

IMPLEMENTATION OF QUALITY MANAGEMENT IN IMPROVING SERVICES EDUCATION AT SD NEGERI 2 KARAWANG

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Abstract :

The achievement of educational goals depends on the quality of educational institutions. In the school context, educational quality is related to the effectiveness of educational services provided in accordance with the intended objectives. Educational quality encompasses two main aspects: process and outcome. School management plays a crucial role in achieving the desired quality, making it essential for school principals, teachers, education staff, and the community to share a common understanding of education and its implementation. This study aims to analyze various aspects of educational quality at State Elementary School 2 Karawang Kulon. Using a qualitative approach, the research examines educational services through interviews, observations, and documentation. The study focuses on the efforts of school principals to improve educational services, teachers' strategies to enhance teaching competencies, and the evaluation of education staff performance. Additionally, this research assesses students' satisfaction with the available facilities and services. The findings are expected to provide insights into strategies for improving the quality of primary education and offer recommendations for stakeholders in enhancing educational services.

Keywords: *Educational Quality, School Management, Educational Services, Teacher Competence, Student Satisfaction*

Abstrak :

Penelitian ini bertujuan untuk mengevaluasi supervisi pendidikan dalam meningkatkan profesionalisme guru. Pembelajaran adalah usaha yang disengaja dan terorganisir untuk mencapai tujuan tertentu. Tujuan pendidikan adalah untuk meningkatkan kualitas potensi manusia. Peningkatan sumber daya manusia diantaranya adalah peningkatan pendidikan melalui proses pembelajaran di sekolah. Untuk meningkatkan kualitas materi pendidikan, sangat penting untuk membina dan mengembangkan guru, yang memainkan peran penting dalam sektor sumber daya manusia. Proses supervisi melibatkan bimbingan dan bantuan pendidik dan anggota staf lainnya dalam melaksanakan tugas mereka secara efektif, yang direncanakan dan dilaksanakan oleh pengawas. Memberikan supervisi merupakan cara yang berguna untuk mengatasi tantangan yang dihadapi selama proses pembelajaran. Supervisi dalam pendidikan adalah ketika pengawas membantu guru menggabungkan keterampilan dan pengetahuan profesional melalui berbicara, mendemonstrasikan, dan membimbing untuk mencapai tujuan pendidikan. Metode penelitian yang dipilih menggunakan pendekatan deskriptif kualitatif. Data yang dikumpulkan terdiri dari observasi, wawancara, dan dokumentasi. Penelitian dilakukan di SMAN 6 Karawang untuk mengetahui dampak supervisi pendidikan terhadap peningkatan profesionalisme guru di sekolah tersebut.

Kata Kunci: *Kualitas Pendidikan, Manajemen Sekolah, Layanan Pendidikan, Kompetensi Guru, Kepuasan Siswa*

INTRODUCTION

Education has spread to remote areas, but there are still many who have not experienced it. The opening of schools by the government and the private sector increasingly supports education, especially in big cities where there are many state and private schools. However, this rapid infrastructure development needs to be balanced by improving the quality of the workforce, including teachers, school principals, administrative staff and students themselves. In other words, even though there is progress in school construction, it is necessary to ensure that all parties involved in education are also qualified so that the teaching and learning process can run smoothly. The concept of quality has now become very important in many aspects of life, including in the field of education, especially in the midst of increasingly open market competition. In the past, the quality of products and services was paid more attention by businesses to meet customer satisfaction. But now, educational institutions are also required to provide quality graduates to meet job needs. Parents, students and the community have a role as customers who can choose the educational institution they consider to be best for their children's future lives. Therefore, educational institutions must provide high-quality services, including adequate facilities, good administrative systems, relevant curricula, and competent teaching and management staff. All of this will help educational institutions become the first choice for society. (Raihan Nasution, 2022)

Competition between educational institutions and the world of work is increasingly fierce, so it is important to improve the quality of education so that it can face rapid changes and increasingly complex challenges. Schools need to look for ways to improve the competitiveness of their graduates and the quality of the educational products and other services they offer. Improving the quality of education in a school requires changes in the way of thinking and actions of all parties involved, including school principals, teachers, administrative staff, as well as parents and the community. They need to see, understand and help in school management, as well as play a role as supervisors who carry out monitoring and evaluation. In addition, it is important to have an accurate and representative information system to support school management. All of these efforts aim to ensure that schools can provide good education to the community. Therefore, a good management approach is very necessary in organizing all activities at school. (Tanjung et al., 2022) School quality shows how well all the various resources in the school are used to achieve educational goals. This quality depends on cooperation between school principals, teachers, educational staff, students, and school committees. The managerial abilities of school principals are very influential, because they are tasked with managing all resources so they can work professionally. Schools are responsible to the government to provide quality education to the community. To ensure good education, the government has set national education standards (SNP) as a reference in assessing school quality. The dimensions used to assess quality are listed in Government Regulation no. 32 of 2013. (Rahwati, 2019) The quality of education can be assessed based on "meeting eight standards set by the government. These eight standards include: a) Graduate Competency Standards, b) Content Standards, c) Process Standards, d) Educational Assessment Standards, e) Educational Personnel Standards, f) Educational Institution Management Standards, g) educational financing standards, and h) Educational Facilities and Infrastructure Standards.

News regarding quality management and educational services at SD Negeri 2 Karawang Kulon revealed the problems faced by the school, especially related to the presence of street vendors selling in front of the school gate. In a report quoted from Pelita Karawang (Gadish Nihala, 2023), parents complained that the presence of these traders made the park and sidewalk in front of the school invisible, thereby disrupting the learning environment which should be comfortable and safe for students. This situation creates challenges for educational services because it can reduce students' comfort and concentration while in the school environment. The presence of street vendors in school areas can cause several problems, such as noise, crowds, and even potential danger for children going to or returning from school. Apart from that, this condition also reflects a lack of attention to the management of public spaces which should support the teaching and learning process. In the context of education quality management, a good physical environment is very important to create a comfortable learning environment. If the environment

around the school is not well managed, this can affect the quality of educational services received by students. It is important for schools and local governments to find the right solution so that street vendors do not disrupt school activities. For example, they could consider providing alternative locations for traders or designing better policies in regulating areas around schools. In this way, the quality of educational services at SD Negeri 2 Karawang Kulon can be improved, creating a more comfortable learning atmosphere for students and meeting the expectations of parents and the community.

The term educational quality refers to the idea expressed by Sallis (1993) who stated that 'TQM is how well this philosophy fits with best educational management practices.' This means that philosophically, the focus is on efforts to implement ideal educational management practices. Apart from that, Sallis also explained that 'TQM is an approach to ensuring quality and standards in education. This approach provides the principles and tools necessary to improve quality.' The quality of education in question is quality that continues to develop, which means that educational quality standards must be in accordance with progress and changes over time. Conceptually, Sallis emphasizes that the concept of quality is dynamic and includes two types of understanding: absolute concepts and relative concepts. In an educational context, the concept of absolute quality tends to produce an elite group and reflects elements of 'luxury and status', indicating very high standards. In contrast, the relative concept does not see quality as a property of a product or service, but as something that can be had without being exclusive or special or even ordinary. (Susanti, 2021) The quality of National Education can be estimated through the achievement of all National Education Standards, which include standards for content, processes, competency of graduates, educators and education personnel, facilities and infrastructure, management, financing and education assessment (Government Regulation of the Republic of Indonesia No. 19 of 2005 has been refined with Government Regulation of the Republic of Indonesia No. 32 of 2013). According to Mohd. Ansyar, there are three important things that influence the quality of education, namely: (a) educators, (b) curriculum, and (c) institutional leadership. To achieve all national education standards, we need to have quality teaching staff, quality curriculum, and functional leaders in educational institutions. (Susanti, 2021)

Etymologically, the term management comes from the English "to manage", which is synonymous with "to hand", which means to manage, "to control", which

means to check, and "to guide", which means to lead. Meanwhile, terminologically, management can be defined as knowledge and expertise in using labor and other resources in the planning, organizing, implementing and monitoring processes. All of this is carried out well and precisely, involving the active role of all members to achieve the goals that have been set. (Raihan Nasution, 2022) According to Law of the Republic of Indonesia no. 20 of 2003 concerning the National Education System (SISDIKNAS), article 1 paragraph 1, education is defined as: "Efforts carried out consciously and prepared to build a learning atmosphere and learning process that allows students to actively grow their abilities. "This aims to ensure that they have spiritual strength in religion, the ability to control themselves, personality, intelligence, good morals, and the skills needed for themselves, society, nation and state." So educational management is the entire process of collective activities in the field of education that uses all available resources, including human, material and spiritual resources, to achieve educational goals. (Nasution, 2022)

RESEARCH METHOD

This method has a very important role, namely the delivery of information and control carried out through the interview method. In this research, researchers used a qualitative approach to examine the quality of education services at SD Negeri 2 Karawang Kulon. The Qualitative Method is a method that uses interviews, researchers conduct direct interviews with school principals, education staff, teachers and students regarding the quality of educational services. Observations are also carried out by visiting schools directly to make direct observations and collect data related to the research object.

RESULTS AND DISCUSSION

School Principal's Efforts to Improve Educational Quality Services at SD Negeri 2 Karawang Kulon

The role of the school principal in planning educational goals is very large, one of which is managing education so that it is of good quality. In the results of the principal's interview: 1) SD Negeri 2 Karawang Kulon always holds work meetings (RAKER) in every new school year including reflection; 2) Prepare a work plan for the coming year so that each activity implementation can run according to plan.

The principal's reference for managing the school so that it is of good quality: 1) Using the National Education System Law no. 20 of 2003; 2) In accordance with SOP (Standard Operating Procedure) Policy. Article 1 paragraph (1) Law no. 20 of 2003 concerning the National Education System (hereinafter written as the National Education System Law) states: "Education is an effort carried out with full awareness and planning. to create a learning atmosphere and learning process, so that students can use energy to grow their own potential. The aim is so that they have spiritual strength, disciplinary abilities, good personalities, intelligence, noble morals, and skills needed for themselves, society, nation and state." (Hakim, 2016) The recruitment process for teachers and education personnel at SD Negeri 2 Karawang Kulon: 1) From ASN (State Civil Apparatus) based on the Education Department; 2) Teachers must complete a Bachelor's degree or from PGSD; 3) Allow honorary teachers to register; 4) The principal's role in recruitment is only the observation part to assess whether or not teaching in class is appropriate. The school principal's efforts to ensure teachers and staff have good competency: 1) Participate in several activities to increase teacher competency; 2) Control the

teacher by supervising the class and directly observing the learning that occurs in the class; 3) Involving senior teachers to carry out supervision and PKG (Teacher Performance Assessment) to see how teachers are prepared to teach.

Based on the results of the interview, educational staff in providing services in accordance with the provisions provided by the school have 2 targets, namely: 1) Services to students are in line with SOPs (Standard Operating Procedures); 2) Service to parents by providing information about student progress at school. The school principal's efforts to ensure that teachers and education staff carry out their responsibilities well: 1) The main factor is attendance; 2) In terms of learning preparation, the day before learning, the teacher will report the learning plans or activities to be implemented, then a progress report is made; 3) Collaborate with the class coordinator (KORLAS) and communicate with parents to provide input on teacher performance.

However, research (Rahwati, 2019) at SD Negeri 2 Gunungpereng found that the education quality assurance system was not running well due to the lack of participation of all parties in planning and sufficient budget support, indicating challenges in implementing quality management. In managing school finances, the school principal budgets on two bases: 1) Based on PBD (Data Based Planning) by looking at the school's education report card, then reviewing what needs to be intervened and improved by identifying it from the education report card and then reflecting on it and improving it; 2) Analyze the school's main priority needs. School operational costs only come from BOS (School Operational Assistance) where students receive IDR 910,000 times the number of students per year. However, there is something that becomes an obstacle in budgeting, namely employee spending. Because at SD Negeri 2 Karawang Kulon there are 49 teachers, consisting of 13 PNS (Civil Servant) teachers and 36 honorary teachers. Apart from employee expenses, there are electricity bills, Wi-Fi, and so on. In managing infrastructure, including maintenance, using costs from BOS funds and involving parent participation for operational maintenance of buildings and maintenance of educational infrastructure.

The implementation of educational management systems in various schools has had a big impact

Towards improving the quality of educational services, although there are several challenges that must be overcome. For example, research by (Lestari, 2017) at Karangpucung State Vocational School shows that by improving the procurement of computer equipment and training teaching staff, staff responsibility for information technology can increase, which in turn helps improve the quality of educational services. This is in accordance with quality management principles which emphasize the importance of managing resources well in order to obtain optimal results.

The school principal's way of measuring service user satisfaction at school is: 1) For teachers, conducting surveys by giving teachers the opportunity to provide input on school services, school management through special teacher links or with school groups; 2) For parents, facilities such as: web, Instagram, WhatsApp and E-mail are provided to provide input and level of satisfaction. Although each parent's satisfaction is different, in essence parents are satisfied with the services provided at the school. The school principal also emphasized teachers to provide maximum service.

For technical measurements, schools only use existing links, not through direct surveys, instruments, Gforms, and so on. The results obtained in the process of measuring satisfaction are feedback from students, teachers and parents by giving appreciation to the school. For example, on Teacher's Day, parents give appreciation to teachers. The principal's efforts to improve the quality and services of education are by self-reflecting with teachers, such as what the teacher has done, what the teacher has done, what has not been achieved in the work plan, and the extent of progress that has been achieved. After that, the school identifies and problems will emerge that exist in each KOBEL (Learning Community) in SD Negeri 2 Karawang Kulon, then they will be resolved together at a work meeting. In improving the quality of education, the school is open to input, opinions, criticism and suggestions from existing links, which are then followed up by the school to improve in order to improve the quality of education at SD Negeri 2 Karawang Kulon. Research (Indraswati & Sutisna, 2020) shows that SDN Prambon has met good educational standards through effective leadership and active participation of all school elements. Overall, although there are various approaches and challenges in implementing an education management system, this research confirms that collaboration between stakeholders and good management are very important to improve quality management and education services in schools.

Teacher Competency Efforts for Implementing Learning at SD Negeri 2 Karawang Kulon. Efforts made by teachers to provide good service to students by adjusting the curriculum of their school using an independent curriculum, and to make students comfortable we have to understand their character, so that the methods can be varied, the most important thing is to shape their morals (the most important thing). Regarding the curriculum, not all of them use the independent curriculum, but some classes use the thirteenth curriculum (kurtilas), and it is adjusted to their talents and interests. Teachers can provide satisfactory services to students. by providing individual services, providing the latest information from the education delivery system, carrying out objective assessments, helping students to understand and adapt to the needs around them, and being a facilitator in the learning process.

Efforts made by teachers to improve the ability of teachers to use something related to the curriculum, and the RPP syllabus curriculum with its methods or work program. Continuing a higher level of education, such as taking a master's or doctoral program. Actively conducting research, which can improve teachers' thinking and analytical power. Creating an environment that supports learning activities, to improve the quality of teaching. Conduct classroom action research, which can improve teacher competency through direct application in the classroom.

The teacher's way of implementing learning is adjusted to the RPP from the start, starting with the steps, such as; learning planning, learning implementation, and learning assessment. By making these efforts, teachers can continue to improve their competence in accordance with job demands and developments in science, technology and art. Evaluation carried out by teachers refers to learning activities, such as the suitability between objectives and material, while evaluation of results assesses the achievement of learning outcomes. Additionally, graduate assessment focuses on how students are assessed after they graduate and contribute to society. The functions of learning evaluation include finding out how efficient and effective the learning process is, as a reference for teachers to make improvements, and as information to help teachers understand the character of each student.

Service Competency Performance of Education Personnel at SD Negeri 2 Karawang Kulon

Educational staff at SD Negeri 2 Karawang Kulon to provide good service: is to assess and train teachers' abilities in providing good service, such as communication, empathy, and skills in solving problems, and SD Negeri 2 Karawang Kulon is also consistent in providing good service to build trust, convey complaints or complaints to teachers, students and principals professionally and quickly, and provide appropriate solutions. Improving service quality uses effective strategies to improve service quality, such as developing teacher skills, providing adequate facilities, and implementing minimum service standards. On the other hand, (Arina et al., 2023) emphasizes that management information systems are very important for managing student and academic data, which supports learning quality and data-based decision making, important aspects in quality management.

The efforts to improve these competencies are: personality competencies which include personal abilities that show the personality of someone who has authority, has good morals, and can be a positive example for students. Education personnel also determine teaching competencies which include teacher skills in planning, implementing and delivering learning. Social capacity also includes the teacher's ability to interact and socialize with school staff, students and parents.

And SD Negeri 2 Karawang Kulon also always carries out evaluations: because evaluation is the main thing that needs to be improved to improve the quality of education. The form of evaluation carried out can be in the form of self-evaluation, evaluation by superiors, evaluation by other teachers, and evaluation by students or parents. The function of evaluation includes assessing goal achievement, providing feedback, identifying development needs, and increasing accountability. Performance evaluation can also be carried out through competency improvement programs, which aim to raise the capabilities of teachers, school principals and education staff in elementary schools.

Student Satisfaction with Facilities and Services at SD Negeri 2 Karawang Kulon

Students feel satisfied with the services provided by the school because the lessons here are fun, like when they were in grade 5 with Mrs. Gina, there were usually games between lessons, so students didn't feel bored and the learning was too monotonous. For class 6, the lessons are more interesting in terms of the material provided and learning methods. Regarding the facilities and infrastructure at this school, students are satisfied with the facilities provided, such as good classrooms, adequate tables and chairs which make students comfortable in studying and encourage students to be more active in school. However, there are also some inadequate facilities, such as toilets that are not clean, libraries that are inadequate, and many students still throw rubbish carelessly, for example by putting rubbish under the classroom table.

Every teacher who teaches has mastered the material well before delivering it to students and creates learning methods that are easy for students to understand. According to students, each teacher's way of teaching is sometimes understandable and sometimes not. For example, when learning science, because the delivery is too complicated for students to understand what is meant by the lesson. Students are not involved in the services of educational staff, because educational staff such as administration are only related or concerned with the students' parents.

The students' hopes for the school in the future are that the school environment will be cleaner, especially the toilets and bathrooms, that they must be kept cleaner and that no students will throw rubbish under the table because it disturbs the comfort of other students in class.

Discussion

A school principal needs to strive to protect and support teachers who are partners in school progress. Teachers play an important role in the educational success that is to be achieved. When facing various problems, school principals should not act arbitrarily, but rather conduct discussions in a good way and apply an approach that can make teachers feel valued. A school principal needs to have the ability to analyze the school's needs, including in terms of facilities and infrastructure, and formulate strategies to improve the quality of education so that it can compete with more developed schools. In his research, Muhammad Ilmi Hidayat Saputra revealed that by understanding and carrying out leadership roles appropriately, school principals will be able to lead their institutions effectively. (Latifah, 2022)

One strategy that can be implemented by school principals to improve the quality of the institution they lead is to improve the welfare of the teachers or teaching staff who teach at the school. Providing awards or rewards to teachers who show innovation, activeness and creativity can encourage teachers' work enthusiasm and motivation to continue to develop. In the management context, the principal functions as a planner who can plan all the school's needs to help the learning process and improve the quality of education. He is also responsible for realizing the plans that have been made and carrying out evaluations for future improvements. According to Fakhri Syafrizal, the principal is the main leader in an educational institution. Apart from being a leader, the principal also functions as a manager who provides direction and manages educational institutions. As a manager, the principal is expected to be able to create a quality educational atmosphere. (Latifah, 2022)

One very crucial aspect in advancing the quality of education is the quality of teachers. Teachers need to be creative and innovative, have relevant competencies, and be willing to adapt to increasingly digital developments so as not to be left behind. Teacher proficiency is the ability possessed by a teacher, which includes knowledge, skills, values and attitudes. All of this can be seen in the right way of thinking and planning when they carry out their duties as professionals in the field of education. (Rambe, 2019) A good teacher will make every effort to ensure the success of his learning. One of the key causes that can support this success is the existence of a lesson plan prepared by the teacher beforehand. With careful planning, teachers can choose the right approach to achieve learning goals. This planning also helps avoid failures in the teaching and learning process. Apart from that, planning regulates learning so that it runs regularly, not just randomly, but with clear direction and organization. That way, teachers can have good time to achieve goals and success in learning, which all starts with good planning. Every educator in an educational institution has the responsibility to prepare a complete and structured Learning Implementation Plan (RPP). This means that the learning process can take place in an interactive, inspiring, fun, challenging and efficient way. Apart from that, the RPP is also expected to be able to encourage students to be active and provide sufficient opportunities for them to take the initiative, be creative

and be independent according to their talents, interests and physical and mental development. (Sukarya, 2020)

Apart from professional abilities, one of the factors that helps teaching staff succeed in carrying out their duties is high work enthusiasm. As head of education, the principal must try to raise the morale of his staff by providing strong encouragement and support so that teaching staff can work more effectively. Research by Aan Ikhsananto and Hengky Pramusinto shows that employee capabilities, office facilities and information technology have a positive and important influence on implementing basic service standards for employees. There are no results if there is no support and strong work motivation. Even though teaching staff have good professional skills, they still cannot achieve perfect work enthusiasm. High drive and enthusiasm can help educational staff to achieve good results, even though their professional skills are still relatively low. (Rahmi, 2019)

Educational development focuses on efforts to improve the quality of education and expand access to learning at every level, from elementary school to university. Students and parents are the parties who directly experience the services from the school. Their satisfaction with the services provided by the school can be assessed using the Community Satisfaction Index (IKM). Student satisfaction with school services can be assessed through nine aspects that have been implemented, namely: (1) physical evidence, which is related to the physical appearance of the school; (2) reliability, which relates to the consistency of rules in schools; (3) competency, which is related to the ability and professionalism of teachers and staff; (4) the teacher's relationship with students, which includes understanding students' needs; (5) communication, which focuses on interactions in the school environment; (6) responsiveness, which is related to the school's ability to fulfill needs; (7) politeness, which relates to attitudes and norms at school; (8) security, which includes aspects of protection in schools; and (9) accessibility, which relates to ease of access to schools. (Fredy et al., 2019)

CONCLUSION

Looking at the results of the research above, researchers can conclude that the implementation of quality management in improving educational services at SD Negeri 2 Karawang Kulon means there is close collaboration between the principal, teachers, education staff and parents of students in implementing learning. This collaboration not only occurs in the learning process, but also in evaluation which makes it possible to improve educational quality services. The school always strives to provide good service and always accepts criticism and suggestions from teachers, education staff, parents and students. (Abdullah, n.d.) also highlights the role of the school principal and cooperation between teachers and the community as the key to achieving quality education goals.

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