QUALITY IMPLEMENTATION STRATEGY AND QUALITY CONTROL IN SMA NEGERI 2 MEDAN, NORTH SUMATRA

Marwan[1], Amiruddin[2]
Al-Muslim University Bireuen Aceh, Indonesia[1]
Muhammadiyah University of North Sumatra, Indonesia[2]
Email: marwan@umuslim.ac.id[1], amiruddin.spdi@umsu.ac.id[2]

Abstract

The aim of this research is to describe in more depth school quality management (in the dimensions of quality policy, quality planning, quality implementation strategy, quality control) in achieving quality at SMA N 2 Medan. The enactment of Law No. 32 of 2004 concerning Regional Government has had an impact on the management of education in the regions. On the one hand, the policy of educational autonomy has a very positive influence on the development of schools based on the needs and challenges they face. However, due to the diversity of potential educational resources in the regions, the quality of output varies greatly. Therefore, regional and national quality standardization is the main factor that must be considered in quality assurance efforts or ensuring and improving the quality of education. In order to control the quality of education in Indonesia, the Ministry of National Education developed an Education Quality Assurance and Improvement System (SPPMP).

Keywords: Strategy, Quality Implementation, Supervision

(*) Corresponding Author: Marwan/marwan@umuslim.ac.id

INTRODUCTION

Efforts to improve the quality of schools in carrying out leadership functions and improving school quality require an understanding of managerial mastery, the ability and orientation of planning, organizing, communicating, motivating, directing and supervising is needed and is carried out continuously for education teachers. School quality always meets the highest standards and cannot be surpassed, so quality is considered an ideal that cannot be compromised, such as goodness, beauty, truth. In line with Zamroni's (2007:2) view, it is said that improving the quality of schools is a systematic process that continuously improves the quality of the teaching and learning process and the factors related to it, with the aim that school targets can be achieved more effectively and efficiently. As a scheme, schools should see that the educational process is a continuous improvement that starts from a series of cycles starting with ideas for producing quality graduates (output), curriculum development, learning processes and taking responsibility for satisfying users of school graduates. the. Matters relating to the school administration process lie in school management in managing inputs to achieve predetermined goals (school output). The school process always focuses on ongoing learning, namely the interaction between students and teachers which is supported by other devices as part of the learning process. Meanwhile, the school's output is in the form of student graduation, students who graduate very well. School output focuses on students who have the required competencies. The output of the school is graduates who are useful for a life that is beneficial to themselves, their families and their environment. This means that this kind of graduate includes outcomes.

The problem lies in the process and output with a mismatch between the abilities possessed by graduates who are more demanding to find employment and the demands of continuing to higher education. This condition is as expressed by Hermana and Didin Muhafidin, (2009): "in the fact that the majority (53.12%) of school graduates (SMA/Aliyah) do not continue to college and the majority of SLTP/MTs graduates do not continue to high school. . "This fact invites serious thought, because SLTP/MTs and SMA/Aliyah graduates are prospective workers who are basically not equipped with special skills (life skills) in entering the world of work."

The Department of National Education (2001:1) explains that there are three factors that cause the quality of education to not improve, namely: 1) national education policy and implementation uses an approach (education production function or input analysis) which is not implemented consistently; 2) the implementation of education is carried out in a bureaucratic-centralistic manner which depends on bureaucratic decisions so that schools cannot be independent and cannot develop and advance their institutions; 3) lack of participation from the community. Where this approach pays less attention to the educational process. In fact, the educational process determines educational output.

Improving the quality of education must start from a commitment to make changes by all school components, improving their performance in order to provide satisfaction to the school's main customers. Schools are required to always improve the quality of education continuously in order to meet the desires of society. Improving the quality of education in a school requires participation and empowerment of all educational components and the application of the concept of education as a system. Education as a system does not produce quality output and outcomes if the educational process is not managed well.

Efforts to improve school quality management in carrying out leadership functions and improving school quality require managerial understanding and mastery needed in terms of abilities and orientation that have the ability to plan, organize, communicate, motivate, direct and supervise and follow up on school activities. Realizing school quality management requires focusing on customers (students), involving all school members, having standard measures of educational quality, viewing education as a system and carrying out continuous school quality improvements.

RESEARCH METHODS
Types of research

This research was carried out using a qualitative approach through case studies at three high schools, namely SMA N 2 Medan. To collect data, researchers carried out:

a. Observation of daily school activities, both in the teaching and learning process and outside the classroom;

b. Interviews with school principals, curriculum representatives, teachers, putakawan, laboratory assistants and TU staff.

c. Study of various school documents, namely school development plans, school annual work plans, school work plans and budgets, teacher assessments, school activities, teacher administration, and other documents relating to school administration. Qualitative case studies have characteristics; (1) have a natural background, (2) humans as research tools or instruments can be more adaptable; (3) theory is taken and based on inductive analysis; (4) the report is descriptive; (5) prioritizing process rather than results and (6) research design is temporary. The results of the research show that improving quality management at MTS is based on the vision, mission, goals and strategies for continuous quality improvement which begins with the quality of input, process and output.

Place and time of research

The research location is at SMA Negeri 2 Medan Jl. Karangsari No. 435 Polonia Medan. The research period was carried out for 2 months starting from July to September 2023.

RESEARCH RESULTS AND DISCUSSION
Quality Implementation at SMAN 2

Based on research findings in the field, several problems were found, namely:

1. Implementation of Curriculum and Teaching. For the SMAN 2 Medan curriculum, it has established itself as a former SBI school, where the standard formulation for the implementation of education uses the formula SNP + Co-operation and Development) if it adheres to the SBI guidelines set by the government. Curriculum is a program provided by educational institutions (schools) for students. Based on this educational program, students carry out various learning activities, thereby encouraging development and growth in accordance with the stated educational goals (Hamalik, Oemar, 2005: 65).

2. Educators and Education Personnel. SMAN 2 Medan schools set different standards for teachers. SMAN 2 Medan is the spearhead of learning activities, and in order to improve the competence of educators, various efforts are made, including: first, improving academic qualifications; second, optimization of internal MGMP activities; third, teacher empowerment with workshops on preparing learning tools for IHT activities, English language training for teachers and employees, and ICT and E-learning based learning training; fourth, giving teachers the opportunity to continue their undergraduate studies to master's degrees; fifth, form and activate study groups with supervision from the teacher. Minimum teacher qualification is S.1, continue with S.2 according to the field taught, increase MGMP. Development of educational staff by participation in training in accordance with their main duties and functions. Of the total number of teachers, 79 people have 100% S.1 qualifications and around 30% of S.2 teachers teach not according to their expertise qualifications. To improve the quality of educators and education personnel, each school usually has different methods, this is explained by Danim, (2006:53) that: Basically, quality is the same as quality. The definition of quality in the educational context refers to input, process, output and impact. Input quality can be seen from various sides. First, whether the input of human resources such as school principals, teachers, administrative staff and students is good or not. Second, whether or not the material input criteria are met in the form of teaching aids, curriculum books, school facilities and infrastructure. Third, whether or not the input criteria in the form of software are met, such as organizational structure regulations, job descriptions and organizational structure. Fourth, the quality of input in the form of hopes and needs, such as vision, motivation, perseverance and ideals.

3. Students. SMAN 2 Medan The quality of students focuses on input quality targets only (requirements, selection mechanisms, etc.), the process (curriculum, PBM, supervision and assessment) is directed at aligning the ITB curriculum, output (graduation, continuing) is directed at the invitation path and for admission. none of the tests were successful, the outcomes (search for graduates and distribution of graduates) were not well organized. SMAN 2 Medan input quality with an accelerated program, namely a program with above average academic abilities, a bilingual program intended for students who will continue their studies abroad. Selection for junior high school also gradually applies the 2012/2013 training material to start earlier with bilingual classes with a concentration in science and mathematics lessons in English as of 2012/2013, following the seniors. Bilingual

program for Public/Private Middle School students. SMAN 2 Medan to improve the quality of input to the satisfaction of students and parents as users, the madrasah provides special services which are of course very closely related to improving the quality of students. Changes that occur in all dimensions within students, namely the physical dimension, psychological dimension, social dimension, cognitive dimension (thinking), and spiritual dimension. The quality targets of input (requirements, selection mechanisms, etc.), process (curriculum, PBM, supervision and assessment), output (graduation, work internships and workforce distribution), outcome (search for graduates and distribution of graduates) at each school have commitments and policies. This was explained by Suparno (2001: 27) who stated that competence is defined as "sufficient ability to carry out a task" or as "having the required skills and abilities". In its broadest sense, it is explained that every method used in lessons aimed at achieving competence is to develop quality human beings who have the knowledge, skills and abilities as indicated, the word competence was chosen to show the emphasis on "the ability to demonstrate knowledge".

4. Graduate. SMAN 2 Medan's graduate quality is very high, with 100% graduation every year from all subjects in both the science and social studies programs, the graduation rate lies in the learning process in particular (mathematics, physics, biology and chemistry) aligning the ITB curriculum, as well as in ouput with guidance from ITB lecturers for the SNMPTN invitation route, the results were very satisfactory, 65% entered ITB, in contrast to the selection without using the invitation route, the results were unsatisfactory. In contrast to SMAN 2 Medan, the very high intensity and great interest of students in the learning process causes high student graduates. Achievement of 100% graduation every year for both national and CIP programs, almost 95% enter favorite universities both locally and internationally so that programs such as scholarships and new student registration for SMAK 1 students can be prioritized. Producing brilliant graduates in academic (UN, CIE, OSN, etc.) and non-academic fields. In accordance with National Education Ministerial Decree 23 of 2006 concerning SKL. Basically, the quality of graduates is 100% and they are equipped with CIP competencies to be superior. Over the last three years, 100% passed the National Examination and almost 95% continued on to PTN/S (ITB, UI, UGM, BINUS). SMAN 2 graduates' competency in each subject has a 100% pass rate and they are equipped with skills that have been prepared with various skills to enter the world of work. In fact, in the PKL program, students do internships in several companies, BLK and others, the budget from the government for each student is 2.5 million. Students who have not graduated have been offered work because the community believes in the quality of the madrasa. This is in line with what was stated by Khaeruddin & Junaedi et al, (2007: 58) that graduate competency is a criterion regarding the qualifications of graduate abilities which include attitudes, knowledge and skills. Madrasahs which are expected by the wider community as formal vehicles must be able to answer the problems of the times and must have graduate competency standards.

5. Infrastructure. The learning process optimizes educational facilities and infrastructure with existing resource persons at SMAN 2 Medan, namely 1) using and utilizing teaching aids in the teaching and learning activities, 2) innovative learning media, using laboratories for practice, 4) utilizing the library as a learning resource, using space audio visual in KBM. Maintenance of educational facilities and infrastructure is carried out continuously and periodically according to the type of existing educational facilities and infrastructure, these activities are carried out by all components of the School including the committee and the surrounding community. SMAN 2 Medan optimizes educational facilities and infrastructure with resource

persons at SMAN 2, namely 1) using and utilizing teaching aids in teaching and learning, 2) innovative learning media, using laboratories for practice, 4) utilizing the library as a learning resource, using audio visual room in KBM. The realization of the provision of facilities and infrastructure in schools is to achieve learning objectives for the implementation of the educational process effectively and efficiently. Madrasah facilities and infrastructure are quite complete, such as laboratories, libraries and so on. SMAN 2 Medan has relatively adequate laboratory and library facilities. By meeting all the standards for facilities and infrastructure that have been determined, it is hoped that schools will continue to prioritize the quality of the learning process so that the facilities and infrastructure that they have can be used optimally and can be maintained as well as possible by the school in accordance with existing standards (Department of National Education, 2007: 13)

6. School Relations with the Community. Community involvement in the implementation of education is divided into two groups of involvement, first involvement in the learning process, second in the school management process. Involvement in teaching and learning activities involving school leadership components (school management components), student teachers, and the community and alumni, does not touch on the substance of quality targets: 1) the community (parents) have not optimally provided services and needs in the process and output (SMAN 2 Medan); 2) SMAN 2 Medan always provides services and needs of the community/parents both in process and output; 3) SMAN 2 Medan has very close community/parent involvement to provide services and process and output needs.

This is in line with Khadiyanto's statement (2007:31) formulating that: "...community participation is community participation/involvement in development implementation activities in planning, implementing and controlling and being able to increase the willingness to accept and ability to respond, both directly and indirectly from ideas, policy formulation to program implementation." This confirms the opinion of Keith Davis (in Sastropoetro, 1988: 16) that forms of community participation are in the form of (a) consultation, usually in the form of services, (b) spontaneous donations in the form of money and goods, (c) establishing projects that are independent and the donors originating from donations from individuals/agencies located outside a certain environment (third parties), (d) establishing projects that are independent in nature and funded entirely by the community, (e) donations in the form of work, (f) mass action, (g) carrying out development among independent village families and (h) building autonomous community projects.

Quality Control at SMAN 2 Medan
1. **Implementation of quality management.**
   a. HR towards school quality management. For the three schools/madrasahs, the quality assurance process is constrained by human resources, but the budget for quality improvement must still be implemented. If not implemented, it will have a comprehensive impact on quality improvement factors in other components to improve the quality of school performance. First, it becomes a burden for some educators and education staff (SMAN 2 Medan); second, development of the SNP plus and CIE quality management systems; third, the SNP plus quality management system and skills model (SMAN 2 Medan). School quality assurance is not yet fully a continuous improvement process that must be accepted openly, the audit process becomes a burden and tedious because every semester an internal audit and management information system (SIM) is carried out;

2. input components that are expected to improve school quality monitoring. Each school/madrasah has a vision that is far ahead. SMAN 2 Medan has a vision, namely to become a leading research-based school in the formation of superior character in science and technology. The school clearly states the overall school quality policies, goals and objectives related to quality and then socializes them to all school members, so that thinking is embedded, actions, habits, up to the ownership of quality character by the school community. Having a quality policy, vision, mission, goals and quality targets, having high achievement expectations, and focusing on customers (especially students). Customer needs, especially students, are the focus of all school activities, customer process input in schools is mainly for improve the quality and satisfaction of students in services. Have a quality policy, quality goals and objectives, have high achievement expectations, and focus on customers (especially students);

3. process components that are expected to improve school quality control. There are six components found in research that are considered capable of building quality management processes in schools, namely: 1) teacher learning processes; 2) leadership; 3) management and organization; 4) strategic cooperation; 5) quality culture and school climate; and 6) involvement of school residents and stakeholders. Problems in the expected output components. Academic. Academic performance found in the educational output in the three schools/madrasahs, namely student learning outcomes, graduation, National Examination scores, academic work, and academic achievement. This output is quite complete in representing all the ideal components of educational output. If we refer to the student achievement domain offered by Hargreaves (in Cttance, 1992: 72) which offers 4 types of domains, namely; 1) knowledge acquisition/expression; 2) knowledge application/problem solving; 3) personal and social skills; and 4) motivation and commitment. And non-academic. For the three schools/madrasas, non-academic quality achievements include changes in attitudes as a result of learning, involvement and participation of students in the educational process itself, as well as non-academic achievements. Departing from the dimensions of learning outcomes at school according to Hargraves above (in Cuttance, 1992, : 72), there are two dimensions, namely, personal and social skills and motivation and commitment which are dimensions of non-academic achievements of students/graduates.

1. **Monitoring and evaluation mechanism.**
   a. monitoring implementation process. SMAN 2 Medan determines the duties, responsibilities, authority and qualifications for each person who handles them which are interrelated and influence each other so that implementation can run effectively. Meanwhile, SMAN 2 Medan determines the duties, responsibilities, authority and qualifications for each person who are interrelated and influence each other so that the implementation of the SNP can run effectively. And SMAN 2 Medan determines the duties, responsibilities, authority and qualifications for each person in the SPM which are interrelated and influence each other so that the implementation of the SPM can run effectively;
   b. implementation of monitoring. SMAN 2 Medan always checks the results, interviews and field observations by WMM and the vice principals to ensure that the system is running effectively. If problems and discrepancies are found in implementation, the system is reviewed and corrected immediately, so that the impact does not become wider. The implementation of evaluation and monitoring is carried out by internal quality audits by WPN together with units or fields

periodically at least once a year. And SMAN 2 Medan systematic efforts driven by the Quality Assurance system (SPM) for continuous quality improvement;

c. evaluation. SMAN 2 Medan evaluates the process and output by giving teachers questionnaires, but apart from using questionnaires, direct communication is also needed, because questionnaires are limited, whereas with communication we can provide input more openly with all teachers, but those who provide input most often of course from the BK Teacher. Evaluation is carried out by analyzing data in the management process including results documents and also questionnaire data, which then becomes the basis and/or material at internal unit and field meetings and then at school level quality review meetings. George R. Terry and Leslie W. Rue, (2009:232) state that: "... there are also those who interpret control as evaluating the implementation of work and improving what is being done to ensure the achievement of results according to plan."

CONCLUSION

School quality management is school management practices from input, process and output. This encouraged the emergence of the concept of school quality management (MMS). In the implementation of school quality management, there are efforts to be better at SMAN 2 Medan, such as:

1. Bring in trainers from outside the school to provide training for teachers
2. Complete facilities that can support the implementation of school activities.

REFERENCES

Arcaro, S. Jerome. 2006. Pendidikan Berbasis Mutu, Prinsip-prinsip Perumusan dan Tata Langkah Penerapan. Penerjemah: Yosal Iriantara. Yogyakarta: Pustaka Pelajar.

Bafadal, Ibrahim. 2003. Manajemen Peningkatan Mutu Sekolah Dasar, dari Sentralisasi Menuju Desentralisasi. Jakarta: Bumi Aksara.

Daryanto. 2011. Adminstrasi Pendidikan. Jakarta : Rineka Cipta.

Denim, Sudarwan. 2006. Visi Baru Manajemen Sekolah. Jakarta: Bumi Aksara

Departemen Pendidikan Nasional. 2001.Manajemen Peningkatan Mutu Berbasis Sekolah. Jakarta: Direktorat Jenderal Pendidikan Dasar dan Menengah.

Mulyasa, E. 2003, Manajemen Berbasis Sekolah, Konsep, Strategi dan Implementasi. Padang: PT Remaja Rosyda Karya.

Sallis, Edward 2005. Total Quality Management in Education. London : Kogan Page Limited.

Sugihartono, 2009. Menuju Sekolah Bermutu. [Online]. Diakses: http://www.sugihartono.1.wordpress.com/menuju/sekolahbermutu.4 November, 2016.

Zamroni. 2007. Paradigma Pendidikan Masa Depan. Yogyakarta: Biograf Publishing Zamroni. 2001. Paradigma Pendidikan Masa Depan. Yogyakarta: Biograf Publishing