

Quality Of School Education From Various Studies of Expert

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Abstract

The quality of education in various schools is inseparable from challenges and opportunities. Challenge is a competition between one school and another. Meanwhile, opportunity cannot be separated from the efforts of every leader who wants change so that it cannot be separated from various styles of leadership.

INTRODUCTION

Quality schools must be very popular with the community, so that no matter how much it costs, parents can afford to send their children to school. Meanwhile, people who have liked quality schools have even become a big challenge for schools, where on the one hand schools want to always improve the quality of education in their schools and on the other hand, over time the quality of education also undergoes changes caused by intense competition. So tight between one school to another, so that as a principal he uses various strategies to improve the quality of the school he leads. In fact, almost all schools exist in various countries to improve the quality of education.

Therefore, competition is increasingly rampant in the era of globalization so that various kinds of strategies and leadership are carried out to achieve their respective successes.

Shift after shift experienced by schools in the current information age, so that the challenges that follow are also getting bigger, in accordance with the changes experienced. The challenges for schools that provide education to students face three major challenges. First, Indonesia has faced an economic crisis, so that the world of education is required to maintain the results of educational development that have been achieved. Second, the

competition is so tight that education is able to compete with the market world. Third, education in schools has been handed over to regional autonomy, so that it is handed over to schools according to their respective regions. For schools that do not use various kinds of programs, they will not be able to improve the quality of education (I Ketut Sudarsana, tth); (Putra et al., 2020); (Syamsuri et al., 2021); (Aslan, 2018).

As stated by Marsus Suti, that the quality of education is excellence in the management of effective and efficient education as seen from the number of student graduations in the schools he leads (Marsus Suti, 2011).

Each of these schools in Indonesia cannot be separated from the pursuit of quality, so that various kinds of power and efforts are made by the Province, Regency, District, each of which wants to make its name known during its leadership.

METHODS

The study of this research uses a literature review where the literature is taken in accordance with the subject matter and analyzed in depth so that conclusions and findings can be drawn in the study. Literature taken from books, journal articles both nationally and internationally and other literature (Phillippi and Lauderdale, 2018); (Marshall et al., 2013; Bengtsson, 2016; Aslan, 2019).

RESULTS AND DISCUSSIONS

Quality of Education from several opinions

Some opinions of experts about the quality of education are;

First, the dissertation written by Muhammad Muhajir (2011) entitled "The Relationship between the Effectiveness of Teacher Certification, Professional Competence, Work Spirit, and Quality Culture with Teacher Performance at State Elementary Schools in Jember Regency". This study uses a qualitative approach, in which the results of the research show that "the effectiveness of teacher certification, teacher professional competence, teacher morale, quality culture, and teacher performance at State Elementary Schools in Jember Regency are in the high category", which is related to the quality of education. which is supported by teacher competence, morale, quality culture and teacher performance as evidenced by the certification held by the teacher.

Second, the dissertation written by Riyuzen Praja Tuala (2016) with the title "School/Madrasah Quality Improvement Management (Case Study at Al-Kautsar High School Bandar Lampung and Madrasah Aliyah Negeri I (MAN MODEL) Bandar Lampung)". This study describes the relationship between the quality of education experienced by madrasahs today. The quality of education referred to in this study includes eight national education standards, which consist of "Content Standards, Process Standards and Educators and Education Personnel Standards". The purpose of this study was to find out about, first, the planning, implementation and evaluation of content standards at MAN I Bandar

Lampung and SMA Al-Kautsar Bandar Lampung. Second, planning, implementing and evaluating process standards at MAN I Bandar Lampung and SMA Al-Kautsar Bandar Lampung and third, planning, implementing and evaluating standards for teaching and educational staff at MAN I Bandar Lampung and SMA Al-Kautsar Bandar Lampung. "This research uses an interpretive paradigm with a qualitative-descriptive method and a naturalistic-phenomenological approach". The results obtained relating to "quality management at SMA Al-Kautsar and MAN 1 Bandar Lampung have various similarities related to content standards, process standards and educator standards. For Content Standards, the planning starts from the formation of the Curriculum Development Team, the formulation of the basic curriculum framework based on philosophical, juridical and theoretical foundations, the preparation of the curriculum structure and competency standards based on the National Curriculum. The entire planning of the content standards is implemented in the form of the formulation of the school's vision, mission, goals and programs. Evaluation of content standards is carried out in relation to the plan and implementation of the school's vision, mission, goals and programs. The standard quality management process starts from the preparation of the syllabus, lesson plans, teaching materials and evaluation tools carried out by the teacher. The implementation of process standards is carried out by teachers in order to implement content standards and all lesson plans. The evaluation of the process carried out by the teacher includes evaluation of the process planning that has been made, evaluation of the learning process and evaluation of learning outcomes. Quality management on the standards of Educators and Education Personnel is carried out to meet the quantity and quality of educators through recruitment and selection. For MAN 1 Bandar Lampung, recruitment and selection is under the authority of the Ministry of Religion, while Al-Kautsar High School is carried out by the foundation. The implementation of the program to improve the quality of educators at MAN 1 Bandar Lampung refers to the policies of the Ministry of Religion and the Ministry of Education and Culture. Meanwhile, Al-Kautsar High School focuses more on the autonomy of schools and foundations. To accommodate the quantity and quality of teachers, SMA Al-Kautsar and MAN 1 Bandar Lampung conduct an evaluation of the teaching staff so that data on the number of teachers meet the minimum standards, teachers who pass the competency test, certified teachers, and teachers who master IT".

Third, the article written by Moh. Saifulloh, Zainul Muhibbin and Hermanto (2012). The writing in this article discusses the factors of improving the quality of education, the elements of improving the quality of education and strategies for improving the quality of education. The results of this study indicate that one way to improve the quality of teacher education in schools is to provide scientific activities, such as holding workshops, seminars and various kinds of training.

Research conducted by researchers on the one hand has similarities, but on the other hand causes many differences. The similarity lies in each of them to improve the quality of education with various strategies that are carried out and are also based on various references from the government. Meanwhile, the difference, when viewed from the results of research conducted, is that the place used as the basis of the research is each urban area school which is supported by adequate and complete facilities and infrastructure supported by teachers who master technology. Meanwhile, public elementary schools in Mengkudu village which are categorized as underdeveloped villages, inadequate facilities and infrastructure, located far from districts, municipalities, teachers who are still not at the S1 level, but are able to improve the quality of education and compete in West Kalimantan and get the first rank, although now it has undergone such a drastic shift.

Relevant Concepts and Theories

Various problems experienced by Indonesia in terms of education are still unresolved so that the quality of education is far from being destroyed. Among the problems that occur in Indonesia, firstly, not all children in Indonesia experience formal education. Second, the formal education of children from poor families has little experience of going to school. Third, the quality of education in Indonesia is still low and deteriorating. Fourth, the teaching staff is still lacking. Fifth, school maintenance is rarely carried out by the government (The World Bank). The existence of educational problems experienced by Indonesia today, so that the government annually budgets education funds every year. In fact, the Minister of Education who is deemed unable to improve the quality of education will be replaced by the President. In addition, various kinds of research were also carried out to see the inhibiting factors of the quality of education in Indonesia.

According to Usman, quality is something that must be taken according to the standards carried out (Usman Husaini, 2006). Meanwhile, Hari Sudradjat said that education that said quality was education that was able to produce graduates who had good personal abilities (Suderadjat Hari, 2005). Therefore, to improve the quality of education in schools, it cannot be separated from the role of principals, teachers, parents, the community, each of which cooperates with each other, without any element of community indifference to education. The strategy used by the teacher to provide teaching to students, so that students are active, creative and fun so that the learning process participates in giving birth to boredom.

CONCLUSION

The quality of education in various schools is inseparable from challenges and opportunities. Challenge is a competition between one school and another. Meanwhile, opportunity cannot be separated from the efforts of every leader who wants change so that it cannot be separated from various styles of leadership.

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