



Influence Of Accreditation Readiness In Improving The Quality Of Teacher Teaching In PAUD Banguntapan Bantul Subdistrict

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Abstract

Recognition of educational institutions is demonstrated through accreditation and quality of teaching. This research aims to explain the influence of PAUD accreditation readiness on the quality of teaching in 40 PAUDs in Banguntapan. Research methodology uses quantitative descriptive. The results showed the existence of six criteria for the willingness of accreditation mechanisms that must be met, among others: first, general requirements; Second, special requirements; third, classification of accreditation applications; fourth, the completeness of the document; fifth, validation and verification; and sixth, accreditation results. The results showed $X^2_{h} > X^2_{t}$, where there was a significant influence on accreditation readiness to the quality of teaching in PAUD Banguntapan. Meanwhile, six schools focus on general requirements, and six schools also on specific needs. Twelve schools prepare for the early stages of the school's survival. Furthermore, eight schools in the preparation stage of accreditation application classification; seven schools in the readiness stage of the process and awaiting visit; ten schools in terms of validation and verification; And three schools are fully prepared for accreditation.

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INTRODUCTION

Article 1 Paragraph 22 of Law no. 20 of 2003 concerning the National Education System (Sisdiknas) mentions accreditation as a program feasibility assessment activity based on established criteria. BAN PAUD and PNF (2018) said the purpose of accreditation is as a form of accountability to ensure the quality of education (Wijoyo, 2020). At the same time, the benefit of accreditation is to build a culture of quality education. Accreditation serves as social security provided by the government to the community regarding the quality of education by recognizing the quality of education. PAUD accreditation includes kindergarten, RA, BA, KB, TPA, and SPS (Similar PAUD Unit).

The fundamental thing that distinguishes PAUD accreditation from Dikdasmen lies in the first standard, where the Disdakmen uses the term graduate competence. In contrast, PAUD uses the term level of developmental achievement (Damaiyanti & Mases, 2019). That's why the Accreditation Assessment Instrument / IPA PAUD uses indicators of child growth and development. The difference in terms does not necessarily distinguish, in essence, the quality of learning in it. UhlulQoriawati illustrates in the quality of learning in the current pandemic, Dikdasmen is directed at the mastery of technology as a medium of delivery and understanding of the material (UhlulQoriawati & Maknun, 2021). The activeness of educators is needed more as a process of monitoring and evaluating learners.

One form of quality assurance of education is the quality of teacher learning. Elyas said various breakthroughs are needed in teaching and learning so that the quality education process can be maintained consistently (Elyas, 2018). Quality learning is closely related to the unlimited space and time in the understanding of the material. Learners are also felt to be better able to develop their quality in line with the quality

of learning provided by educators. In line with this, (Bahar & Fitriani, 2017) said the quality of education does not necessarily see from learning outcomes, but also the learning process where learners are directed to solve their problems that arise, in line with the demands of education and development levels.

Akmal said that leadership in an educational institution has authority in determining the direction of quality and development of the quality of education in its schools through various policies taken (Akmal & Santaria, 2020). This is in line with, which mentions factors that affect the quality of education. There are several things: the education process experienced by students and educational resources and funds, including educators, education personnel, education financing, and policies. This policy ultimately affects education, where education itself is the main foundation in developing students (Adilah, 2018; Zulkarmain, 2020).

Quality is identical to quality, where there is conformity or something right in the implementation of something. The approach used is user-oriented or user-oriented. In this case, the community is a user of school services (Samsinar S., 2019). Quality or quality can be seen based on the elements, namely: inputs, processes, and outputs, as illustrated as follows:

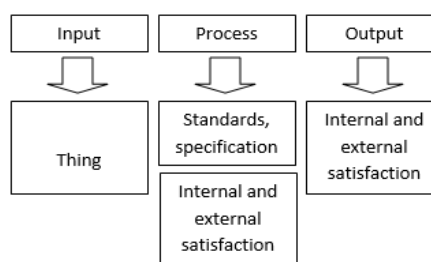


Figure 1. Quality element

Input is related to the input and procedures that will be carried out. Processes are related to improvement, while output is related to results. Meanwhile, learning is the provision of means in the delivery and

mastery of materials. The quality of the learner contains 3 (three) facets: creative, productive, and competitive. Thus an educator (teacher) can carry out his obligations responsibly and worthy in the perspective of competence.

The quality of PAUD learning must fulfill the essence of education, namely: *first*, teach children by not releasing them from the world of the play; *second*, the existence of concrete learning media and able to be understood by children; *Third*, the protection of his role; and *fourth*, not in a state of coercion (Yusutria, 2019). About PAUD teachers themselves, personality competence is needed, social, pedagogical, and professionals, in line with the demands mandated in Article 10 of Law No. 14 of 2005 concerning Teachers and Lecturers. It is further said that the biggest obstacles in

PAUD level schools include: *first*, the lack of educators who meet academic qualifications; *Second*, limited facilities and infrastructure; *Third*, management by the private sector that results in limited financing; and *fourth*, the lack of welfare.

Teachers in outlook (Hasmiah, 2020) is one of the components in determining the quality of education through the quality of learning. Teachers are equipped with responsibility and devotion that make them required to master the knowledge and have skills in answering the times. One such mastery is managing classes with various advantages and disadvantages in the course itself, both in media and facilities and infrastructure. Anton summarises the discussion in class management as follows (Anton & Usman, 2020b):

Table 1. Class management

Substance	Purpose	Nature and Type	Factor	Strategy
Creating or maintaining situations for learning purposes	Classroom conditioning	Preventive (teacher initiative); curative (disturbing behavior deviations)	Support (curriculum, facilities, teachers, students, dynamics); and inhibitors (teacher type, type of student, family, facilities)	Creation of atmosphere; monitoring of deviant behavior; discipline; and increased harmony

Infrastructure facilities are still an obstacle for many educational institutions, especially PAUD, to optimize learning quality. If PAUD is identical to excellent service, all limitations will hinder achieving excellent service (Suci et al., 2017). Disiniis required the cooperation of various parties in meeting the minimum standard of PAUD implementation. In line with this, (Fithri & Anggraini, 2018) said that there are cases where facilities and infrastructure are the cause of accreditation results not as expected. One of the factors that influence is

the financing factor. In addition, there is also a low factor of educator knowledge and education personnel in school administration. This makes the impression that PAUD is only running and maintaining its existence with slow changes.

Various problems in education become a shared responsibility between educators, parents, schools, and policies and regulations related to education (Siti Syarah et al., 2020). Furthermore, in the quality of learning that focuses on learning media, several considerations are needed. Learning

starts from cultivating basic perceptions or conceptual frameworks until it applies appropriate learning materials and knowledge transfer.

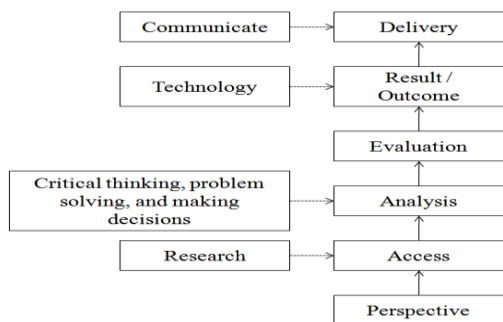


Figure 2. Teacher perspective learning
Source: Siti Syarah et al., (2020) (processed)

Operationally, according to (Mukroni, 2017), learners' quality is interpreted as a systematic linkage between educators and learners, curriculum and teaching materials, media and infrastructure facilities, and learning processes and outcomes by mutually expected. The quality of learning is also related to establishing educational professionalism in line with the demands of established standards. Werdiningsih emphasizes the quality or quality of learning in Article 19 PP 19/2005 on National Standards of Education (SNP), where the learning that takes place is directed at the creativity and independence of learners taking into account their physical and psychological development (Werdiningsih & Sari, 2016).

The quality of learning is related to managing the situation to be effective and efficient for the teaching and learning process. This management includes various dimensions: *first, Delay Avoidance/ DA*, where learners are directed at the responsibility of completing tasks on time, as well as the elimination of multiple stimuli that can interfere with the learning process. *Second, Work Method/WM*, where various procedures and mechanisms in learning consider effectiveness and efficiency (Nur Aini et al., 2018).

Accreditation for PAUD, according to (Sari, 2019) can be used as a reference in efforts to improve the quality and services of education, as well as school development plans in the future. In addition, accreditation is expected to improve school performance in the fulfillment of the quality of education in line with the demands of the community and government through various standards that have been set. Accreditation itself is accurate information in assessing different school quality standards, including the quality of learning. Furthermore, it is said, in its application, there is an evaluation method in the assessment of PAUD accreditation, as follows:

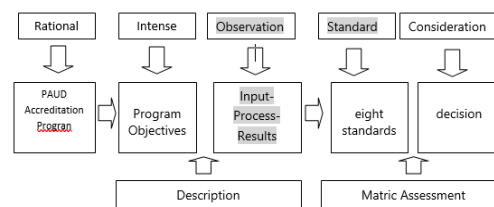


Figure 3. Program evaluation
Source: Sari (2019) (processed)

Some of the accreditation-related data issued by the Ministry of Education throughout Indonesia in 2018 are as follows:



Figure 4. Accreditation Achievements 2014-2018

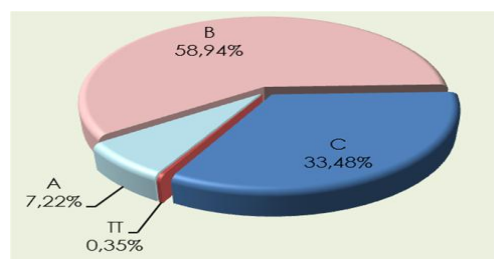


Figure 5. Accreditation achievements 2018

Based on Figure 5, it is explained that 58.94% of PAUDs get an Accredited grade of B (Good). In 2018, 11,089 schools with kindergarten levels occupied the position with the most number of the overall accreditation value B. Meanwhile, Standard 4 (Standard of Educators and Education Personnel) is the highest achievement with an average of 78.89%, as illustrated as follows:

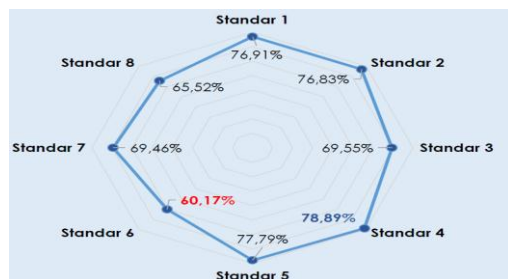


Figure 6. Achievement of accreditation results based on accreditation standards

The community’s high interest in preparing their children to enter elementary school by including them at the PAUD level

is an opportunity for schools to provide professional and reputable educational services (Asiah, 2018). It can be prepared through the accreditation process. On the other hand, there is still the assumption that accreditation is a heavy burden of schools in preparing various documents; it feels stressful and stressful. In some cases, schools have been documented, just not as organized as they should be. Therefore, the initial assessment in PAUD accreditation is the standard of achievement of development, content standards, and process standards. There is the concept of Holistic Integrated in its implementation, where existing documents have met the indicators of planning, implementation, and evaluation.

Accreditation is the recognition of quality assurance (Damaiyanti & Mases, 2019). Furthermore, it is said that the implementation of PAUD accreditation can be seen through SWOT analysis:

Table 2. SWOT analysis of PAUD accreditation

Strengths/S	Weaknesses/W	Opportunities/O	Threats/T
Quality improvement competition	Limitations of one or more standards that must be met	Technological advances	Competition
Improvement of the education system	School unpreparedness	Community trust	Subjectivity of assessors
Increased interest in quality education	I’m a recognized accreditation because it focuses more on certification.		Bureaucratic culture is not entirely transparent.
	potential for fictitious data in pursuit of accreditation results		

Busron said web-based accreditation has made it a lot easier for schools to monitor the accreditation process. This is in line with the principle of open accreditation assessment, in the sense that the open community is entitled to know it (Busron & Rachmi, 2020). In addition, PAUD accreditation has been oriented towards assessing performance units. This can be used as a reference for parties directly involved with PAUD in its consistency in the

field of competence and quality. On another occasion, (Busron & Rachmi, 2020) said the dearth government or local authorities have not fully noticed the accreditation results by schools. This will result in the construction of work units in the area. Local governments need to respond to accreditation results, especially in improving PAUD units, school inspectors and superintendents, and PAUD foundations and implementers.

In achieving the level of teaching quality and recognition of the quality of education, schools require various efforts to make it happen (Sahid & Rachlan, 2019). Seeing the importance of accreditation as a standard of readiness and quality of education, the writing in this study aims to explain the influence of PAUD accreditation readiness on the quality of teaching in the PAUD Banguntapan Subdistrict.

METHODS

Descriptive quantitative research in this study aims to explain relationships and tendencies. The research was conducted at PAUD level educational institutions of Banguntapan Subdistrict, Bantul, Yogyakarta, with 40 schools. Data collection techniques through structured observation to see the quality of teaching and closed questionnaires to find out PAUD accreditation. Analysis of data through the collection of observational data to be then made in the form of a checklist with Guttman measurement scale. Furthermore, the questionnaire data will complement the process of analyzing data about the effect of accreditation on the quality of teaching.

RESULTS AND DISCUSSIONS

One way to determine the quality or quality of an institution can be seen from the results of the accreditation assessment (Dewi & Khotimah, 2020). Accreditation is an assessment of the quality or quality set by external parties of the school by established standards. Accreditation readiness is necessary to achieve specific criteria in line with the school's quality demands. Accreditation itself includes 8 (eight) bars, namely: *first*, graduate competence (covering attitudes, knowledge, and skills. In the case of PAUD and PNF, the competence of graduates is related to the level of achievement of development); *second*, the content (scope of matter); *third*, the process (learning activity); *fourth*, educator-education

personnel (competence); *fifth*, sarpras (facilities); *sixth*, management (management); *seventh*, financing; and *eighth*, educational assessment (procedures and instrument assessment of learners). Meanwhile, the performance of learning is a systematic and planned effort in the teaching and learning process. It is closely related to the quality that shows the "value" of the school in the eyes of outsiders and for the users of the school's services directly. The eight standards are theoretically capable of being agreed upon by educational institutions (Damayanti, 2019).

Based on data from the Ministry of Education and Culture, it was found that in Banguntapan District, Bantul, Yogyakarta, there are 149 PAUDs, all of which are private schools.

No. Kecamatan	TK/PAUD			KB			TKB			SIS			TOTAL
	N	S	JML	N	S	JML	N	S	JML	N	S	JML	
TOTAL	7	556	563	0	489	489	0	55	55	0	236	236	1.343
1. Kec. Srandakan	1	22	23	0	28	28	0	1	1	0	1	1	53
2. Kec. Satrio	0	27	27	0	27	27	0	2	2	0	3	3	54
3. Kec. Krasak	2	18	20	0	7	7	0	1	1	0	22	22	50
4. Kec. Pambajene	0	24	24	0	10	10	0	0	0	0	0	0	34
5. Kec. Bambang Liris	1	27	28	0	30	30	0	1	1	0	5	5	64
6. Kec. Pindri	1	37	38	0	39	39	0	2	2	0	1	1	80
7. Kec. Bantul	0	39	39	0	29	29	0	4	4	0	14	14	86
8. Kec. Jati	0	30	30	0	36	36	0	5	5	0	10	10	81
9. Kec. Imogiri	0	35	35	0	45	45	0	2	2	0	16	16	98
10. Kec. Dlimas	0	22	22	0	24	24	0	0	0	0	38	38	84
11. Kec. Plores	0	28	28	0	32	32	0	2	2	0	13	13	75
12. Kec. Piyungan	0	35	35	0	25	25	0	2	2	0	29	29	91
13. Kec. Banguntapan	0	85	85	0	53	53	0	18	18	0	13	13	149
14. Kec. Sate	1	42	43	0	42	42	0	4	4	0	12	12	100
15. Kec. Sambutan	0	32	32	0	29	29	0	5	5	0	29	29	115
16. Kec. Pajenean	1	21	22	0	18	18	0	1	1	0	24	24	65
17. Kec. Satrio	0	32	32	0	20	20	0	5	5	0	6	6	63

Figure 7. Bantul regency PAUD tata

Observations of teaching quality according to frequency distribution showed the highest score was 15, while the lowest score was 1, with a mean of 9.8 or 65.3%. Standard deviation is indicated through a score of 4.01, with an average interval of 7.0-10.1, which shows that seven schools get a grade point average, eight schools score below average, and 25 schools above average.

Table 3. Interpretation of teaching quality score

Score (%)	Frequency	% Value	Interpretation
68-100	25	62.5	High
34-67	7	22.5	Middle
0-33	8	15	Low
Sum	40	100	

Through the giving of weights 1 (answer “yes”) and 0 (answer “no”) then obtained the interpretation of scores related to high, medium, and low quality of teaching. Meanwhile, about accreditation readiness, there are 6 (six) accreditation mechanism readiness criteria that must be met based on regulations from the National Accreditation Board of PAUD (BAN PAUD), including: *first*, general requirements (National Education Unit /NPSN Principal Number and operational permit); *second*, special needs (10 students, PAUD competent educators, and KTSP); *third*, Classification of Accreditation Application / KPA (document readiness); *fourth* visitation (completeness of documents); *fifth*, validation (indicator checking) and verification (checking validity); and *sixth*, accreditation results (readiness to determine accreditation results and appeals if needed).

Thus, in the initial planning of accreditation, it is necessary to fulfill the quality of educators and education personnel in increasing their roles and competencies (Anton & Usman, 2020a).

Accreditation readiness as a result of the collection of this research data can be described as follows:

Table 4. Accreditation readiness data

Types of Accreditation Readiness	Sum	% Value
General Requirements	6	15
Special Requirements	6	15
Classification of Accreditation Applications	8	20
Visitation	7	17.5
Validation and Verification	10	25
Accreditation results	3	7.5
Sum	40	100

Based on the table above, six schools focused on general requirements and six schools also on particular needs. In this case, the twelve schools prepare for the initial stage of school continuity. Furthermore, eight schools are in the preparation stage of

accreditation application classification (KPA); 7 schools are in the readiness stage of the process and awaiting visitation; 10 schools in terms of validation and verification; and three schools have been fully accredited.

Sari stated that accreditation results could be beneficial for the school in improving the quality of teaching (Werdiningsih & Sari, 2016). Furthermore, accreditation readiness that directly impacts the performance of all elements of human resources in schools proves that the school or educational institution is worthy of receiving high trust from the community. Meanwhile (Asiah, 2018); (Damaiyanti & Mases, 2019) called the identification of accreditation valuable readiness in the evaluation process of educational institutions in achieving the quality of education.

The results showed the chi-square X^2_h test was 22,102 while X^2_t was 18.3. The signification level of 0.05 with $dk(b-1)$ (k-1) is 10. Thus, H_a was accepted, and H_o was rejected, which is indicated through $X^2_h > X^2_t$, where there is a significant influence between accreditation readiness and teaching quality in PAUD Banguntapan Subdistrict, Bantul, Yogyakarta. In line with the results of this study, Yuhasnil (2020) said that the quality of outcomes produced also influences the quality of education. Thus there is a relationship between the high cost of education and the quality of education. The cost of education here includes the readiness of educational institutions in budgeting accreditation needs. In line with this, Busron and Rachmi mentioned the need for budgeting financing in improving the quality of school education (Busron & Rachmi, 2020).

Meanwhile (Nur Aini et al., 2018) emphasized the quality of teaching identical to the standard of content that must be met in the accreditation process. The quality of teaching itself is directly proportional to learning performance. With a high level of learning achievement, the standard of

content in accreditation will be achieved by itself.

Educational institutions can achieve accreditation standards with an average achievement of 91.4% (Busron & Rachmi, 2020). Fithri and Anggraini said the quality would affect the quality of school services, including in terms of teaching quality (Fithri & Anggraini, 2018).

Burhan & Saugadi said the entire management process in educational institutions contributes to academic support to realize the quality and quality of education and the implementation of teaching (Burhan & Saugadi, 2017). Meanwhile, the quality of schools reflected through accreditation recognition impacts the quality of teaching, which can ultimately improve student achievement (Hajar, 2018). Damaiyanti, in his research, also mentioned that accreditation standards would significantly affect the achievement of educational institutions (Damayanti, 2019).

CONCLUSION

Accreditation readiness of a school is an obligation as a form of responsibility for the quality and sustainability of the teaching and learning process. On the other hand, the quality of teaching applied by teachers in a school will affect learners. In the end, the readiness of accreditation and the quality of teaching in educational institutions will return to public recognition, in this case, users of educational services.

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