

## Education Quality Management in Improving Junior High School Performance in Tangerang Regency

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### Abstract

The background of this research is that the quality of junior high school graduates in Tangerang Regency is still low. This is due to SMP management that has not been optimal both in terms of organizational planning, program implementation, evaluation and problem solutions. The purpose of this study was to find out the activities carried out in planning, organizing, assessing junior high schools in Tangerang Regency, the obstacles encountered and solutions to overcome the obstacles. This study uses a qualitative approach based on the results of observations, interviews and documentation. This study uses the main theory, namely the management theory of Terry. The results of the study show: 1) Planning Has been carried out oriented to the guidelines, but not all aspects that should exist in the planning function have been carried out, an important problem that has not been carried out is the identification of performance improvement problems that have not touched the problems faced by teachers in improving their performance..2) In Quality implementation is carried out oriented to guidelines for improving the performance of junior high school teachers; 3) In Evaluation is carried out oriented to the management supervision function, however, not all aspects of supervision have been carried out, there is no supervision of supervisors from senior teachers and supervision is still not optimal in following up on the results of supervision 4) The obstacle encountered is the 3M factor, namely the Man factor (supervisor and supervisor). teachers), Materials (infrastructure) and Money (budget / financing), the Man factor is still the main constraint factor in the implementation of improving the performance of SMP; 5) The solution, to overcome the problem is to overcome the constraints of limited facilities and budget factors, the supervisors and principals of junior high schools make a more precise budget preparation and make budget efficiency for the school operational financing component.

**Keywords:** Management, Quality and Performance.

### INTRODUCTION

In the perspective of National Education Development, education must play a greater role in building all human potentials so that they become subjects that develop optimally and are beneficial for society and national development. In such a context, the development of education covers a very wide variety of dimensions which include social, cultural, economic, and political dimensions. In a social perspective, education will give birth to educated people who have an important role in the process of social change in society. From a cultural perspective, education is an important vehicle and an effective medium for teaching norms, disseminating values, and instilling an ethos among citizens. From a political perspective,

Education for the Indonesian people is a very crucial state problem. So there must be serious problem solving. The problems faced start from the lack of budget for education. The lack of educators and education staff, lack of focus on policies in the field of education. These problems can lead to the development of KKN State officials. All of this is a problem of education, because education is nothing but "to humanize humans through improving all the abilities that exist within them, such as intellectual, emotional and spiritual abilities"

(Sudrajat 2001:19). demands for education reform and demands for accelerating the realization of the Millennium Development Goals.

On the other hand, in this era of globalization, it is an era of quality or quality competition, whoever is qualified is the one who is able to maintain their existence and control all aspects of the world, especially the world of education. Therefore, the development of quality Human Resources (HR) is a necessity that cannot be negotiated anymore. HR is the main support for independent and just national development. Supporters of the implementation of good governance and clean governance. And become a way out for the Indonesian people from multi-dimensional crises, poverty, and economic inequality as well as weak faith and moral degradation.

A solid education is the basic capital for the development of a country. Education will give birth to reliable human resources and the driving force, namely: the main driving forces and magnetic forces to launch development (Siagian 1981:85) "A nation with a backward level of education will cause the nation to experience underdevelopment in various fields of development.

To answer these demands, many breakthroughs have been made by the government and the people in overcoming educational problems. One of them is that from 1999 to 2002, four stages of amendments to the 1945 Constitution have been carried out, becoming the 1945 Constitution of the Republic of Indonesia which is currently in effect, which is the soul of the nation and the foundation of the Indonesian state.

Basically, it is clearly stated in the preamble and the articles of the 1945 Constitution of the Republic of Indonesia after the amendment, namely that the purpose of the state is to educate the life of the nation, and the central and regional governments are obliged to finance education of at least 20% of the APBN and APBD.

It seems that the weakness of education in the current reform era, with the issuance of Law Number 20 of 2003 concerning the National Education System, does not lie in the national education system, but in the implementation of the Act. In Law No. 20 of 2003 in chapter 2 article 3 "National education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming to develop the potential of students to become human beings who believe and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens."

The provisions in chapter 2 article 3 of Law No. 20 of 2003 above are in line with the mandate of the opening of the 1945 Constitution in the 4th paragraph and the articles in it. In the 1945 Constitution after the 4th amendment in Chapter XIII on education and culture, article 31 paragraphs (1–5) states as follows:

1. Every citizen has the right to education
2. Every citizen is obliged to attend basic education and the government is obliged to pay for it.
3. The government seeks and organizes a national education system, which increases faith and piety as well as noble character in the context of the intellectual life of the nation as regulated in the Act.
4. The state prioritizes the education budget at least 20% of the State Revenue and Expenditure Budget (SREB), as well as the Regional Revenue and Expenditure Budget (SREB). To meet the needs of the implementation of national education.
5. The government advances science and technology by upholding religious values and national unity for the advancement of civilization and the welfare of mankind (Secretary General of MPR.RI,2007.h.53)

Education is held in a centralized/regional autonomy basis, based on the concept of school-based management (SBM) that is regulated in Law No. 20 of 2003. In the provisions of articles 10, 11 and 12 of Law No. 20/2003 it is stated "That the affairs in terms of directing, guiding, assisting, providing services, facilitating, guaranteeing financing and supervising, most of which are left to local governments."

The national education system clearly has a big duty and responsibility in overcoming the problems of national education facing this nation. The duties and responsibilities are mainly regarding quality assurance as regulated in government regulation (GR) Number 19 of 2005 concerning National Education Standards (NES), which consists of eight quality standards, namely "content standards, process standards, graduation competency standards, educational standards". and education, facilities and infrastructure standards, management standards, financing standards and education assessment standards."

Law No.17/2007, concerning the 2005-2025 long-term development plan states that the education level of the Indonesian population has increased, among others: measured by the increase in the literacy rate of the population aged 15 years and over, the increasing number of people aged 15 years and over who have completed junior high school/MTS and above, increased average length of schooling and increased enrollment rates for all age groups. However, these conditions are not sufficient to face the increasingly fierce global competition in the future. This is exacerbated by the high disparity in education levels between community groups, especially between the rich and the poor, between urban and rural areas, between regions and gender disparities.

Several studies show the quality of education in Indonesia is experiencing erosion. Various international and local indicators reinforce the notion that something is not quite right in the arrangement and management of the national education system. Internationally, the quality of Indonesia's human resources is far behind from other nations in the world, even around Southeast Asia.

Based on the Political and Economic Risk (PER) survey, the quality of education in Indonesia is ranked 12th out of 12 countries in Asia. It is sad again that Indonesia's position is under Vietnam. Worryingly again, the results of the 2007 World Competitiveness Year Book survey show that the competitiveness of our education from 55 countries surveyed by Indonesia is at number 53.

The impact of the low quality of education in Indonesia can be seen from Indonesia's Human Development Index (HDI), as reported by the UNDP, HDI in 2007 of 177 countries published by HDI, Indonesia is in 107th place with an index of 0.728, to rank 7th out of nine countries. ASEAN is below Vietnam and above Cambodia and Myanmar.

This problem occurs because education policies are often dominated by political interests, discrimination and are not based on quality improvement, referring to the remarks of the Minister of National Education of the Republic of Indonesia in Fasli Jalal (2001:7) when the education reform working group submitted its report at the Ministry of National Education which stated that "Teacher professionalism is still low and gets the highest ranking. 26 of the 27 countries studied, it can be said that the quality of education in Indonesia is very low and worrying". Not only that, some teachers in Indonesia are even declared unfit to teach.

From the teacher profile above, we should suspect that there is a significant correlation to the low quality of Indonesian education. Efforts to improve educational qualifications and certify teachers who have met academic requirements are non-negotiable demands. This policy should be a priority program of the strategic plan of the Ministry of National Education UUGD and PP No. 19/2005 on National Education Standards (NES) which mandates that the improvement of teacher qualifications be carried out within a period of 10-

15 years. This great desire must be read as a good intention and seriousness of the government that needs to be supported by various parties.

Although teachers and instructors are not the only determinants of the success of education, teaching is the central point of education and qualifications, as a mirror of quality, teaching staff contributes greatly to the quality of education for which they are responsible. The low quality of teachers and lecturers is also influenced by the low level of teacher welfare

The implementation of the UUGD (the Teacher and Lecturer Law) in order to increase the dignity of teachers and to realize quality education requires political will and commitment from the central government and local governments. This is due to the breadth and complexity of problems related to teachers, especially the minimum educational qualification of SI/D IV required by the UUGD which is still far from expectations.

Accordingly, it is recognized in Law no. 14/2005 concerning Teachers and Lecturers that: "The position of teachers as professionals as referred to in Article 3 paragraph (2) serves to increase the dignity and role of teachers as learning agents and functions to improve the quality of national education." individually or collectively, develop and improve the quality and dignity of the profession".

From several phenomena that occur in the field, it shows that various indicators of the quality of education have not shown significant improvement. Some schools, especially in cities, have shown an encouraging improvement in education, but most of them are still worrisome. The Ministry of National Education (2001:2) states that from various observations and analyzes, there are at least three factors that cause the quality of education to not change evenly, namely:

The first factor is the policy and implementation of national education using an education production function approach or input-output analysis which is not carried out consistently. The second factor is that the implementation of national education is carried out in a bureaucratic-centralized manner. The third factor, the participation of the community, especially parents of students in the implementation of education so far is very minimal.

The low quality of our education is a complicated problem that is determined by various factors, including the factor of the educator or the teacher himself. The fact shows that the community still doubts the realization of improving teacher performance, both on a local and national scale. This means that most of the community still assesses that teachers do not have standardized competencies and are less professional.

Based on this phenomenon, it is necessary to reform the education system both regarding the process and management of the education system. In addition, with the rapidly developing science and technology, new demands are made in aspects of life, including the education system. Renewal of the education system, including curriculum renewal, namely curriculum diversification to serve students and diverse regional potentials, diversification of types of education carried out professionally, preparation of educational qualification standards in accordance with the demands of carrying out professional duties; implementation of school-based education management; as well as the implementation of education with an open and multi-meaning system. Education reform also includes eliminating discrimination between government-run education and community-run education, as well as the distinction between religious education and general education. The renewal of the national education system is carried out to update the vision, mission, and strategy of national education development.

Likewise, the local government of Tangerang Regency has made efforts to reform the education system, both regarding the process and management of the education system. Both at the level of basic education (SD/MI), junior secondary education (SMP/MTS), senior

secondary education (SMA/SMK/MA). Both public and private under the auspices of a foundation formed by the community by providing regional allowances that are budgeted through the Tangerang Regency APBD in order to improve teacher welfare, so that teacher performance continues to increase and is motivated to make changes in PBM continuously.

In fact, the quality of education at the junior high school level in Tangerang Regency until now has not shown significant quality improvement. It seems that there are no outstanding achievements in the field of education that have been achieved by one of the Tangerang districts, which are close to the capital city of this country, DKI Jakarta.

Quality education is a critical aspect to improve the welfare of the nation state through improving the quality of human resources. State policies that prioritize development investment for access and quality of education will more quickly improve the welfare of its citizens (Michaelowa, 2000). Education that meets the criteria or quality standards will simultaneously determine the improvement of the nation's competitiveness. Changes that are increasingly massive and global require every country and educational unit in it to be able to achieve certain criteria and standards in order to survive in a global and competitive environment. Ironically, the quality of education units in developing countries, according to Glewwe and Kremer (2005:7) "...is low in the sense that children learn much less in school than the curriculum states they should learn"

The low quality of the education unit, according to the author, is rooted in the attitude of the education unit manager who pays less attention to the creation of service user satisfaction. Mulyasana (2012: 98) suggests that whether or not the quality of education is good or not will be greatly influenced by the governance system. The manager of the education unit plays more of a role as the implementer of education policy. In fact, the user's perception of the services provided by the school will have a positive impact on the school. Organizations that are cooperative and encourage lifelong learning will provide quality services to users, so that the management wheel becomes quality and provides maximum service, as stated by Gasperz (2005), Education managers who are not oriented towards users of education services are caused by several aspects: first, school management and closed management styles are not compatible with education management standards. School governance, referring to the national standards of community involvement education. Community participation is an important aspect for school effectiveness, Cheng (1996:21) states that "... Participation and development are regarded as important in facing complicated educational effectiveness". Although this participation does not have direct implications for student achievement. Hanushek and Dale (1996:21) asserted "little empirical evidence can be mustered to support the assertion that greater stakeholder participation directly improves student performance".

Second, the quality of school governance gets lower when the level of participation facilitated by school committees, as researched by Dalimunthe (2008) is on average low. This level of involvement will have implications for the lowest level of responsibility as well. The quality of school management is related to participation which has an impact on the sense of belonging and responsibility towards the school. Allison (2004:20) asserts "increased responsiveness and accountability will result in more effective and efficient internal operations and the development of better product or delivery of service".

Third, low school management is related to the culture that develops in schools. The course of history has shaped school culture, which is characterized by the level of formulation and hierarchical structure and values that promote efficiency and productivity, according to Ashkanashy (2010: 160) called bureaucratic organizational cultures. Culture if not applied wisely will lead to pathology for the organization.



Fourth, school culture in turn will have implications for the level of performance shown by school residents. In the context of profit organizations, O'Reily, et al. (1991) concluded that a culture that is in accordance with the strategy can improve employee performance through commitment to the organization. Conformity between the culture and the strategic plan of the organization can increase the success of the organization. (Gordon, 1991). Alignment between culture and school work plans is a problem in improving the performance of school residents, because culture is an intangible asset for schools to create their performance.

Education service user satisfaction is the downstream of integrated quality management. The creation of an organizational system that can accelerate cooperation and lifelong learning to support the management process is the theoretical core of integrated quality management, especially Deming's theory (Anderson, et al 1994:12). The output of the process is continuous improvement to achieve employee satisfaction and in turn to meet user expectations and needs.

Methodologies for implementing continuous improvement are widely proposed by quality management teachers. Deming proposed Deming's cycle, namely Plan, Do Check, Act (PDCA). The PDCA cycle itself is a method used by TQM to produce continuous quality improvements/improvements in order to achieve customer satisfaction (Suryadi 2009:31). Juran proposes the Juran' trilogy, quality planning, quality control and quality improvement. Another integrated quality management teacher, Feigenbaum, who established a four-step management process, namely: setting standards, assessing compliance with standards, acting if they are not in accordance with standards and planning to improve the quality of education and new methodologies such as Kaizen Blitz, 5S Practices, Three MUs, the seven deadly wastes and business process reengineering (Subburaj, 2005:1).

The quality management process basically comes from quality thinking that underlies quality planning. Quality planning is future-oriented, prioritizing strategic aspects of the organization. The aspect of the strategy is service user satisfaction.

One of the keys to achieving continuous improvement, according to Goetsch and Davis (1994:534), is to involve service users as early as possible. This is the essence of QFD (Quality Function Deployment). The QFD structure, in general, consists of process inputs and outputs. The input is in the form of expectations and desires of service users, while the output is a planning matrix. The process section consists of organizational specifications for service users, the relationship between organizations and users, a list of process priorities and compromises between organizations and users of educational services.

Efforts to meet the needs of users of educational services are low resulting in dissatisfaction of its users. This effort to fulfill the expectations and concerns of users is related to the design of the school organization and community participation. Schools have a hierarchical organizational structure, consequently the school as the implementer of various policies mandated by the above organization. Such conditions have the potential to form a less adaptive leadership pattern. to environmental changes.

Organizational capacity to achieve (or even create) change in the external environment is an indicator of the quality of the culture within the organization as well as the quality of the organization's strategic management. The government's effort to bridge the gap between schools/madrasas against environmental trends is to form boundary spanning called school committees. The committee was formed to accommodate and increase the participation of school stakeholders to participate in formulating, determining, implementing and monitoring the implementation of school policies and accountability focused on the quality of service to students in a proportional and open manner.

An important change in the world of education in Indonesia, as an adjustment to changes in political policies, namely the decentralization of regional management. The application of the concept of school-based management, theoretically provides opportunities for increasing the effectiveness of school management. The effectiveness of the governance is through the participation of various stakeholders in the school as expressed by Cheng (1996:57) "The change in management style may induce a change in the role of all school constituencies, particularly when school management is shifted from the external control management model. to the school based management model... Participation and development are regarded as important in facing complicated education work and purchasing educational effectiveness".

User evaluation of goods or services has become the concern of integrated quality management teachers, because service user assessment is critical to organizational success; a centralized user will use the service every time. Arnould, et al. (2002:327) views service quality as "a customer's overall, enduring evaluation of a concept of object, such as a person, a brand, or a service".

Measurement of service quality has been developed by Parasuraman, et al. (1985), which classifies the dimensions of service quality into: tangibles, reliability, responsiveness, assurance, and empathy. Research on service quality in the field of education conducted by Jusoh, et al. (2004) on Service Quality In Higher Education: Management Student' Perspective to 229 students. This study found that there were differences in student perceptions of the quality of lecturer services. This difference is based on length of study and race. The determinant aspect in influencing the perception of service users or stakeholders is related to the psychological condition and cultural background of the user. Therefore, the quality of service must consider aspects of culture,

Based on the explanation above, further elaboration of integrated quality management in service organizations, such as schools, must be more comprehensive and consider all aspects, especially cultural aspects. The relevance of organizational culture and relationships with service users illustrates the principles of integrated quality management. In other words, the culture that develops in the organization is a quality culture. This has not been embedded in the dimensions of service quality developed by Parasuraman, et al (1985).

The educational unit is a service organization (Sallis, 1993:30). Taufiqurrahman (2011:7) The quality of education services in Indonesia is seen as the achievement of the National Education Standards, namely: Content Standards, Graduate Competency Standards, Process Standards, Assessment Standards, Financing Standards, Educators and Education Personnel Standards, Management Standards, Infrastructure Standards. Eight standards are applied holistically, meaning that one part relates to other elements so that national education goals can be achieved effectively, efficiently and productively.

In general, to improve the quality of education, it is necessary to begin with a strategy of increasing educational equity, where macro and micro elements of education are involved, to create (Equality and Equity), citing Sidi's opinion (2004: 73) that educational equity must take the following steps.

1. The government bears the minimum cost of education required for school-age children, both public and private, which is provided individually to students.
2. Optimization of educational resources that are already available, among others through double shifts (e.g. empowerment of Open Middle School and Far class).
3. Empowering private schools through assistance and subsidies in order to improve the quality of student learning and optimize the available capacity.

4. Continuing the construction of New School Units (NSU) and New Classrooms (NC) for areas in need by paying attention to the education map in each area so as not to interfere with the existence of private schools.
5. Give special attention to school-age children from poor families, remote communities, isolated communities, and slum areas.
6. Increase the participation of community members and local governments to participate in handling the completion of the 9-year compulsory education of basic education.

SMP is an educational unit that organizes six years of education, SMP is part of basic education. The definition of basic education according to Government Regulation of the Republic of Indonesia number 28 of 1990 concerning Basic Education states that basic education is nine years of education, consisting of a six-year education program in junior high school and a three-year education program in junior high school.

There are a number of strategic steps to improve the quality of the teaching profession, including: study assignments, education and training, domestic/abroad comparative studies, teacher exchanges between regions/countries, symposiums, workshops, seminars, discussions, teacher position certification, school cluster activities, especially the Teacher Working Group (TWG), and so on. Specifically for school cluster activities, "The establishment is intended to facilitate efforts to increase knowledge, insight, abilities, and professional skills of education personnel, in this case more dedicated to middle school teachers in improving the quality of teaching and learning activities/processes by utilizing all the resources and potentials of the school, which in turn can improve the quality of learning outcomes (students)

Public concern for the education of their children tends to increase, along with increasingly fierce job competition. This has spurred state education providers, namely the government, to continue to improve the quality of the schools they manage. It seems very clear that the government as a public education provider absolutely needs quality improvement to remain resistant in the face of this very fierce competition.

Condition of Education Personnel in high school saAt this point, it still requires coaching and improvement efforts through the provision of professional assistance. Along with the rapid and rapid pace of development and progress in the field of science and technology, Junior High School has a goal and a passion to move forward together in improving the quality of education.

From various strengths and weaknesses as well as opportunities and threats for middle school both internal and external whether it has been audited, analyzed, SWOT, planned, implemented and evaluated properly and followed up to improve quality in junior high schools through an education quality improvement management.

The professional development system (PDS) for teachers is carried out with clear objectives with an affordable scope and through mechanisms in an orderly order. The purpose of providing professional assistance is to improve the quality of teachers, in the sense that they can grow and develop in terms of knowledge, skills, and broader educational insight. Meanwhile, the Ministry of Education and Culture (1994/1995) defines professional coaching as follows: "Professional coaching is an effort to provide assistance to teachers to expand knowledge, improve teaching skills and foster professional attitudes so that teachers become more skilled at managing KBM in teaching students.

Related to the above problems, important notes from previous research by Ajat Rukajat (2009), Management of School Cluster Empowerment Strategies in Improving the Quality of Teacher Performance concluded that school clusters have not been effective and have not



satisfied their functions and have not been able to improve teacher performance. Furthermore, H. Jarkawi (2012).

From some of the problems stated above, the writer feels interested in conducting in-depth research. For this reason, the author took a study entitled "Strategic management in improving the quality of education in junior high schools in Tangerang Regency".

## **RESEARCH METHODS**

### **Research Approach**

The research approach used is qualitative, namely to reveal an intensive and in-depth description of education quality management in improving the performance of junior high schools in Tangerang City, whose ultimate goal is to improve the quality of graduates.

### **Method of collecting data**

The data collection method used is the case study method through direct observation where the researcher sees firsthand the symptoms or events that occur and analyzes the events found in the field that are adapted to the research problem.

### **Data collection technique**

Data collection techniques used are observation techniques (observations), interview techniques, documentation studies. Regarding data analysis techniques using non-statistical analysis techniques.

## **RESEARCH RESULTS AND DISCUSSION**

### **Research Result**

#### **Quality of Education in Improving Performance of Junior High Schools in Tangerang Regency.**

Based on interviews, observations and the author's documentation study with Principals, Teachers, Students, Committees, and Supervisors that have been carried out by the author on 3 research target schools, then based on the findings in the field, the standard of professional teachers in an effort to improve the quality of learning outcomes is Law number 20 years 2003 National Education System. The National Education System is a formal juridical basis for making an improvement in the quality of education in general. The rapid flow of globalization needs to be able to bring about a shift in values in society from a lifestyle of mutual cooperation to an individualistic lifestyle. This solution needs to be addressed through education so that the community responds to these challenges. The national education system must be able to provide guarantees for the democratization of education, including equal distribution of education, providing opportunities for all levels of society to study, and improving the quality of education. Government Regulation number 19 of 2005 concerning National Education Standards. The operational description of the National education system is contained in various Government Regulations covering eight national education standards including content standards, processes, graduate competencies, educators and education personnel, infrastructure, management, financing and assessment standards. With these 8 standards, all aspects of education can be easily measured. Permendiknas Number 16 of 2007 concerning Standards of Academic Qualifications and Teacher Competencies, increasing learning outcomes cannot be separated from competent teacher resources. To see whether or not they are operationally competent, it is regulated in Permendiknas Number 16 of 2007 concerning Standards for academic qualifications and teacher competencies. Teacher performance will be good if they have the main competencies, namely pedagogic, personality, social and professional competencies that are integrated in the performance of

professional teachers. Law number 14 of 2005 concerning Teachers and Lecturers, a new paradigm in improving the quality of educators and education staff as an elaboration of Law number 14 of 2005, especially article 8 that teachers must have academic qualifications, competencies and educational certifications that are supported by physical health and spirituality. This is a formal standard criteria for professional teachers. To see whether or not they are operationally competent, it is regulated in Permendiknas Number 16 of 2007 concerning Standards for academic qualifications and teacher competencies. Teacher performance will be good if they have the main competencies, namely pedagogic, personality, social and professional competencies that are integrated in the performance of professional teachers. Law number 14 of 2005 concerning Teachers and Lecturers, a new paradigm in improving the quality of educators and education staff as an elaboration of Law number 14 of 2005, especially article 8 that teachers must have academic qualifications, competencies and educational certifications that are supported by physical health and spirituality. This is a formal standard criteria for professional teachers. To see whether or not they are operationally competent, it is regulated in Permendiknas Number 16 of 2007 concerning Standards for academic qualifications and teacher competencies. Teacher performance will be good if they have the main competencies, namely pedagogic, personality, social and professional competencies that are integrated in the performance of professional teachers. Law number 14 of 2005 concerning Teachers and Lecturers, a new paradigm in improving the quality of educators and education staff as an elaboration of Law number 14 of 2005, especially article 8 that teachers must have academic qualifications, competencies and educational certifications that are supported by physical health and spirituality. This is a formal standard criteria for professional teachers. Teacher performance will be good if they have the main competencies, namely pedagogic, personality, social and professional competencies that are integrated in the performance of professional teachers. Law number 14 of 2005 concerning Teachers and Lecturers, a new paradigm in improving the quality of educators and education staff as an elaboration of Law number 14 of 2005, especially article 8 that teachers must have academic qualifications, competencies and educational certifications that are supported by physical health and spirituality. This is a formal standard criteria for professional teachers. Teacher performance will be good if they have the main competencies, namely pedagogic, personality, social and professional competencies that are integrated in the performance of professional teachers. Law number 14 of 2005 concerning Teachers and Lecturers, a new paradigm in improving the quality of educators and education staff as an elaboration of Law number 14 of 2005, especially article 8 that teachers must have academic qualifications, competencies and educational certifications that are supported by physical health and spirituality. This is a formal standard criteria for professional teachers. a new paradigm in improving the quality of educators and education personnel as an elaboration of Law number 14 of 2005, especially article 8 that teachers must have academic qualifications, competencies and educational certifications that are supported by physical and spiritual health. This is a formal standard criteria for professional teachers. a new paradigm in improving the quality of educators and education personnel as an elaboration of Law number 14 of 2005, especially article 8 that teachers must have academic qualifications, competencies and educational certifications that are supported by physical and spiritual health. This is a formal standard criteria for professional teachers.

Based on the analysis of interview data about the composition of educators and education which is closely related to the standards of academic qualifications and competence as well as teacher certification, ideally it has met the standards of professional teachers, but the performance that is displayed does not indicate towards professional work, this shows the

weak ownership of competence and teacher performance in SMA in Tangerang Regency, especially at SMPN 1 Jayanti, SMPN 2 Curug and SMPN 3 Cikupa.

Each education unit has a reference base for education quality management in improving the performance of junior high schools in Tangerang Regency through the education unit level curriculum. Although every school has a KTSP, the curriculum structure is different. One school to another is on mulok subjects and cross-interest lessons.

KKM is used to base teacher performance and learning quality. KKM at SMPN 1 Jayanti class VII 70, class VIII 73 and class IX 75, then at SMPN 2 Curug KKM class VII 75, class VIII 75 and class IX 75, while KKM at SMPN 3 Cikupa, class VII 70, class VIII 75 and class IX 75. Schools that have a high KKM are more creative, innovative and the teachers will work hard to achieve the KKM. Schools with good quality generally have a high KKM.

### **Implementation of Education Quality in Improving Junior High School Performance in Tangerang Regency.**

Based on interviews, observations and the author's documentation study with the Principal, Teachers, Students, Committees, and Supervisors that have been carried out by the author on the 3 research target schools, based on the findings in the field, the implementation of performance by professional teachers in an effort to improve the quality of learning outcomes is interpreted that the performance of professional teachers in the classroom managerially has made planning, implementation, evaluation and supervision of learning outcomes. However, in its implementation, it seems that the teacher's weak understanding of the characteristics of students can be the initial trigger for PBM to be less effective and productive. Teachers pay less attention to student seating placement, class management and the learning climate is not conducive. Weak ownership of strategies, methods, materials, assessment and class mastery, self-awareness,

Based on the author's interviews, observations and documentation studies with Principals, Teachers, Students, Committees, and Supervisors that have been carried out by the author on the 3 research target schools, based on the findings in the field, the implementation of performance by professional teachers in an effort to improve performance and quality of learning outcomes, administratively drafting Core Competencies and Basic Competencies in accordance with learning procedures, this provides an understanding that teachers' understanding of Core Competencies and Basic Competencies has led to better performance. Weak ownership of theories and strategies and methods makes it difficult for teachers to implement Core Competencies and Basic Competencies in PBM. The results of classroom action research that do not have an impact on improvements to teachers in implementing KBM give an indication of weak awareness, the motivation and mentality of the teacher's work to make a continuous improvement. Low self-awareness and motivation make the results of teacher activities in professional organizations such as FSGI, PGRI, MGMP less impactful on the performance of the teachers themselves, especially in learning outcomes activities.

Based on the author's interviews, observations and documentation studies with Principals, Teachers, Students, Committees, and Supervisors that have been carried out by the author on the 3 research target schools, based on the findings in the field, the results of the performance of professional teachers show that the results of the assessment of cognitive aspects are less complete. The minimum standard (KKM) is 75 and the graduate competency standards for the National Examination and the US have only reached an average of 6.5. This gives an indication of the low absorption of students to the material presented by the teacher, as well as the weak mastery of strategies, approaches and learning methods by the teacher. In the affective and psychomotor aspects, a more subjective assessment is given by the teacher.

In applying the core competencies of teachers in the form of effective and productive teacher performance, it cannot be separated from various obstacles both coming from within and outside the school itself. The low awareness and competence of teachers is the main trigger for the weak performance of teachers in carrying out learning outcomes activities. Weak self-awareness can reduce the intrinsic motivation and idealism of teachers to carry out their duties properly. It is difficult to improve the behavior and intelligence of students if the teacher's performance in providing guidance, teaching, and service is not optimal.

### **Evaluation of Education Quality in Improving Junior High School Performance in Tangerang Regency.**

Basically, evaluation is very necessary, to measure the success or failure of an activity program. For the implementation development program in schools, of course, there will be monitoring and evaluation tailored to the circumstances and conditions of each, even to what extent the program is implemented or not by the three schools.

Has the implementation of the school's coaching or development program achieved the expected goals or planned (programmed) goals.

For the supervision and evaluation of the principal, the school monitors the quality improvement program for a month, then gives direction or warning to the head of the program concerned, while for the supervision and evaluation of the quality improvement program at the district level.

Then for the supervision of the performance improvement program, the school expects an evaluation or supervision from the principal to provide input on the shortcomings and advantages in implementation.

### **Barriers to Education Quality Management in Improving Junior High School Performance in Tangerang Regency.**

Based on interviews, observations and the author's documentation study with Principals, Teachers, Students, Committees, and Supervisors that have been carried out by the author on the 3 research target schools, the problems faced in implementing pedagogic and professional competencies to improve the quality of learning outcomes at SMPNs in Tangerang Regency. School management is a system, meaning that all school components are related to each other systemically, if one component is not functioning properly it can have an impact on other components that can disrupt the stability of less productive teacher performance. School management components include personnel management, curriculum, student affairs, infrastructure, financing and community relations. School management functions which include planning, organizing, implementing, and control will be difficult to function properly if the pattern of school management is closed. This has an impact on school performance which can indirectly kill the creativity of teachers and students to innovate in improving their competence which has an impact on improving performance and quality of learning outcomes.

School culture is related to the environment and habits of the surrounding community, when viewed from the geographical location of these three SMPNs, it is very strategic to develop the abilities of teachers and students as well as institutions. The spiritual climate in the school environment is quite good, as evidenced by the three SMPNs that have quite magnificent mosques and many of the teachers are religious. Funding for education in SMPN, especially in SMPN in Jakarta, is borne by the central government through BOS funds, while the ability of schools to manage is different. These two phenomena can have implications for diverse school performance.

Various problems that arise in applying Core Competencies by teachers in improving performance and learning outcomes need to be addressed quickly, precisely and accurately to find solutions.

### **Solutions in Education Quality Management in Improving Junior High School Performance in Tangerang Regency.**

Based on interviews, observations and the author's documentation study with the Principal, Teachers, Students, Committees, and Supervisors that have been carried out by the author on the 3 research target schools, based on the findings in the field, the steps taken by the principal in collaboration with the supervisor and the junior high school committee are appropriate, namely through coaching, training, supervision, guidance and counseling, provision of learning infrastructure, has not been able to provide encouraging results. If interpreted, these steps are as follows: (1) The guidance materials provided are not oriented to the needs of teachers, only ceremonial to fulfill the work obligations of the principal and supervisors who have carried out coaching. (2) The supervision carried out by the supervisor is too general for all subject teachers, not based on the MGMP group because supervisors at the Ministry of Education and Culture as well as the Tangerang Regency Education Office, there is no group of supervisors specifically for subjects, this is contrary to the demands of teacher qualification, competence and performance standards. (3) The classroom action research training provided is not followed up with the continuous supervisory function of the principal. (4) School management is less able to make a proportional teacher empowerment system and does not properly function the elements of the management function. (3) The classroom action research training provided is not followed up with the continuous supervisory function of the principal. (4) School management is less able to make a proportional teacher empowerment system and does not properly function the elements of the management function. (3) The classroom action research training provided is not followed up with the continuous supervisory function of the principal. (4) School management is less able to make a proportional teacher empowerment system and does not properly function the elements of the management function.

Coaching carried out through MGMP activities for teachers can improve performance for teachers. Because after the teacher carries out the activities organized by the MGMP management, it is expected that the knowledge, attitudes, and skills of teachers in teaching will increase which is actualized through the teaching and learning process in the classroom to improve the quality of continuous learning which ultimately improves the quality of education.

Subject Teacher Consultation (STC), is a forum or forum for subject teacher activities that was formed on the basis of the need to improve the competence and performance of subject teachers and keep pace with the rapid development of Science and Technology. The activities carried out at the MGMP are efforts to improve teacher professional development called the professional coaching system given to teachers through an emphasis on professional service assistance based on the needs of teachers in the field in order to improve teacher professionalism.

MGMP is a forum for teacher-teacher collaboration as a place to discuss problems related to professional abilities, namely in terms of planning, implementing, and assessing student learning progress. In MGMP teachers can exchange opinions to improve the teaching and learning process and solve educational problems faced, regarding efforts to improve learning.



## Research Discussion

The quality of education in improving the performance of junior high schools in Tangerang Regency has been carried out oriented to the guidelines, but not all aspects that should exist in the planning function have been carried out, an important problem that has not been carried out is the identification of performance improvement problems that have not touched the problems faced by teachers in improving their performance. The organization of academic supervision has been carried out oriented to the management function, although not all aspects that should exist in the organizing function have been carried out properly, namely the division of labor has not been based on competencies possessed.

The quality of education in improving the performance of junior high schools in Tangerang Regency has been carried out oriented towards guidelines for improving the performance of Aliyah Teachers, but there are important aspects which in its implementation are still routine annual activities for supervisors and madrasa heads tend to be administrative in nature. Obstacles faced by supervisors and principals in implementing management the quality of education in improving the performance of junior high schools in Tangerang Regency 3M factors, namely the Man factor (supervisor and teacher), Material (infrastructure) and Money (budget / financing), the Man factor is still the main constraining factor in the implementation of improving junior high school performance.

Management the quality of education in improving the performance of junior high schools in Tangerang Regency yang carried out by the principal has been oriented to the management supervision function, however, not all aspects of supervision have been carried out, there is no supervision of supervisors from senior teacher elements and supervision is still not optimal in following up on the results of supervision. The solution to overcome obstacles to implementing SMP performance improvement is that the SMP principal tries to select a supervision team selectively and motivates the supervisory team, teachers and collaborates with supervisors as supervisor partners. With regard to overcoming the constraints of limited facilities and budget factors, supervisors and junior high school principals make more precise budget preparation and make budget efficiency for school operational financing components.

## CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

### Conclusion

Based on the results of the study, it was concluded that management the quality of education in improving the performance of junior high schools in Tangerang Regency, through the planning, implementation and evaluation stages, it is not optimal because there are still weaknesses in school management and performance as well as support for the fostered madrasah, because it is only a formality of conducting class visits but has not touched on the problems faced by teachers in improving junior high school performance.

### Implications

1. The quality of education in improving the performance of junior high schools in Tangerang Regency if it has not been supported by scientific supervisors and principals as well as the seriousness of teachers in it will have implications for the effectiveness of achieving the objectives of the SMP performance improvement program.
2. The quality of education in improving the performance of junior high schools in Tangerang Regency and coaching, mentoring, and monitoring, as well as the synergy of supervisors and principals are still lacking, it will have implications for the effectiveness of achieving the goals of education quality efforts in improving school performance and will have implications for the non-optimal quality of junior high school graduates. The

weak performance of schools and the support of teacher resources and school resources will have implications for the achievement of school performance in improving the quality of graduates.

3. The quality of education in improving the performance of junior high schools in Tangerang Regency to improve the quality of graduates in junior high school if the evaluation results are not followed up with program improvements, it will have implications for the weaker school performance, quality of learning, and motivation of students in participating in learning. Evaluation is important to carry out school performance strategies, performance targets that will be carried out in the future. Another form of how this evaluation is carried out is by making a follow-up plan that serves as a guide for SMP to make continuous improvements. If it does not provide a solution to the problem, it will have implications for the purpose of improving the performance of SMP in Tangerang Regency.

### **Recommendation**

The quality of education in improving the performance of junior high schools in Tangerang Regency, this research recommends to:

1. Department of Education Tangerang district.
  - a. Requires the support of competent and professional principles to carry out their duties as principals properly and correctly, as well as the support of school resources in teaching and learning activities. For this reason, the recruitment of school principals should be carried out according to procedures starting from the selection, appointment and assignment processes that must meet professional requirements and competency needs. The Ministry of Research, Technology and Higher Education seeks to meet the minimum standards of education management so that the quality of schools can improve, both in terms of infrastructure, human resources, and performance.
  - b. For school principals, management theory from Joshep M. Juran which includes planning, improving implementation, conducting evaluations is very good to be used as a reference in implementing quality improvement programs for teachers in schools. In the short term, for example, conducting cross-collaboration of supervisors from both districts/provinces, as well as developing long-term plans by implementing a number of normative foundations that become the main reference in the process of improving school performance, as an effort to improve the quality of graduates at SMP Kabupaten Tangerang.
2. Junior high school teachers whose performance is improved must be a motivation and a necessity in an effort to improve the quality of the learning process so that teachers can bring students to study more actively, creatively, innovatively, effectively, efficiently and funky and ultimately to improve the quality of their graduates.
3. For other researchers, the results of this study can be used as a reference in expanding the study of management and the quality of education in improving the performance of junior high schools in Tangerang Regency in the future.

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