

ANALYSIS OF THE MANAGEMENT ASPECT OF PRIMARY SCHOOL QUALITY IMPROVEMENT

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Abstract

The primary aim of this study is to discover how quality improvement management in primary school, in terms of students, educators, headmasters, curriculum, learning process, and infrastructures, is implemented. The present study employs qualitative research method, which is descriptive, using analysis, referring to data, and utilizing existing theories as supporting materials. The primary data source in a qualitative study is the informant. Data is collected through interviews, observation, and documentation. The findings of this study indicate that education quality improvement management in a primary school in West Java, Indonesia is quite good. However, there are some aspects that need to be improved to achieve high quality education, particularly the facilities and infrastructure aspect.

Keywords: Education Quality, Management

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I. INTRODUCTION

Institution, especially education institution, is required to be able to create efficiency, to prioritize quality and customers' satisfaction, and to maximize opportunities quickly and accurately to sustain themselves and to compete with other people (Schellenbach-zell & Graesel, 2010). The low quality of education in Indonesia has been a topic of discussion for years, yet this problem still persists. Implementation of school management in improving school quality is a real solution to improve education quality in general (Kwek, Lau, & Tan, 2010). School quality improvement management is a significant problem, with the government at its center, that everyone is responsible for. Everyone must attempt to solve the problems in educational goals, education policies, curriculum, and

education standards. School transformation is what the government expects. However, school transformation has not been optimally realized in school's autonomy and independence to implement school management (Berendt, Christofi, Kasibhatla, Malindretos, & Maruffi, 2012). School's autonomy to manage its needs in achieving educational goals and creating high quality education has not been implemented in a holistic and integrated way (O'Malley, 2010). In addition, organization and analysis of school condition and situation also have not been properly done.

Previous studies on school quality improvement management focused on portraying the management of teachers' competencies improvement, in which headmasters continuously monitored teachers'

performance by rewarding high-achieving teachers, attending to teachers financially and non-financially, involving teachers in formulation of school's vision and programs, listening to teachers' ideas, and providing securities for teachers so that they can feel comfortable and can potentially work harder to improve the school (Nur, 2006). Headmasters always motivated teachers and found appropriate solutions for problems that teachers face in quality improvement (Eres, 2011).

In this study, the researcher attempts to portray school quality improvement management from other aspects other than teacher's competencies, including: students, curriculum, learning process, educators, facilities and infrastructure, and headmaster. Primary school in West Java, Indonesia believes that education quality improvement cannot be solved just by focusing on teachers. Education quality improvement is also closely related to other aspects. With this in mind, the primary aim of this study is to see how primary school quality improvement management system is implemented from various aspects, including students, curriculum, educators, facilities and infrastructure, and headmaster's management.

II. METHODS

This study employs qualitative method, using qualitative descriptive approach. Qualitative study is a study aiming to understand a phenomenon that research subjects experience, such as behaviors, perception, motivation, action, et cetera, in a holistic and descriptive way through words, in a specific and natural context, using various natural methodologies (Pasaribu, 2017). The research method is selected with consideration that this study focuses on describing education quality improvement management in a primary school in West Java, Indonesia, aiming towards systematically describing the subjects and objects being studied, which is the headmaster.

III. RESULTS AND DISCUSSION

The findings of education quality improvement management in a primary school in West Java, Indonesia, which includes the aspects of students management, curriculum

management, learning process management, educators management, facilities and infrastructure management, and headmaster management, are discussed in the following section.

Students Management in Primary School Quality Improvement in West Java, Indonesia
Students management in primary school in West Java, Indonesia, is conducted by channeling students' interests, talents, and capabilities through participation in various extracurricular activities and both academic and non-academic competitions, such as religious, reading, writing, math, science, sports, arts, and boy-scouting competitions. Considering the school's achievements in various competitions held by the government, it is concluded that the students in the school have good achievements.

A student or learner is a person or individual that receive education services in accordance with his/her talents, interests, and capabilities so that he/she can grow and develop well and get satisfaction in receiving education from the educators (Umam, 2018). Meanwhile, students management is an effort to manage the students, from the moment they enroll in the school to the time they graduate (Umam, 2018). Students management is a part of the effort to provide the best service to students during their time in the school. It is clear that students management does not focus solely on intellectual skills but also on students' soft skill. This is in line with students management implemented in primary school in West Java, Indonesia. The school develops students' academic and non-academic potentials. Students' capabilities and performance in the school will support the improvement of school quality (Darling-Hammond, 2000). High-quality students will elevate the school's existence in the society.

Curriculum Management in Primary School Quality Improvement in West Java, Indonesia
Curriculum management in primary school in West Java, Indonesia utilizes the 2013 curriculum that the government set. The curriculum has been implemented fairly well, even though the school still has some

difficulties in its implementation. One of the difficulties is evident in lesson plan implementation in the actual learning process. It is difficult to fully implement the lesson plans because the 2013 curriculum demands a lot from the teachers. Another difficulty arises from teachers' limited competencies. This reality clearly shows that curriculum change (in the government level) is not in line with educators competencies (in the field). It means that the curriculum change, no matter how good it is, will be rendered relatively useless if teachers and management (education practitioners) do not have adequate competencies to implement it in the field. The curriculum cannot be implemented optimally as expected because it is not equipped with improvement in educators' competencies and with good management. As we know, curriculum management is affected by some school components, both internal and external (Baccalaureate, 2007), such as curriculum content, teaching methods, learning objectives, learning process, teachers, students, and socio-cultural and economic environment. This makes curriculum management become a school component that also determines the success of school programs implementation (Ogunyemi, 2010).

Learning Process Management in Primary School Quality Improvement in West Java, Indonesia

Learning process management in primary school in West Java, Indonesia, is performed by educators who possess adequate competencies, which they obtained from various trainings, so that all process of education (from planning, implementation, to evaluation) can be implemented smoothly and can be used to measure the success of learning process. It can also improve education quality indirectly (Peters & Wals, 2013). Learning process management is an attempt to manage learning process, which includes planning, implementation, monitoring, and evaluation, to effectively and efficiently achieve the learning objectives. There are several formulations about learning process that are considered important: 1) teaching and learning process is an effort to organize educational environment

to create conducive learning situation and condition for students; 2) teaching and learning process is an important way to prepare students to be good citizen; and 3) teaching and learning process is a process to help and equip students with skills to face the real life in society. Teaching and learning process is inseparable from who is teaching and what curriculum is being implemented (Nur, 2006). Therefore, the quality of teaching and learning process occurring in the classrooms is a valuable determining factor of education quality. Effectiveness of teaching and learning process is affected by 1) the length of study, 2) teaching methods being used, 3) evaluation, feedback, and rewards to students, and 4) the number of students in a classroom.

Educators Management in Primary School Quality Improvement in West Java, Indonesia
Management of educators in primary school in West Java, Indonesia follows a qualification standard that the government sets, which stipulates that all teachers are required to have a minimum of bachelor education. In addition, educators are required to participate in Teachers' Work Group (KKG). The school also implements other educators management practices, including requiring teachers not to come late to class. That way, teachers will provide a good example for the students. In the case that a teacher cannot make it to the class, the headmaster will take over the teacher's role for that day. Education quality improvement is affected by three factors: educators, curriculum, and school leader. The efforts to realize and meet all national education standards must be supported by high-quality educators and equipped with good curriculum and effective leadership (Elacqua, Martinez, Santos, & Urbina, 2012).

The efforts that the school does to improve professional teachers' quality include requiring teachers to participate in Teachers' Work Group program and to continue their study to achieve the minimum standard of bachelor degree. These efforts aims to equip teachers with competencies that can be fully developed, including pedagogic, personal, professional, and social competencies, and with broad knowledge and insight. Teachers' Work Group

(KKG) is a place for teachers from one area to gather and cooperate in order to improve their professional capabilities. The primary function of the group is to collect and solve problems that teachers have in their teaching process through discussion and instructions. KKG program, which serves to collect teachers' aspirations, and further education for teachers who do not have a bachelor degree can directly give positive effects on education quality improvement. Management process that headmaster does is also crucial. Teaching process that teachers do every day also determines the success of school quality management.

Infrastructure Management in Primary School Quality Improvement in West Java, Indonesia
Infrastructure and facilities management in primary school in West Java, Indonesia, is insufficient. The primary obstacle in improving school facilities and infrastructure is the funding. The funding from the government takes a long time to distribute, so that the school has to make do with funds from people's donation and grant from school committee. However, the school still tries to improve its facilities and infrastructure, by planning school rehabilitation for instance.

In the primary school in West Java, Indonesia being investigated in this study, the headmaster plans infrastructure and facilities improvement by analyzing what is needed for learning process in the long term, medium term, and short term. Procuring those infrastructure and facilities is regulated in school operational cost. The proposal is submitted every three months and the infrastructure is obtained by purchasing, renting, and receiving grants from other parties. However, the school is still limited in terms of infrastructure and facilities because it only relies on the school operational cost and because the bureaucracy to receive government funding is a little slow. The school can only wait for the replies for the request and online data it submitted to the government, requesting revitalization, addition, renovation, and maintenance of school infrastructure and facilities. If the government grant the request, the school will receive the government funding. This long process hinders education

quality improvement because the school lacks facilities and infrastructure required to support the learning process.

As we know, education facilities and infrastructure plays an important role in learning process (Usaman, 2019). In Indonesian national education system, it is stated that every unit of formal and non-formal education must provide infrastructure and facilities that satisfy the needs for education process which suit the development and growth of students' physical, intellectual, social, emotional potentials.

Education facilities are everything required, either movable or immobile, in learning process to efficiently and effectively achieve educational goals (Mustari, 2014). The functions of facilities and infrastructure management are: 1) need planning, which includes taking all suggestion about what the school needs, formulating need plan, consolidate the need plan, consolidate the lists of needs and the final procurement plan; 2) procurement, including purchasing using government funds and purchasing using school fund, school committee's grant, and public donation; 3) inventory, which involves making notes of facilities and infrastructure, coding the equipment, and categorizing the equipment to be reported; 4) utilization of education facilities and infrastructure; 5) maintenance, under the supervision and control of the school; 6) closure, which means writing a report on school facilities and infrastructure closing as a form of school's accountability to related parties (Mustari, 2014).

Headmaster's Management in Primary School Quality Improvement in West Java, Indonesia
The management system that headmaster implemented in a primary school in West Java, Indonesia includes planning, organizing, implementation, and monitoring processes. Headmaster really cares about the school and can perform his job well. This is evident in his friendly and open attitude towards teachers, students, and students' parents. In addition, the headmaster is newly appointed, which means that he is still continuing the previous headmaster's programs and has not been well-organized. The headmaster has his own

programs, which cannot be implemented in the near future because the previous programs have to be finished first.

Leadership is a crucial factor in school management because most of the success or failure of an organization is determined by the leadership in that school (Ibrahim & Al-Taneiji, 2013). Leadership in an effective school is predicted to be able to realize the expected standards of educators and education staff, which in turn will promote education quality improvement. Headmaster is one of the most influential component in school quality improvement effort, even though it takes a long time and arduous process to produce a professional headmaster (Mestry, 2017).

IV. CONCLUSION/RECOMENDATION

School quality improvement management is a process implemented to achieve goals set by each education institution. The success of education implementation can be seen from the aspects of students, curriculum, educators, learning process, facilities and infrastructure, and headmaster.

To improve school quality, those aspects need to collaborate in order to improve the quality of education itself. In a primary school in West Java, Indonesia, school quality improvement management has been implemented quite well. However there are some things that hinder the success of quality improvement management, including: incompetent teachers in terms of educational qualification, weak implementation of curriculum, inadequate facilities and infrastructures that hinders good learning process, and the fact that the headmaster is newly appointed, resulting in some unimplemented programs.

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