

IMPLEMENTATION OF MANAGEMENT OF SCHOOL-BASED EDUCATION QUALITY IMPROVEMENT AT SMPN 1 MELAK, WEST KUTAI REGENCY

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ABSTRACT

The research aims to find; (1). Implementation of Management of School-Based Education Quality Improvement in terms of planning, implementation, and evaluation. (2) Fulfillment of Graduation Standards, Content Standards, Process Standards, Educators and Educational Staff Standards, Facilities and Infrastructure Standards, Management Standards, Assessment Standards, Education Financing Standards. (3) The role of stakeholders in planning, implementing and evaluating. (4) Obstacles and solutions in meeting Eight National Education Standards (Eight-SNP) in SMPN 1 Melak, West Kutai Regency. This study uses a case method with data collection procedures which use several techniques including: In-depth interviews to reveal the Implementation of Management of School-Based Education Quality Improvement at SMPN 1 Melak, West Kutai Regency. Observations, participants and field notes are based on observation guidelines. Documentation such as photography and school archives. Focused discussion, checking the validity of the data is conducted by triangulation techniques with cross-checking data and information so that the results of the study can be justified. The collected data are analyzed using the Milles Huberman cycle analysis, the process begins data reduction, data presentation, verification and conclusion drawing based on substantive findings including (1) Implementation of Management of School-Based Education Quality Improvement is the model of Cooperative Participation Management Based Quality, (2) Fulfillment of Eight-SNP includes Graduation Standards, Content Standards, Process Standards, Education Standards and Education Personnel, Facilities and Infrastructure Standards, Management Standards and Assessment Standards, according to Government Regulation no. 19 in 2005 (3) Role and instrumental participation stakeholders and transformative participation (4). There are several obstacles in fulfilling Eight-SNP so there is still a need to follow up with improvements in the standard process; there is gap 30% in teaching staff who have implemented ICT-based learning, there is gap 40% in teaching staff implementing contextual learning, quantum learning, active learning, creative, innovative, effective and fun, cooperative learning and its solution by implementing academic supervision of the learning process in the classroom, carrying out academic supervision of the learning process in the classroom, emphasizing the strengthening of independence and the spirit of community participation in achieving the quality of school-based education.

KEYWORDS: education quality management, school based, education standard

INTRODUCTION

Referring to Detoro's research results, (2017: 88) that the application of the total quality management (TQM) system based on several principles, namely: 1) focus on the customer, educational institutions need to carefully analyze the needs and desires of customers, find out who is the most important person to be served, what customers really want, meet the needs of customers with the best education services so that they can make customers satisfied; 2) continuous improvement, improvement of the education system both internal and external services, must continue to be developed through evaluation even though the desired target has been achieved; and 3) total involvement, all education stakeholders such as school principals, teachers, staff, students and parents are fully involved in the implementation of education. In this case, the management is obliged to enhance the vision, build trust in others, encourage customers and establish mutually beneficial relationships. The totality of service to customers becomes the main focus in the implementation of quality system of total quality management. Customer satisfaction is determined by the quality of service provided.

According to Samani, (2014: 55) that the relationship between customers is as follows: schools can be said to be successful if: 1) students are satisfied with school services, such as being satisfied with the lessons received, satisfied with the treatment by the teacher or leader, 2) parents of students satisfied with services to their children and services to parents; 3) the users / recipients of graduates (universities, industry, society) are satisfied because they receive graduates with quality which matches expectations; 4) teachers and employees are satisfied with school services related to the division of labor, school culture, work relationships, motivation.

Referring to Berry and Parasuraman's research results, (2018; 51) quality determinants which must be realized in educational services, namely: first, reliability, the ability of schools to provide services in accordance with promised, trusted, accurate, and consistent. Second, responsiveness, the willingness of the school to help customers and provide services quickly and meaningfully as well as the willingness to hear and resolve complaints submitted by customers, for example the provision of appropriate facilities to ensure the right process. Third, assurance, the ability of the school to generate confidence and trust in the promises which have been stated to consumers, for example promises in promotions. Fourth, empathy, the willingness of schools to care more about giving personal attention to customers, for example the headmaster can be a good listener of complaints and difficulties of teaching staff and help find solutions. Fifth, tangible, the physical facilities, equipment, and various communication materials, for example the building style of aesthetics and functional suitability, the completeness of educational facilities, supporting facilities, good cleanliness and neat room arrangement.

Kotler, Philip and Gary Armstrong, (2016: 66) state that characteristics of TQM usually include: 1) culture change, the educational institutions provide a suitable environment for educators and staff such as skills tools, systems and simple procedures which help their work, appreciation and motivation. Those can increase self-confidence and empower each individual in it ; 2) organization

reversed, the leadership in TQM which goes from top to bottom (top-down). Here, the customer is positioned above, supervising the company (from leaders to employees), symbolizing that the customer is prioritized and must get excellent service. In the TQM culture, the role of senior and middle management is to provide support and authority to staff and students, not to control them; 3) maintain relationships with customers, both internal and external customers by obsessing on quality through the best service.

Researchers need to examine more deeply the implementation of management of school-based education quality improvement related to the Eight National Education Standards (SNP) is a minimum criterion about the education system in all jurisdictions of Indonesia. National Education Standards consist of: (1). Content Standards (2). Process Standard (3). Graduates Competency Standards (4). Educational Standards and Education Personnel (5). Facilities and Infrastructure Standards (6). Management Standards (7). Education Funding Standards (8). Educational Assessment Standards. Eight-SNP functions as a basis in planning, implementing and supervising education in the context of creating quality national education. Eight-SNP aims at ensuring the quality of national education in the context of educating the nation's life and shaping the dignified character and civilization of the nation. Eight-SNP is perfected in a planned, directed and sustainable manner according to the changing demands of local, national and global life.

Implementation of management of school-based education quality improvement at SMPN 1 Melak, West Kutai Regency with a subfocus, namely: implementing management of school-based education quality improvement in terms of planning, implementation, and evaluation at SMPN 1 Melak, West Kutai Regency. Fulfillment of Graduation Standards, Content Standards, Process Standards, Educators and Teaching Staff Standards, Facilities and Infrastructure Standards, Management Standards, Assessment Standards, Education Financing Standards at SMPN 1 Melak, West Kutai Regency. The role of stakeholders in planning, implementing and evaluating at SMPN 1 Melak, West Kutai Regency. Constraints and Solutions in meeting Eight-SNP at SMPN 1 Melak, West Kutai Regency.

PROBLEM FORMULATION

1. How is the implementation of management of school-based education quality improvement in terms of planning, implementation, and evaluation at SMPN 1 Melak, West Kutai Regency?
2. How to fulfill graduation standards, content standards, process standards, educator and education staff standards, facilities and infrastructure standards, management standards, assessment standards, education financing standards at SMPN 1 Melak, West Kutai Regency?
3. What is the role of stakeholders in planning, implementing, and evaluating at SMPN 1 Melak, West Kutai Regency?

4. What are the obstacles and how are the solutions to meeting the eight national education standards at SMPN 1 Melak, West Kutai Regency ?

LITERATURE REVIEW

George R. Terry (2016), management is a unique process, which consists of organizing, planning, mobilizing, and supervising activities conducted to determine and achieve the targets set with human assistance and other resources. Mary Parker Follet; Management is the art of doing work through people. James A.F. Stoner; Management is the science and art of planning, organizing, directing, coordinating and supervising resources, especially human resources, in achieving organizational goals that are predetermined.

G.R. Terry said that planning is the selection and linking of facts and actions and the use of thoughts for the future by describing and formulating the activities needed to achieve the desired results. Meanwhile according to Mulyasa, planning is a systematic process in making decisions about actions to be taken in the future.

According to Robert French and Christoher Gray, in his book entitled "rethinking management education" that management education is an activity of growing significance and influence, which has recently attracted extensive attention and criticism. Meanwhile according to Tony Bush, educational management is a field of study and practice concerned with the operation of educational organizations.

This understanding shows that educational management has a field which is focused in a variety of educational organization activities. Educational management is the activity of integrating educational resources so that they are centralized in efforts to achieve predetermined educational goals. This understanding emphasizes that education management is an optimal effort in the framework of managing various educational resources to achieve the stated goals. In management education, it can be interpreted as an activity of integrating educational resources so that they are centralized in the effort to achieve predetermined educational goals. In another terminology, Djam'an Satori provides an understanding of education management by using the term education administration which is defined as "the whole process of cooperation by utilizing all available personnel and material resources and appropriate to achieve the educational goals that have been set effectively and efficiently participation/role. Stakeholders which stated by Sarah White (2012), can be used to observe community participation in education quality improvement programs as written below:

Tabel.1 Framework for Community Participation

<i>Form</i>	<i>Top-Down</i>	<i>Bottom-Up</i>	<i>Function</i>
<i>Nominal</i>	<i>Legitimation</i>	<i>Inclusion</i>	<i>Display</i>
<i>Instrumental</i>	<i>Efficiency</i>	<i>Cost</i>	<i>Means</i>

Form	Top-Down	Bottom-Up	Function
<i>Representative</i>	<i>Sustainability</i>	<i>Leverage</i>	<i>Voice</i>
<i>Transformative</i>	<i>Empowerment</i>	<i>Empowered</i>	<i>Means/end</i>

The criteria for the form of community participation include 4 levels, as following:

- a) First level: nominal participation, it is a form of minimum community or stakeholder participation, for example stakeholders present at meetings held by the school.
- b) Second level: instrumental participation, it is the involvement of stakeholders in the form of supporting programs. For example, stakeholders contribute in the form of energy, thought and money.
- c) Third level: representative participation, it is the active involvement of stakeholders in proposing, arguing and supporting programs. For example, the active involvement of the community in planning programs to improve the quality of school education.
- d) Fourth level; Transformative participation, it is stakeholders empower themselves to be actively involved in managing the program and feel they own it.

The role of stakeholders is in the first level, which stakeholders consider that participation is sufficient to just attend. Participation will increase in the second level, which stakeholders consider participation is not enough to attend, but it is necessary in the form of donating funds of energy and thoughts. Participation will increase at the third level, which stakeholders consider their participation is not enough to attend, but to contribute funds and energy. Participation will be at the fourth level, which stakeholders actively participate in managing starting from planning, implementation, to program reports.

Oakland, J.S. (2015: 11), in scientific management, a work starts from a plan, followed by “do”, that is doing work on a small scale, followed by “study” to confirm planning with the results of the field test, modified according to the study results for use on a large scale. Through this theory, Deming emphasizes the continuous improvement of repairs, and everything which is conducted always starts with an inspired plan with the results which have been achieved before, so that there are improvements to improvements for the next plan.

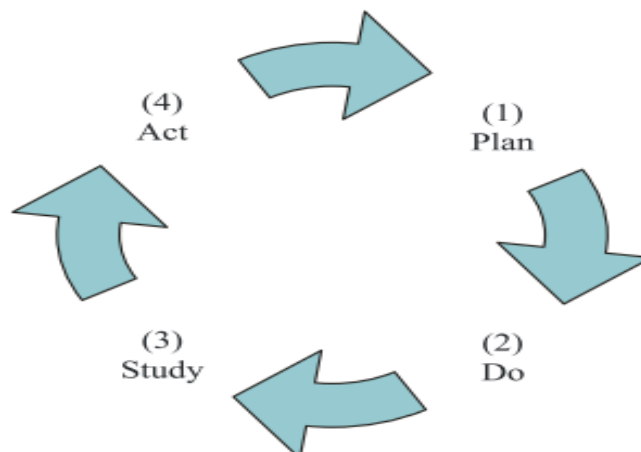


Figure 1. Deming Circle (Bonsting, 2016: 10)

Furthermore, in the stage of improving the quality of education, institutions need to consider the key issues in the strategic planning process as follows: 1) mission and vision (what are the goals, vision, mission, and values of an educational institution); 2) customer needs (who is the customer, what is expected, what must be carried out to meet customer expectations, what is needed by students from an institution, what methods are needed to identify customer needs); 3) the path to success (what are the strengths, weaknesses, threats and opportunities of an institution, what factors are important for its success, and how does an educational institution achieve success); 4) quality (what standards are used, how to convey quality, costs to be incurred); 5) investment in human resources (what should be conducted to staff, is it sufficient to invest in staff resources and staff development); 6) evaluating the process (whether it has a certain process in dealing with something wrong, how does an institution know that it has been successful).

In addition, there are important and simple steps which can be followed, namely 1) leadership and commitment to quality must come from the top; 2) encouraging customers is the goal of TQM; 3) appointing quality facilitators; 4) forming a quality control group; 5) appointing a quality coordinator; 5) holding a senior management seminar to evaluate the program; 6) analyzing and diagnosing the situation; 7) using examples which have been developed elsewhere; 8) employ external consultants; 9) initiating quality training for staff; 10) communicating the quality message; 11) measuring the quality costs; 12) applying quality tools and techniques through the development of effective working groups; 13) evaluating the program at regular intervals.

TQM is not fully implemented in an educational institution due to various factors. Sallis stated that the inhibiting factors in implementing TQM in educational institutions are: 1) leadership, overall change (management paradigm, commitment, goals, and training) are not fulfilled; 2) mindset, half-hearted efforts and unrealistic expectations; 3) human resource structure and quality, delegation and leadership errors, teams, dissemination processes, limited approaches, and premature empowerment; and 4) costs.

Tenner's research results, (2017: 61) found that the factors supporting the implementation of TQM include: (1) Leadership, in TQM, the principal acts as an advisor, mentor and leader should not be ignored. (2) Education and training, providing various types of education and training for educators to improve their professionalism (3) Supporting structure, the existence of a clear organizational structure (4) Communication, all employees must receive clear quality information so that they really conduct the improvement programs quality (5) awards, awards need to be given to teams and individuals who are successful in applying the quality improvement process. This can spur them to

be even more motivated to achieve success (6) Measurement, the measure used is internal and external customer satisfaction.

The data needs to be collected systematically and processed to see satisfaction, to find various problems which arise and as a basis for continuous improvement through a total quality management program. Meanwhile the quality of education shows the state of something (output/outcome/service) of quality education resulting from a quality education process which refers to the standards or conditions set and provides satisfaction to customers or education stakeholders. The quality of education is not something which happens by itself. It is the result of an educational process, if an education process runs well, effectively, and efficiently, there will be a huge opportunity to obtain quality educational outcomes. The following is the configuration of the causality of education quality:

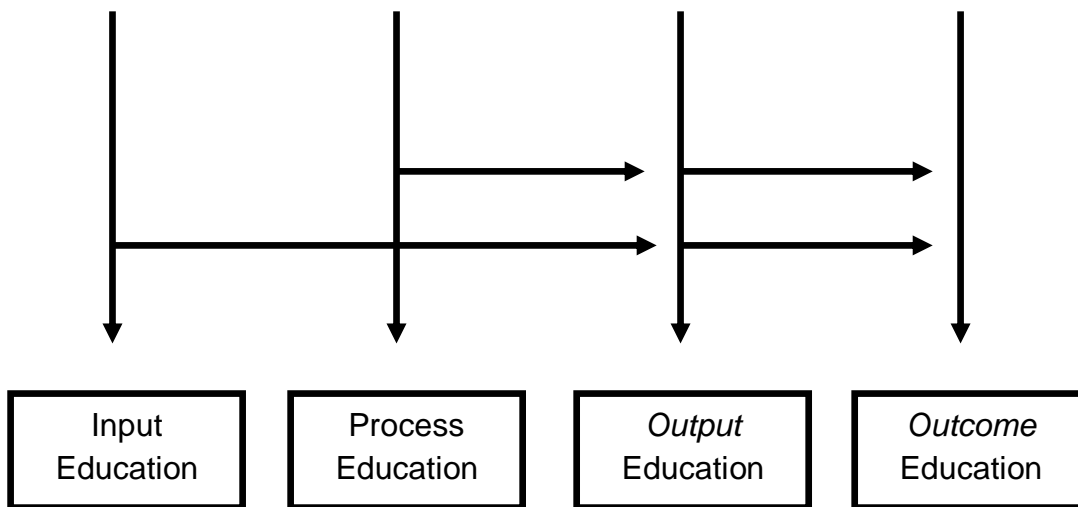


Figure 2. Input Quality, Process Quality, Results Quality, Impact Quality

The results of the implementation of total quality management can be measured through inputs, process, outputs, and outcomes. TQM implementation is successful if it get the quality on inputs, outputs, and outcomes. Inputs are stated to be of good quality if they are ready to proceed, the availability of qualified teaching staff, clear and targeted curriculum, adequate facilities and other aspects of education are adequate. A quality education process if it is able to create an atmosphere of active, creative, fun, and meaningful learning. The output is stated to be of high quality if the academic and non-academic learning outcomes are high achievers. Outcome is declared qualified if graduates are able to continue to a higher level of higher education, graduates are quickly absorbed in the world of work, fair salaries, all parties acknowledge the greatness of graduates, and feel

satisfied inhibitors and supporters as well as the results of the implementation of total quality management.

RESEARCH METHODS

Purposes

1. Describe the implementation of management of school-based education quality improvement in terms of planning, implementation, and evaluation at SMPN 1 Melak, West Kutai Regency.
2. Describe the fulfillment of graduation standards, content standards, process standards, educator and educational staff standards, facilities and infrastructure standards, management standards, assessment standards, education financing standards at SMPN 1 Melak, West Kutai Regency.
3. Describe the role of stakeholders in planning, implementing, and evaluating at SMPN 1 Melak Barat Kutai Regency.
4. Describe the obstacles and solutions in meeting the eight national education standards at SMPN 1 Melak, West Kutai Regency

Methods and Procedures

This research uses a case method with data collection procedures using several techniques including:

1. In-depth interviews to reveal the implementation of management of school-based education quality improvement in terms of planning, implementation, and evaluation at SMPN 1 Melak, West Kutai Regency.
2. Observations, participants and field notes based on observation guidelines.
3. Documentation, such as photography, and school archives.

Data Sources

1. Research Data

The data used in the study can be divided into two:

- a. Primary data is the source of direct data collected by researchers and field notes at SMPN 1 Melak, West Kutai Regency. This primary data is the main data collected through in-depth interviews until there is no further development of saturated data, coupled with data from the participant observation.
- b. Secondary data with documents related to the implementation of management of school-based education quality improvement in terms of planning, implementation, and evaluation at SMPN 1 Melak, West Kutai Regency.

2. Data Sources

The data sources in this study are the informants taken not intended to represent the population, but rather to represent the information needed in this study. With this basis, the researchers determined five informants which included one person who is the key informant, the school principal and four people who are supporting informants, the head of administration and vice-principal, curriculum development, student development, teaching staff and students.

Data Validity Check

Data which has been analyzed by researchers to produce a conclusion then asked for agreement (member check) with the three data sources. Following is an illustration of the process of triangulation of data sources.

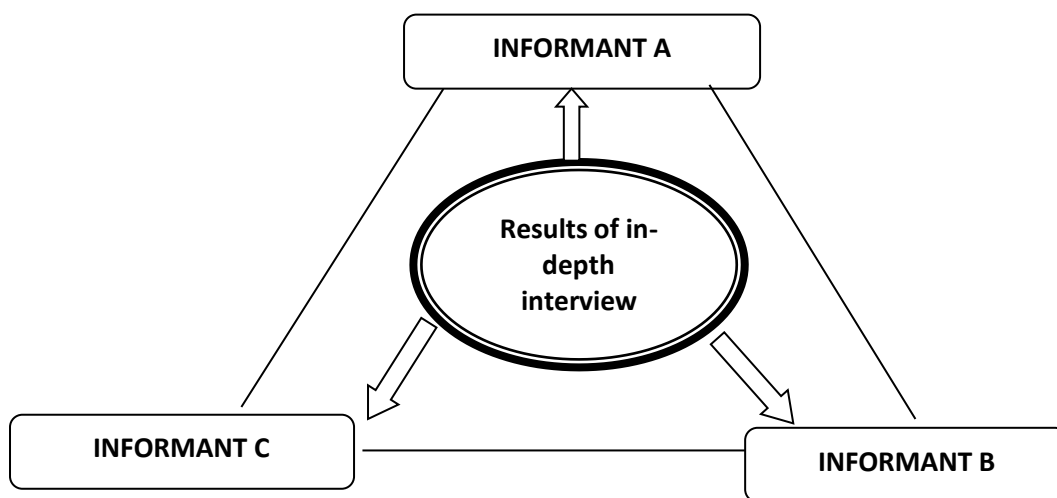


Figure 3 Testing data credibility with Triangulation

Source: Sugiono, (2015)

Based on the description above, it can be concluded that testing the reliability of data or trust in data and triangulation is very important in qualitative research, although it adds time and cost and energy. Triangulation is important to do in order to increase the depth of understanding of researchers both about the phenomenon under study and the context in which the phenomenon arises. However, a deep understanding of the phenomenon under study is a value that must be fought by every qualitative. Therefore, qualitative research is created to capture the significance (meaning) or understand the symptoms, events, facts, events, realities or specific problems regarding social and humanitarian events with their complexity in depth.

FINDINGS AND DISCUSSION

1. Implementation of management of school-based education quality improvement in terms of planning, implementation, and evaluation at SMPN 1 Melak, West Kutai Regency.

It is performed by the school principal by involving all school components and stakeholders using a quality and humanistic principle approach, as a school originality by increasing collaboration, coordination and transparency in achieving at least Eigh-SNP. The implementation of management of school-based education quality improvement at SMPN 1 Melak, West Kutai Regency is conducted

through a systematic process which is contextual, measurable, gradual and sustainable, involving all relevant parties as manifested in short, medium and long-term plans.

- a. Planning for the implementation of management of school-based education quality improvement is performed by the school principal through transparent participation, through a humanist and religious value approach. Planning to improve school quality involves all school components and stakeholders by referring to the clarity of the school's vision and mission, developing curriculum, increasing the competency of teaching staff, through attending training, seminars, attending the teacher's discussion of subject (MGMP), accessing the internet and comparative studies and further studies. Conducting infrastructure facilities and fostering students so that they learn actively and excel in both the academic and non-academic fields. Stakeholder participation in Instrumental participation planning.
- b. Implementation of management of school-based education quality improvement. It is implemented through a number of program activities, namely: (a) implementing the vision and mission (b) implementing curriculum development (c) implementing the training of educational and educational competence (d) implementing school quality standards according to 8 National Education Standards (e) implementing the provision of learning infrastructure teaching (f) implementing coaching of students to excel.
- c. Evaluating the implementation of management of school-based education quality improvement. All components of the school appear to provide input to each other in the evaluation both service and outside the agency so that their usage is effective and efficient, participation or participation of the stakeholders in evaluating the procurement and use of infrastructure at SMPN 1 Melak. The level of participation of all school components and steak holders is at level 4 (transformative participation), means that stakeholders play an active role and even be involved in implementing and controlling the program as the person in charge. Based on the evaluation results found: National examination results above an average value 8 and passed 100%, the community is more enthusiastic to register their children to school, the faith and devotion of students has increased, the more students achievers both in academic and non-academic fields, the school is accredited with the value A. The level of stakeholder participation in the implementation of management of school-based education quality improvement reaches level 4, namely: transformative participation (stakeholders play an active role in making programs and running programs with all school components).

2. Fulfillment of Graduation Standards, Content Standards, Process Standards, Educator and Educational Staff Standards, Facilities And Infrastructure Standards, Management Standards, Assessment Standards, Education Funding Standards at SMPN 1 Melak, West Kutai Regency.

Graduation standards, there is gap 15% between program plans and results, where plans have a target that 100% of students graduate with a minimum grade 70, but based on evaluation there is gap 10% because of the result of National Examination (UN) average score is only obtained 60. As a result of

the number of graduates is only 50% of students who graduate can be accepted at favorite public / private universities, there is gap 20% from the initial plan 70%. But from the analysis of the increase in class, there is no gap because there are no students living in the class. Although, academically, it is categorized not good enough, but non-academically, this school has quite good achievements, with a championship target which should be able to reach 10, 12 can be achieved both at the city and provincial levels, where achievements are often obtained through soccer, scouting, flag raisers (paskibra) activities, religious activities and martial arts. This positive gap is influenced by students' interest in reliable extracurricular activities and trainers, as well as funding sourced from school operational assistance (BOS) funds, contributing greatly.

Content Standards, the curriculum applied is no gap, 100% has reached SNP, this is supported by a team of developers who are able to perform their duties properly but the preparation of learning tools has not fully achieved the existing standards, found 10% which is still educators who compile by copy-paste, without regard to the real condition of the class being taught.

Process Standards, there is gap 30% in the application of ICT-based learning, because there are some educators cannot operate and plus lack respect if ICT is able to influence student achievement. There is also gap 40% in educators who have already carried out contextual learning, quantum learning, active learning, creative, innovative, effective and fun, cooperative learning, and this is also caused by the understanding of educators who lack the importance of learning as mentioned above, there are still educators who are happy with conventional teaching. So, to overcome the problem of inequality, the school has planned academic supervision which is conducted properly according to the target, but based on the source of the informant, the results of the supervision are not followed up, the results of supervision still tend to provide teacher performance assessment (PKG) values as mere administrative requirements.

Standard for Educators and Education Staff, the results of evaluating the qualifications of educators have gap 2% because of the number of educators 43, there is still 1 teaching staff educating Diploma 3, and the target 40% of educators has increased the qualifications of Post Graduated (master degree) education has only been reached 25%, so there is gap 15%, this is due to the lack of interest of educators, 20% of existing teaching staff are nearing retirement and for productive/ young educators are still preoccupied with family matters which are less supportive. While the educational staff qualifications are expected to all be at least high school education, but only 70%, there is gap 30%, this is due to education personnel 50 years old are more unwilling to improve their education. In the mastery of ICT and computer administration, there is still gap 30%, this is due from 10 people who can operate the computer only 4 people who are able to fully master ICT, and 6 others use it simply. Management Standards, here is a gap in school management components which meet SNP, a gap 10% of the initial plan. Based on the results of the study found that there are educational staff who have not mastered IT and around 50% of the teaching staff are non-permanent employees, so the element of honor influences their performance, in addition to that, many educators are preoccupied

with involvement in handling the task of teaching and learning caused by these factors. While in gender equality there is no gap found, but in the school program as an adiwiyata school, it has not yet been realized, there is gap 40% found, this is due to the lack of awareness of students about the importance of cleanliness, beauty, order, discipline which is part of the adiwiyata school element.

Infrastructure Standards, standard elements of infrastructure availability means, learning media, teaching materials and learning resources which are in accordance with SNP is still gap 20% because not all classrooms have LCDs, whereas what the educators expect is LCD availability in each class. While the completeness of internet access is found to be no gap because the computer lab is equipped with facilities connected to the network and internet access. It was also found that there were no gas in the availability of internet and wireless-based networks in schools, but there is gap 20% in sports facilities which meet SNP results due to the unavailability of sports fields that match SNP, lack of sports equipment according to the student ratio. In library facilities, there is gap 10% in the library book collection to support the learning process of students, so actually new sources of learning are needed which are appropriate to the development of knowledge, but the existing books are textbooks of students commonly used.

Financing Standards, there are no gap in plans and implementation due to the existence of a good and orderly management system, as well as oversight of the use of funds that are regularly carried out by schools, supervisors / agencies, financial supervisory agency (BPK), and regional regulatory agency (bawasda) and there is control from committees and public.

Assessment standards, evaluation results on assessment standard which assessment activities have been conducted properly according to plan and there are no gap because all teaching staff have carried out assessment activities according to SNP and IT-based.

3. Role of stakeholders in the planning, implementation and evaluation at SMPN 1 Melak, West Kutai Regency.

The role of stakeholders in planning, implementation and evaluation, in planning to reach the second level, namely: instrumental participation, while in implementation, stakeholders have played an active role in planning to reach the second level, namely: intra-participation in stakeholders has played an active role in achieving planning the second level, namely: intra-mental participation, while in improving the quality of education and controlling programs to improve the quality of school education reaches the fourth level, namely transformational participation.

4. Constraints and solutions in Eight-SNP at SMPN 1 Melak, West Kutai Regency.

Constraints in meeting eight SNP at SMPN 1 Melak, West Kutai Regency. Graduation standards; there is negative gap 10% in the achievement of national examination (UN) score which is equal to, there is negative gap 20% in graduates who are accepted in favorite public / private tertiary institutions. Whereas the content standards; There is negative gap 10% in the preparation of learning tools. Process standards; there is gap 30% in teaching staff who have implemented ICT-based

learning, There is gap 40% in teaching staff implementing contextual learning, quantum learning, active learning, creative, innovative, effective and fun, cooperative learning. Educator and education staff standards; there is gap of 2% of teaching staff who already have S.1 qualifications in accordance with their fields; there is gap of 15% of teaching staff who already have post graduated education qualifications in accordance with their fields. there is gap 30% in education personnel with a minimum of high school education or equivalent, there is gap 30% in education personnel who have mastered computers / ICT, there is gap 30% in education personnel who already have management skills in the field of computer-based education administration.

Facility Standards; there is a gap 20% in infrastructure, facilities, learning media, teaching materials and learning resources which are in accordance with SNP; there is gap 20% in sports facilities which meet SNP; there is gap 10% in the library book collection to support the learning process of students. Management Standards; there is negative gap 10% in management and the school management component meets SNP, there is gap 40% in adiwiyata school component. Funding standards in terms of financing, there are no gap in plans and implementation due to the existence of a good and orderly management system, as well as oversight of the use of funds which are periodically performed by schools, supervisors/agencies, financial supervisory agency (BPK), and regional regulatory agency (bawasda) and there is control from committees and the community . Assessment standards; educators and schools in implementing teaching assessments 100% according to SNP, 100% ICT-based assessments.

Solution to fulfill Eight-SNP at SMPN 1 Melak, West Kutai Regency. Graduation standards; by holding additional lessons, carrying out a number of National Examination Assessment (PUN) activities, increasing the student's National Examination (UN) achievement results. Content standards, by carrying out academic supervision of the preparation of educators in the learning process. Process standards; carrying out academic supervision of the learning process in the classroom, carrying out academic supervision of the learning process in the classroom. Educator and education staff standards; individual supervision of the teaching staff concerned, motivating educators to improve academic qualifications, recruiting at least new high school educated employees, holding in-house training (IHT) computer operating training, holding IHT computer operating training. Facilities standards; by adding facilities and infrastructure which support learning activities accordance to SNP, adding sporting activities in accordance with SNP, adding to a collection of library books which can support the learning process of students.

Management standards; conduct management supervision and school management components which meet SNP, Pioneering towards adiwiyata school with 5 habituation (cleanliness, beauty, neatness, orderliness, security). Financing standards, there are no gap in plans and implementation due to the existence of a good and orderly management system, as well as oversight of the use of funds which are regularly carried out by schools, supervisors/agencies, financial supervisory agency (BPK), and regional regulatory agency (bawasda) and there is control from committees and public.

Assessment standards; maintain the quality of assessment standards, maintain the quality of assessment standards.

CONCLUSIONS AND RECOMMENDATIONS

Conclusion

1. Implementation of management of school-based education quality improvement at SMPN 1 Melak, West Kutai Regency.

Improving the quality of education integrated academic quality with spiritual and moral nobility. Development of vision and mission, goals. Conducting SWOT analysis of quality achievement in accordance with Eight SNP. Building collaborative, coordinative and collegial work patterns, partnerships and transparency. The implementation of the program is ranked 3, which is representative participation, meaning that the community is involved in proposing, arguing and supporting education quality improvement programs.

2. Fulfillment of Eight National Education Standards (SNP) in Implementing management of school-based education quality improvement at SMPN 1 Melak, West Kutai Regency.

3. Stakeholder participation Implementation of management of school-based education quality improvement at SMPN 1 Melak, West Kutai Regency.

The participation of stakeholders in the planning aspect tends to be at the second level, namely instrumental participation. In the aspect of implementation tends to be at level 4, namely transformative participation. The evaluation aspect is at level 4, namely transformative participation.

4. Obstacles and solutions for management of school-based education quality improvement at SMPN 1 Melak, West Kutai Regency.

a. Constraints in graduation standards; There is negative gap 10% in the achievement of National Examination (UN) score which is equal to, there is negative gap 20% in graduates accepted at favorite public / private tertiary institutions. Standard Content; There is negative gap 10% in the preparation of learning tools. Process Standard; There is gap 30% in teaching staff who have implemented ICT-based learning, There is gap 40% in teaching staff implementing contextual learning, quantum learning, active learning, creative, innovative, effective and fun, cooperative learning. Educator and education staff standards; There is gap 2% of teaching staff who already have under graduated qualifications in accordance with their fields; There is gap 15% of teaching staff who already have post-graduation education qualifications according to their fields. There is gap 30% in educational personnel with a minimum of high school education or equivalent, There is gap 30% in education personnel who have mastered computers / ICT. There is gap 30% in education personnel who already have management capabilities in the field of computer-based education administration. Facility Standards; There is gap 20% in infrastructure, facilities, learning media, teaching materials and learning resources in accordance with SNP; There is gap 20% in sports facilities which meet SNP; There is gap 10% in the library book collection which can support students' learning processes. Management Standards; There is negative gap 10% in management and the school management component meets SNP, There is gap 40% in the adiwiyata school

component. Assessment standards; educators and schools in implementing teaching assessments 100% according to SNP, 100% ICT-based assessments.

b. Solutions in Graduation Standards; conducting additional lessons, performing a number of National Examination Assessment (PUN) activities, increasing the student's National Examination (UN) achievement results. Standard Content; conducting academic supervision of the preparation of educators in the learning process. Standard Process; conducting academic supervision of the learning process in the classroom, conducting academic supervision of the learning process in the classroom. Educator and educational staff standards; individual supervision of the teaching staff concerned, motivating educators to improve academic qualifications, recording at least new high school educated employees, conducting computer operating training on in-house training (IHT), conducting computer operating training IHT. Facilities and Infrastructure Standards; adding infrastructure which supports learning activities in accordance with SNP, adding sports field training according to SNP, adding to a collection of library books that can support the learning process of students. Management Standards; conducting management supervision and school management component according to SNP, pioneering towards adiwiyata school with 5 habituations (cleanliness, beauty, neatness, orderliness, security). Standard assessment; maintaining the quality of assessment standards, maintaining the quality of assessment standards.

Recommendation

Based on the research findings and the results of the discussion on the implementation of the management of school-based education quality improvement at SMPN 1 Melak, West Kutai Regency, several recommendations are:

1. Practitioners in improving the quality of education in East Kalimantan should pay attention to the theories developed in this study to be used as reference material as well as to enrich the application of school-based quality management to aspects which have not been studied in this study.
2. School institutions in West Kutai Regency in particular, in order to implement school management as well as possible, by involving all components of the school stakeholders to actively participate and take responsibility for the quality of school education.
3. All school managers should continue to strive to improve the quality of school education by implementing systematic and measurable programs involving various parties and related elements.
4. The implementation of school-based quality education improving should be directed towards training and development activities, religious, communicative and constructive approaches and moral values.
5. The Government of the District and Provincial Education Offices should provide guidance and assessment and control so that the school manages with the right management, provides continuous guidance both to the principal, educators and staff in performing their duties to be

more transparent and accountable. It will imply the implementation school management properly and well.

6. The government is expected to develop the independence of public schools and private schools. Because if dependence on the government is still very large and space for innovation and creation is limited then in the long run the school, these will be left behind by education users.
7. Researchers who will come in the field of education management to conduct further research which is able to reveal the problems of educational institutions that are still felt of inferior quality by some people so that solutions can be found.

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