

## STRATEGY FOR IMPROVING THE QUALITY OF EDUCATION AT SDN SUKAMUKTI, SUBANG

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### ABSTRACT

This study aims to find out about the Strategy for Improving the Quality of Education at the SDN Sukamukti, Subang. The focus of research is on policies, programs, strategies and disciplines for Principals, School Supervisors, Teachers, Archives and School Committees. The implications of this research are: 1) The policies taken are not in line, do not affect the implementation of education in schools and will not affect the quality of education. 2) The school program does not exist, does not affect the implementation of the school activity program, meaning that each element in carrying out tasks according to an integrated program or not in one direction, has no effect on graduation in the direction of improving the quality of education. 3) a strict disciplinary strategy makes teachers in building a quality learning process, the absorption of subject matter is achieved, so that this school produces 100% graduation every year. 4) High teacher professionalism with high discipline, sufficient as a supporting factor in improving the quality of school education.

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### 1. Introduction

Education is every effort for awareness, influence, protection and assistance given to children towards maturity, or more precisely helping children to become knowledgeable and capable to carry out their own lives (Tim Dosen Pendidikan UPI, 2009), (Tabroni, 2019), (Imam Tabroni & Siti Maryatul Qutbiyah, 2022). The influence comes from adults through the learning process, so students have knowledge (Siti Maesaroh, Tabroni, & Syaprudin, 2022), (Heni Hermaningsih SM Imam Tabroni, n.d.). This means that education is one of the efforts to accelerate the development of human resources to be able to carry out the tasks assigned to them, thus making human life meaningful and useful for humans and their natural environment (Takaya, 2013), (Imam Tabroni, Jamali Sahrodi, Ulfiah, & Lindawati, 2022). This basic education period is for 6 years (Tabroni, n.d.). At the end of the basic education period, students are required to take and pass the National Examination (UN). UN graduation is a requirement to be able to continue their education to the next level (SMP/MTs), School Final Examination (UAS) with certain subjects (Indonesian, Mathematics and IPA) will continue to apply with the provisions of 75% from the regions and 25% from the center (Abdul, 2012).

The problem of basic education is not only due to geographical location, in addition to making equal distribution of teacher placements in remote areas, the quality of teacher human resources is of very low quality, but there are problems to this day that have not been touched by policies, namely lack of education for school supervisors, Principals, Teachers, School Archives and School Committees (Tabroni, Imam, Romdhon, n.d.), (Imam Tabroni & Ismiati Ismiati, 2021). These five elements exist in schools whose main tasks and functions as well as competencies are trying and being responsible for the quality of education in schools

(Murniati & Usman, 2009), (Tabroni, Nasihah, & Bahijah, 2021), (Tabroni, Munajat, Uwes, & Rostandi, 2022).

On the basis of these considerations, the authors are interested in researching strategies for improving the quality of education at the SDN Sukamukti, Subang. Knowing the school's strategy in achieving quality and has been known by all stakeholders, it will have an impact on other schools in an effort to improve the quality of education in their schools. Principals, School Supervisors, Archives, and School Committees with their main duties and functions and competencies. More specifically, the problems in this research are put forward in the following questions: (1) How is the formulation of school policies in improving the quality of education at the SDN Sukamukti (2) How is the formulation of the school program in improving the education quality of the SDN Sukamukti (3) What is the school's strategy in improving the quality of education at the SDN Sukamukti (4) What are the supporting and inhibiting factors in improving the quality of education at the SDN Sukamukti.

## **2. Methods**

The approach in this study, the researcher uses a methodology with a qualitative approach, Mulyana (2008:145) states that qualitative research has the advantage of being easier if it is expected to carry out in-depth exploration of programs, events, processes, activities of one or more people case study research, which is a research that conducts in-depth exploration of programs, events, processes, activities of one or more people in one agency in order to find strategies to improve the quality of education in schools, SDN Sukamukti, Subang.

Data collection techniques in this study were interviews, observation and documentation (archives) and school dynamic archives (school academic records or CAS). CAS in the form of school documents or CAS). CAS in the form of documents or archives is authentic evidence of the learning process. Because for qualitative researchers the meaning of phenomena can be understood well, if interaction is carried out with the subject through in-depth interviews and observations on the background, where the phenomenon takes place and besides that, to complete the data, documentation data is needed (about materials written by or about the subject). Satori and Aan (2010:146) state that "In qualitative research, data collection is carried out in natural conditions, primary data sources, and data collection techniques are mostly on observational roles as well as in-depth interviews and documentation" (Creswell, 2012), (Miles & Huberman, 1994).

## **3. Result and Discussion**

The results and discussion of the research were obtained from the results of the analysis of the collected data. The data collected was obtained by using interview, observation, and documentation techniques. The results of the research and its discussion consist of four (4) main things being studied; namely policies, programs, strategies, supporting and inhibiting factors according to the demands of the main tasks and functions and competencies: principals, school supervisors, teachers, archivists or archiving staff and school committees. After analyzing all the data collected, the results of the research can be described as follows:

### **a. Policy**

As the first question in this research: What policies have been taken in an effort to improve the quality of school education?

The principal as the manager in the school, the policies taken lead to efforts to improve the quality of education involving all related elements. The elements involved are the Principal, Supervisors, Teachers, Archives and School Committees. Involving all elements in the school is a good policy. With the steps taken, the principal made it a strategy in the school. This collaboration is carried out to strengthen what has become a decision that will be used as a policy (Hersey,

Blanchard, & Johnson, 2013), (Hersey et al., 2013), (Imam Tabroni, Ayit Irpani, et al., 2022). School Supervisors as external supervisors in the academic and managerial fields of schools, supervision activities to schools that are under their guidance aim to improve academic and managerial quality in schools. In carrying out supervisory duties before the start of the school year, a supervisory activity program plan for a year has been prepared, as a policy taken to fulfill the duties carried out by a school supervisor (Rawlins, 2008), (Heni Hermaningsih SM Imam Tabroni, n.d.), (Tabroni, Imam, Romdhon, n.d.).

Teachers, teachers in dealing with the learning process that will be carried out in the classroom, carry out their duties according to the main tasks and functions of the teacher, then the competencies they have. Teacher policies in an effort to deal with the learning process must first prepare a learning implementation plan (RPP), equipment that supports the learning process. This lesson plan is prepared as an initial policy in dealing with the learning process so that the direction of the material (theme) or (subtheme), Basic Competencies (KD), Core Competencies (KI), Learning Objectives and Methods and thematic Learning Materials must be clear, so that students understand more quickly. (Usman, 2012). Archives or Archives in Schools, Archives and Archives are not specifically in schools, but technically they perform the duties of Archives or Archives (Imam Tabroni, n.d.), (Siti Nurjanah, Syarah Fakhrunnisa Imam Tabroni, n.d.). The Principal's policy as an Administration in matters of correspondence and archives in schools, has received less attention. The quality of school education, which is presented factually through the school's dynamic archive, does not yet exist. Appointment as a school archivist is a policy of the principal, with the task of being responsible for managing and organizing correspondence and school archives. School Committee as advisory agency, supporting agency; controlling agency and mediator are responsible as school partners in providing ideas, opinions, participation in improving the quality of education (Imam Tabroni & Ismiati Ismiati, 2021), (Crosby, 1995). The principal should establish a collaboration with the school committee in improving quality (Imam Tabroni, Erfian Syah, 2022). Every policy taken without a school committee, the balance in maintaining the expectations of parents of students (consumers) of this school to continue to be of high quality is difficult to achieve (Imam Tabroni & Rahmania, 2022), (Imam Tabroni, Husniyah, Sapitri, & Azzahra, 2022). School quality can be measured by the willingness of the parents of students. (Pirdata, 2009).

b. Program

The second question in this research; What programs have been developed to improve the quality of school education? As the learning year is coming to an end, all elements in the school; such as principals, school supervisors, school archivists or school archiving staff and school committees already have programs for implementation in the learning year that will begin (Sallis, 2005), (Imam Tabroni, Putra, Adawiah, & Rosmiati, 2022). The principal, as the policy maker in the school, prepares the school program before the school year begins (McMillan & Schumacher, 2001). Based on the reality on the ground that the principal did not develop a program, this fact was proven after a sampling test was carried out. The school principal's policy to formulate the program is submitted to the Small School Program Composing Team (TKPPS) which was formed by the school on the decision of the principal not working properly. What programs are arranged in order to improve the quality of education at SDN Sukamukti Subang, should be able to see in the Strategic Plan, RKS and RAKS do not exist at all.

Program Supervisors, the reality in the field also after a test of program documents showed that it turned out that school supervisors did not develop programs. The monitoring program should contain a focus on two dimensions; namely the dimensions of academic supervision and managerial dimensions and already exist before the beginning of the learning year begins.

Teachers, having main tasks and functions, pedagogical and professional abilities, in preparing programs have reflected two abilities, namely; (a) managing learning, such as designing, implementing learning and evaluating learning and understanding in actualizing the potential of students and developing them, (b) mastering learning materials widely and being able to guide students (Hersey et al., 2013), (H., 2011).

Archives, present data and fact information through school dynamic archives created as a result of school activities that take place daily, ranging from learning process activities to school managerial activities (Imam Tabroni, 2022). School Committee, School Committee Program in carrying out its role to improve the quality of school education, the steps have been regulated by its role or function as an advisory agency, supporting agency, controlling agency and mediator agency (Hersey et al., 2013). The program contains about community participation in education in schools or is more focused on responsibilities as school partners in giving ideas, opinions, providing support, providing constructive criticism to improve the quality of education in schools (Terry, 1972).

c. Strategy

As an initial strategy in improving the quality of school education, it is guided by the school program plans that have been prepared previously (Zakiyah, Rafani Aura Suci, Tabroni, Imam, n.d.), (Tabroni, Imam, Fatimah, Dina, Hidayat, M. Fahmi, H, n.d.). Firmness in commitment is very necessary and must, because the activities carried out on the basis of the program require continuity, are integrated, integrated and have interrelationships between one program and other programs.

The principal has the main duties and functions and competencies, because the principal is a teacher who has additional duties as principal. Daily activities are more on the task of organizing and providing guidance in the academic field for special teachers who have not been maximal in teaching in the classroom.

#### 4. Conclusion

The policies taken by the Principal and Supervisor both have a desire to improve the quality of school education, but there is no cooperation. There is no program in order to improve the quality of school education, but teachers to face the learning process with their competencies prepare their own Implementation Plan (RPP). The strategy to improve the quality of school education lies in the application of strict discipline, so that all teachers are disciplined to teach. The absorption of the subject matter is achieved. Supporting factors in improving the quality of school education, the existence of a high level of professionalism of teachers and the application of strict discipline. Making teachers teaching students can be carried out properly, the quality of the learning process is created which indicates the maximum graduation standard is obtained (100%). The inhibiting factor in improving the quality of school education is not visible even though the school does not have a program.

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