

Quality Management of Elementary School

Agus Bambang Supriyanto, Sudjarwo, Riswanti Rini

Faculty of Teacher Training and Education, Universitas Lampung, Indonesia

Abstract ---This study aims to analyze and describe quality management planning in primary schools, organizing quality management in primary schools, implementing quality management in primary schools, and evaluating quality management in primary schools. The method used in this research is qualitative with a case study design. The informants of this research are the principal, curriculum waka, school committee, teachers, students, and parents. The results showed that 1) planning the objectives of planning as a reference for quality management in primary schools included efforts to guarantee school quality, mechanisms and systems of school quality, school quality development teams, and procurement of facilities and infrastructure in schools. 2) arrange an effective behavioral relationship about quality management in primary schools including academic programs for school quality management, involvement related to school quality management, organizing school facilities and infrastructure, and distribution of school facilities and infrastructure. 3) implementation of school quality management programs, targets for implementing school quality management achievements, utilization of facilities and infrastructure in school quality management, and constraints related to school quality management. 4) the school management process takes place for school quality, what obstacles are faced with school quality, how to evaluate the implementation of school quality management, and the efforts made to follow up on school quality management.

Keywords: management, quality, elementary school

I. INTRODUCTION

Improving the quality of education is a target of development in the field of national education and is an integral part of efforts to improve the quality of Indonesian people as a whole. National Education System Act 2003 [1]. Effective schools are schools that carry out their functions as the best place of learning that provides quality learning services for students. Satisfying learning outcomes for all parties with the comprehensive learning outcomes obtained by students or schools that address the desired level of performance in the implementation of the learning process by showing quality learning outcomes to students in accordance with the objectives set [2].

School quality is not necessarily measured using the achievements of a student. But the correlation and collaboration of the learning system in schools is also an important point in managing school quality. There are also other factors that are more important to be measured in school quality assurance. Teaching and learning process is the core of the overall education process with the teacher as the main role holder. The teaching and learning process is also a process that contains a series of actions by the teacher and students on the basis of reciprocal relationships that take place in

educational situations to achieve certain goals. Meanwhile learning is an effort that intentionally involves and uses the professional knowledge possessed by the teacher to achieve curriculum goals [3].

II. LITERATURE REVIEW

A. School Management

Schools become an institution, will never be separated in relation to management science. Because, in a school institution will certainly have a plan to achieve a predetermined goal. From here, management is here to accommodate all administrative-related activities in an educational institution that is the school. School Management is the process of managing schools through planning, organizing, directing and supervising schools in order to achieve the stated educational goals. The principal as a school manager occupies a predetermined position within the school organization. One of the principal priorities in school management is learning management [4].

School management is the application of general management principles that are applied in a school by using its general rules. Therefore, school management is as special as it has management characteristics and can be seen from its objectives, processes and orientation. Based on its objectives, school management must always lead to the goals of the school or the vision and mission of the school, namely the development of personality and basic abilities of students. Based on the process, school management must be based on an educational nature with regard to the human element which is based solely on the principle of effectiveness and efficiency, but based on the principle of educating. According to, the orientation, school management is oriented or centered on students [5].

School management is the application of general management principles that are applied in a school by using its general rules. Therefore, school management is as special as it has management characteristics and can be seen from its objectives, processes and orientation. Based on its objectives, school management must always lead to the goals of the school or the vision and mission of the school, namely the development of personality and basic abilities of students. Based on the process, school management must be based on an educational nature with regard to the human element which is based solely on the principle of effectiveness and efficiency, but based on the principle of educating. According to, the orientation, school management is oriented or centered on students [5].

B. School Quality

The characteristics or indicators of quality schools can be classified in three perspectives, namely: (1) the existence of school organizations that are influenced by internal and external factors; internal factors include leadership of the school principal, teacher professionalism, support of competent staff, adequate funding, good facilities and infrastructure, and a conducive school climate; external factors include community support, parents, school boards, and other education stakeholders; (2) the process of all activities or learning processes that lead to educational goals, which involves skilled teachers, curriculum, student readiness, and adequate learning facilities; and (3) student achievement, measured from academic, non-academic achievements, behavior, religion, and personality of students [6].

Strategic plans made to improve the quality of output aspects are: (1) Increase non-academic achievements at school as optimal as possible; (2) Improving learning that emphasizes the character building of students to build a positive image; (3) Developing more effective and organized alumni networks; (4) Making breakthroughs to accelerate the achievement of academic achievement. (Sujoko.2017: 95). Then education quality management can be understood as a directing process to use the resources that have to reach the highest good standards both in the fields of work in education, both in the fields of 1) students' work, 2) education personnel, 3) curriculum, 4) facilities infrastructure, 5) finance, 6) partnership, 6) special guidance and services [7].

III. METHOD

The research approach is reviewed in terms of objectives, so this research is a qualitative study conducted to answer research questions that have been formulated in research questions. Qualitative research is research that intends to understand what phenomena are experienced by the research subjects [8].

The research design used in this research is descriptive qualitative. Qualitative descriptive research when data is collected in the form of words or images, is not concerned with numbers, but rather in the process. The purpose of this study is to reveal the facts, circumstances, phenomena, variables and circumstances that occur when the research is running and present what it is. Descriptive qualitative research defines and informs data related to the current situation, attitudes and views that occur in society, contradictions between two or more conditions, relationships between variables, differences between facts, effects on a condition, and others [9].

IV. RESEARCH RESULTS AND DISCUSSION

In planning an activity carried out to achieve the goal, that planning contains elements: 1) a number of activities that have been determined previously, 2) the process, and 3) the results to be achieved. Planning in quality management is an initial process based on the aim of improving quality. The

development of school programs is based on designs proposed by the heads of their respective fields of expertise that are tailored to the curriculum and needs. Planning requires the support of both social and budgetary resources as well as human resources. The planning sub-system itself is integrated into the quality management system continuously. planning of the researcher's findings on quality management in primary schools including efforts to guarantee school quality, mechanisms and systems of school quality, school quality development teams, and procurement of facilities and infrastructure in schools. Then the plan states which approach should be taken. In particular planning should answer the question of what activities are needed to achieve the objectives, when these activities should be carried out, who is responsible for carrying out the activities, where the activities should be carried out, then when actions should be achieved.

Organizing includes determining the resources and activities needed to achieve organizational goals, the process of planning and developing an organization that will be able to bring these things towards the goal, assigning certain responsibilities, how managers share tasks that must be carried out in the department and delegating authority to do the task. Organizing the researchers' findings on quality management in primary schools including academic programs for school quality management, involvement in school quality management, organizing school facilities and infrastructure, and distributing school facilities and infrastructure. Organizing is to form an effective behavioral relationship between personnel, so that they can work together efficiently and obtain personal decisions in carrying out tasks in environmental situations in order to achieve certain goals and objectives.

Implementation of a program that has been determined must be in line with existing conditions, both in the field and outside the field, which in its activities involve several elements accompanied by efforts and supported by supporting tools. After placing the right people for a particular task, it is also necessary to coordinate and integrate the full potential of the HR in order to work synergistically to achieve organizational goals. The implementation of the researchers' findings regarding quality management in primary schools includes the implementation of school quality management programs, the target of implementing school quality management achievements, the use of facilities and infrastructure in school quality management, and obstacles related to school quality management. Implementing activities must feel confident and able to do a job, believe that the work has added value to themselves, not be burdened by personal problems or other more important or urgent tasks, the tasks given are quite relevant, and harmonious relationships between colleagues.

The evaluation function includes four activities: (1) determining achievement standards, (2) measuring achievements so far, (3) comparing achievements that have been achieved with achievement standards, and (4) making

improvements if there are deviations from the achievement standards that have been determined. Then, return to the planning function for the next period. Evaluation of researchers' findings on quality management in primary schools includes the ongoing school management process for school quality, what obstacles are faced with school quality, how to evaluate the implementation of school quality management, and efforts made to follow up on school quality management. Evaluation is a systemic process to determine the level of success of a program. In the field of education, evaluation is a process of collecting data to determine the extent, in what terms, and what parts of the educational objectives have been achieved. The evaluation process is not just to measure the extent to which objectives are achieved, but is used to make decisions.

REFERENCE

- [1]. Darmadi. 2018. "*Manajemen Produktivitas Kerja Kepala Sekolah dan Fakor-Faktor yang Memengaruhi*". Deepublish: Yogyakarta
- [2]. Darmadi. 2018. *Membangun Paradigma Baru Kinerja Guru*. Guepedia : Bogor
- [3]. Nur, M., Harun, C. Z., & Ibrahim, S. (2016). *Manajemen Sekolah Dalam Meningkatkan Mutu Pendidikan Pada Sdn Dayah Guci Kabupaten Pidie*. Jurnal Administrasi Pendidikan: Program Pascasarjana Unsyiah, 4(1).
- [5]. Hermanto, H. (2010). *Penyelenggaraan Pendidikan Inklusif Membutuhkan Keseriusan Manajemen Sekolah*. JPK (Jurnal Pendidikan Khusus), 6(2).
- [6]. Susanto. 2016. *Manajemen Peningkatan Kinerja Guru Konsep, Strategi, dan Implementasi*. Prenadamedia : Jakarta
- [7]. Suwito. 2015. *Manajemen Mutu Peantren*. Deepublish : Yogyakarta
- [8]. Moleong, Lexy J. 2014. *Metode Penelitian Kualitatif*. Remaja Rosdakarya: Bandung
- [9]. Sugiyono. 2013. *Metode Penelitian Kualitatif dan Kuantitatif*. Alfabeta: Bandung