Management Strategy to Improve the Quality of Education from the Perspective of the Education Unit

Tika Angela[1], Viola Sepriani[2], Atia Imaninti Gading[3], Ine Setia[4], Syafeta Fitrian[5], Sulastri[6]

[123456] Department of Educational Administration, Padang State University, Padang, Indonesia

A R T I C L E I N F O

ABSTRACT

Improving the quality of education is not an easy task because it is not only related to technical issues, but includes various very complicated and complex issues, both regarding planning, funding, and the efficiency and effectiveness of school system administration. Improving the quality of education also requires better education management. Unfortunately, so far aspects of education management at various levels and educational units have not received serious attention so that all components of the education system do not function well. Weak educational management can be seen from the number of students who repeat classes and drop out of school. Education management is a strategic alternative to improve the quality of education. Because school management will directly influence and determine whether the curriculum, various learning equipment, teaching time and the learning process are effective or not. Educational outcomes are considered quality if they produce academic and non-academic excellence in students who are declared to have passed a level of education or completed a certain learning program.

Corresponding Author:
Tika Angela [1] , Viola Sepriani [2] , Atia Imaninti [3] , Ine Setia [3] , Safeta Fitriani [4] Sulastri [5]

E-mail: angelatika0308@gmail.com , violasepriani20@gmail.com , imaninti1906@gmail.com , innesetia18@gmail.com gsyafetafitrian@gmail.com

1. INTRODUCTION

Many Islamic educational institutions have emerged and are spread everywhere, including in areas where it is very difficult to maintain the continuity, let alone progress, of education. So this gives rise to complex problems involving the acceleration of development in advancing Islamic educational institutions in rural areas. These problems include institutions, leadership, finance, personnel, curriculum and educational models. Each of these components has the potential to hinder and within certain limits threaten the existence and progress of Islamic educational institutions. Many Islamic educational institutions have emerged and are spread everywhere, including in areas where it is very difficult to maintain the continuity, let alone progress, of education. So this gives rise to complex problems involving the acceleration of development in advancing Islamic educational institutions in rural areas. These problems include institutions, leadership, finance, personnel, curriculum and educational models. Each of these components has the potential to hinder and within certain limits threaten the existence and progress of Islamic educational institutions.

Human resources are one of several components that can influence the running of an organization, such as education. This education requires human resources who have quality and a role in meeting educational needs in society. In order to provide proper education, the government provides public facilities and infrastructure in the form of schools as places to obtain education (Ministry of Finance, 2019). Schools are educational institutions and have a school-based management model within which they function and play a role in solving problems. These problems include finances, activities or programs, facilities and infrastructure, and all supporting components which are the responsibility of the school. In education in Indonesia, there are problems that are still being faced, namely the quality of education which is still relatively low at every level of education. As a step in efforts to improve the quality of education, the government issued Law No. 20 / 2003 concerning the National Education System (NPC).

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Education is an integral part of the life of the nation and state. One of the factors taken to improve the quality of life of the Indonesian people is to improve the quality of education. This shows that the quality of education greatly determines the quality of the education system as a Kaffah (comprehensive), especially with regard to the quality of education, as well as its relevance to the needs of society and the world of work. Improving the quality of education is not an easy task because it is not only related to technical issues, but includes various very complicated and complex issues, both regarding planning, funding, and the efficiency and effectiveness of school system administration. Improving the quality of education also requires better education management. Unfortunately, so far aspects of education management at various levels and educational units have not received serious attention so that all components of the education system do not function well. Weak educational management can be seen from the number of students who repeat classes and drop out of school.

Education management is a strategic alternative to improve the quality of education. Research results from Balitbang-dikbud (1991) show that school management is one of the factors that influences the quality of education. School management will directly influence and determine whether the curriculum, various learning equipment, teaching time and the learning process are effective or not. Thus, efforts to improve the quality of education must start with improving school management, in addition to improving the quality and developing learning resources.

The School-Based Management Policy is closely related to Laws number 22 and number 25 of 1999. This law will change the policy-making mechanism, if so far it has been carried out from the center, it will be changed and delegated to the authority of districts and cities. This policy seems to be a new paradigm that makes it more possible to implement decentralized education to improve a centralized system that is too rigid. Decentralization gives authority to schools and local communities to manage education. This allows for close collaboration between school staff, principals, teachers, other personnel and the community in efforts to achieve equality, efficiency, effectiveness and improve the quality and productivity of education.

Efforts to improve the quality of education are not just efforts but must be the commitment of all parties involved. And madrasas are entrusted with planning, organizing, leading and controlling human and other resources to achieve the goals of increasing efficiency, quality and equitable distribution of education. So that the quality of education is maintained and the quality improvement process remains controlled, there must be standards that are regulated and agreed nationally to serve as indicators for evaluating the success of the quality of education. This has encouraged the emergence of a new approach, namely the management of improving the quality of education in educational activities through a School-Based Management approach. With this approach, it is hoped that it will become capital that can reduce government interference in education management which is considered to have reduced madrasas in the process of improving the quality of education and independence of madrasas in managing their madrasas.

2. METHODS, DATA, ANALYSIS

Based on its type, this research is qualitative research. In qualitative research, the data collected is not numbers, but in the form of words or images. The data collected came from interviews, field notes, photos, video tapes, personal documents and other documents. 67 Therefore, in this research the researcher used a descriptive approach. Descriptive research is research on certain phenomena or populations obtained by researchers from subjects in the form of individuals, organizations, or other perspectives. The aim is to explain aspects that are relevant to the observed phenomenon and explain the characteristics of the existing phenomenon or problem.

In general, descriptive research does not use hypotheses (non-hypothesis) so that in the research there is no need to formulate a hypothesis. 68 According to Suharsimi, there are three types of approaches included in descriptive research, namely case research or case studies, comparative causal research and correlational research. .69 And this research is called case study research because the researcher will explore data about information regarding Education Quality Improvement Strategies from a School-Based Management Perspective.

3. RESULTS AND DISCUSSION

Strategic management is a series of decisions and managerial activities carried out to determine the performance of an organization over a long period of time (David and Wheelen, 2013: 4). Strategic management includes findings, formulating strategies, implementing strategies, and evaluating strategies. Strategic management has a focus on observing and evaluating the opportunities and threats that exist in the surrounding situation by analyzing the strengths and weaknesses of the organization.

1. Strategy Formulation

The formulation of the School Based Management program strategy shows a structured process in an effort to determine decisions regarding activities to be carried out at a later date. The stages carried out by schools related to planning the School Based Management program are: 1) analyzing the system, culture and resources they have to find out which components are suitable for use or change, 2) preparing detailed commitments that are understood by all stakeholders in the event of a system overhaul. , culture and resources, 3) ready to face resistance that occurs regarding changes through several ways, such as providing an understanding of the importance of change in order to achieve organizational goals, (4) establishing good cooperation with all school components by providing explanations or presentation of the vision or mission, and (5) focusing on new systems, culture and resources that are appropriate to the organization. The school realizes that the source of the challenges is the quality of graduates, productivity, effectiveness and efficiency. Based on this, the school formulates the school's vision, mission and goals as targets that can ensure the continuity of the school and the development of the school.

2. Strategy Implementation

Strategy implementation is a process whose strategic and policy focus is directed at school activities. This occurs through analysis of program development activities, budgets and procedures. Schools in implementing a decentralized education system apply several strategies, namely 1) implementing the curriculum in the teaching and learning process, 2) creating a teaching and learning process with a pleasant atmosphere, 3) directing the quality of educators to continue to improve, 4) maximizing the support of educational staff in schools, 5) focus on increasing student activity, and 6) building relationships with the active role of students' parents.

3. Strategy Evaluation

Evaluation is a stage in carrying out assessments through comparative analysis of activity processes that have been carried out in accordance with the plans that have been prepared. Evaluation and control are also referred to as activities in assessing performance that has been supervised. This is done through comparison analysis of ongoing performance with the desired performance. Evaluation can be said to be effective if the leader receives feedback from his employees regarding their performance.

BASED MANAGEMENT

School-based Management School is a method of approaching business in terms of improving the quality or quality of education. Management policies with school guidelines cannot be implemented if there is no basis for establishing policies regarding this matter. This is due to the existence of a central government system which gives regions the authority and freedom to be able to regulate and manage their regional interests based on the aspirations of the community. The authority given to regions, both districts and cities, is based on decentralization in achieving responsible, broad and real autonomy.

In an effort to optimize management in educational units, the government through the Ministry of Education and Culture has set management standards. Management standards are standards in the field of education at the national level that regulate the planning, implementation and supervision of educational activities from regional to national levels. Based on this, it is hoped that it can create more effective and efficient activities in education providers. This is proven by the implementation of the RKAS or activity plan and school budget in accordance with the eight national education standards.

QUALITY OF EDUCATION

National Standards consist of 8 criteria. These eight criteria should be fulfilled in an effort to achieve a goal, namely realizing high quality education in the field. The 8 National Education Standards are:

1. Content Standards are one of several competency level material components which aim to achieve graduate competency at certain levels and types of education. Content standards contain a basic framework and standard curriculum structure, learning load, KTSP, and academic calendar.

2. Process Standards have a very close relationship with the implementation of the learning process in each educational unit. The implementation system and achievement of process standards must be

carried out in an interactive, inspiring, fun, participatory manner based on graduate competency standards.

The results of the strategy evaluation can be used as a supporting factor in making good changes to the performance program that will be implemented in the future. The content of the evaluation results is related to input for the school itself, which includes a guardian/parent of the student as a party who participates in providing the formulation of new quality targets for the following year. Related to this, if a strategy is deemed to be optimal, the quality objectives can be increased according to the potential of the resources. Meanwhile, if it is felt that it is not optimal, the aim of the quality target will continue to be the previous one by continuing to make improvements to the strategy and changes related to the mechanism for implementing activities to make it more effective and efficient. On the other hand , this does not rule out the fact that the objectives of quality are lowered. This is because the targets are felt to be inconsistent with existing educational resources, such as personnel, facilities and infrastructure. New targets have been set so that the next step is to be able to carry out analysis to determine the readiness of each element in the school. Based on this, strengths, weaknesses, opportunities and threats can be identified so that problem-solving stages can be immediately determined and plans for new quality improvement efforts can be drawn up.

4. CONCLUSION

Quality of non-academic education expressed in extracurricular programs: Developing work programs involving all elements of the school. Carrying out programmed exercises. Carrying out monitoring and evaluation (Monev), namely the school principal collaborates with each extracurricular program implementing coordinator. And for the quality of non-academic education expressed in extracurricular programs, the school must continue to make improvements in the implementation of SBM through improving the quality and performance of teachers, improving facilities and infrastructure, making improvements in the field of monitoring and evaluation (Monev) in the implementation of school programs.

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