

An Analysis of Quality Management (QM) of School Management in School Accreditation Grade A

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ABSTRACT

Education quality is important for those who are involved in that school either directly or indirectly such as principle, headmaster, teacher, staff administration, students, parents and etc. A case study was used to get the overview about the quality management in school' management at SMA Negeri 1 Subang based on the school' accreditation grade A. Quality Management (QM) was employed as an approach in analyzing and characterizing the school's quality management. The purpose of study was to identify the criteria, standards and indicators in management of school, to get the overview how to get the good quality in education based on the school's accreditation A. Quality Management will be focused in analyzing management of the school. The result illustrated that QM can be used as an approach in analyzing the quality of education. There are seven indicators that should be achieved in quality management; curriculum, achievement, learning and teaching, students' support, school' ethos, resources and management, leadership and quality assurance. Quality of education organized by the member of school and it should contribute each other between principle, headmaster, staff administration, teacher, students and parents. Principles and criteria used based on Quality Management that there should be the process of plan, do, check, and act continuously. Thus, quality management in education should be designed cooperatively in the members of the school and as an evaluation it should be monitored continuously.

Keyword: Quality Management, School' Management, Language Education, English as a Foreign Language

INTRODUCTION

Education is fundamental for development and growth. Many people agree that education can be as a bridge in acquiring, learning and developing skills and knowledge. It is

as the reason that's why education is important (Algorithms, n.d.). Through education, it can give positive changes in human life and also can create awareness and expand our vision. As we know that every

country has education systems and it is different between each country. Education also can help the country to solve the problem (Campbell, 2006). Then, it becomes important to improve the quality of education (Susana Vlastic, Vale, Smiljana, 2009). Education can be created in every place. However, school as one of place that can facilitate people or students to get education formally.

Quality of education is important in achieving the goals of the school and creates the good quality of students. According to Suzana Vlastic stated that education quality is dynamic, multi-dimensional concept (Susana Vlastic, Vale, Smiljana, 2009). It means that it is not only refers to the educational model but also the institutional mission and its goal such as the specific standards of the system, facility, program or event. In term of education, several ways to determine the quality of education is by comparing the results with the given of goals or by comparing it with previous standards established. According to the explanation above, it can be inferred that one way to improve the quality of education is by doing the evaluation. The member of school can evaluate the program and the result of the process. Based on Daniel L. Stufflebeam, evaluation is a vital component of the continuing of health of organization, "If evaluations are conducted well, organizations and their people will have the satisfaction of knowing with confidence which elements are strong and where changes are needed" (Stufflebeam, Daniel. L and Coryn, 2014). Then, it can be inferred that evaluation as the

important things in the program also in the course of teaching and learning process and usually every school do the evaluation program in the beginning or in the end of the term.

However, in utilizing the quality education in the school still need attention. As we know that there are several schools which also have poor quality of education. The factors that contribute to poor quality of education are many and varied. Then, as a result, it can influence in the growth and development of students in that school. It is generally not one particular aspect of the service that results in poor quality, but a combination of factors that have a negative effect on student's learning. Factors such as leadership, vision and professional learning and development that contribute to high quality in some services are lacking or ineffective in poor quality services. Rigidly implemented routines, poorly resourced or unsafe learning environments and inappropriate teaching practice are also factors in poor quality education and care (Susana Vlastic, Vale, Smiljana, 2009).

Then, it also can be caused the managers and educators do not understand the concept of what high quality looks like. It is the lack of capability of managers and educators to change practice or they believe that their service is operating well. It means there are not evaluation program to evaluate what have been done. Other conditions that make the poor quality are the managers or educators are unaware of issues or risks to children, lack of willingness

or motivation to change prevails, ineffective leadership can result from lack of experience,

Based on the explanation above that poor quality of education can be occurred, if the quality management of the education cannot be managed and designed, it means the quality management as the important point that should give attention in avoiding the poor quality of education. Then, this research conducted to analyze the concept of quality management of school. It is formulated the research questions of this research are;

1. How the criteria of good management in that school?
2. How to manage the school to achieve good quality management in education?

Thus, quality management in the school will be analyzed in which to see and analyze deeply about the concept of good quality management in the school. Specifically, this research will be conducted in SMA Negeri 1 Subang in which there is the school which has accreditation in grade A. Then, by knowing it about the quality management, we can adapt it in others school as the way to improve the quality of the school.

METHOD

Qualitative research was employed in this research. In this research, the writer looked deep in one specific phenomenon that was in analyzing the quality management in SMA Negeri 1 Subang which has accreditation in grade A. In the qualitative research specifically the writer used a case study because it explores in the depth activity in one

or more individuals (Creswell, 2009, p. 30). The data of this research is the explanation or elaboration that indicates with the indicators of quality management in education and the data source of this research is the member of SMA Negeri 1 Subang such as principle, headmaster, staff administration, teacher, students and parents. Then, in analyzing the data, it used the concept of quality management (QM) approach which has seven indicators to measure the quality management in education. In collecting the data, it uses naturalistic observation and interview with the member of the school.

FINDING AND DISCUSSION

After observing and interviewing the stakeholders in SMA Negeri 1 Subang, it illustrated that the management in that school is good. It could be inferred from the seven indicator of quality management and criteria of school management which is experienced by the school. However, it is the vision and mission of SMA Negeri 1 Subang to give an overview about SMAN 1 Subang.

According to the vision and mission of SMA Negeri 1 Subang, it can be inferred that the school would like to create the students who has good quality in education and good in attitude in which they can follow the development of technology and globalization. Then, Manajemen Mutu berbasis Manajemen Partisipatif is applied as a strategy to get the goal. Curriculum used is curriculum 2013. The students learn in the school start from Monday until Saturday and there are 25 extracurricular that can be followed by the students relating to

their passion. Then, in the end of the teaching and learning, the students can ask the teacher about the additional lesson which is needed by the students. In the process of teaching and learning applied active learning in which the students participate actively in the classroom by doing group discussion, group

experiment and presentation.

There are 53 teachers and 1098 students. SMA Negeri 1 Subang participates in International event and competition. There are several achievement from that school internationally, for instances,

Table 1. SMA Negeri 1 Subang's Achievement

<i>Name of Activities</i>	<i>Year</i>	<i>Level</i>	<i>Results</i>
2nd APEC English Contest	2008	Internasional	Juara II (Asep Saeful Ulum)(APEC Busan, Korea Selatan)
Electrical Engineer	2008	Internasional	Juara I (Asep Saeful Ulum) (ALCOB Edutainment Exchange Programme, Busan Korea Selatan)
Team Leader	2008	Internasional	Juara I (Asep Saeful Ulum) (ALCOB Edutainment Exchange Programme, Busan Korea Selatan)
Seleksi Student Exchange	2008	Internasional	Peserta (Anisa Nanda)
Students Leaders Adventure Camp	2008	Internasional	Peserta (Anisa Nanda)
Local Traditional and Ceremonies-Weding - Aisa Europe Classroom Network	2009	Internasional	Juara I, AEC Award for 2008/2009 AEC Net Project Competition (Agung,Ahmad,Audrey,Bagus,Dessy, Euis) penyelenggara Asia Europe Foundation (ASEF)
Mastering Media Facts or Fiction - Aisa Europe Classroom Network	2009	International	Juara II Excellence Award for 2008/2009 AEC Net Project Competition (Evan, Hasan, Khamia, Lies Devi, Ophilia) Penyelenggara Asia Europe Foundation (ASEF)
Excellent and Well roundness KOVA Scholarship	2009	Internasional	Peserta (Andris, Hendrik, Syamsul) Penyelenggara Korean Overseas Volunteers (KOVA)
Twinning Programme	2009	Internasional	Peserta (Arini, Audrey, Anggi, Nida, Evan, Femela, Riztrya, Dessy, Anistia) Pioner Secondary School.

Based on the achievement above SMA Negeri 1 Subang becomes the favorite and the best school in Subang. Then, this school also gets the accreditation in grade A. In managing the school, it has the headmaster who leads the school which is supported by three vice principle. Most of the students support the policy which is built by

the school. It means there are the corporation between teacher and student in creating the good atmosphere in the school.

As explained before that Suzana stated, in identifying the quality management of the school, it need the indicators of quality in education.

Curriculum

SMA Negeri 1 Subang applied curriculum 2013 which use the curriculum from the government. It is specifically designed the structure of curriculum such as program/ goals, tasks, focus on development of functional tasks. Focus on students' activities, integration of program within and between areas courses and programs key competences that students develop in the given school. As a routine program, all the teacher, headmaster, principle arrange the program that focused on designing and arranging the program for one year. For curriculum, it already provided by the government. Syllabus, lesson plan and all the program are arranged refers to curriculum 2013. This school also facilitate literacy program for the students in which the students should read the book 3 minutes before teaching and learning take place.

Achievements

Most of the students in this school contribute and participate in the event or competition nationally and internationally. It makes the school got so many achievement such as the international event, formal and informal competition and so on.

The teacher as facilitator supports the students in every event in the school. In this case, to get the achievement not only the teacher who guide the process but a headmaster as the leader contributes and participates in building the power of the students. It can be proved that in every event which is followed by the students, the headmaster also give the motivation and guidance for the student before

doing the competition. Actually, it is helpful to build confident of the students. It can be inferred that in getting an achievement, the member of the school also give their contribution in helping the students to get the achievement.

Learning and Teaching

The school provides the training for the teacher in creating and building good atmosphere in the teaching and learning process. The training also provides the program which is designed by the teacher and an evaluation program about the previous term. It means the teacher ready when they doing the teaching and learning process in the classroom. Active learning as the basic process in teaching and learning that must be applied by the teacher in the classroom. Then, in the process of teaching and learning focuses on the students' work and experience, the teacher analyze the needs of the students which is started in the first meeting and process monitoring and evaluating the work of students by the teacher also the work of the teacher by the headmaster and supervisor. Remedial and additional time for learning are as the program which is facilitated by the school in which if the students cannot achieve and follow the learning process, the teacher ready to help them. Then, 75 is as the minimum score that should be achieved by the students.

Students' Support

Most of students in this school have high motivation in learning. As we know, because the position of this school as the best school in Subang, it

makes the student need to do a test and selection to join in the school. As the result, most of the student who join in the school love learning and has good attitude in social and spiritual growth. It can be proven from the achievement that always experienced by the students. Then, the students also love joining the competition and event international and national. It means the students also support to create the good quality of the school and the students also have good self-management that also influence to the school. The students also support in all aspects of learning, progress, students and teachers' personal development.

School' Ethos

In school ethos, it has the relation in school policy, school atmosphere and relation, specific goals of each individual school, orientation toward students, teacher and parents' satisfaction. Then, it already applied and used in SMA Negeri 1 Subang in which the policy which is designed make students get motivation in learning and building the character of students and it also supported by the parents because it has the program that is contributed by the parents and it is socialized to them.

Resources

It means that the school should has school resources which relate to facilitation provided in the school, teacher, professional associates, the principal; their education, teacher teamwork, cooperation; being open to innovation and material resources. SMA Negeri Subang designed to have all of the

aspects above. In this case, all of the members of the school contribute in building the good quality of the school so the term of quality management is already had for each of them.

Management, Leadership, and Quality Assurance

In managing the school, it leads by the headmaster in monitoring the activity in the school. Management means all the aspect that manages the school days-to day activities in the school and successful leadership are identified as defining vision, values and direction, improving condition for teaching and learning, redesigning the organization; aligning roles and responsibilities, enhancing teaching and learning, redesigning and enriching the curriculum, enhancing teacher quality, and so on. Quality assurance is used to check, monitor and evaluate the product and process, it is as the process to see that the process take place very well and require the standard for all of components in the school. It can be inferred the three of them relate each other in which management also leadership used to manage the process and product and quality assurance is used to control and monitor the process. Actually, the school has good management and leadership but they do not use the concept of quality assurance but in their perspective quality assurance as the process of evaluation in which taken place by the school.

Then, according to the explanation above, it can be inferred that SMA Negeri 1 Subang has good quality in the headmaster, teacher, students and

all the staff. The good quality here means that the entire member of school knows about their roles, task and job and responsibility and they contribute each other to achieve the goals, vision and mission of the school.

Based on the interview of the vice principle of curriculum in SMA Negeri 1 Subang, criteria applied in this school, it should have the good management, leadership, professional development of the teacher, headmaster and the staff of this school. However, usually, the concept of the school is school-self evaluation for school improvement used, it means there are also the process of evaluation about teaching and learning process, school program, students program and etc. Then, the school has good relation with school stakeholder such as parents, other community that support in educational process, it means if there are the program take place in the school, the stakeholder participate actively in supporting the school program. Curriculum as the guidance also for the teacher in the process of education, it means that the process of developmental plan also described and planned. Then, he also confirm about the criteria of quality management which is experienced by the school. It can be inferred that

In discussion about the criteria, it has five criteria of quality management elaborated by Hasso Kukemelk, the five criteria that modify for school management such as school leadership, school strategic planning (developmental plan, curriculum and other language term plans), school pedagogical staff and

support systems (personnel), school stakeholders (parents, students, local community and resources, educational process. Most of the concepts above are also followed by the school (Kukemelk, 2012). Teachers and the members of the school assembly together to discuss, design, or create about the points above. It means the concept above can be confirmed as the criteria in managing the good quality management in education especially in school system.

The concept of Ernest Deming (1900-1993) also can be confirmed as the principle in achieving the good management in school. They are PDCA concept which is elaborated as follow; plan, do, check, and act (Heyworth, 2013; Ruzicic, Vesna S & Micic, Zivadin M, 2020). Based on the result of the interview, it shows that the schools experience the entire concept above. The process start from the planning, the planning encompasses about the program that would be achieved in one year, it can be thee program for teaching and learning process, students program, teacher program and school program. After doing the planning, then implement the plan and collect data also the process of checking. It means the process of evaluation about the program that already planned and the process of analyzing about the program, it means what should be prepared and what should be repaired. The process is called act process.

CONCLUSION

In conclusion, quality management in SMA Negeri 1 Subang is conducted by the entire member of the school.

The principle, headmaster, staff administration, teacher, students and parents contribute and has their self-management based on their role and position. Quality management in education should achieve the seven indicators to get the good quality of school such as curriculum, achievement, learning and teaching, students' support, school' ethos, resources and management,

leadership and quality assurance. SMA Negeri 1 Subang followed and already build the seven indicators to achieve their goals in better education in EFL. It means quality management in education should be designed cooperatively in the members of the school and as an evaluation it should be monitored continuously so they can know which components that should be repaired.

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