ABS 103

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SCHOOL STRATEGY IN THE IMPLEMENTATION OF EDUCATION QUALITY ASSURANCE

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Abstract. This research has the aim of analyzing the various strategies that schools undertake in order to exist, which is the quality of education as a measure of the achievement of programs carried out by schools. On the other hand, education quality assurance is a systematic, integrated and sustainable mechanism in carrying out all series of education components in accordance with predetermined quality standards and implemented both formally and informally. This research is a case study using a qualitative research approach by producing descriptive data in the form of words through observations, interviews and documentation. The purpose of using this case method is to understand in depth real-life phenomena about how school strategies are in implementing education quality assurance. Sukaraja State Vocational High School is unique in the implementation of education quality assurance. The quality of this education includes management, learning and the processes that are carried out in shaping the character of students. So that the quality of education is the responsibility of all components in the education unit. For the formation and improvement of school quality as a whole, readiness and strategies are needed in the quality assurance effort itself, both school strategies in determining graduate competency standards, school strategies in implementing content standards, school strategies in implementing process standards, and school strategies. in conducting the assessment.

Keywords: Strategy, Education Quality

Introduction

Education has an important role in developing human resources in every country, as well as in Indonesia. Therefore, education stakeholders are needed and an effective education blueprint to be implemented properly (Sujanto, 2018) and hard work and smart work are needed in overcoming the disadvantages that occur in education in Indonesia.

In the 1945 Law it is clear that it provides precise directions and is spelled out in Law No. 20 of 2003 Article 3 concerning education which states that national education functions in developing abilities and shaping the character and civilization of a nation with dignity in the

framework of educating the nation's life, aiming at developing the potential of students so that they become human beings who believe and fear God Almighty, with character noble, healthy, knowledgeable, capable, creative, independent, and a democratic and responsible citizen [33] (Undang-Undang Republik Indonesia Tentang Sistem Pendidikan Nasional, 2003).

To make arrangements for the education system as a whole and comprehensively, especially those related to the quality of education and how it is relevant to the needs of society and the world of work in the future. [2] Efforts to improve the quality of education continue to be made, even though the government has long launched an education quality assurance movement. However, until now there has not been a significant change in the quality of education itself. Only a few have shown that the quality of education is quite encouraging. In fact, the policy [4] to improve the quality of education has been programmed into the national development policy. Meanwhile, improving the quality of education itself will not be meaningful without guaranteeing the quality of education and it is necessary to realize together that schools have a duty to guarantee the quality of education, and that the central and local governments are tasked with facilitating everything needed in quality assurance of education (Kementerian Pendidikan dan Kebudayaan, 2016a).

The quality of this education includes management, learning and the processes that are carried out in shaping the character of students. So that the quality [2] of education is the responsibility of all components in the education unit. For the formation and improvement of school quality as a whole, readiness and strategies are needed in the quality assurance effort itself.

Quality human resources are produced from quality education pathways and learning processes, so that low human resources come from the low quality of education applied. Therefore, the education system does not only have the role of transferring science, technology

and arts (IPTEKS), but other skills are needed in everyday life. Although basically someone's success is not absolute from the path of education, education can be the best way for someone to get a job.

On the other hand, education quality assurance is a systematic, integrated and sustainable mechanism in ensuring all components of education comply with the quality standards set and must be implemented by every formal and non-formal education unit (Indonesia, 2005). The standards that must be met by education units and education providers include graduate competency standards, content standards, process standards, assessment standards, teacher and education staff standards, management standards, facilities and infrastructure standards, and financing standards.

Vocational High School (SMK) is a level of formal education equivalent to Senior High School (SMA) which organizes vocational education and aims to prepare students who have skills according to competencies in the skills selected based on experience in school. Therefore, it is necessary that the quality of education according to the standards implemented by these schools is to support the success of education and this is inseparable from the eight educational standards that schools must pay attention to.

Theoritical Review

A. Concept of Strategy

Strategy is the direction and scope of the organization in the long term that achieves benefits for the organization through the configuration of resources in a changing environment, to meet market needs and to meet stakeholder expectations (Fidler, 2002).

Strategy is a pattern or plan that integrates the main goals, policies, and sequence of actions of the organization into a cohesive whole (Quinn, 1980: 7)

The definition above shows that the word strategy has various meanings and is sometimes used interchangeably, while in fact the word has a very different view and understanding.

Basically a strategy is a disciplined effort to produce a decision and a very basic action in shaping and guiding in an organization about what it does and why it happens.

Therefore, the strategy really takes into account several aspects:

❑ Long-term intentions and aspirations

❑ Influencing external environment (both present and future predictions)

❑ The internal strength of the organization that is owned

❑ Applicable organizational culture

❑ Stakeholder expectations

❑ Resources of the future

In a strategy to produce the desired development, it is necessary to design a time between five to ten years or what can be called a short term and a long term. Long-term plans certainly lack detail but should be clear enough to point out the direction that is being set. Meanwhile, the short-term plan must be more precise and able to show what should be done, by whom, when, with what standards and with what resources (Fidler, 2002).
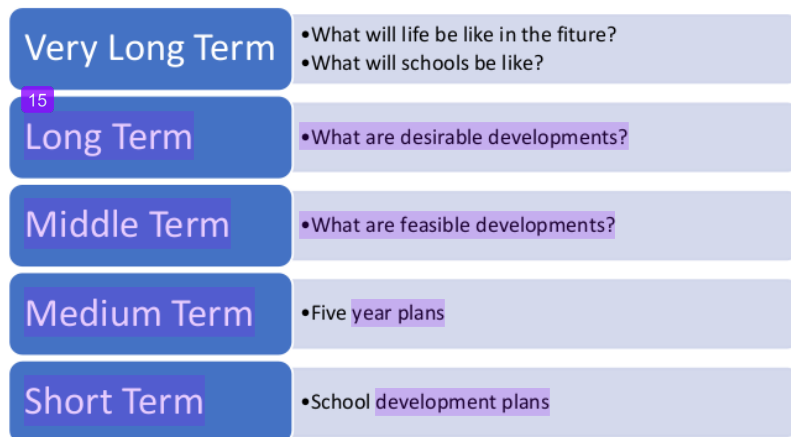
Figure 1. Strategy Design

In strategic management there is what is known as planning and implementing strategy. This involves strategic analysis, strategic choice and strategic implementation.
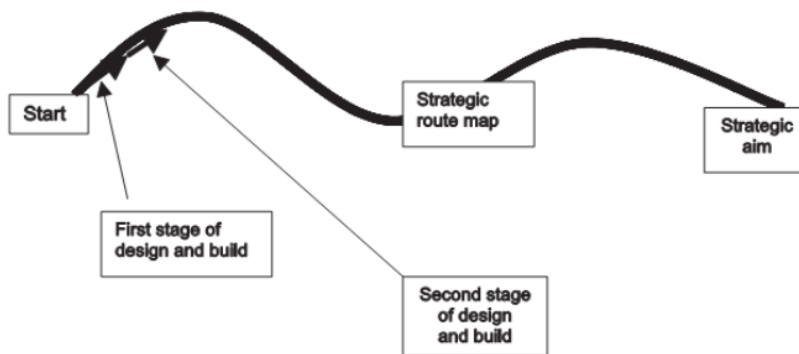

Figure 2. Route Map and Strategic Design Stages

Therefore, after a strategic decision is made, it is necessary to have long-term consequences that allow opening up other alternatives in the future. Actually, the strategy does not cover all school activities, but has the potential to involve all aspects in it, because in essence the strategy cares about new things so that it takes advantage and conditions some activities to make changes.

Based on the definition and explanation above, it can be concluded that a strategy is an approach that is carried out in relation to sharing ideas, planning, and implementation based on certain goals within a certain or predetermined time. Meanwhile, the relationship with this research looks at how the strategies implemented by schools in implementing the four education standards, in this case, are the school's strategy in determining the competency standards of graduates, school strategies in implementing content standards, school strategies in implementing process standards, school strategies in conducting assessments.

B. The Concept of Quality Education

In education, quality is something that is very important and has always been in the spotlight around the world. Even intensive international efforts are being made to improve the quality of education in facing contemporary challenges and this is a very basic aspect in the world of education because academic quality reflects how well the output is produced and is able to achieve achievements. The quality of education is a fundamental aspect of gaining compatibility with the growing global knowledge-based society (Aslam & Akbar, 2017).

The quality assurance system is set up in such a way that it will involve the administration, all facilities and stakeholders of the organization and provide a control mechanism in relation to the quality of education and all other activities of the higher education institution. The important point here is that quality assurance must first be accepted, embraced and transformed into an organizational culture within the institution, its internal structure and its work system (Basari et al., 2016).

Quality of education is often interpreted as a score, participation rate, administrative performance and various things that ignore students' real educational needs. This concept of quality produces scores and standardization (Zhang, 2017).

In general, the quality of education is used in systematic monitoring and assessment in various dimensions to determine whether or not it meets standards. Therefore, quality assurance is regulated in such a way and involves various things ranging from administration, all facilities, and organizational stakeholders and provides a control mechanism related to the quality of education (Basari et al., 2016). So the important point in quality assurance is that it must be accepted, embraced, and transformed into an organizational culture, both internal structure and work system in an institution.

Quality in education includes 4 quality inputs, processes, outputs and outcomes, namely:

1. Educational input is of a quality if it has been processed.
2. Quality education process if it is able to create an active, creative and fun atmosphere.
3. The output is declared high quality if the learning outcomes in the academic and non-academic fields of students are high.
4. Outcome is declared high quality if the graduate is quickly absorbed in the world of work, has a reasonable salary, and all parties recognize the greatness of the graduate and are satisfied.

Quality in the context of integrated quality management or Total Quality Management (TQM) is not just an idea, but a philosophy and methodology to assist institutions in managing change systematically and totality, through a change in vision, mission, values,

and goals. In the world of education, to assess the quality of graduates of a school is seen from the suitability of their abilities with the objectives set in the curriculum.

As for what is meant by quality in accordance with standards, that is, if one aspect of the management of education is in accordance with the predetermined standards. Garvin as quoted by Gaspersz defines eight dimensions that can be used to analyze the characteristics of a quality, namely: (1) performance, (2) features, (3) reliability, (4) conformance, (5) durability, (6) service competence (servitability), (7) aesthetics, and (8) subjective perceived quality (Sutrisno & Rusdi, 2007).

So, the quality of education is a continuous internal improvement. The measure of the highest quality is the extent to which students are able to show the learning outcomes obtained (Scull et al., 2011).

The Quality Assurance System for Primary and Secondary Education is an integrated policy-based activity that is designed systematically, planned and sustainably to improve the quality of education so that it is able to develop independently (Kementerian Pendidikan dan Kebudayaan, 2016a).

The quality assurance system itself is divided into two parts, namely the Internal Quality Assurance System (SPMI) which is implemented and run by the education unit, and the External Quality Assurance System (SPME) implemented by the central / local government, educational standardization institutions and accreditation agencies. .

Reference in implementing the education quality assurance system based on the National Education Standards (SNP) which is made and set by the government in determining the minimum standards that must be met in administering and managing education. The National Education Standards consist of:

1. Graduate Competency Standards

2. Standard Content

3. Process Standards

4. Assessment Standards

5. Educator Standards and Education Personnel

6. Management Standards

7. Standard of Facilities and Infrastructure

8. Financing Standards

The eight standards above are formed in a series of input, process, and output. In the National Education Standards, what becomes the output is the Competency Standards for Graduates and can achieve high scores if the inputs and processes can be met and run well.

In measuring the success of education quality assurance in educational units, it cannot be separated from the indicators of process, output, outcome, and impact. In addition, its implementation is influenced by various parties, for example the support of the central and regional governments, the existence of policies in the form of a vision, mission, strategies in implementing education management programs, participation, consistency and commitment from various parties that support education quality assurance, as well as implementation. good organizational culture in providing education (Kementerian Pendidikan dan Kebudayaan, 2016b).

The education quality assurance system implemented in schools is carried out in five stages, namely: quality mapping, compiling plans to improve quality, implementing quality improvement plans, evaluation / internal quality audits, and establishing educational quality standards (Kementerian Pendidikan dan Kebudayaan, 2016c).

Thus, quality is sometimes defined as a tangible product that focuses on delivering an intangible, situational and time-based service. Meanwhile, internal and external education quality assurance are two activities of the education quality assurance system carried out in an educational institution.

Method

In this study, a qualitative approach was carried out with a case study method. A qualitative approach is a research procedure that produces descriptive data, speech or writing and observable behavior of the people (the subject) itself or a naturalistic approach in education (Guba & Lincoln, 1981). The data is obtained from the results of observations, interviews, and documentation, then coding is carried out which is part of the qualitative data analysis process where codes are used to create segments from qualitative data. So that the research report will contain data to provide an overview of the presentation of the research report.

Qualitative research is an approach to exploring and understanding the meaning of individuals or groups related to social or human problems. The research process involves emerging questions and procedures, data usually collected in participant settings, data analysis inductively constructs from details to common themes, and the researcher makes interpretations of the meaning of the data. The final written report has a flexible structure. Those involved in this form of inquiry support a way of looking at research that values inductive style, a focus on individual meaning, and the importance of giving a situation complexity (Creswell, 2014).

The research in question is to provide an empirical picture with data descriptions of how the school's strategy is in the implementation of education quality assurance. The choice of Sukaraja State Vocational High School (SMKN) Sukabumi Regency because it has uniqueness or uniqueness in planning, organizing, and supervising in the implementation of Education Quality Assurance, this uniqueness cannot be separated from the quality report cards produced,

namely the Quality Assurance report cards which are reported annually to the Guarantee Institute. Quality of Education (LPMP).

Researchers here are positioned as research instruments who must understand research methods, have insight into the field under study, academic readiness in the field of Quality Assurance. Researchers are the main instrument for collecting data obtained from interviews, observation and documentation, so that adjustments to the facts in the field can be felt directly.

Next, the researcher determines the research focus and research sub-focus, selects informants with the snowball system, where the first informant determines the second informant, and so on according to the data needs. Furthermore, collecting data, examining data, reducing data and then making conclusions from the research findings. So the researcher is the main determinant of success in this qualitative research.

Qualitative research has several characteristics, namely (1) it takes place in a natural setting, (2) the researcher itself is the main data collection instrument or tool and (3) the data analysis is carried out inductively (Moleong, Lexy J, 2002).

Suharsimi Arikunto revealed that there are very basic differences in qualitative research based on data analysis and characteristics. Data analysis is divided into two parts, namely exploratory descriptive research which has the aim of describing a certain condition or phenomenon, and developmental descriptive research which aims to find a mode or prototype (Haningsih, 2014). In addition, qualitative research is a type of research that produces findings that are not obtained by criteria procedures or other scientific tools (Miles et al., 2014).

In addition, qualitative research is a type of research that produces findings that are not obtained by criteria procedures or other scientific tools (Creswell, 2014). This method was chosen. There were several problems that were not clear in the field related to school strategies

in planning, organizing, implementing, and supervising the eight education standards in an effort to improve education quality assurance at SMK Sukaraja, Sukabumi Regency.

Results And Discussion

Sukaraja Vocational High School is a school that has expertise in the fields of food crops and horticulture, computer and network engineering, and agribusiness processing of agricultural products. This school was opened in 2007 with the status of a public school, where every year there is always an increase in students and currently the number of students reaches 826 students with 30 study rooms.

In 2017 to 2019, SMKN Sukaraja became one of the model schools under the guidance of the West Java Province Education Quality Assurance Institute which focuses on fostering eight education standards. However, here the researcher will discuss four educational standards carried out by schools related to graduate competency standards, content standards, process standards, and assessment standards.

This can be seen from the results obtained by the school for three years regarding these four standards:
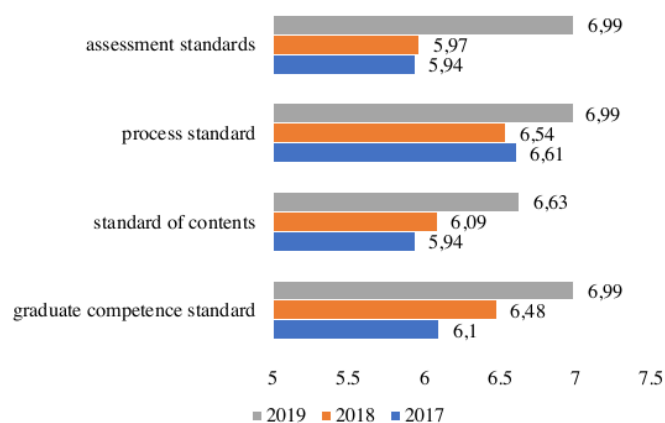
Graph 1. Quality Report Card of SMKN Sukaraja

The results of the research findings based on the four standards studied gave rise to an increase every year. This is inseparable from the strategy carried out by schools to continue to make improvements, especially those related to the quality of education. Starting from planning, management, implementation, to assessment.

The strategy carried out by SMKN Sukaraja in an effort to improve the quality of education for the adherence of these standards is indeed interrelated with one another. Strategies carried out in graduate competencies by prioritizing and having quality objectives, so that in the future there are several quality objectives contained in SMKN Sukaraja. For the standard curriculum content, that is, first, schools synchronize the curriculum with "DUDI" or the business world and industry that are relevant to the competency of expertise. So the school tries to revise the existing curriculum and integrate it with the needs of the business world and industry or "DUDI". With the hope that in the future schools will be able to have the skills expected by the business world. Second, programming the extracurricular choices in each skill competency according to student interests, for example scouting, literacy, silat, footsal, band, and others.

As for the standard process, the school programs each teacher to have a learning program, starting with the syllabus and lesson plans according to the terms that have been linked to the needs of "DUDI" or the world of business and industry, especially in the competency of the department. On the other hand, the school also has a learning module made by the teacher according to the subject being taught. This is done to meet the competency standards of graduates, which are targeted for students to be able to achieve an average score of 50-100%, increase in grade X and XI to 98%, students who take extracurricular activities 100% by choosing at least one extracurricular, students can take part in coaching LKS (Student Skills Contest) held by the Education Office to the center with at least 1 of them is able to win the LKS at the national level. Meanwhile, the assessment standards that apply in this school still

refer to existing assessment standards based on government regulations and pay attention to aspects of attitudes, skills and knowledge. Another thing that schools do in assessments is to have a special website that is always monitored by the curriculum section in conducting e-learning. Starting from providing material to implementing midterm exams and final semester exams.

Finally, with the various efforts made by SMKN Sukaraja every year, there is always an increase in both the number of students and the acquisition of grades in carrying out the eight education standards and especially in the four standards which are the focus of this research.

Conclusion

In the world of education, quality is a measure that must always be considered, especially in relation to the output of an institution. Therefore it is necessary to have a strategy that is always carried out to support all aspects of education standards can be implemented.

The school strategy implemented includes the competency standards of graduates, schools have the right quality targets and have good relations with the agriculture and fisheries offices. For content standards, the school synchronizes the curriculum with the business world and the "DUDI" industry. In carrying out the standard process, schools program all teachers to have learning tools associated with "DUDI". As for assessment standards, schools refer to existing assessment standards based on government regulations and pay attention to aspects of attitudes, skills and knowledge.

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ABS 103

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