Implementation Of Education Quality Management Of Public High School 1 Pasangkayu

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ARTICLE INFO	ABSTRACT
Volume: 2	Education is very important in improving the quality of Human Resources. Quality education is the hope and desire for society. Adequate quality and output are something that must be produced by schools and madrasas as educational units which the basic goal is to prepare good quality of human beings both intellectually and for their role in community life. For this reason, both schools and madrasas must be equipped with an adequate curriculum. Based on the research results, the implementation of education quality management in the school, the principal has done positive things such as seeking the effectiveness of the learning process by motivating teachers, and teachers increasing their competence. The education quality standards in these schools refer to the National Education Standards which include content standards, process standards, graduate competency standards, educator and education staff standards.
KEYWORDS	
Implementation Education, Management, Education Quality	

1. Introduction

Education is a pillar of a nation, the level of a nation's human resources is determined as far as the quality of education is. Therefore, it is not wrong if a nation with better education and development will become a nation that is admired and become an example for other nations. Education is generally carried out in the context of educating the life of the nation and improving the quality of human beings who have faith and are devoted to God Almighty.

Education functions to develop capabilities and shape dignified national character and civilization in the context of educating the nation's life, aiming at developing the potential of students to become believers and devoted to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens."
Educational institutions, in this case schools or madrasas, are one of the means to achieve the ideals of the nation as mentioned. Success in the implementation of educational institutions will depend heavily on educational management. Education management is an activity and series in the form of a process of managing the cooperative effort of a group of people who join in an educational organization, to achieve the applied educational goals.

The quality of education/schools will provide satisfaction to graduates, people, society, the business world and the government. The parties will receive positive answers to their expectations at the school/educational institution concerned.

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The quality which resulted higher will increase competitiveness in the competition to continue higher education or find the desired worker/career.

According to Hasbullah, as quoted by Ida Widiyastuti, one of the problems faced by the Indonesian people is the low quality of education at every level and educational unit, especially vocational secondary education, there are schools that are already have high quality but still have many problems. The problems that frequently faced are high school or vocational high school graduates who are still unemployed or have not found a job, teachers who often do not arrive on time during school hours, and also students who are not enthusiastic about participating in learning.

Quality management at SMA Negeri 1 Pasangkayu has long been established and implemented with the aim of achieving good quality education. This is also supported by adequate educational facilities and infrastructure, media, and learning resources, but there are still some problems that often arise which are input, process and output problems such as graduates who are unable to compete in the work world and learning enthusiasm of students are still lacking.

2. Literature Review

Based on the results of the research conducted, the researcher used qualitative research data, the data displayed was narrative and is described in the form of questions that the researcher gave to the informants. The questions that the researcher asked were related questions as follows:

1.   Education Quality Management

Education quality management is an educational management effort that has established standardization of the education system based on quality assessment. Quality management is a management effort to direct and control an organization/institution in establishing policies, targets, plans and quality processes/procedures for achieving quality on an ongoing basis. The aim of quality management is to ensure conformity between the process and the resulting output which will provide satisfaction and quality improvement of education on an ongoing basis.

Efforts to improve the quality of education as mentioned before are not all at once, but based on improving the quality of each component of education. Education quality management is focused on outputs and educational processes that direct educational inputs. Its components are: quality of graduates, quality of content and process, quality of educators and education staffs, quality of facilities and infrastructure, quality of management, quality of financing, and quality of education.

a.   Quality of Graduates

Quality of graduates as a result of education; are graduates who have academic and non-academic achievements. Student achievement can be in the form of academic ability test results (e.g. state exam results). While non-academic achievements are achievements in sports, arts or additional skills. Even achievements in the ownership of attitudes such as discipline, familiarity, mutual respect, cleanliness and everything.

b.   Quality of Content and Process

Content and process quality; content is the focus on the curriculum and process is the learning that focuses on the student and the content. Various inputs and processes must always refer to the quality-output that want to be achieved. The learning process in the school refers to the curriculum that has been determined by the Departement of Religious Affairs. It is also known that the school principal, in this case as the leader of the institution, is the person who plays the most role in determining the direction of school policy, the school principal always provides guidance to teachers through monitoring by the principal or supervisor.

c.   Quality of Educators and Education Staffs

The quality of educators and education staffs; the teacher-student ratio is appropriate and the teachers have the qualifications expressed by teacher certification. The pre-service criteria in the school are in accordance with the government's guidelines and according to the subjects taught by the educational background of the teachers.

2.   Education Quality Standard

The education quality standards can be referred to from the national education standards which have set minimum criteria for the education system in Indonesia. The quality of services in schools refers to government regulation No. 19 of 2005 concerning Standar Nasional Pendidikan or SNP (National Education Standards or NES). Based on these regulations, national education standards include content standard, process standard, graduate competency standard, educator and education staff standard.

a.   Content Standard

Content standard is the scope of material and level of competency as outlined in the criteria regarding graduation competencies, study material competencies, subject competencies, and learning syllabus that must be fulfilled by students at certain levels and types of education.

b.   Process Standard

Process standard is essentially the implementation of content standard. A number of subjects carried out by the teacher and students must be interactive, inspiring, challenging, fun, motivating students to participate actively, and provide sufficient space for initiative, creativity and independence in accordance with the talents, interests and physical and psychological development of students. Process standard include learning planning, learning process implementation, learning outcomes evaluation, and learning process monitoring.

c.   Graduate Competency Standard

Graduate competency standard includes competencies for all subjects covering attitudes, knowledge and skills. In addition, the graduate competency standard aims to lay the foundation for intelligence, knowledge, personality, noble character, and skills to live independently and attend further education.

d.   Educators and Educational Staffs Standard

Educators and educational staffs standard are criteria for pre-service education and physical or mental eligibility as well as in-service education. Educators must have academic qualifications and competencies as learning agents who are physically and mentally healthy, and have the ability to reach national education goals. Academic qualifications that must be owned by teacher are S-1 (Bachelor Degree) or D-IV (Associated Degree of 4-year Diploma)

3. Methodology

Data collection techniques in this study used several methods including: observation which is making direct observations related to the object of research, interview is used in collecting more data if the researcher wants to conduct a study to find problems in the field in more depth, and documentation is supporting data collected as a data reinforcement from observation and interview. After collecting the data, the researcher carried out an in-depth study in three ways: 1) data reduction, 2) data display, and 3) data verification.

4. Results and Discussion

Implementation of education quality management where the school principals have done positive things such as seeking the effectiveness of the learning process by motivating teachers and teachers improving their competence. The principal also supervises or monitors the teacher during the learning process. Teachers are not only active in the learning process but are also able to understand teaching and learning situations inside and outside the school.

Based on these regulations, national education standards include content standard which the school prepares the scope of material in the fields of religion, general and local content.

Whether in the process standard, teachers are not only active in the learning process but are also able to understand teaching and learning situations inside and outside the school. Then in the graduate competency standard, the guideline for determining student graduation is to use the minimum completeness criteria. Finally, in the educators and education staffs standard, the pre-service criteria in the school is in accordance with government guidelines.

5. Conclusion

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