

Quality Management In Implementation At Santo Mikael Christian Middle School, Cimahi City

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Abstract

Quality management is very important in improving the quality of education in junior high schools (JHC) in Indonesia. In this article, research on quality management at Santo Mikael Christian Middle School in Cimahi is conducted to gain a better understanding of best practices, barriers, and opportunities that can improve the quality of education at the junior high school level. This study aims to determine the planning, implementation, monitoring, and evaluation of quality management in the JHC, as well as the constraints faced and improvement efforts made. The results of this study are expected to provide valuable insights for teachers, parents and the community in supporting school performance improvement through quality management. In this study, a qualitative method was used with a case study type and data collection techniques in the form of observation, interviews, and literature study. The findings of this study indicate that Santo Mikael Christian Middle School has implemented various standards of good management, such as program planning, student management, teacher and educational staff utilization, facility and infrastructure management, financing management, and creating a conducive atmosphere and environment. However, there is still a gap between the actual conditions of the school and the expected ideal conditions. Therefore, it is important for schools to continue to plan, implement, monitor and evaluate well and implement effective quality management to reduce these gaps.

Keywords: Junior High School (JHC), Quality Management, Implementation.

INTRODUCTION

Junior high school (JHC) has a very important role in developing the quality of education in Indonesia. In an effort to improve the quality of education in junior high schools, quality management is a key factor that needs attention. Quality management in the context of junior high school education is related to the systematic management, planning, implementation, and evaluation of various aspects that affect the quality of the learning process and student achievement.

In Indonesia, the junior secondary education system faces a number of challenges that need to be overcome in order to achieve higher educational standards. These challenges include quality gaps between schools, a lack of human resources trained in education management, and dynamic changes in societal needs and demands. Therefore, research on quality management in junior high schools is highly relevant, as it can provide a better understanding of best practices, barriers and opportunities that can improve the quality of education at this level.

By taking the research location at JHCK Santo Mikael in Cimahi, it is hoped that the results of this research can provide a more specific picture of effective quality management practices in that school. Taking into account the interests of students' parents, graduates with satisfactory grades, achievements in academic and non-academic fields, as well as accreditation with an "A" predicate indicating excellent quality, this research can provide

valuable insights into the success factors in quality management. at St. Michael's Christian Middle School..

A quality school is a school that establishes quality assurance and succeeds in achieving it within a predetermined time limit. One of the five components of school quality development is a quality management system. Quality management has a significant influence in realizing quality schools because it emphasizes the importance of planning, organizing, implementing, monitoring and evaluating, continuous improvement, and follow-up plans (Gaspersz, 2001).

The concept of GIGO (Garbage In, Golden Out), which is known as waste entering valuable output, is an idea desired by the community in creating an ideal school. The principles of Quality Assurance (QA), Quality Control (QC), and Quality Management (QM) form the foundation that supports this concept, which is then complemented by continuous improvement efforts (Sallis, 2010:56).

The ideal school is a school that is able to produce outputs and outcomes that are in accordance with their vision, mission and goals, even though the students have varying levels of initial ability. This shows that the quality of the educational and learning processes carried out by these schools is very effective and efficient in developing the learning potential of each student. With the existence of a School Quality Management System, stakeholders can be given an idea of how effective and efficient the programs implemented by the school are. By implementing a School Quality Management System, schools can ensure that every aspect of education and learning is carried out properly, achieves optimal results, and provides a quality learning experience for students.

In the current conditions, there is a gap between the actual conditions of schools and the ideal conditions previously mentioned. Many schools have not succeeded in developing the quality of education, including the lack of a good system. To reduce this gap, it is important for schools to carry out good planning, implementation, monitoring and evaluation through the implementation of effective quality management. Research objectives to determine the planning, implementation, monitoring and evaluation of quality management, to find out the constraints of quality management and to describe continuous improvement efforts related to quality management in implementation at Santo Mikael Christian Middle School, Cimahi City.

LITERATURE REVIEWS

Quality Management is an effort taken to direct and control organizations related to quality to improve school administration. This is in line with what Willy Susilo (2003) said that quality management is a systematic effort through the functions of planning, implementing, checking or controlling and following up on all elements of the organization,

Quality management steps include planning, implementation, monitoring and evaluation as well as continuous improvement. This is in line with what is stated in Wikipedia which states that PDCA, an abbreviation of "Plan, Do, Check, Act" (Plan, Do, Check, Follow up), is an iterative four-step problem solving process that is commonly used in quality control. This method was popularized by W. Edwards Deming, which is often also called the Deming cycle (Deming, W. Edwards, 1982:176).

This step is directed at improving the implementation of school quality (output). Implementation of school quality is based on 8 (eight) National Education Standards (NES). and infrastructure, management and financing standards.

RESEARCH METHODS

The method used in this study is a qualitative method with a type of case study, which is trying to study a case phenomenon in a real context. The use of this method is to describe

and analyze data and information according to actual needs. Descriptive research was designed to obtain an overview of the symptom status at the time the research was conducted.

Research data in this study were collected using the following data collection techniques:

1. Observation is a data collection tool that is only used to measure individual behavior or the process of occurrence of an activity that can be observed both in actual situations and in artificial situations.
2. Interviews were conducted with school principals, vice principals, and administrative personnel in the school environment. This technique is to obtain accurate data in this study.
3. Literature study was conducted to obtain related documents to obtain accurate data in this study.

Observations were carried out in stages, namely the first stage, on December 3 2019, the second stage (content, process, curriculum, assessment), December 10 2019 and the third stage of financing and management on December 17 2019 to dig up data on when carrying out activities.

RESULTS AND DISCUSSION

A. Results

1. Knowing the quality management of JHCK Santo Mikael.

a. Program Planning

School quality management refers to the education management standards that are stipulated by the BSNP so that they reflect superior and competitive management standards. Several management standards that have been implemented are:

- 1) The school has a vision, mission, goals for the institution and disseminates it regularly to school members and all interested parties and displays it in a place that can be read/recognized.
- 2) Have written documents AWP (Annual Work Plan) and MTWP (Medium Term Work Plan) which are disseminated to all school members. AWP contains clear provisions regarding: students, curriculum and learning activities, teachers and educational staff and their development, facilities and infrastructure, finance and financing, culture and community environment, community participation and partnerships, other work plans that lead to improvement and school quality development.
- 3) Schools have documents that regulate the management of 8 aspects including: Curriculum 2013/National Curriculum, educational calendar, school organizational structure, utilization of educators and education staff, academic regulations, school rules of conduct, school code of ethics and school operational costs.
- 4) The school has a school organizational chart or structure.
- 5) The school has documentation of the management of student activities, namely: Admission Of New Students selection, implementation of counseling services, implementation of extra and co-curricular activities, superior achievement development, and tracking of alumni.
- 6) Schools carry out programs to empower teachers and educational staff, namely: division of tasks, determination of reward systems, professional development, promotions and placements and transfers.
- 7) The infrastructure management program includes: planning, fulfillment and utilization of educational facilities and infrastructure; evaluation and

maintenance of facilities and infrastructure; equipment for learning facilities at each grade level in schools; preparation of the priority scale for the development of educational facilities in accordance with the educational goals and curriculum of each level; as well as maintenance of all physical facilities and equipment with due observance of environmental health and safety.

- 8) The education financing management program consists of: sources of income, expenditure, and the amount of funds managed; the authority and responsibility of the school principal in spending the education budget in accordance with its designation; bookkeeping of all receipts and expenditures; as well as the use of the budget to be reported to the school committee or educational institutions and institutions above it.
- 9) The school carries out a program of activities that creates a conducive atmosphere, climate and environment such as: scientific seminars, training, cleanliness, discipline, instilling the values of struggle.
- 10) The school has a supervisory program document including: monitoring, supervision, evaluation, reporting and follow-up.
- 11) Self-evaluation activity program, namely activities carried out by schools to find out an overall picture of their performance and condition through assessment and analysis regarding the strengths, weaknesses, opportunities and challenges for each component of the national education standards.

Based on the results of the interviews related to the process of formulating the vision and mission, the Principal said that: The vision and mission of the school is the same as the Strategic Plan made by the foundation and socialized to all school members so that the programs to be made by school members are in accordance with the vision and mission.

Furthermore, based on the findings related to Quality Assurance, the school has made and conveyed it to the parents of students through parenting activities together with the vision, mission and strategic goals. The priority programs are character building and religion. Further interviews were conducted relating to the existence of quality management. Referring to the information described above, it can be explained that the planning for quality management for the implementation of JHCK Santo Mikael is:

- 1) The planning formulated by the school refers to PP no. 19 of 2005 Yungto PP no. 32/2013, Permendiknas no. 19/2007 regarding Management standards and foundations including the creation of Documents 1 and 2 as well as the school's vision and mission.
- 2) All planning made leads to efforts to achieve more coordinated school quality. In its implementation, schools establish quality assurance that is known and accepted by teachers and education staff, parents and other parties, although some require interpretation.

Furthermore, based on the results of interviews regarding school goals, the Principal said that: The achievement of school goals is planned for 1 to 4 years but the quality goals may be more than 5 years. School quality management will be used continuously by taking into account previous conditions by conducting an analysis of resources, internal and external.

The school has a program plan to improve human resources through sharing, scientific discussions, workshops, seminars and dissemination. This is supported

by the budget prepared by the foundation to support the development mentioned above.

Furthermore, based on observations, the strategic plan that has been made has been approved by the school and at the same time a strategy for internalizing a quality culture has been decided in implementing quality management and outreach to internal and external stakeholders.

b. Program Implementation

1. Each program always explains the quality to be achieved, explains the objectives of the activity, the scope of the procedure, and explains the procedural steps that must be carried out.
2. Furthermore, referring to the implementation of implementation quality management at JHCK Santo Mikael, the following information is found:
 - 1) Most of the implementation has fulfilled expectations because it is in progress and there are still obstacles that require improvement even though it is in accordance with the technical guidelines and the implementation of the school's quality policy.
 - 2) Communication between school principals and teachers regarding quality management went according to expectations, although awards were not the main problem being given or not.

The climate and school culture that encourage the implementation of quality management in schools need to be improved. This can be seen in a working environment. Everyone has the opportunity to produce optimal performance according to quality focus. But it is very unfortunate that even though in planning all have committed to implementing quality management, there are still people who have not actively participated.

Furthermore, based on the results of school climate and culture interviews, the deputy principal said that: The atmosphere really encourages everyone to have initiative and creativity because it is supported by encouragement, appreciation and support from the leadership.

One way to equate the perception or paradigm of quality is that schools, apart from encouraging and maintaining commitment, also hold training/seminars on quality schools.

Implementation of quality management is inseparable from funding, as stated by the Principal as follows: One of the obstacles in implementing quality management for this school is the source of funding that has not been optimal. The budget is not in accordance with the plans that have been made.

Based on interviews regarding learning, the deputy head said that: what was done was according to the needs of students including learning methods that were in accordance with learning objectives. The curriculum is carried out according to instructions. Surveys regarding the quality of learning have not been carried out regularly.

Based on further interviews related to the success of quality management, the principal said that: Program achievement is a priority every year after implementing proper management it has increased and for the current year the achievement is approximately eighty five percent.

c. Monitoring and Evaluation

Based on interviews related to program implementation and supervision, the Principal said that: Always be monitored and evaluated at any time using the quality achievement instruments that have been made. Things that have not been implemented properly are immediately carried out continuous improvement. This was conveyed by the principal in a special meeting and or teacher council meeting which is held regularly once a week.

As formonitoring/supervision of the quality management of JHCK Santo Mikael implementation as follows:

- 1) *Raw inputs* infrastructure, students, teaching staff, financing etc. not in accordance with the standards expected to achieve the quality of education. Not everyone works according to the required qualifications. Likewise, infrastructure facilities are not fully accessible as needed.
- 2) Most of the quality policies have met expectations, although not optimal. Access to information still needs improvement. The governance of implementing quality management also needs improvement. However, learning is felt to be more effective than before implementing quality management. The level of teacher attendance is already optimal, but the work team's commitment to improving the quality of education and relationships with other parties still need to be optimized.
- 3) It is also necessary to optimize each member of the organization in carrying out independent supervision of their work, including applying quality standards to their work and conducting self-assessments. So far, they still rely on supervision of the work of school leaders.
- 4) Evaluation of learning is carried out in a programmed manner based on a curriculum developed according to the foundation's policies.
- 5) Parents can get information about school activities easily and tranesarently. Schools convey information on school activities at the beginning of the school year by inviting all parents of students, along with explanations and handbooks for school activities for one year, including information on graduates who have standards for entering quality schools at a higher level.
- 6) Supervision of infrastructure facilities is felt to be not optimal coupled with the lack of appropriate budget allocations. In addition, it was also found that the condition of supervision on the existence of learning resources such as library books was not optimal on a regular basis.

d. Leadership

Principals are directly elected by the foundation based on competence, experience, working conditions and achievements. With regard to leadership, the vice principal said that:

The principal's leadership style has not been fully able to encourage work motivation, even though the leadership factor is very influential in a management to achieve the goals to be achieved.

Further observations were made on the results of the work. The results of the work of his subordinates are always under the supervision of the leadership. Conversely, subordinates can also evaluate the performance of their leaders. There are 2 (two) different views, according to the teachers and leaders they have all worked according to the jobdesk but according to the foundation not all of them have even worked according to their competence.

e. Management information System

The school has a website as a media for information on school profiles and programs. Including e-mail which is mostly intended for written communication between parents of students and the school. The school already has a public relations officer to receive and follow up on problems encountered, and is also tasked with providing explanations related to school program services.

With regard to school services, the deputy principal said that: The school has installed fingerprint attendance for both Educators and Education Personnel. For students, currently they still do not use fingerprint attendance like educators and education staff.

With regard to academic and student information, each school has something in common, namely inviting parents of students for parenting activities followed by an explanation of the school's program for the next year. The school also made an information book and gave it to parents in the hope that good synergy between the school and parents would produce optimal output and outcomes.

2. Problems faced in the quality management of school administration

Based on interviews related to obstacles in implementing quality management of school administration, the Head of School said that facilities and infrastructure were still lacking and the human resources of educators and education staff were not yet optimal.

Further interviews were conducted relating to the constraints in implementing quality management of school administration. The Foundation says that:

- a. Learning Infrastructure Facilities are still not optimal,
- b. The budget for the development of infrastructure facilities has not been in accordance with the plans made.

Still related to obstacles in implementing quality management, the Principal in the interview said that:

- a. Data collection on the results of monitoring and evaluation of learning is still not optimal
- b. The SOP of the program that has not gone well is the monitoring/supervision of student activities.

3. Describe continuous improvement efforts related to quality management in the implementation of Santo Mikael Christian Middle School in Cimahi City

Based on interviews related to improvement efforts carried out related to the quality management of school administration, the Principal said that:

- 1) School carry out more intensive socialization of quality management to school members and each sign a letter of commitment to carry out quality management in schools to generate commitment and a sense of responsibility. Teachers' understanding of quality management is improved through HR Training. Including understanding and making SOPs that are made and implemented together.
- 2) Efforts are made continuously in the context of optimizing human resources by holding Education and Training as well as assistance every year for the Principal, vice principal, teachers, School Administration Staff and librarians.

Further interviews were carried out in connection with the improvement efforts made in relation to quality management, the foundation said that:

- 1) Efforts that are currently being made and are continuing to be carried out are to synergize with foundations to gain the trust of the community so that students increase. By increasing the number of students, income will increase and the foundation can give priority to adding learning infrastructure and employee welfare.
- 2) Efforts are being made so that the infrastructure development budget is in accordance with the plans made. The school principal has made a needs analysis and submitted it to the foundation so that it becomes a priority in the program that is made every year, including an evaluation that is carried out to then make a report to the foundation to become the basis for determining the program in the following year.

Still interviewing related to improvement efforts made related to the quality management of school administration, the Principal said that:

- 1) Efforts to collect data on the results of monitoring and evaluating learning so that it is optimal is by supervision is carried out every day. This is done in the framework of data collection on the results of monitoring and evaluation of learning.
- 2) What schools do in implementing program SOPs that have not gone well, especially reports on student activities, is by the supervision/monitoring and evaluation is carried out periodically to all school members including the implementation of SOPs that have been made and agreed upon.

B. Discussion

The following are the findings contained in chapter II that are relevant to the scientific theory of Management principles according to Sallis (2013), as follows:

1. Customer satisfaction (internal/external) as beneficiaries of education services is of particular concern to schools in determining policies and making quality management programs. Service excellence is something that must be done by all parties in schools, but sometimes complaints are still heard from parents both related to learning or student activities. These complaints become material for introspection for schools and one of them is used as a reference for continuous improvement. The school has earned the trust of the community. One of the indications can be seen from the number of applicants who exceed the available quota each year at the time of Admission of New Students.
2. Based on the findings of the Principal's leadership, it appears that he is still in the adapting stage but there appears to be friendliness in dealing with the problems faced by the school even though he has only served for 2 months. The leadership style tends to be democratic, this can be seen from the routine coaching program once a week where the Principal acts as a Leader.
3. The system approach is carried out by schools through proper management. The school has made good planning, implementation, monitoring/supervision and evaluation.
4. The aim of quality management is through a process/system approach to achieve quality assurance that has been promised to the community. Schools do not have the courage and confidence to convey quality assurance openly by posting this quality assurance on the front gate of the school along with information on the school's vision and mission.
5. The school has carried out outreach to all school members in order to foster a shared commitment to improve school quality through the involvement of all parties.

6. The results of monitoring/supervision of programs that are already running are evaluated and used as facts and data by schools in making and making decisions either in the context of improvement or in order to make better plans.
7. What schools do is cooperate with other parties regarding the procurement of textbooks, improving the quality of human resources, procuring shuttles that have a role in reducing congestion at schools, collaborating on catering and canteen procurement that helps parents who cannot deliver lunch to school, procuring staff safety and cleanliness.

Based on the findings at the school, the authors can reveal the potential and strengths of these institutions as follows:

1. Quality management planning has a very important role in determining the next activity program carefully.
2. Organizing is carried out properly through administration, regulation, management, and arrangement in accordance with the principles and objectives that have been set.
3. The achievement of the school's vision, mission and goals is carried out in a participatory and collaborative manner both internally and with external parties to the school.
4. Implementation of quality management always refers to the vision, mission, goals and quality assurance that have been defined and understood together.
5. The teachers at this school have the potential, motivation, and a strong commitment to always try to be the best.
6. Empowerment of teaching staff and educational development continues to be carried out through the IHT program, mentoring, coaching, and other activities that support improving the quality of education's human resources.
7. Support from the foundation through the quality development team has contributed to a better and smoother implementation of quality management.
8. There has been a paradigm shift from controlling to directing, from giving to empowering, to provide opportunities for subordinates to develop creativity and explore original ideas (Hasibuan, 2003).
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 - b. Organizing is carried out properly through administration, regulation, management, and arrangement in accordance with the principles and objectives that have been set.
 - c. The achievement of the school's vision, mission and goals is carried out in a participatory and collaborative manner both internally and with external parties to the school.
 - d. Implementation of quality management always refers to the vision, mission, goals and quality assurance that have been defined and understood together
 - e. The teachers at this school have the potential, motivation, and a strong commitment to always try to be the best.
 - f. Empowerment of teachers and educational staff is always carried out through IHT program activities, mentoring, coaching and other activities that support the creation of quality educational human resources.
 - g. The existence of support from the foundation through the quality development team makes the implementation of quality management better and smoother.
 - h. The change from controlling to directing, from giving to empowering to provide opportunities for subordinates to develop creativity and explore original ideas.

Based on findings in the field regarding the problems and weaknesses that arise, researchers can state the following:

1. Quality Assurance not displayed in the school environment as displaying the vision and mission of the school. This is because there are still concerns about the promised quality assurance that has not been achieved.
2. There is still not optimal use of the school financing budget so that it is less motivating to improve work performance.
3. There are still limited facilities and infrastructure, especially electronic media facilities.
4. Still not optimal understanding of teachers about quality management which should be manifested in learning,
5. Still experiencing difficulties in terms of implementation socialization effectiveness of quality improvement on people's perceptions.

Future improvement steps

1. It is necessary to socialize the implementation of quality management on a regular and tiered basis, followed by commitment from all parties to carry it out properly.
2. The designed program must involve various parties, including the school committee, parents, and community leaders, so that education can run well.
3. All parties must be involved in order to better understand their roles and responsibilities.
4. *up grading* teachers and education.
5. Schools have the confidence to provide Quality Assurance information both orally and in writing (including displaying it in the school environment).
6. It is necessary to develop monitoring/supervision instruments that are carried out in a planned and sustainable manner.

CONCLUSIONS AND SUGGESTIONS

Conclusion

1. Good, clear and detailed planning, followed by implementation in accordance with the plan, as well as continuous monitoring and supervision, are important factors in the quality management of JHCK Santo Mikael. The leadership contribution of the Principal and the Management Information System (MIS) also had a positive impact.
2. The problems and challenges faced in the quality management of JHCK Santo Mikael are related to the not optimal development of school quality, the need to improve the quality of teaching and educational staff, as well as learning infrastructure.
3. To overcome these challenges, the school continues to make efforts to improve by organizing training and mentoring for teachers and education staff. In addition, synergic cooperation with foundations also needs to be carried out to gain public trust so that the number of students can increase. With an increase in the number of students, income will also increase, which can then be used by the foundation to give priority to improving learning infrastructure.

Suggestions

1. Principals, in accordance with their roles and duties, should be able to manage program planning activities by involving the participation of all relevant parties. In addition, school principals also need to show good leadership in supervising and communicating with staff and other school members.

2. The City Education Office can provide support in developing human resources, including school principals, teachers, and school administrative staff, so that they can better implement the program.
3. For researchers who are interested in conducting further research on quality management, it is advisable to focus on quality control, continuous improvement, and effective and efficient follow-up in a model school. This can be an iNESiration for other schools in implementing successful quality management practices.

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