

EDUCATIONAL QUALITY MANAGEMENT AT INPRES KEMA III PRIMARY SCHOOL

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ABSTRACT

This research aims to analyze and describe: the quality planning process, quality implementation, and quality evaluation at SD INpres Kema III, North Minahasa Regency. This research uses a naturalistic qualitative method, where data collection uses techniques: participant observation, interviews, and documentation studies. Based on the results of data analysis, it was concluded that 1) the process of improving the quality at SD Inpres Kema III went through stages: first, evaluation and analysis of the implementation of learning in the previous academic year by the principal, second, preparation of a quality improvement plan based on the results of the evaluation of the implementation of learning in the previous year, third, presentation of the evaluation results in the principal and the new quality improvement program plan at the meeting at the beginning of the school year (attended by the teacher council and school committee), the fourth discussion of the work program plan for the new school year, 2) quality implementation is by the quality improvement plan. In the process, the school principal acts as a "guardian" for the harmonization of organizational performance. This role is carried out in the form of 1) ensuring student security by ensuring that the fence is locked so that no one comes in and out without the principal's knowledge, 2) monitoring the presence of teachers in teaching, 3) ensuring the creation of education without violence (harmonious education), 4) motivator for teachers, 5) liaison between schools and parents/committees, 6) as a monitor for program implementation, 7) director when there is an imbalance in the implementation of activities, 8) counselor for teacher problems at school. Apart from the role of school principals and teachers, environmental support has a strategic role in improving the quality of SD Inpres Kema III. Groups that play a role include 1) government, 2) school committees, 3) Non-Governmental Organizations (NGOs), and 4) National Companies operating in North Minahasa Regency.

Keywords: *management, quality, elementary management*

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INTRODUCTION

To prepare reliable human resources to meet the demands of the era of globalization, the strategic role and responsibility lie in the world of education as a forum for forming future human resources. In reality, formal institutions that function as a forum for creating reliable human resources, including formal educational institutions in Indonesia, have complex problems related to quality issues (Salusu, 2021; Syuhud, 2019). The complexity of the problem includes the unequal availability of human resources in the regions that can encourage the creation of quality education. On the other hand, the implementation of the Independent Curriculum has resulted in the quality of education becoming very dependent on the ability of formal education institutions to translate local quality requirements into a quality local curriculum and with quality management as well (Achadah, 2019).

In general, awareness of the importance of quality in education in Indonesia, both input, output, and process quality, has long existed. However, the various efforts that have been made by educational policymakers have not shown encouraging results. Mansur (2013) In this case, the low quality of education is because the focus on improving quality still revolves around the scope of the class, such as curriculum, learning methods, and the like. Hadis & Nurhayati,

(2012) have a similar opinion: the quality crisis is due to the absence of professional education administrators. This is confirmed by the results of Nurtain's research in Albab (2021) which concluded that the decline in the quality of education was exacerbated by inappropriate leadership behavior.

From the opinions above, it appears that two problems contribute to the poor quality of education, namely (1) improving the quality of education has not been approached from a broader perspective, namely organizationally, and (2) educational leadership that is inappropriate or inappropriate (Aulia, 2020).

Even though the general picture of education does not yet show the expected results, there are still formal institutions that can implement strategies that are relevant to needs and quality demands. The ability to implement quality management is not only at the central level but also at the regional level (Hadis & Nurhayati, 2012; Salusu, 2004).

From the results of initial observations and interviews with education observers, researchers obtained information about one of the schools that was considered to be implementing quality management. The school in question is SD Inpres Kema III. Until now, SD INPRES KEMA III is still considered an appropriate school for various educational policy trials such as implementing harmony education, namely education with peace-sensitive learning methods. Even though SD INPRES KEMA III is a school that is considered good, it still needs some improvements regarding the quality of education. Based on these thoughts, the researcher intends to research Education Quality Management at SD Inpres Kema III.

METHOD

Approach, Methods Used, and Reasons.

The approach used in this research is naturalistic qualitative because the nature of the data collected is qualitative (S. Nasution, 1996). In this research, researchers attempt to identify relationships between statements to be used in a theory development framework. In the context of this research, the researcher, who is the data collection tool, interacted directly with the teachers at SD Inpres Kema III, North Minahasa Regency.

Place and Time of Research

This research will be carried out at SD Inpres Kema III North Minahasa Regency in March 2023 in the form of initial observations, and then the data collection process will be carried out.

Data and Data Sources

The data collected in this research is in the form of field notes, namely notes made by researchers when conducting observations, interviews, or notes when witnessing certain events. Thus, in this research, the researcher acts as a data collection tool. This is because everything is uncertain, so in this uncertainty, only researchers themselves are the only tool that can deal with it. The data collection process stops automatically when the data is considered to be saturated by the researcher.

Considering that the focus of the research is the management of improving the quality of education at SD Inpres Kema III, the informant to provide information about the situation and conditions of the research setting is the school principal as the quality manager at the education unit level at SD Inpres Kema III. Therefore, in the context of the focus of this research, the

main informant is the school principal as the initial informant. The interview results were developed by interviewing teachers and certain school committees.

RESULTS AND DISCUSSION

Quality planning at SD Inpres Kema III North Minahasa Regency

The school community, especially the teachers' council, believes that improving the quality of education is synonymous with a high percentage of learning outcomes such as grade promotion and passing national exam participants. This kind of understanding has an impact on the form of quality planning in schools. This is involved in the principal's opinion regarding the quality improvement plan:

We always develop quality improvement plans, for example, plans to improve the quality of exam results. By providing additional learning from January to May specifically for three subjects, namely Indonesian, mathematics, and science. Then, for the lower classes, no one remains in class, after school hours finish, children who are not yet fluent in reading and arithmetic are kept in the room and given an additional 15 minutes of studying. It is emphasized for teachers to be time disciplined, no one will be late for school, let alone class (Klasik, n.d.).

In the principal's opinion, it can be seen that the strategy developed at SD Inpres Kema III North Minahasa Regency is divided into two groups, namely students who will take the national exam and lower-class students. This opinion was supported by one senior teacher who stated:

When we are approaching an exam, we summarize the questions and train the children. There is additional study for children who will take exams. There is additional learning after study hours for children who are deemed unable to read.

Almost the same as the teacher's opinion above, another teacher stated:

The quality improvement that we have carried out is in the form of additional teaching hours. If it is in the form of a written document, of course, it is with the principal, whatever he plans must be carried out.

Usually, the preparation of this quality improvement plan is carried out at the beginning of the year in a work meeting and the participants are the principal, teacher council, and other staff, said the principal:

All teachers are involved in this plan, it is hoped that this year no one will be left in class. This plan was made at a meeting at the beginning of the year at the same time as the division of tasks.

In this meeting, the school principal explained the results of quality implementation in the previous school year to the stakeholders. This is illustrated by the principal's statement (Briliandona et al., 2022):

- The process is carried out by the school principal by presenting the exam results to stakeholders so that after hearing the average passing standard results, teachers in their respective fields provide tips.
- The process is like a meeting between teachers and principals, discussing if there is a decline in grades, and additional learning hours such as tutoring will be held, apart from teachers and principals being involved, the head of the committee will also be involved.

- The process is at the beginning of the year meeting, sitting together to discuss how the school can be better than yesterday.

Next, the results of this meeting are prepared in the form of a document which is forwarded to the parents (in this case to the school committee). As the teacher stated:

- The plan we prepared was made in the form of a document which was given to the school principal and the results were presented to the chairman of the committee and then to the committee who appealed to the community to support the school improvement plan.
- In our school, the committee works well, we work together on quality improvement programs.

From the opinions above, it can be seen that the quality improvement planning process is carried out by the school by involving the school committee. The preparation process begins with the preparation of a plan by the school principal based on his observations of the implementation of the quality improvement program in the previous year.

The results of the principal's observations are then presented at the teacher council meeting at the beginning of the school year and discussed jointly with the school committee. Based on the results of this discussion, a work plan for the new academic year is prepared.

The follow-up to this meeting was prepared into an activity plan document which was submitted to the school committee to be forwarded to parents and other stakeholders to obtain financial support and implementation of the quality improvement program.

In addition to the committee, the school principal keeps school quality improvement plan documents with the aim of: (1) as a guide for implementing quality improvement activities, and (2) as an indicator for evaluating quality improvement activities at SD Inpres Kema III, North Minahasa Regency.

Quality Implementation at SD Inpres Kema III North Minahasa Regency

The successful implementation of quality improvement at SD Inpres Kema III, North Minahasa Regency, was marked by a change in attitude, as the principal said: As long as I started working here, all the teachers tried not to be late, then I enforced orderly teaching in class to utilize time. Well, there is a change in attitude here about being on time for class (Hidayanthi et al., 2022).

The teacher said the same thing: In line with expectations, for example, additional learning was presented to the committee and was welcomed. During study hours, the gate is closed so that children are time disciplined. The children who were late and the teachers were outside the fence. After the roll call was finished, they came in and were given directions by the principal.

The school community follows according to the provisions. For example, students who are not yet fluent in reading will stay in class after class ends and will be given an additional 35 minutes of study time, this applies to students in grades 1 to grade 3. And students in grades 4 to grade 6 are given an additional 2 hours of study. Teachers who teach additionally are given transportation money taken from BOS (School Operational Costs) funds.

Evaluation of Quality Improvement at SD Inpres Kema III North Minahasa Regency

To find out or control the implementation of quality improvement, the school principal regularly checks teacher absences and makes class visits.

In the school, a systematic approach to monitoring and improving teaching quality is evident through various measures taken by both the principal and the school committee. The principal maintains specialized notes for each teacher's activities, meticulously tracking attendance and conducting class visits. This practice is substantiated by a teacher's affirmation, stating that the principal consistently oversees the attendance list in the teacher's room.

Moreover, the principal extends the evaluation beyond mere attendance checks, ensuring teachers are adequately prepared for their classes. The preparation scrutiny includes requests for study preparations, and teachers are granted special absences for this purpose, according to their opinions.

The commitment to quality improvement extends to the school committee, with the chairman actively engaging in school visits, class discussions with teachers, and monitoring students' progress. This collaborative effort results in comprehensive evaluations conducted on a daily, weekly, monthly, quarterly, and annual basis.

The outcomes of these evaluations are presented at the monthly mini KKG, providing a platform for work assessment and soliciting valuable suggestions from teachers for continuous improvement. It's noteworthy that the costs associated with KKG activities, including food and transportation for teachers involved in additional learning, are covered by BOS funds. This holistic and structured approach underscores our dedication to fostering a conducive and continually evolving learning environment. Evaluations are carried out every Saturday in the form of KKG. Apart from class KKGs, there are also group KKGs for quality improvement. Every Saturday there is a meeting, and at the meeting, we report on the child's progress.

As the leader of an educational institution, the position of the principal is crucial in maintaining the continuity of the organization's ideas. From the interviews, it can be seen that the principal's role is to maintain harmony.

There are many things, for example after the morning apple bell the gate has to be locked because we do morning worship so as not to be disturbed by children who are late. For teachers who are late, there are special notes and they are conveyed publicly at each meeting. Maintain harmony so that there is no gap between teachers and school principals. Stop violence/scaring children, for example, using wood or sticks to keep on the teacher's desk.

Violations of this "harmony" are noted and will then be presented at a meeting as a result of the principal's evaluation. Apart from that, the principal also plays a role as a liaison between the school and the parents (I. Nasution et al., 2023).

Inviting all teachers, and committees, to support quality improvement, committees are invited every two months for meetings. In the form of support from the committee, if there are things that are needed, the committee will not hesitate to spend money on sports equipment and other school needs.

Apart from that, the role of the school principal for the continuity of the quality improvement program is as a monitor and if there is a discrepancy between the plan and its implementation, the school principal will act as a director. This can be seen from the results of the following interview:

Class monitoring, if there is a teacher who is vacant/not coming, the principal will replace him.

The above statement is confirmed by the teacher: Creating a quality school environment at SD Inpres Kema III in North Minahasa Regency requires collaborative efforts from various

stakeholders. In meetings, teachers facilitate open communication by granting permission for personal discussions with the principal, fostering a supportive atmosphere. Beyond the school, parents and the community play pivotal roles, contributing not just financially but also through practical involvement. Parents actively participate in tasks like fence construction, showcasing a tangible commitment to the school's improvement. The establishment of a liaison book further enhances the connection between parents and class teachers, ensuring transparency regarding children's activities at school (Azhari & Kurniady, 2016).

Moreover, the engagement of non-governmental organizations and national companies operating in the North Minahasa district further enriches the initiative for quality improvement. These diverse parties collectively contribute to the holistic development of SD Inpres Kema III, exemplifying the shared responsibility and collaborative spirit essential for creating a thriving educational institution. There is ADP, WFI which operates in the education sector, providing training to school principals and teachers regarding harmonious education. There are physical and non-physical ADPs, such as regular training for teachers.

The research objectives, namely to analyze and describe:

1. Quality improvement planning process at SD Inpres Kema III North Minahasa Regency
2. Implementation of quality improvement at SD Inpres Kema III North Minahasa Regency
3. Quality improvement evaluation process at SD Inpres Kema III North Minahasa Regency

So, the discussion of research results will be discussed with the help of relevant theories.

Quality planning at SD Inpres Kema III North Minahasa Regency

Quality improvement planning is still seen as planning to increase the percentage of students who advance to grade or the percentage of students who graduate from SD Inpres Kema III. This can be seen from the quality improvement plan whose program takes the form of:

1. Additional learning for students

This program is divided into:

- Additional study on national exam subjects (Indonesian, Mathematics, and Science) which are held from January to May for exam classes.
- Additional learning for lower-class students who are not yet fluent in reading and arithmetic means that after completing class hours, the student concerned is detained and given additional learning.

2. Increasing teacher discipline

The emphasis on this discipline is time discipline so that teachers are expected to be present in class on time or not be late for class.

3. Prepare additional study materials

These three programs were prepared by involving the teacher council and school committee. The process of preparing a quality improvement plan is carried out in stages: first, evaluation and analysis of the implementation of learning in the previous academic year by the school principal, second, preparation of a quality improvement plan based on the results of the evaluation of the implementation of learning in the previous year, third, presentation of the results of the principal's evaluation and plans for a new quality improvement program. At the meeting at the beginning of the school year (attended by the teachers' council and school committee), the four discussed work program plans for the new school year (Aziz, 2015).

Quality implementation at SD Inpres Kema III North Minahasa Regency

According to school residents, the indicator of success in implementing the school quality improvement program lies in improving the attitude and mentality of teachers in carrying out their duties. According to the principal, all teachers try not to be late, are orderly in terms of using teaching time in class, are on time when entering class, and try to prepare learning aids. Apart from that, for learning outside of study hours (tutoring, additional learning, etc.), the teacher prepares special materials for additional learning. To make additional learning activities a success, the school prepares transportation funds for teachers, the source of which comes from BOS (School Operational Costs) funds (Ibrohim, 2018; Pratiwi, 2016).

From the interview data, it can be seen that the role of the school principal is important in implementing quality improvement. This role is as a "guardian" of harmonization of organizational performance. The role played by the school principal is:

- 1) Ensure student safety by ensuring that the fence is locked so that no one comes in and out without the principal's knowledge.
- 2) Monitor teacher attendance and record if errors occur related to teacher discipline in teaching.
- 3) Guarantee the creation of education without violence.
- 4) Motivator for teachers.
- 5) Liaison between the school and parents/committee.
- 6) As a monitor for program implementation.
- 7) Direction when there is an imbalance in the implementation of activities.
- 8) Counselor for teacher problems at school.

Apart from the role of school principals and teachers, information from the interviews can also be obtained that SD Inpres Kema III North Minahasa Regency receives support from many parties such as the government, school committee, non-governmental organizations, and national companies operating in North Minahasa district.

This form of support can be differentiated based on the group providing the support (Nurmaini et al., 2014):

1. Government

Although it was not revealed in the interview, by looking at the existing documents, it can be seen that the assistance provided was in the form of providing civil servant teachers. Apart from that, the government also helps in improving the quality of teachers through teacher training, financing KKG (Teacher Working Groups), and providing BOS funds.

2. School Committee

As a state school, the majority of funding (aside from BOS funds from the government) comes from parents through the school committee. To make SD Inpres Kema III North Minahasa Regency a quality school, the role played is:

- a. Program support: The support provided by the committee is in the form of physical and non-physical. Physically, in the form of building a fence to create security and order. Meanwhile, non-physical assistance, for example, takes the form of appointing an English teacher.
- b. Monitor: To monitor activities at school, parents donate an agenda book called a liaison book between teachers and parents about activities at school so that parents know what has happened to their child's education.

Apart from this indirect monitoring, the school committee routinely carries out direct monitoring through visits by the committee chairman every month.

3. Non-Governmental Organizations (NGOs)

The NGO involved in supporting upgrading activities at SD Inpres Kema III, North Minahasa Regency is WVI (World Vision International) with two programs, namely ADP and Harmonious Education.

4. National Company operating in North Minahasa Regency.

Evaluation of Quality Improvement at SD Inpres Kema III

To know or control the implementation of quality improvement, the school principal carries out monitoring and evaluation by:

- 1) Check teacher absences
- 2) Visit the class
- 3) Checking teacher preparation in teaching
- 4) Discuss with the teacher regarding monitoring the child's development

The results of the principal's monitoring and evaluation are presented at the mini KKG at the end of every month. In the mini KKG, work evaluations and recommendations for improvements were carried out

CONCLUSION

The quality improvement planning carried out at SD Inpres Kema III is short-term planning because the implementation is for one year. The planned program is in the form of improving learning outcomes (achievement). The process is carried out through stages: first, evaluation and analysis of the implementation of learning in the previous school year by the school principal, second, preparation of a quality improvement plan based on the results of the evaluation of learning implementation in the previous year, third, presentation of the results of the principal's evaluation and plans for a new quality improvement program to meeting participants. the beginning of the school year (attended by the teacher council and school committee), and the fourth discussion of work program plans for the new school year.

According to school residents, the implementation of the quality improvement program has been as expected. This is characterized by an improvement in the teacher's attitude and mentality when carrying out tasks, such as not being late, being orderly in the use of teaching time in class, being on time when going to class, and trying to prepare learning aids. Apart from that, for additional learning, teachers try to prepare lesson materials.

For the successful implementation of quality improvement, the role played by the head of SD Inpres Kema III, North Minahasa Regency is to "guard" the harmonization of organizational performance. This role is carried out in the form of 1) ensuring student security by ensuring that the fence is locked so that no one comes in and out without the principal's knowledge, 2) monitoring teacher attendance and recording if errors occur related to teacher discipline in teaching, 3) ensuring creation of education without violence (harmonious education), 4) motivator for teachers, 5) liaison between the school and parents/committee, 6) as monitor of program implementation, 7) director when there is an imbalance in the implementation of activities, 8) counselor for teacher problems in school. Apart from the role

of school principals and teachers, environmental support has a strategic role in improving the quality of SD Inpres Kema III. Forms of environmental support are differentiated by group.

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