SCHOOL MANAGEMENT IN INCREASING THE QUALITY OF EDUCATION AT BANYUAJUH 6 ELEMENTARY SCHOOL

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ABSTRACT

The success of the quality of education is largely determined by the leadership of the principal in managing teachers, facilities and infrastructure, and students. The teacher as the central figure in the class needs special attention and special treatment so that the teacher can maximize his role. Likewise with the management of school facilities and infrastructure and students. The use of facilities and infrastructure as a tool to support the success of education needs to get good management. The purpose of this study was to analyze school management to improve the quality of education at Banyuajuh 6 Elementary School. The method used in this study was descriptive qualitative with data collection techniques in the form of interviews, observation and documentation. The results of the study stated that in the implementation of the Banyuajuh 6 Elementary School management program, the strategy applied was to achieve an increase in the quality of education, including: program socialization, SWOT analysis, problem solving, quality improvement, and monitoring and evaluation of school program implementation.

A. Introduction

The definition of education states that education is an effort to educate the life of the nation, develop Indonesian people who are faithful and pious, have noble character, and impart knowledge and skills. Humans will be able to express themselves more fully through education. In Law Number 20 of 2003 concerning the Public School System, the aim of general development is established, namely specifically fostering the ability of students to become human beings who believe, fear God Almighty, are virtuous, knowledgeable, skilled, imaginative, independent and become citizens. a country. popularity-based countries. and be responsible.

Teachers and principals are educational staff in schools who play the most important role and significantly influence the quality of education. Empowerment of all school components as learning organizations based on their main tasks and functions in the program structure is called school effectiveness. . The goal is for students to learn and achieve predetermined results, namely competence. To achieve the school's vision, mission and goals effectively and efficiently, a school must be able to empower every important component, both internal and external, and must have a good, transparent and accountable management system.

The principal's leadership in managing teachers, students, and facilities and infrastructure is very responsible for the success of the quality of education. Because the teacher is the most important person in the class, it requires special care and attention in fulfilling his role to the fullest. Likewise the management of students and school facilities and infrastructure. Good management is needed to utilize facilities and infrastructure to help the success of education. Of course effective management is needed, especially when dealing with students as educational objects with various characters. and background. SBM gave schools a lot of power and created a new, more democratic and open leadership. It also requires responsibility for managing school resources by involving the community, encouraging school principals to be professional, and creating a curriculum that encourages teachers to innovate (Education et al., 2016).

Initial findings from Banyuajuhh 6 Public Elementary School regarding school management, among others; prepare, implement, and evaluate performance. A high quality school management system that is able to continue to be developed and improved and can satisfy all customers is needed to improve the quality of education in schools. In making a syllabus, a teacher must consider the situation of students, especially in terms of cognitive, effective, psychomotor, and

appropriate learning methods, as well as goals that must be achieved within a certain period of time. The following are some of the causes of the low quality of school education: standardization, efficiency and effectiveness of teaching. In addition, unique problems in training are the low skills of instructors and staff of schools, offices and foundations, government assistance to educators, student achievement, the door is open for instructive value, the relevance of training and significant training costs.

With a worldview of public authority strategy in addition to scientific advances and innovations that have changed almost all parts of human existence where various problems can be overcome by efforts to master and further develop science and innovation which are very beneficial for human existence, but from one From this development point of view it has also brought humanity into a world contest that is increasingly wild. improve the quality of human resources in a "planned, directed, intensive, effective, efficient and productive manner". Through various initiatives to develop higher quality education, the government and the private sector work together to make it happen. due to the urgency of improving the quality of human resources. All stakeholders in the field of education crave and demand quality education. Everyone will definitely prefer to study at quality institutions. According to Asrul et al, schools and other educational institutions must be able to provide quality services in order to compete with other educational institutions and avoid being left behind (Asrul et al., 2022).

B. Method

This research use desciptive qualitative approach. According to (Sugiyono, 2016) the qualitative descriptive method is a research method based on the philosophy of postpositivism used to research on natural object conditions (as opposed to experiments) where the researcher is the key instrument. Data collection techniques are carried out in triangulation (combined), data analysis is inductive/qualitative, and qualitative research results emphasize meaning rather than generalization. Qualitative descriptive research aims to describe, describe, explain, explain and answer in more detail the problems to be studied by studying as much as possible an individual, a group or an event. In qualitative research, humans are research instruments and the results of the writing are in the form of words or statements that are in accordance with the actual situation.

Data collection can be done in various settings, various sources, and various ways. When viewed from the settings, data can be collected in natural settings such as laboratories with experimental methods. Furthermore, when viewed from the point of view of methods or techniques of data collection, it can be done by interviews, observation, and documentation. After the data collection process is carried out, then perform data analysis. The data and information that has been obtained will be analyzed with a qualitative pattern and interpreted continuously from the beginning of the research to the end of the research. The analysis process carried out aims to help researchers facilitate and organize the pile of data obtained, whether the data is stored or set aside if it does not meet the wishes of the research question.

C. Result and Discussion

1. The Concept of School Management

In a broad sense, management is the process of planning, implementing, and managing organizational resources in order to achieve goals successfully. Meanwhile, administrators in a limited sense are school/madrasah administrators which include: school/madrasah program planning, school/madrasah program implementation, school/madrasah principal leadership, evaluation, and information systems. As a formal educational institution, schools must be able to maximize the potential of students. Cognitive, affective, and psychomotor aspects make up this potential. The process of planning, organizing, directing and supervising schools to achieve predetermined educational goals is known as school management. As a school manager, the principal holds a predetermined position within the school structure. One of the major needs in executive schools is blackboard learning.

In general, there are four management functions that are widely known to the public, namely the planning function, the organizing function, the directing function and the controlling function. For the organizing function there is also a staffing function (formulation of staff). In the management process involved the main functions performed by a leader, according to (Yamin and Maisah, 2009), namely "planning (planning), organizing (organizing), leadership (leading), and supervision (controlling) (Education et al., 2016)

2. Quality of Education

Quality is related to the good and bad of an object, grade or degree. The desired quality of education does not just happen, but quality needs to be planned.

Careful planning is one part of efforts to improve quality. In general, "quality is defined as the overall description and characteristics of goods or services that demonstrate their ability to satisfy expected or implied needs. In the context of education, the notion of quality includes input, process and output of education.

Educational input is everything that must be available because it is needed for the process to take place. Input resources include human resources (principals, teachers including BP teachers, employees, students) and the remaining resources (equipment, supplies, money, materials and so on). The process of education is changing something into something else. Something that affects the ongoing process is called input, while something from the results of the process is called output. The output of education is school performance. School performance is school achievement resulting from school processes/behaviors. School performance can be measured by its quality, effectiveness, productivity, efficiency, innovation, quality of work life, and work morale.

Quality education process if all components of education are involved in the educational process itself. The quality referred to in an educational perspective is quality in a relative concept, especially in relation to customer satisfaction. There are two education customers, namely internal and external customers. Quality education when internal customers (school principals, teachers and school employees) develop, both physically and psychologically, while external customers, namely: (1) primary external (students), (2) secondary external (parents, government and company leaders), and (3) external tertiary (job market and wider community.

3. School Management in Improving the Education Quality of Banyuajuhh 6 Elementary School

Implementation and monitoring components such as monitoring, evaluation, and reporting are an integral part of planning. Planning oversight can be preventive or repressive. Repressive supervision is functional supervision over the implementation of plans, both internally and externally, by the assigned supervisory apparatus, while preventive supervision is supervision that is attached to planning.

School programming has about two capabilities, in particular: structuring is a deliberate effort that describes planning a series of steps that must be carried out to achieve a hierarchical or institutional goal taking into account the assets that can be accessed or provided; Furthermore, compiling is a movement to activate or

utilize limited wealth skillfully and earnestly to achieve the goals that have been set. The curriculum, various learning tools, teaching time, and the learning process will all be directly influenced and determined by school management.

Current school supplies programs include: construction or repair of school buildings, addition of classrooms, construction or repair of school yard fences, construction or repair of sports fields, and repair or provision of student benches are examples. The following methods are used in implementing school management programs to improve educational standards: program socialization, SWOT analysis, problem solving, quality improvement, and monitoring and evaluation of school program implementation are all included.

Evaluation of the implementation of the school program is the last step. Evaluation is a procedure used to assess the level of success of a program. Financial and technical reports must be included in the evaluation of school program implementation. Technical reports focus on program implementation and results of school program implementation, while financial reports focus on money management and accountability.

In terms of school management, it is the principal's responsibility to provide manuals and teacher books; Teachers understand and explain educational goals, which include curricular, general, instructional, and specific goals; Teachers plan extracurricular activities and curricular programs, such as annual events; teachers make learning media and tools, schedule and distribute assignments, create learning evaluation systems, supervise teaching and learning activities, develop class promotion standards, and develop libraries as places of learning and knowledge. Starting from program planning, implementation, monitoring and evaluation, as well as reporting on program implementation—including finance—the community can participate in all aspects of school management. Schools will definitely not function perfectly without the support of the community. The development of a good school is very dependent on the support of the surrounding community.

Various obstacles will be encountered in the planning and implementation of school programs. The lack of community participation and financial difficulties make it difficult to plan school programs, resulting in low school management support. unable to contribute funds for education, the principal can make an effort by inviting parents and the community to provide non-financial support to the school. workforce from the community.

The principal of Banyuajuh 6 Elementary School found that educational relevance was the most significant challenge in realizing the school's program. This is an educational problem that requires modification and improvement of educational program materials in order to adapt quickly and flexibly to the ever-changing demands of the world of work and society. Principals have attempted to solve this problem by implementing nine year compulsory basic education programs that are of higher quality and more effective for individuals and communities. This requires the involvement of community leaders in designing curriculum content and learning methods.

The actions and behavior of the school principal reflect the responsibility of school-based management in the framework of educational development autonomy in the education unit. In this case the school committee assists the principal and teachers in managing educational development activities. To differentiate itself from the centralized tradition, schools as autonomous institutions whose administration remains within the corridors of the national education system emphasize the spirit of decentralization. up to the school level. Education will benefit from an understanding of development management through two main areas of activity: concept and practice. At Banyuajuh 6 Elementary School, education management is the process of planning, organizing, leading and controlling education to achieve the set development goals effectively and efficiently. The practice of developing educational institutions at Banyuajuh 6 Elementary School is an application of this concept, while the concept relates to educational development at Banyuajuh 6 Elementary School. Concepts and practices go hand in hand and work well together. The development of education must be in line with the goal, namely increasing the independence of schools by giving greater authority to manage school resources and encouraging the participation of all interest groups, when the concept and practice axes continue to complement each other and are tested empirically. The quality of education is the ultimate goal of the development carried out at Banyuajuh 6 Elementary School. The educational institution that carries out the development also fosters and develops the seven components of school management through four more effective school management processes.

The level of success in managing an environment that gives nuance so that learning programs can grow and develop optimally is the development of quality education. When teachers are able to complete all the learning program material

that has been designed to have several components that receive the highest pressure in educational quality management, namely the learning process, their development in teaching a field of study feels successful. Institutions, programs, decision-making, management, learning processes, monitoring and evaluation are examples of these sections. All input is processed with the aim of empowering students and encouraging them to learn how to learn (learning to learn). Analysis of educational efficiency describes the relationship between input and output, or between input and output, as capital for improving the quality of education. process. For this reason, it is necessary to improve the work ethic, school climate, school culture, work morale, and awareness of school personnel to support quality improvement. More output than input sources (resources for input) indicates an efficient system. Using limited educational resources effectively to achieve the optimization of high-quality education is known as efficiency in educational development. The educational process will be efficient if predetermined educational products can be obtained with minimal input costs or if maximum educational products can be obtained with predetermined educational products. input) costs. Both of these results are considered optimal.

Methods for dissecting or estimating instructive abilities include: (1) determining the ratio between the plans implemented and the inputs and outputs of school-based planning; (2) Make a ratio between realized educational program inputs and realized output so that realized education programs are carried out in proportion to realized inputs; 3) dividing the planned ratio by the realized ratio and multiplying by 100 to determine the percentage of performance efficiency achieved; 4) offering qualitative significance; and assessing the effectiveness of student education The educational efficiency performance achievement scale is used to calculate the educational efficiency score. Position and rating (percentage) on a scale taken from the findings of the analysis and given a meaning score.

Evaluation of educational efficiency is the third analysis for development mapping. The success of an educational organization in achieving its goals can be determined by analyzing the effectiveness of its education. However, adequacy is not focused on the costs that have been incurred to achieve these goals. instructive improvement goals. An educational institution will be considered effective if it achieves its goals, regardless of the costs incurred. Minimum standards of education are not met by nearly half of all schools. This shows that there are still many schools that need to improve the quality of education. their educational

services. Even those schools that are still operating at minimum standards – which are certainly not the best in terms of quality of education services – have to bear this additional burden.

D. Conclusion

School program planning has two functions, namely: planning is a systematic effort that describes the preparation of a series of actions to be taken to achieve organizational or institutional goals by taking into account available or provided resources; and planning is an activity to mobilize or use limited resources efficiently and effectively to achieve the goals that have been set. The school's annual plan includes: the teaching program consists of: the need for teachers, the division of teaching tasks, the procurement of textbooks, teaching aids and visual aids, the procurement or development of school laboratories and school libraries, the learning achievement assessment system, and curricular activities.

In the implementation of the Banyuajuhh 6 Elementary school management program, the strategy applied was to achieve an increase in the quality of education, including: program socialization, SWOT analysis, problem solving, quality improvement, and monitoring and evaluation of school program implementation. Evaluation is an action taken to determine the level of success of a program that has been implemented. Evaluation of the implementation of school programs needs to be made a report consisting of financial reports and technical reports.

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