institutions and communities together to work within the framework of educational objectives and policies that have been formulated nationally in order to present a quality education management process that is specifically in accordance with the needs and demands of the times.

It is clear that the quality of education is centered on the institution itself, the government only plays a role as a determinant of macro policies, development priorities, and overall standards through a quality monitoring and control system. This concept actually focuses more on the responsibility of institutions and their supporting communities to design the desired quality, implement, and evaluate the results, and continuously improve them. All efforts in implementing this quality of education must end in improving the quality of students (graduates).

While funding is considered important from the perspective of the planning process where goals are determined, needs are identified, policies are formulated and priorities are determined, and resources are allocated, the focus of change is on the form of management that expresses itself correctly towards the ultimate goal, namely the quality of education where the various needs of students to learn are met.

Resources owned by educational institutions are allocated and distributed for the improvement and development of educational quality in accordance with predetermined planning and priorities and with community support. Guidelines for implementing quality improvement are only general in nature, providing guidelines on what should/should not be done.

In short, it can be emphasized that the end of it all comes down to the quality of education. Therefore, educational institutions must strive to become centers of quality (centers for excellence) and this encourages institutions to be able to determine their vision and mission to prepare and meet the future needs of their students.

CONCLUSION

Based on the data and analysis results that have been presented, the following conclusions can be drawn:

1. The level of achievement of respondents on the ability to use technology is in the sufficient category. The ability to use technology contributes very significantly to the quality of education at MTs. Alhuda Pangkalan Susu. The

amount of contribution of the ability to use technology to the quality of education is 70.50%.

2. The level of achievement of respondents towards the online learning policy is in the good category. The online learning policy contributes very significantly to the quality of education at MTs. Alhuda Pangkalan Susu. The amount of contribution of the online learning policy to the quality of education is 70.71%.
3. The ability to use technology and online learning policies together contribute significantly to the quality of education at MTs. Alhuda Pangkalan Susu. The magnitude of the contribution of the ability to use technology and online learning policies to the quality of education at MTs. Alhuda Pangkalan Susu is 75.5%.

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