

STRATEGY FOR IMPROVING THE QUALITY OF EDUCATION IN SCHOOLS

Hikmatul Maulidiyah

Pascasarjana Universitas Islam Negeri Maulana Malik Ibrahim Malang

e-mail: Hikmatulmaulidiyah0@gmail.com

Abstract. The quality (quality) of education has always been something that must be strived for by all elements of education. Therefore, managing an educational institution must be comprehensive and integrated. This is inseparable from how an institution manages that quality. The quality of education can be seen from the fulfillment of the eight educational standards that must be met by schools. The strategy for improving the quality of education must be directed at the components that determine the quality of education in schools, namely: 1) Strengthening Leadership in Schools, 2) Good curriculum management, 3) Increasing the Professionalism of Teachers and Education Personnel, 4) Complete facilities and infrastructure, 5) The creation of good relations with the surrounding community, 6) Continuous evaluation/improvement. By achieving a quality education process, it is ensured that it can also produce quality output by the National Education Standards.

Keywords. Quality, Education, Strategy

Abstrak. *Kualitas (mutu) suatu pendidikan selalu menjadi hal yang harus diperjuangkan oleh semua elemen pendidikan. Oleh sebab itu, mengelola sebuah lembaga pendidikan haruslah secara komprehensif dan terintegrasi. Hal tersebut tidak terlepas dari bagaimana sebuah lembaga mengelola mutu itu. Mutu dari pendidikan dapat diketahui dari pemenuhan delapan standar pendidikan yang harus dipenuhi oleh sekolah. Strategi peningkatan mutu pendidikan harus diarahkan kepada komponen-komponen penentu mutu pendidikan di Sekolah, yaitu: 1) Memperkuat Kepemimpinan di Sekolah, 2) Manajemen kurikulum yang baik, 3) Meningkatkan Profesionalisme Guru dan Tenaga Kependidikan, 4) Sarana dan prasarana lengkap, 5) Terciptanya hubungan baik dengan masyarakat sekitar, 6) Evaluasi/Perbaikan yang berkelanjutan. Dengan tercapainya proses pendidikan yang bermutu, maka dipastikan pula dapat menghasilkan output yang berkualitas yang sesuai dengan Standar Pendidikan Nasional.*

Kata Kunci. Mutu, Pendidikan, Strategi

A. INTRODUCTION

Education is the main factor in forming a human personality. Education essentially functions as a place for the transfer of knowledge, transfer of values, it also functions to maintain and develop traditions and culture in a society through the process of personality formation so that they become mature humans who can stand themselves in their culture and surrounding society (Tharaba, 2015).

From the definition above, it can be concluded that education is a means for humans to become more mature and better than before. Because with education humans can share knowledge, knowledge, and experience.

The quality of education is always something that must be fought for by all parties who interact with each other in educational institutions. Be it the school principal, staff, students, community, or educational unit administrators. In this era of globalization, there is a lot of intense competition, especially in the world of education, including regarding improving the quality of education. If school institutions can improve and maintain their quality, then the school will be able

to maintain its existence in the world of education (Anwar, 2018; Atmaja, Wibisono, & Jalaludin, 2021).

To improve the quality of education, in 2021 the government issued Government Regulation (PP) of the Republic of Indonesia Number 57 of 2021 concerning National Education Standards (SNP) which has been amended by PP of the Republic of Indonesia Number 4 of 2022 concerning Amendments to PP of the Republic of Indonesia Number 57 of 2021 concerning National Education Standards (SNP). This regulation is the Government's effort to improve the quality of education in Indonesia. The government has made a lot of effort to improve the quality of education because a good and quality education system will produce a generation of quality, excellence and can bring good changes in the life of society, nation, and state (Novayani, 2017).

Government regulations need to be followed up by education implementers, this can be done by carrying out various scientific activities that can increase the potential value of teachers, namely: through training activities, seminars, workshops, evaluations, and others on an ongoing basis, so that teachers and staff in schools become more professional and able to improve the quality of learning in schools.

To improve the quality of education as expected by everyone, quality is not only the responsibility of the school, but quality is the responsibility of all related parties. The quality of education will be influenced by the extent to which the institution can manage all its potential optimally, starting from teaching and education staff, students, learning processes, educational facilities and infrastructure, finances and including good relationships with the community (Prawirosentono, 2022). So it is not just one element of the institution that is trying to improve the quality of education, but all of them must work together to improve the quality of education in their schools.

B. RESEARCH METHODS

This research uses a literature review approach with qualitative methods (Imam Gunawan, 2014; Lexy J. Moloeng, 2012; Sugiono, 2019). Literature review research is research that processes and collects research material in the form of library data which can be obtained from books or journals (John W. Creswell, 2019; Mudjia Raharjo, 2017). This research was conducted to examine theories related to strategies for improving the quality of education in schools. This data was obtained from various sources, including books, theses, dissertations, scientific works, and other sources. In this way, all sources of data and information can be utilized optimally in developing ideas that are relevant to research.

C. RESULTS AND DISCUSSION

Quality of Education

Quality of education is two terms that come from the words "Quality" and "Education". Quality is not an easy concept to define, especially in the service sector which can be perceived in various ways. Quality can be understood as continuous improvement. Quality can be interpreted as excellence, quality can mean fulfilling customer expectations (Nurul Yaqien, 2015; Sastrawan, 2019). Education is the main thing to improve and achieve the future because the task of education is to prepare students who can play a role in the future. All students will be the forerunners in two directions, namely: a). improving the quality of primary, secondary, and higher education, b). the formation of an educated society that can continue to learn independently (M. Fahim Tharaba, 2019).

Quality is the most important aspect in every educational institution, where quality is

believed to be the main capital in facing competition. Therefore, managing an educational institution must be comprehensive and integrated (Ristianah & Ma'sum, 2022).

The quality of education can be determined by the fulfillment of the eight National Education Standards that must be met by schools. The eight education standards include content standards (curriculum implementation and development), process, assessment, graduate competency, standards for educators and education personnel, standards for managing elements in educational institutions, standards for educational financing, and standards for educational facilities and infrastructure.

Improving the quality of human resource management in Islam is not something new. The Islamic concept of *rahmatan lil 'alamin* provides the meaning that every human being has the nature of compassion towards the entire universe, one of which is humans. This affection can be realized through providing the best service without disappointment. Apart from that, humans are guided to provide benefits to the environment and the people around them. These benefits contain elements of productive and quality performance results that are favored in Islam (Sa'dullah & Supriyatno, 2021). Only human individuals can change their life circumstances with their potential accompanied by quality performance. This is where the importance of quality and superior human resources in various matters to obtain happiness in life in this world and the hereafter.

Improving the quality of education in educational units is useful for improving the results of educational implementation so that they are by the direction of educational policy that has been established through increasing the effectiveness and efficiency of the educational processes and activities carried out. (Wahyudi, 2021).

So, quality is very important, because quality shows the superiority of a school compared to other schools. An institution is said to be of quality if it produces output that is by national education goals so that the public is satisfied with the results of the school.

Educational institutions in improving quality need to involve five factors which are elements of the institution, namely: leadership of school principals, teachers, students, curriculum, and collaboration networks. These five elements must be involved and interconnected in achieving quality education (Sudarwan Danim, 2012).

So, all elements of education (stakeholders) have a responsibility to improve the quality of education. Especially in the learning process, teachers are the main weapon for improving the quality of education in the classroom because teachers directly interact with their students. Thus, if all components of educational institutions in schools can work together well in implementing the education system, then there is no possibility that an institution will be of quality and quality by the goals to be achieved.

Education Quality Improvement Strategy

Strategy has the meaning: a way to act to achieve the goals you want to achieve. Improving the quality of education requires a fundamental strategy. Then this strategy is applied in the implementation of education so that the desired goals can be achieved by the quality goals that have been set. The basic strategies for improving the quality of education, namely (Ristianah & Ma'sum, 2022)

1. Identify a problem at school
2. Understand the meaning of quality
3. Always make improvements
4. Involve figures who have mutual interests in education

The government has tried to improve the quality of education in schools. School principals

also do not miss out on making continuous changes so that they can develop the potential of their teachers and staff, such as: holding seminars, training, workshops, etc. The goal is for teachers to become professional and able to improve the quality of their learning, which in the end, efforts to improve quality in the school will be realized and become real.

One of the government's efforts to improve the quality of education is through school operational assistance funds (BOS). BOS funds are APBN funds used to finance non-personnel expenditure for primary and secondary education units implementing compulsory education and it is possible to fund several activities by applicable regulations (Masditou, 2017).

Strategies for improving the quality of education must be directed at the components that determine the quality of education in schools, namely:

1. Strengthening Leadership in Schools

A leader is a person who can provide a shower of energy to others through the power he has so that other people are influenced, willing, and enthusiastic to work together to achieve a goal (Thomson, 2007). Leaders must be firm and responsible for all tasks carried out so that teachers and staff at the school can work together and work together to achieve goals that are by the school's vision and mission.

2. Good curriculum management

The curriculum is a very important part of education, especially in learning. The curriculum is the goals and expectations that are applied in the form of educational plans or programs to be implemented by teachers in schools. Seeing the definition above, the curriculum is a program that has been systematically arranged and planned and plays a very important role in education (Rashid, Syahrizal, & Rabiatal-Adawiyah, 2012). In education, it is necessary to implement good curriculum arrangements so that the implementation of the educational curriculum is by the initial objectives of forming the curriculum.

3. Increasing the professionalism of teachers and education personnel

The world of education not only prioritizes high academic abilities (hard skills) but also pays attention to skills in terms of the values inherent in a person often known as the soft skills aspect. This ability can also be called non-technical ability which of course has a role that is no less important than academic ability. These demands also apply to prospective teachers, even professional teachers must continue to hone their soft skills if they want to excel in the era of global competition (Zuhriyah, 2017).

In the learning process, the teacher has an important role in managing the course of learning because the course of learning involves the teacher element of it, adapting Sudhita's opinion, one of the teacher's obligations is to be of good character and never have legal defects and what is more important is to be qualified and have an educator certificate (Sulindawati, 2018). Professional teachers are competent (have high abilities). Therefore, a teacher's ability can be seen from the teacher's authority in carrying out his profession with high ability. Currently, advances in information technology are growing rapidly, teachers are not only presenters of information, but teachers must also be able to act as facilitators, motivators, and mentors who can provide opportunities for students to search for and process information themselves. Thus, teacher skills must continue to be honed and not only limited to mastering teaching principles (Pianda, 2018). The teacher's job is not only to be an intermediary in transferring knowledge to students, but the teacher's job is to be able to develop and increase the motivation of his students, and even the teacher's job is to be able to guide and educate students so that they become students who excel, achieve and comply with what is taught. by Allah SWT.

4. Complete facilities and infrastructure

Every school is required to have facilities that include: educational equipment, educational media, books, and other learning resources, as well as other equipment needed to support a sustainable learning process. Every educational institution is also required to have infrastructure that includes: classrooms, grounds, TU room, principal's room, teacher's room, library, laboratory, production unit room, canteen, field, prayer room (place of worship), and space (place) that can be used to support a comfortable and sustainable learning process (Mukarromah, Rosyidah, & Musthofiyah, 2021). So facilities and infrastructure can be said to be important instruments that must be fulfilled in a school because complete and adequate infrastructure can help the process of improving the quality of education in schools.

5. Creating good relations with the surrounding community

Public relations management is an effort made by an institution or organization to build effective communication with the community so that intensive communication is needed to achieve the goals set by the institution. Apart from that, relationships with the community will help the Institution in the success of the programs that have been planned to achieve the Institution's own goals (Parhan, 2017). So, public relations (public relations) is used to communicate with the public to build cooperation, help each other, avoid misunderstandings and miscommunication, and build a positive image of an institution/organization. If a school's relationship with its community is good, the school's image will also be good, and vice versa.

6. Continuous evaluation/improvement

For educational goals in schools to be achieved, each school is required to carry out a continuous process of implementing improvements. Efforts to improve the quality of education are an issue that will continue to be a topic of discussion in education management. Improving the quality of education is an effort that must be pursued continuously so that hopes for quality and relevant education can be achieved. Quality education is the hope and demand of all education stakeholders. Everyone will of course prefer to study at an institution that has good quality (Wibowo & Subhan, 2020).

Educational institutions in improving quality need to involve five factors which are elements of the institution, namely: leadership of school principals, teachers, students, curriculum, and collaboration networks. These five elements must be involved and interconnected in achieving quality education (Sudarwan Danim, 2012).

Achieving a quality educational process, it is ensured that it can produce quality output by the goals of national education, as stated in UUSPN No. 20 of 2003 Article 3 which reads: "National education functions to develop abilities and shape the character and civilization of a dignified nation in "To make the nation's life more intelligent, it aims to develop the potential of students to become human beings who have faith and are devoted to God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens" (Dewan Perwakilan Rakyat Republik Indonesia, 2003).

The concept of improving quality is clarified by the existence of Government Regulation No. 19 of 2005 concerning National Education Standards (SNP), which is the minimum criteria for the education system in all regions in Indonesia (Article 1 Number 17 of Law 20/2003 concerning the National Education System and article 3 PP.19/ 2005 concerning SNP), where SNP functions as the basis for planning, implementing and supervising education at every level of education to realize quality national education, and aims to guarantee the quality of national education to educate the life of the nation and form a dignified national civilization (Ristianah & Ma'sum, 2022).

D. CONCLUSION

Quality is the most important aspect in every educational institution, where quality is believed to be the main capital in facing competition. Therefore, managing an educational institution must be comprehensive and integrated. Educational institutions in improving quality need to involve five factors which are elements of the institution, namely: leadership of school principals, teachers, students, curriculum, and collaboration networks. These five elements must be involved and interconnected in achieving quality education. The quality of education can be determined from the fulfillment of the eight National Education Standards (SNP) that must be met by schools. The eight education standards include content standards (curriculum implementation and development), process, assessment, competency of graduates, educators, and education personnel, management of elements in educational institutions, education financing, and standards for educational facilities and infrastructure.

So, quality is very important, because quality shows the superiority of a school compared to other schools. An institution is said to be of quality if it produces output that is by national education goals so that the public is satisfied with the results of the school. Several strategies can be implemented to improve the quality of education in schools, including 1) Strengthening Leadership in Schools, 2) Good curriculum management, 3) Increasing the Professionalism of Teachers and Education Personnel, 4) Completing facilities and infrastructure, 5) Creating good relationships with the surrounding community, 6) Continuous evaluation/improvement.

REFERENSI

- Anwar, K. (2018). Peran Sistem Penjaminan Mutu Pendidikan Dalam Meningkatkan Mutu Pendidikan di Madrasah. *Ta'dibuna, Jurnal Pendidikan Agama Islam*, 41(1), 41-56. Retrieved from <https://doi.org/10.30659/JPAI.1.1.41-56>
- Atmaja, M. T., Wibisono, V. F., & Jalaludin, A. (2021). Model peningkatan mutu pendidikan Sekolah Dasar berbasis kultur Sekolah untuk mewujudkan sekolah efektif. *Ar-Rosikhun: Jurnal Manajemen Pendidikan Islam*, 1(3).
- Dewan Perwakilan Rakyat Republik Indonesia. (2003). Undang-Undang No 20 tahun 2003 Tentang Sistem Pendidikan Nasional. *Dewan Perwakilan Rakyat Republik Indonesia*, 20, <https://www.dpr.go.id/>.
- Imam Gunawan. (2014). *Metode Penelitian Kualitatif, Cet. Ke-2*. Jakarta: PT Bumi Aksara.
- John W. Creswell. (2019). *Research Design (Pendekatan Metode Kualitatif, Kuantitatif, dan Campuran) terjemah Ach. Fawaid dan Rianayati Kusmini*. Yogyakarta: Pustaka Pelajar.
- Lexy J. Moloeng. (2012). *Metodologi Penelitian Kualitatif*. Bandung: Remaja Rosdakarya.
- M. Fahim Tharaba. (2019). Membangun Budaya Mutu sebagai Implementasi Penjaminan Mutu Dalam Pengembangan Pendidikan Islam Di Indonesia. *1st Annual Conference on Islamic Education Management (ACIEM) Islamic Education Management for Millineal Generation; Quality and Competitiveness*.
- Masditou. (2017). Manajemen Pembiayaan Pendidikan Menuju Pendidikan Yang Bermutu. *ANSIRU PAI*, 1(2), 1-10.
- Mudjia Raharjo. (2017). *Studi Kasus dalam Penelitian Kualitatif: Konsep dan Prosedurnya, Jurnal*. 5.
- Mukarromah, S., Rosyidah, A., & Musthofiyah, D. N. (2021). Manajemen Pembelajaran dalam meningkatkan Mutu Pendidikan di Madrasah. *Ar-Rosikhun: Jurnal Manajemen Pendidikan Islam*, 1(1).
- Novayani, I. (2017). Analisis Kritis Tentang Kebijakan Standar Pengelolaan Pendidikan. *Al Musthofa: Jurnal Keilmuan Islam*, 1(1), 38-58.
- Nurul Yaqien. (2015). Implementasi Manajemen Peningkatan Mutu Madrasah. *Jurnal Madrasah*, 7(2), 244.
- Parhan. (2017). *Manajemen Hubungan Masyarakat dalam Mengembangkan Lembaga Pendidikan Pesantren*. Universitas Islam Negeri Maulana Malik Ibrahim Malang.

- Pianda, D. (2018). *Kineja Guru (Kompetensi Guru, Motivasi Kerja, Kepemimpinan Kepala Sekolah)*. Jawa Barat: Jejak Pustaka.
- Prawirosentono, S. (2022). *Filosofi baru tentang manajemen mutu terpadu*. Jakarta: Bumi Aksara.
- Rashid, A., Syahrizal, & Rabiatul-Adawiyah. (2012). Pemikiran Pendidikan Islam Ibnu Sahnun: Analisis Kritis Kurikulum Pengajaran di Institusi Pendidikan Dasar Islam. *Jurnal Miqot*, XXXVI(1).
- Ristianah, N., & Ma'sum, T. (2022). Konsep Manajemen Mutu Pendidikan. *Tabyin: Jurnal Pendidikan Islam*, 4(1).
- Sa'dullah, A., & Supriyatno, T. (2021). Peningkatan Mutu Sumber Daya Manusia Lembaga Pendidikan Islam Berbasis Sustainable Development Goals Di Yayasan Pendidikan Anak Saleh Kota Malang. *Evaluasi*, 5(1).
- Sastrawan, K. B. (2019). Peningkatan Mutu Pendidikan Melalui Perencanaan Mutu Strategis. *Jurnal Penjaminan Mutu*, 5(2), 203–213.
- Sudarwan Danim. (2012). *Motivasi Kepemimpinan dan Efektivitas Kelompok*. Jakarta: Rineka Cipta.
- Sugiono. (2019). *Metode Penelitian Kuantitatif, Kualitatif dan R&D Cetakan XXII*. Bandung: Alfa Beta.
- Sulindawati, N. L. G. E. (2018). Analisis Unsur-Unsur Pendidikan Masa Lalu Sebagai Dasar Penentuan Arah Kebijakan Pembelajaran Pada Era Globalisasi. *Jurnal Ilmiah Ilmu Sosial*, 4(1), 51–60.
- Tharaba, M. F. (2015). *Filasat Pendidikan Islam Idealitas Pendidikan Islam*. Malang: Dreamliterabuana.
- Thomson, A. A. (2007). *Strategy the Quest for Competitive Advantage Concepts and Case*. New York: McGraw-Hilal International Edition.
- Wahyudi, S. (2021). Peranan Dana Bantuan Operasional Sekolah (BOS) Dalam Upaya Menuntaskan Wajib belajar 9 Tahun Di Mts Nw Teros Tahun Anggaran 2019/2020. *Cendekia: Jurnal Studi Keislaman*, 7(1), 32–52.
- Wibowo, A., & Subhan, A. Z. (2020). Strategi Kepala Madrasah Dalam Meningkatkan Mutu Pendidikan. *IJIEM: Kajian Teori Dan Hasil Penelitian Pendidikan*, 3(2).
- Zuhriyah, I. A. (2017). Penguatan Soft Skill Berbasis Religius dalam mewujudkan Calon Guru Kompetitif di Era Global. *Hak Cipta© Hak Ada Pada Penulisnya* 114.