THE URGENCY OF MANAGEMENT STANDARDS IN SUPPORTING QUALITY OF SCHOOL EDUCATION

Ria Dwi Rahmawati Ashari

Universitas Islam Malang, Indonesia

Abstract

Quality education is increasingly being discussed hotly in the world of education with national education standards as the basis. This research aims to determine the importance of management standards in supporting better education quality. This type of research is qualitative with data collection techniques of observation, interviews and documentation, then the data is processed and analyzed using descriptive analysis. This research was carried out at Nusantara Islamic High School, Malang City. The results of this research show that program planning at SMA Islam Nusantara has short, medium and long term program planning. Most of the work plans at this school have been implemented, however there are several programs that were not implemented due to limited facilities. Supervision and evaluation is carried out every semester both from the supervisory team and evaluation from the school principal regarding the program that has been implemented. The leadership attitude of a professional school principal makes teaching staff more focused and their gentle attitude can be a motivation for students. The information system at SMA Islam Nusantara makes good use of technology and uses it as an information medium to support the required learning system.

Keywords: Management Standards, Education Quality, SMA Islam

INTRODUCTION | مقدمة

Currently, there is much discussion about the quality of education, namely the changing education system that changes every year to adapt to the development of the times. Education is basically the transfer of knowledge designed in various forms, both formal and non-formal. Education is a system that plays a role in increasing knowledge for both learners and educators. According to Jannah and Umam, education is basically a process of developing an individual's abilities so that they can be well-accepted in society (Kusyani, 2022). Considering the advancing technology of the modern era, it undoubtedly shakes the world of education. The issue of education quality is in line with the demands of development and change (Hidayati, 2016). Thus, the development of the education sector is keeping pace with the times. Looking at technological advancements, the education system continues to innovate to realize quality education for the nation's generation.

Good and quality education forms the basis for further development and progress (Riyanta, 2016). Quality education is important in the world of education; it is one of the formations of quality human resources. The quality of educational products will be influenced by the

institution's ability to manage all potentials optimally, thus producing quality output (Usman, 2016). Education can be said to be of quality if it results in a change and development of products. The product in educational institutions is the learners who have been given knowledge, thus becoming educated individuals. According to Government Regulation No. 19 of 2005, the National Education Quality will be measured through the achievement of all National Education Standards, including content standards, processes, graduation competencies, educators and educational staff, facilities and infrastructure, management, financing, and education assessment (Hidayati, 2016).

Educational institutions have goals or visions to be achieved through various processes or missions that support the realization of the institution's vision. The goal of all school or madrasah visions is to improve the quality of education within the school or madrasah. The quality of education is an educational evaluation that covers all aspects of education, from input, process, and output of education, which describes the quality of school performance regarding the achievement of educational goals that are in accordance with standards and satisfaction of educational stakeholders (Arianto, n.d.). The implementation of education to improve quality and achieve educational goals through a long and standard-based education process that has been established. Improving the quality of education is an effort that must be continuously made so that the hope for quality and relevant education can be achieved (Fadhli, 2017). The education system has programs to assist in improving the quality of education channeled through educational institutions. Educational institutions, whether schools, madrasahs, or non-formal educational institutions, have well-designed educational implementation plans.

Education quality refers to the quality of graduates and services that satisfy educational stakeholders (Fadhli, 2017). Quality generations are inseparable from the quality of educators in striving for their students to gain knowledge and better character formation. Educational institutions provide quality educators. Teachers as education implementers and staff as supporters in schools need to be supervised by the school principal as a performance benchmark (Nahrowi, 2021). The school principal must understand the management system to lead the educational process in schools or madrasahs. Management system is part of school management. Education is the foundation for improving the quality of Indonesian human resources as stipulated in Law Number 20 of 2003 concerning the National Education System (Subardi, 2019). It is interesting to delve deeper into the management system as a standard for education quality. Every institution has a leader who manages and guides the system towards its goals. School principals as supervisors play a strategic role in improving the quality of educational institutions (Nahrowi, 2021). Quality education is the result of successful management standards from planning to implementation. One indicator of the achievement of National Education Standards is the achievement of educational management standards (Palettei & Sulfemi, 2021). The importance of management standards in realizing quality education. Therefore, researchers want to delve further into the importance of management standards in schools or madrasahs.

METHOD | منهج

Research on "Management Standards in Supporting School Quality Education" is a qualitative study that employs a naturalistic approach. The natural setting or naturalistic research approach is another term for qualitative research methods. This is because the research process is conducted in natural conditions, without using measuring instruments, and utilizes the natural condition as its domain (Prayogi, 2021). Researchers in collecting data go through several stages

including going into the field or observing, making observations, formulating and designing research and the final stage of collecting research results obtained through several stages which are then managed into a research results report.

This research was carried out at the Nusantara Islamic High School located in Dinoyo Village, Lowokwaru District, Malang City, with the subjects involved in this research being the principal, head of curriculum and several teachers at the Nusantara Islamic High School, Malang City. Researchers chose this school because this school is one of the schools in Malang City which is still under the auspices of the Islamic Higher Education Foundation, so it is interesting for researchers to conduct research at this school regarding its management system. Research data was collected through several methods including observation methods, interviews, previous research literature studies and research guidelines. The data that has been collected is then processed and analyzed using descriptive analysis techniques. This research aims to describe and illustrate the importance of management standards in supporting quality school education carried out at SMA Islam Nusantara, Malang City.

RESULT | نتائج

The results of this study shed light on ChatGPT's shortcomings as a writing tool for pupils. Several major themes and categories emerged from in-depth interviews with 30 participants, providing crucial insights into the difficulties and restrictions related to using AI-powered writing assistance. grasp these issues is essential to developing a thorough grasp of ChatGPT's function and effects on the writing process.

The data analysis revealed five major themes: understanding, dependency, feedback, writing style, and plagiarism. These themes cover all the many components of ChatGPT that participants mentioned limits and concerns about. Each subject focuses on a particular flaw and offers insightful information on the implications of deploying AI writing assistants in educational settings.

DISCUSSION | مناقشة

This school implements an education system based on basic education standards, one of which is management standards, which are the focus of this research. Mandatory school management standards include program planning, implementation of work plans, supervision and evaluation, leadership, and management information systems (Herlina et al., 2020).

Program Planning

The implementation of education management standards in elementary schools will run effectively through the application of school management (Palettei & Sulfemi, 2021). Education management serves as a guideline for designing, measuring, and evaluating process activities within educational units. Education management standards are like management in schools, but management standards serve as the basis within educational units, which are then used as references in schools or madrasas. The preparation or design of school programs is carried out at the beginning of each academic year through a work meeting represented by the vice principal and the school committee. This preparation is inseparable from the school's vision, mission, and goals adjusted to the resources available within the school and external resources (Setiawan et al., 2022).

Islamic Nusantara High School has established a vision and mission as the school's goals in achieving quality education. The school has facilities that are considered adequate for teaching and learning activities. From a planning perspective, the school is well-organized. However, in terms of implementation, it falls slightly short, such as the inadequacy of learning media to support the learning process. The limitation of learning media results in students not being able to understand the material well. The development of a quality culture in the school is carried out through programs such as the development of innovative learning, extracurricular activities, the development of student culture and character, and the development of academic and non-academic achievements (school community participation) (Riyanta, 2016).

Implementation of Work Plan

Education input is something that must be available because it is needed for the education process to take place (Choir, 2016). Nusantara Islamic High School uses both print and electronic learning tools, incorporating technology into education. However, there is a need for more print media to maintain student focus and limit excessive smartphone use. Limitations in both print and electronic learning media are due to inadequate facilities, a shortage of suitable educators, and low student interest in using electronic media for learning. These factors ultimately return to the school management system. The management system has been well designed, but it still does not run optimally in its implementation. According to the National Agency, there are three main applications of management standards by the education institution task force: Management by Regional Government, and Management by Central Government (Herlina et al., 2020). Management standards are part of national education standards that serve as references in the education system. Regulation of the Minister of National Education of the Republic of Indonesia Number 19 of 2007, concerning Educational Management Standards by Educational Units, article 1 paragraph (1) Every educational unit must fulfill the applicable national education management standards (Palettei & Sulfemi, 2021). Management standards serve as a foundation for educational institutions such as schools or madrasahs in realizing quality education. The management standards implemented in schools cover many things including program planning, work plan implementation, evaluation, information systems, and assessment.

Observations and data analysis indicate that management standards at Nusantara Islamic Vocational High School are not yet optimal due to limited educators. Despite this, the school has trained individuals with various skills, participating in competitions and olympiads, demonstrating implemented management standards. Students have achieved recognition, evidenced by certificates and awards displayed on the school's website. Collaborating with the Islamic University of Malang, the school aims to improve education quality through well-designed programs and an internal quality assurance system involving all stakeholders. (Wahyudin, 2021). Based on observations and interviews, all educators and education personnel at Nusantara Islamic High School have expertise in their fields and at least hold a bachelor's degree (S1). The government has made efforts to improve teacher professionalism including improving qualifications and requirements for higher education levels for educators from the school level to university (Subardi, 2019).

Supervision and Evaluation

Supervision is an essential activity to assess the extent to which a program or activity can be implemented. By conducting supervision, it is possible to anticipate deviations (Setiawan et al., 2022). Supervision and evaluation are part of educational management standards as a form of assessing implemented or unimplemented education and programs, which are then evaluated

for future educational development. Supervision is carried out through control to ensure that the learning process, including lesson planning, implementation, evaluation, and supervision, truly adheres to and complies with the criteria outlined in national standards (Wahyudin, 2021).

Evaluation is conducted from the beginning, middle, and end of the program implementation. This is intended to obtain detailed information about each implemented program and as a form of assessment for whether the program should be continued or replaced with a better one in the future. Program evaluation at Islamic Nusantara High School is conducted every semester, combined with an end-of-semester meeting attended by all school academics. The form of program evaluation is not documented but is directly discussed in meetings for the improvement of future programs. The aim of these assessment standards is to create an assessment process that leads to the achievement of graduate competency standards (Primasari et al., 2021).

Leadership

Leadership plays a crucial role in an organization, just as the school principal serves as a leader within a school, providing stability and motivation. Leadership should be inherent in the leader's personality, ability, and capability to achieve quality leadership or Total Quality Management (TQM) (Ginting & Haryati, 2012). Leadership at Islamic Nusantara High School is formed through the selection of educational staff who meet the qualifications to become school principals, in addition to possessing responsible and trustworthy leadership qualities. The school principal has the ability to organize personnel, curriculum, facilities, student affairs, and school programs (Setiawan et al., 2022).

Observations at Islamic Nusantara High School highlight the principal's firm yet gentle leadership, balancing the enforcement of rules with compassionate student education. The principal greets students daily and serves as their confidant without compromising their administrative responsibilities. As a manager, the principal builds organizational culture and designs the organizational structure, evidenced by the well-displayed academic structure. The school employs both the independent curriculum and the K-13 curriculum for grade X, with students needing to adjust during the transition. The facilities support the teaching process, with potential improvements through additional labs and a cafeteria. Strategies for improving education quality include environmental analysis, identifying gaps, setting objectives, implementing programs, and continuous monitoring and evaluation..

Shortcomings in the school are not negative but rather something that needs to be addressed gradually. An educational institution is situated within the community, where both mutually benefit from each other. The community needs educational institutions for their children, and educational institutions also need the community to support their development. So far, observations at Islamic Nusantara High School regarding community involvement are gradual, hence community activities are not yet at their maximum potential.

Leadership is a driving factor in an organization, in this context, the school, through handling changes and management practices, making the presence of a leader not just a symbolic issue (Asnyoto & Roesminingsih, 2016). School development can be seen from various perspectives such as increasing student numbers each year, school renovations, or new facilities that support teaching and learning activities and produce successful students every year. Islamic Nusantara High School strives to guide and educate students to become morally upright and successful students in line with its vision of developing Islamic character based on Ahlussunnah Waljamaah Islam, fostering and developing students' intellectual, moral, motivational, and

entrepreneurial spirit. The quality of education can be seen in how a school principal fulfills their role and the management system used at the school (Ansar, 2021).

Information Systems

In today's advanced era, human resources must adapt to technological advancements. Islamic Nusantara High School has integrated modern systems into its educational management, using social media for up-to-date knowledge and program evaluations. The school provides technology access to students, including computer labs for IT learning and electronic devices like automatic bells, wifi, and speakers for information dissemination. Additionally, the school's website offers social access to familiarize people with its profile and information, highlighting the inseparability of life from advanced technology.

CONCLUSSION | خاتمة

The results of the research that have been processed and analyzed can be concluded that management standards have a very important role in supporting the quality of school education. Management standards are a component of national education standards as a basis and guideline in realizing quality education. Management standards are like management in a school, so the quality of the school can be seen from the management strategy in managing the school. At SMA Islam Nusantara program planning includes short, medium and long term plans. Most of the work plans have been realized, but several programs cannot be implemented due to limited facilities. Every semester, monitoring and evaluation is carried out by the supervisory team and the school principal on the programs that have been implemented. The professional leadership of the school principal makes teaching staff more focused, and his gentle attitude motivates students. SMA Islam Nusantara also utilizes technology as an information medium to support the required learning system. It is hoped that future researchers will be able to provide another point of view regarding management standards in educational institutions.

BIBLIOGRAPHY | مراجع

Ansar, I. T. (2021). Kepemimpinan dalam Peningkatan Mutu Pendidikan Melalui Manajemen Berbasis Sekolah. *SEMINAR NASIONAL HASIL PENELITIAN 2021 "Penguatan Riset, Inovasi, Dan Kreativitas Peneliti Di Era Pandemi Covid-19," 6*(2), 700.

Arianto, A. A. (n.d.). Kepemimpinan Pendidikan Mutu. *Artikel Online (Diakses 20 Oktober 2020)*.

Asnyoto, P., & Roesminingsih, E. (2016). Kepemimpinan Visioner Dalam Upaya Meningkatkan Mutu Sekolah (Studi Kasus di SMK Negeri 2 Surabaya). *Jurnal Inspirasi Manajemen Pendidikan*, *4*(1).

Choir, A. (2016). Urgensi Manajemen Pendidikan dalam Pengembangan Lembaga Pendidikan Islam. *J-MPI (Jurnal Manajemen Pendidikan Islam)*, *1*(1), 1–12.

Fadhli, M. (2017). Manajemen peningkatan mutu pendidikan. *Tadbir: Jurnal Studi Manajemen Pendidikan*, *1*(2), 215–240.

Ginting, R., & Haryati, T. (2012). Kepemimpinan dan konteks peningkatan mutu pendidikan. *CIVIS: Jurnal Ilmiah Ilmu Sosial Dan Pendidikan Kewarganegaraan*, *2*(2).

Herlina, F., Marsidin, S., & Sabandi, A. (2020). Kebijakan Standar Pengelolaan di Sekolah Dasar. *Jurnal Ilmu Pendidikan*, *2*(2), 134–143.

Hidayati, H. (2016). Kepemimpinan dan peningkatan mutu pendidikan. *Jurnal Tarbiyah*, *22*(1).

Kusyani, D. (2022). Implementasi Komunikasi Organisasi dalam Meningkatkan Mutu Pembelajaran. *Jurnal Ilmiah Pendidikan Profesi Guru*, *5*(1), 108–116.

Nahrowi, M. (2021). Urgensi supervisi pendidikan di sekolah. *Auladuna: Jurnal Prodi Pendidikan Guru Madrasah Ibtidaiyah*, *3*(1), 61–70.

Palettei, A. D., & Sulfemi, W. B. (2021). Tingkat pemahaman kepala sekolah, guru, dan komite sekolah terhadap implementasi standar pengelolaan pendidikan di sekolah dasar. *Jurnal Pendidikan Dan Kebudayaan*, *6*(1), 38–53.

Prayogi, A. (2021). Pendekatan kualitatif dalam ilmu sejarah: Sebuah telaah konseptual. *Historia Madania: Jurnal Ilmu Sejarah*, *5*(2), 240–254.

Primasari, I. F. N. D., Marini, A., & Sumantri, M. S. (2021). Analisis kebijakan dan pengelolaan pendidikan terkait standar penilaian di Sekolah Dasar. *Jurnal Basicedu*, *5*(3), 1479–1491.

Riyanta, T. (2016). Mengembangkan budaya mutu sekolah melalui kepemimpinan transformasional. *Jurnal Manajemen Pendidikan UNY*, *12*(2), 114301.

Setiawan, M. R., Sudrajat, A., & Tedjawiani, I. (2022). Manajemen Berbasis Sekolah (MBS) dalam Meningkatkan Mutu Sekolah (Studi Deskriptif tentang Peran Kepala Sekolah dalam MBS Pada SMPN 3 dan SMPN 4 Malangbong). *JIIP-Jurnal Ilmiah Ilmu Pendidikan*, *5*(5), 1335–1346.

Subardi, S. (2019). Jaminan Mutu Pendidikan Guru. *Sustainable Jurnal Kajian Mutu Pendidikan*, *2*(2), 198–211.

Usman, J. (2016). Urgensi Manajemen Pembiayaan Dalam Peningkatan Mutu Pendidikan Madrasah. *TADRIS: Jurnal Pendidikan Islam*, *11*(2), 219–246.

Wahyudin, U. R. (2021). Implementasi Manajemen Pendidikan Berbasis Masyarakat dalam Penjaminan Mutu Pendidikan Anak Usia Dini. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, *6*(2), 652–663.