

Quality Improvement Management in Preparing Graduates to Enter State Universities

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Abstract

High School is an educational institution that is very important for the nation's children. SMA as a formal institution that aims to educate is very heavy responsibility. Because high school students are expected to be able to live independently and continue to higher education, namely college. Although many universities in Indonesia are private and public, the number of students who are recruited by state universities in a high school is considered to improve the quality of the school. So this study aims to determine: 1). How is management planning to improve the quality of graduates who enter state universities at SMAN 29 Jakarta, SMAN 32 Jakarta and SMA SMAN 86 Jakarta, 2). How is the implementation of management to improve the quality of graduates who enter state universities at SMAN 29 Jakarta, SMAN 32 Jakarta and SMA SMAN 86 Jakarta, 3). How to evaluate the quality of management to improve the quality of graduates who enter state universities at SMAN 29 Jakarta, SMAN 32 Jakarta and SMA SMAN 86 Jakarta 4). What are the management barriers to improving the quality of graduates who enter state universities at SMAN 29 Jakarta, SMAN 32 Jakarta and SMA SMAN 86 Jakarta 5). What is the solution to the management problem of improving the quality of graduates who enter state universities at SMAN 29 Jakarta, SMAN 32 Jakarta and SMA SMAN 86 Jakarta.

Keywords: Management, Quality Improvement.

INTRODUCTION

Education is an important thing in human life. A country can progress and develop depending on the education of the younger generation. This young generation will become the nation's successor. A nation that is physically and mentally qualified comes from a successful and quality education.

High School is an educational institution that is very important for the nation's children. SMA as a formal institution that aims to educate is very heavy responsibility. Because high school students are expected to be able to get along with the community and live independently and continue to higher education. By improving the quality management strategy, it is hoped that the achievement of the quality of education in schools will increase so that they are able to deliver high school graduates who can be accepted at higher quality education levels.

In the era of globalization which brings implications as opportunities and challenges, it takes quality graduates from a school. High School Education (HSE) as a provider of students entering tertiary institutions is required to be able to equip graduates with standard skill qualifications, attitudes, and behaviors that are in accordance with the demands of higher education.

In this era of economic globalization in the 21st century, the application of quality management at State Senior High Schools (SSHS) Jakarta in improving the quality of products and services is of interest and existence for organizational growth and the welfare of a nation in the field of education. Based on the attitude and mindset of the founders of these educational institutions in the early eighties, after going through research since the fifties, a

contemporary management system was born in the general American environment called Total Quality Management (TQM). The contemporary management system in the American navy is called Total Quality Leadership (TQL), in Japan it is called Total Quality Control (TQC), and in Singapore it is called Total Quality Process (TQP) (Suwarso Hardjosoedarmo, 1996:2). The above institutions offer a continuous improvement system. This method focuses on goods and services.

The existence of Total Quality Management (TQM) which is used in the application in the business world reaps very significant results, so that Total Quality Management (TQM), has its own charm, to be applied to other institutional or organizational objects, both in the political field, social, including in the world of education. This is in the context of effectiveness and good results as a coveted target

Total Quality Management (TQM), is a management approach in an institution, focused on quality and based on the participation of all human resources and aimed at long-term success through customer satisfaction and benefiting the members of its human resources institution and society. Total Quality Management (TQM), also translated as a customer-oriented approach that introduces systematic change management and continuous improvement of an institution's processes, products, and services. The Total Quality Management (TQM) process, having specific inputs of customer wants, needs, and expectations, processes inputs within the institution to produce goods or services which in turn provide satisfaction to customers. The main objective of Total Quality Management is the continuous improvement of service quality. Thus, Quality Management itself must be carried out continuously. Total Quality Management (TQM), is an effort to create a quality culture, which encourages all staff in an institution to satisfy customers. The concept of Total Quality Management (TQM), seeks to adapt to changing customer expectations and styles by designing products or services that meet and satisfy their expectations. So it can be concluded that the rationale for the need for Total Quality Management (TQM) is very simple, namely the best way to compete and excel in global competition by producing the best quality. To produce the best quality, it is necessary to continuously improve human capabilities, process and environment. In this case Total Quality Management (TQM), trying to create an organizational system that can anticipate changes in the external environment that affect the expectations and needs of customers.

In the management of educational institutions to improve quality, it must be carried out in an integrated and sustainable manner, so that education as a service can meet the needs of customers both now and in the future. With the Total Quality Management (TQM) approach, it is hoped that education will be able to produce quality graduates and be able to continuously improve quality. Total Quality Management (TQM) considers that educational products as a service industry in the form of services, are provided to customers in accordance with certain quality standards. These services can be said to be satisfactory if they meet or exceed the needs of the customer concerned. To get a quality school, what needs to be considered is not only in terms of infrastructure, but also in terms of infrastructure. but also human resources in schools, namely principals, teachers and employees. In addition, students are also human resources subject to educational policies. Students act as consumers of educational services. As consumers, student satisfaction is an important indicator of the success of Total Quality Management (TQM) implemented by schools. Apart from students, there are also indirect consumers of educational services, namely parents of students. Parents' satisfaction is also a very important indicator in assessing the success of implementing Total Quality Management (TQM) in schools. In this case the satisfaction of students and parents of students will be fulfilled if the results of the implementation of Total Quality Management (TQM), are really able to improve the quality of education in schools. teachers and employees. In addition, students are also human resources subject to educational policies.

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At Xerox, Total Quality Management is called Leadership Through Quality, at Intel it is called Perfect Design Quality, and at Motorola it is called Six Sigma. Total Quality Management (TQM) or hereinafter translated as Quality Management is a management approach to improve organizational competitiveness through continuous improvement of product quality, educational services, workforce, processes, and the organization's environment.

Improving the quality of Jakarta State Senior High Schools (SSHS) which have implemented an accreditation system. The accreditation process is carried out openly with the aim of assisting and empowering educational programs and units to be able to develop their resources in achieving national education goals. Given the importance of accreditation as an effort to guarantee and control the quality of education, the Government established the National Accreditation Board for Schools/Madrasah (NAB-S/M). Schools strive continuously

to be superior in educational services, especially in the Special Region of Jakarta. At the Jakarta State Senior High School (SSHS) institutions that have been accredited A, they are very aware that efforts to continuously improve quality, both educational outcomes and student input, in each unit, and leaders and staff, teaching and learning processes, and training activities, is an obligation that must be carried out seriously in order to maintain its existence in the face of increasingly fierce competition between institutions in the current era of globalization. In this case: The output of education is the school's performance. School performance is school achievement resulting from the process of school behavior. School performance can be measured by its quality, effectiveness. Productivity, efficiency, innovation, quality of work life and morale. Specifically related to the quality of school output, it is said to be of high quality or high quality if school achievement, especially student achievement, shows high achievement in academic achievement and non-academic achievement (Mulyasa, 2011:158) the teaching and learning process, and training activities, is an obligation that must be carried out seriously in order to be able to maintain its existence in the face of increasingly fierce competition between institutions in the current era of globalization. In this case: The output of education is the school's performance. School performance is school achievement resulting from the process of school behavior. School performance can be measured by its quality, effectiveness. Productivity, efficiency, innovation, quality of work life and morale. Specifically related to the quality of school output, it is said to be of high quality or high quality if school achievement, especially student achievement, shows high achievement in academic achievement and non-academic achievement (Mulyasa, 2011:158) the teaching and learning process, and training activities, is an obligation that must be carried out seriously in order to be able to maintain its existence in the face of increasingly fierce competition between institutions in the current era of globalization. In this case: The output of education is the school's performance. School performance is school achievement resulting from the process of school behavior. School performance can be measured by its quality, effectiveness. Productivity, efficiency, innovation, quality of work life and morale. Specifically related to the quality of school output, it is said to be of high quality or high quality if school achievement, especially student achievement, shows high achievement in academic achievement and non-academic achievement (Mulyasa, 2011:158) is an obligation that must be carried out seriously in order to maintain its existence in the face of increasingly fierce competition between institutions in the current era of globalization. In this case: The output of education is the school's performance. School performance is school achievement resulting from the process of school behavior. School performance can be measured by its quality, effectiveness. Productivity, efficiency, innovation, quality of work life and morale. Specifically related to the quality of school output, it is said to be of high quality or high quality if school achievement, especially student achievement, shows high achievement in academic achievement and non-academic achievement (Mulyasa, 2011:158) is an obligation that must be carried out seriously in order to maintain its existence in the face of increasingly fierce competition between institutions in the current era of globalization. In this case: The output of education is the school's performance. School performance is school achievement resulting from the process of school behavior. School performance can be measured by its quality, effectiveness. Productivity, efficiency, innovation, quality of work life and morale. Specifically related to the quality of school output, it is said to be of high quality or high quality if school achievement, especially student achievement, shows high achievement in academic achievement and non-academic achievement (Mulyasa, 2011:158) School performance is school achievement resulting from the process of school behavior. School performance can be measured by its quality, effectiveness. Productivity, efficiency, innovation, quality of work life and morale. Specifically related to the quality of school output, it is said to be of high quality or high

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One of the variables assessed in accreditation is the quality of graduates. In the 2020 accreditation guidelines there is a new paradigm related to the quality of graduates. The new performance-based paradigm that is measured is not only the fulfillment of inputs but the performance of schools/madrasahs. Schools / Madrasahs in carrying out their mission, namely carrying out the educational process to produce quality graduates.

Data on the quality of graduates should ideally be extracted from data after they graduate, for example their performance after continuing to higher education or work (out comes), but the facts show that tracer studies in schools/madrasahs are very weak. Therefore, the tracer data can also be equipped with the competence and character of students when they graduate (output) or even before graduation (still in school). In the TQM concept, graduate user satisfaction (higher school/madrasah where graduates continue or graduate's workplace) is one of the indicators of graduate quality.

So the problem related to efforts to improve the quality of high school education becomes interesting to study, especially with regard to the problem of how and what conditions are needed so that high school graduates do not become unemployed but can continue to higher education levels or be able to compete with vocational students who are ready work.

For purposes of research on the factors and conditions related to improving the quality of high school education, and how to improve the quality of high school education so that it can be successful or effective in the organizational environment, it will be able to provide great benefits for the improvement and development of quality management in the educational environment.

Considering that improving the quality of public high school education in Jakarta is basically also a management activity, its effectiveness also depends on the support of funds, human resources, methods, information, infrastructure, and so on. However, if it is associated with the ten important elements in improving the quality of public high school educational institutions in Jakarta as discussed above, the successful implementation of improving the quality of high school education institutions as a management activity seems to be more dominant if it is associated with human resource factors, and in terms of This is especially the case with the school principal.

As a principal wherever he takes part, he must have good managerial skills, in order to be successful in carrying out his management duties. For this, there are three main management skills or abilities that every school principal needs to have. The three main management skills in question, include;

The first is technical skills, namely skills in using methods, processes, procedures, and techniques to carry out a specific activity, and the ability to use tools and equipment relevant to these activities.

The second is interpersonal skills: namely having knowledge of human behavior and processes of interpersonal relationships, the ability to understand the feelings, attitudes and motivations of others from what they do.

The third is conceptual skills: namely the ability to see things as a whole, intelligence in forming concepts, as well as conceptualizing complex relationships, creativity in developing ideas and problem solving, ability to analyze events and perceived trends, anticipate changes -Changes, opportunities and potential problems (Yukl, 1998:214)

From the important elements of quality management as described previously, among others, it is mentioned the need for a systems approach, to be able to support success in implementing quality management for high school graduates who are able to enter state universities. The systems approach demands that in problem solving or the design of a system, it is carried out with a holistic and integrated rationale, and prioritizes synergistic results. It turns out that this kind of ability is also closely related to the conceptual knowledge ability of high school graduates, especially senior high schools in DKI Jakarta Province. Likewise, the empowerment of teachers in teaching, it is hoped that in doing something and solving a problem should be given greater flexibility, authority, and trust to the teacher.

The research that will be discussed below is in the context of quality management strategies in preparing graduates who can enter state universities. This research was conducted at senior high schools in Jakarta because senior high schools do not charge tuition fees or are free. But it does not make the quality of the school low.

Responding to the need to improve the quality of the selection process for new student admissions at state universities in the form of: a). a test that is able to predict the ability of prospective students to be able to finish studying in college, b). competency test of prospective students who will continue in certain study programs, c). the importance of permanent institutions that carry out nationally standardized tests, it is necessary to have institutions that can facilitate the implementation of tests on an ongoing basis. The establishment of the institution needs to be carefully designed which includes an analysis of the situation globally and nationally, the preparation of a road map of the institution in accordance with its functions and applicable laws, identification of the required resources, preparation of reliable and ready-to-use test instruments, to appropriate, credible, proportional, and appropriate institutions. efficient and effective.

LTMPPT provides positive perceptions to the community, including: a). Indonesia will have a permanent institution that serves national standard university entrance tests, b). The tests were carried out in several places and many times using the CBWT (Computer Based Written Test) method using a desktop, c). Participants get test results transparently.

Thus, the existence of LTMPPT is expected to be able to actually get prospective new students who are estimated to have successful studies in Higher Education. In addition, it is hoped that the community will get more comfort and benefit.

Based on the data above, it can be concluded that every student struggles to get into state universities. This study aims to see how school management supports students to enter state universities. This research also takes the research area in South Jakarta at SMAN 29, SMAN 32 and SMAN 86 which carry out Integrated Education Quality Management, has been accredited A and is the parent school of the IQAS (Internal Quality Assurance System).

RESEARCH METHODS

This study uses a qualitative approach with the method of description. Direct data sources can be collected in a natural setting. Analyzing and finding thoroughly and comprehensively on the management of quality improvement at 3 State Senior High Schools in South Jakarta in preparing graduates to enter state universities.

Due to the qualitative approach, the research proposal is considered tentative. Therefore, seminar opportunities are used to capture criticism and input, both on topics and research methods. Based on these criticisms and inputs, the researcher improved his research design and conducted a field assessment. Field exploration was carried out using three

simultaneous and flexible techniques, namely (a) observation; the researcher observes directly about the general symptoms of the problem, for example the current rushes in the morning and evening, (b) interviews; the researcher accidentally interviewed several informants and community leaders, (c) document review; the researcher selects and records the relevant document data. The formulation of the problem and the selection of a more appropriate research method were carried out again based on a field assessment (grand tour observation). Throughout the fieldwork, it turned out that the center of attention and techniques continued to be sharpened and adjusted. In the words of Lincoln and Guba (1985: 208), the tendency of research designs that are constantly being adjusted based on the interaction between researchers and the context is called emergency design.

Based on the field assessment, the researchers determined the main themes of this research, namely: Quality Improvement Management in Preparing Graduates who can be accepted at State Universities, Qualitative Descriptive Studies at SMAN 29, SMAN 32 and SMAN 86 in South Jakarta.

Data Collection Technique

Throughout the implementation of the research, it turns out that the refinement does not only concern the center of research attention, but also the research method. Bogdan and Taylor (1975:126) indeed insist that social researchers educate themselves. "To be educated is to learn to create a new. We must constantly create new methods and new approaches".

The concept of the sample in this study relates to how to choose certain informants or social situations who can provide solid and reliable information about the elements of the center of research attention. The selection of informants followed a snowball sampling pattern. If the introduction and social interaction with the respondent is successful, then the person is asked who else is known or indirectly referred to by him.

In determining the amount and time of interaction with data sources, the researcher uses the sampling concept recommended by Lincoln and Guba (1985), namely maximum variation sampling to document unique variations. Researchers will stop data collection if the data source is no longer found new varieties. With this concept, the number of data sources is not the main concern, but the completeness of obtaining information with the existing diversity.

Because the main data of this study was obtained based on interactions with respondents in a natural setting, some equipment was prepared just for convenience, for example: (1) a camera, (2) a tape recorder, and (3) stationery including field notes. This equipment is used if it does not interfere with the normality of social interaction.

With interviews, researchers seek to obtain information by physically meeting face-to-face and asking questions with informants. With this technique, the researcher acts as well as a data collection tool.

During the interview, the researcher also observed the gestural behavior of the informants in answering the questions. To avoid the rigidity of the interview atmosphere, structured interview techniques were not used. Even interviews in this study were often conducted spontaneously, that is, without prior agreement of time and place with the informant. With this, researchers always try to take advantage of the most appropriate opportunities and places to conduct interviews.

Boredom, even despair sometimes appears and attacks the researcher. In such circumstances, the researcher took a break to settle, prepare field notes, and reflect on the results obtained. In this way, researchers can find important information that has not been collected.

The closeness between the researcher's residence and the informants turned out to be very helpful in field activities. Inadvertently the researcher was able to meet with the informant, so that the conversation could take place at any time. Although not designed, if the

results of the conversation have significant meaning for research, they will be recorded and treated as research data.

Documentation review is carried out specifically to obtain context data. Documentation studies are carried out on records, archives, and the like, including reports related to research problems.

Document recording is made easier because the documents, both from school data and from the municipality, are quite complete. In order not to make it difficult for the providing institution, the researcher asked for permission to photocopy the required documents or copy them into the researcher's records.

The unstructured observations and interviews applied in this study did produce data that was still chaotic. In order to sort out and give meaning to the data, researchers cannot help but turn to relevant sociological and anthropological theories.

Peer examination is carried out by exposing research results, both temporary and final results, in the form of analytical discussions with colleagues. In this way the researcher tries to maintain an open and honest attitude, and looks for opportunities to explore and test hypotheses that arise from the researcher (researcher's thinking).

Data source

This research field activity was originally scheduled for no more than six months. Considering that the increase in time still brings out new information, the duration of field activities was extended. With this extension of time, as stated by Moleong (1989), researchers can study "culture", test truth and reduce distortion.

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The dependence of this study was attempted by a dependency audit. In this case the researcher provides research results and reports on the research process including the "traces" of the activities used. Based on the search, an auditor can determine whether the research findings have relied on the results in the field.

Source of data taken in SMAN 29 Jakarta, SMAN 32 Jakarta and SMAN 86 Jakarta by conducting interviews and observations. Interviews were conducted with principals, teachers and students.

Data analysis

Examination of the validity (trustworthiness) of the data in this study was carried out with four criteria as recommended by Lincoln and Guba (1985: 289-331). Each is a degree: (1) credibility, (2) transferability, (3) dependability, and (4) confirmability.

To increase the degree of confidence in the acquisition data, the following techniques were used: (1) participation extension, (2) observation persistence, (3) triangulation, (4) peer examination, (5) referential adequacy, (6) negative case study, and (7) member checking.

Analysis during data collection is intended to determine the focus, develop analytical questions and initial hypotheses, and provide a basis for analysis after data collection. Thus the data analysis is done repeatedly (cyclical).

At the end of each observation or interview, the results are recorded in a field note sheet. This field note sheet contains: (1) the technique used, (2) the time of data collection and recording, (3) the location of the activity or interview, (4) the presentation of the results and notes, and (5) impressions and comments. Examples of field notes can be checked in the appendix.

Four qualitative data analysis techniques as suggested by Spradley (1979) were applied in this study. Each of them are: (1) domain analysis, (2) taxonomic analysis, (3) componential analysis, and (4) analysis of cultural themes (discovering cultural themes).

Domain analysis aims to obtain a general and relatively comprehensive understanding of the subject matter. The results of this analysis are "surface" knowledge about various conceptual domains or categories. This conceptual category contains a certain number of other categories or symbols.

RESEARCH RESULTS AND DISCUSSION

Research Results

1. Planning of graduate quality improvement programs include:
The program for improving the quality of graduates at SMAN 86 is using a tiered KKM. KKM is the Minimum Completeness Criteria for report cards. With the increase in KKM, students will be increasingly encouraged to achieve high scores. With a high report card score, the greater the opportunity for students to enter the invitation route. The strategy implemented at SMAN 29 is to work with Tutoring. This is because Tutoring in general has more control over entrance questions to state universities. In addition, tutoring has an algorithm for calculating report cards and standard grades at State Universities. With this calculation, it can be estimated what percentage of students' chances of enrolling in faculties at state universities can be estimated.
2. The implementation of the program is broadly made into a short-term work program that is carried out for 1 year and long-term, namely 5 years. Program implementation always works with parents to optimize results. Because without good cooperation the program will not be implemented properly. The implementation of the program includes partnerships with tutoring and partnerships with state universities in the invitation route.
3. Program evaluation is carried out annually by recording the number of students who successfully enter state universities. If the number increases, the program will be continued from short term to long term. If the number of students accepted into state universities decreases, other strategies will be sought which are expected to improve the quality of graduates in accordance with existing conditions. SMAN 29, SMAN 32 and SMAN 86 also form partnerships with state universities in the context of accepting new students. Cooperation with the University of Indonesia is called the pathway PPKB. The PPKB or Achievement and Equity Learning Opportunity pathway is one of the invitation lines for certain schools in Indonesia. In addition to the University of Indonesia, the three schools are also collaborating with the Bogor Agricultural Institute in a new student admission program through students who have experience as student council presidents.
4. The problem faced is that there are parents who do not support the school program which is too burdensome for students. The problem of student input is also a concern, with various students eating different teaching strategies are needed to achieve maximum grades. Teacher resources are also a separate note. Teachers must master the reasoning questions that exist in the matter of entering state universities. Another problem is that which is felt by students who have to focus on learning while in their teens they also need time for self-development. One of them is for organizational experience. Many students who are engrossed in organization experience a decline in academic grades.
5. The solution is to provide understanding to parents and students about the importance of school programs in improving the quality of graduates. A good implementation process will produce quality graduates even though the student input is below standard. Teacher training is also continuously improved in the context of making HOTS (Higher Order Thinking Skills) questions. HOTS according to Adi Saputra, M.Pd The ability to think critically, logically, reflectively, metaconitively and creatively is a high-level thinking.

With teacher training on HOTS questions, it is hoped that teachers can teach students questions that require high reasoning.

The solution for students who are focused on organizing is learning to divide their time. Another alternative is to look for achievement paths, such as the entrance route for student council presidents at state universities such as IPB.

Research Discussion

1. Planning to improve the quality of education in preparing graduates to enter state universities.

Based on the process of collecting and analyzing data, this research found that the planning of efforts to improve the quality of graduates begins with a careful planning of what will be carried out (what), the purpose of the activity, why it will be carried out (why), how this activity will be carried out (how), priority time carried out (when), where the activity takes place (where), who is involved in this activity (who).

The program for improving the quality of graduates at SMAN 86 is using a tiered KKM. KKM is the Minimum Completeness Criteria for report cards. With the increase in KKM, students will be increasingly encouraged to achieve high scores. With a high report card score, the greater the opportunity for students to enter the invitation route. SMAN 86 also plans a student mentoring program to keep students consistent in learning.

The strategy implemented at SMAN 29 is to work with Tutoring. This is because Tutoring in general has more control over entrance questions to state universities. In addition, NF tutoring has an algorithm for calculating report cards and standard grades at State Universities. With this calculation, it can be estimated what percentage of students' chances of enrolling in faculties at state universities can be estimated.

The strategy carried out at SMAN 32 is to strengthen the existing Counseling Guidance so that students can exchange ideas and discuss according to the talents and interests of students and the goals of state universities. In addition, there are also plans to establish partnerships at universities such as the University of Indonesia through the PPKB channel, Bogor Agricultural University through the student council chair.

2. Implementation of quality improvement in preventing graduates from entering state universities.

The implementation of the program is broadly made into a short-term work program that is carried out for 1 year and long-term, namely 5 years. Program implementation always works with parents to optimize results. Because without good cooperation the program will not be implemented properly. The implementation of the program includes partnerships with tutoring and partnerships with state universities in the invitation and other pathways. Regularly every year these three schools hold an Education Fair. In this event invites state universities that are partners to socialize the entrance route at each university.

3. Evaluation of the problems encountered in preparing graduates to enter state universities.

Program evaluation is carried out annually by recording the number of students who successfully enter state universities. If the number increases, the program will be continued from short term to long term. If the number of students accepted into state universities decreases, other strategies will be sought which are expected to improve the quality of graduates in accordance with existing conditions.

SMAN 29, SMAN 32 and SMAN 86 also form partnerships with state universities in the context of accepting new students. Cooperation with the University of Indonesia is called the pathway PPKB. The PPKB or Achievement and Equity Learning Opportunity pathway is one of the invitation lines for certain schools in Indonesia. In addition to the University of Indonesia, the three schools are also collaborating with the Bogor

Agricultural Institute in a new student admission program through students who have experience as student council presidents.

4. Inhibiting factors faced in preparing graduates to enter state universities

The problem faced is that there are parents who do not support the school program which is too burdensome for students. The problem of student input is also a concern, with various students eating different teaching strategies are needed to achieve maximum grades. Teacher resources are also a separate note. Teachers must master the reasoning questions that exist in the matter of entering state universities.

Another problem is that which is felt by students who have to focus on learning while in their teens they also need time for self-development. One of them is for organizational experience. Many students who are engrossed in organization experience a decline in academic grades.

5. Solutions to problems faced in preparing graduates to enter state universities.

The situation of students who come from various groups with different economic status and family background, this reflects the diversity, diversity, multiculturalism and multiconditional need for qualified BK teachers in addition to the learning process that adapts to student learning styles.

Training for teachers also continues to be carried out to improve competence in teaching, especially during the COVID-19 pandemic which requires online learning

Collaborating with parents also continues to improve the quality of graduates. Schools become active in socializing learning programs or work plans at the beginning of the regular learning year.

Supporting the implementation of the 2013 Curriculum in public high schools in Jakarta such as SMAN 29, SMAN 32 and SMAN 86 in the form of infrastructure that has met the SNP, a conducive school environment, adequate educational staff, input of students who have high academic scores, participation and commitment of parents high, as well as high support from the Provincial Government of DKI Jakarta. To support the learning process, the State High School has library facilities, laboratories (Language, Chemistry, Biology, Physics, Computers), UKS, Canteen, Honesty Canteen, classrooms with LCDs, prayer rooms, BK rooms, and classrooms that are all fully equipped. AC, Living Pharmacy Land and other supporting rooms.

CONCLUSION

Based on the results of data analysis and discussion of the findings of this study, it can be concluded that quality management in increasing graduates who can enter state universities in three research locations between SMAN 29, SMAN 32 and SMAN 86 there are similarities in planning, implementation and evaluation, namely: increasing strengthening character education, literacy development, life skills education, education based on local and global excellence, cooperation with state universities.

Through programs to improve the quality of graduates in accordance with the level of acceptance of students at state universities, synchronizing curriculum and synergizing school programs, increasing the competitiveness of placement of school graduates to state universities, but it has not run optimally. Especially in the midst of a pandemic that makes students have to do learning from home without face-to-face with the teacher.

First, regarding the planning function in management, it plays an important role as the first step in managing activities in the academic field to prepare students to enter state universities. Indeed, these advantages in planning academic activities need and must be improved because this planning stage is vulnerable to various changes, especially the elements involved in planning, such as mutations/rotations in schools and partner institutions that result in a decrease in the quality of learning activities. Success in the planning stage of

learning activities will make it easier to realize the vision, mission and strategies that have been set. In addition, the organization needs to continue to be improved so as to create an organization that can be moved as a unified whole in order to achieve predetermined goals. Coordination between the parties involved in the implementation of activities needs to be continuously improved because this will optimize the planned program by always trying to adjust the plan and implementation, the supervisory function has been seen from the implementing efforts to carry out continuous supervision both directly and indirectly. indirectly, but this monitoring activity still needs to be improved considering that the monitoring process can ensure that the resources obtained have been used effectively.

Second, with regard to the implementation of the plan in improving the quality of learning. Included in the implementation of cooperation with tutoring who have experience in the trick to answer questions about the entrance examination of state universities. SMAN 29 collaborates with tutoring Nurul Fikri in improving the quality of graduates who enter state universities either through writing or by invitation. Partnerships do not only exist in vocational schools, but partnerships also exist in high schools with tutoring in improving the quality of graduates so that they can compete for entry into state universities. The implementation of improving the quality of the curriculum is also implemented at SMAN 86 by increasing the KKM to increase the number of students entering higher education through the invitation or SNMPTN route. In addition, it also cooperates with the University of Indonesia through the PPKB channel.

Third, with regard to program evaluation which is carried out every year to obtain an overview of the success that has been implemented. Program evaluation is usually done for the sake of decision making in order to determine the next policy. Through the evaluation of a program, a systematic, detailed assessment can be carried out using procedures that have been carefully tested. With certain methods, reliable and trustworthy data will be obtained so that the determination of policies will be correct, provided that the data used as the basis for these considerations is the right data, both in terms of content, coverage, format and appropriate in terms of delivery time.

Fourth, with regard to various problems faced by the principal, teachers, parents and students, as well as problems in the implementation of learning activities, in the form of limited infrastructure, funds and other supporting factors that hinder learning activities in high school, Therefore, the authorities must be more responsive to make improvements and improvements from various aspects through activities to improve the quality of the curriculum, good cooperation, improvement of facilities and infrastructure, including paying attention to the level of teacher welfare.

Fifth, with regard to solutions to problems faced by school principals in improving the quality of graduates, principals must be active in every program to monitor and find solutions to problems. Teachers are also expected to be creative to make lessons fun and easy to understand. Moreover, students are accustomed to being able to answer HOTS questions

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