

Implementation Of Integrated Quality (Mmt) In Improving The Quality Of Open High School Graduates

Nanang Wardhana^{1*}, Iim Wasliman², Waska Warta³, Ujang Cepi Barlian⁴

^{1,2,3,4}Nusantara Islamic University, West Java Indonesia

* Corresponding author:

E-mail:kabayantu@gmail.com

Abstract.

The number of limitations/obstacles experienced by some graduates of SMP/MTs who cannot continue their education to a higher level, namely High School/SMK/MA due to several limitations, among others: due to financial factors of parents, children as the backbone of the family, geographical conditions experienced by some participants students to regularly come every day to a regular high school, as well as the difficulty of public transportation as access to school. The purpose of this research is to find out how the implementation of Integrated Quality Management (MMT) in improving the quality of graduates of SMA Open actually through the management theory approach "Daming Cycle" from W. Edward Daming. In particular, this study describes and analyzes (1) plan, (2) Do, (3) Check and (4) action about open high school using the quality theory of Sallis Edward. This study uses a descriptive method with a qualitative approach. Collecting data by conducting observations, interviews, and documentation studies. From the results of the study, it shows that Integrated Quality Management (MMT) in improving the quality of graduates of Open High School in National High School and March 11 High School has been carried out by adjusting the existing concept rules although in its implementation there are still obstacles, especially in terms of commitment of parents and students, limited budget from the government and difficulties in getting visiting teachers who are committed to providing flexible learning.

Keywords: *Open high school, independent learning, flexible*

I. INTRODUCTION

Law No. 20 of 2003 concerning the National Education System emphasized in Article 5 (1) that: [1] every citizen has the same right to obtain quality education. This acquisition right means that the state is obliged to provide education which is not only a fulfillment of the number of groups that contribute to APK/APM and not as a means of revolving government assistance, but actually that education must be able to realize the state's commitment as stated in Article 3 of the National Education System Law, namely: : [2] "National education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming at developing the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, proficient, creative, independent, Governor's Regulation West Java Number 74 of 2020 concerning [3] The "Organization of Open Middle Schools" is claimed as an effort to provide services for students in West Java who are economically affected to stay in school and complete their studies up to secondary education level. This educational service also attracts all students who are in the industrial world and the world of work, socially constrained children and unemployed to continue to receive teaching at school. The presence of this education service is also expected to be able to boost the achievement of West Java's Gross Enrollment Rate, which is one of the determining indicators for the Average Years of Schooling (RLS) and Expected Years of Schooling (HLS) as an important part in realizing the Education Index and Human Development Index (IPM). West Java.

This condition is an opportunity for SMATER organizing schools to develop students' abilities and potentials towards actual competencies, especially if they are supported by the experiences of students who have been in real social life. One of the clauses contained in the Regulation of the Governor of West Java No. 74 of 2021, which is in Appendix B: "Duties and Responsibilities of the Main School; "Issues certificate certificates for Open High School students who are declared graduated". This means, with all the limitations of open high school management, both in terms of the carrying capacity of infrastructure, teachers and education staff as well as the time of teaching and learning activities must still refer to the same Graduate Competency Standards. This moral responsibility must motivate open high school administrators to seek quality improvement strategies so that they can align the quality of open high school graduates with regular

high schools". This study explains how the implementation of open high school through the "Daming Cycle" approach as an integrated quality management approach. [4] 'a cycle that will result in continuous improvement (continuous improvement) or Kaizen quality as seen in the Deming Cycle or "Deming Cycle". The improvement model will run continuously which is developed on four main components in sequence' (in Prasojo, 2016:73). Integrated quality management is a quality management strategy that seeks to meet customer expectations which is carried out gradually and continuously to achieve quality improvement. The application of the concept of integrated quality management means prioritizing services to students in improving the quality of graduates, or comprehensive school improvement efforts. In line with what was stated by Tuala (2018:40) that: [5] "Quality is something defined by the customer. In this concept, the result to be achieved is student satisfaction, so that quality is determined by the extent to which the teacher is able to satisfy the needs and desires of students and even exceed it. Because satisfaction and desire are abstract concepts, the sense in which they are referred to is called quality in perception-quality in perception.

II. METHOD

The research approach used in this study is qualitative research, while the research method used in this study is a case study method, with this method more complete, more in-depth, credible and meaningful data will be obtained so that the research objectives can be achieved. The case study method is the right method to be used in this research, because the researcher will be able to see thoroughly, thoroughly and completely about the implementation of Total Quality Management in Open High School in an effort to improve the Quality of Graduates.

III. RESULTS AND DISCUSSION

Open High School is an education subsystem at the secondary education level that prioritizes independent learning activities of its students with limited guidance from others. The Open High School is one of the alternative educational service models for the secondary school pathway and is not a new institution or UPT that stands alone, but is based on the existing regular SMA. Thus, the regular SMA which is the Parent School for the Open SMA basically provides education with a dual mode system. In this case, the Open High School Main School was given an expansion or additional role, namely: [6] "in the form of educational services with a distance learning system that is intended for students who have certain obstacles" (Pustekkom, 2005). From the information above, it can be formulated that the Open High School education model/system is a high school education model/system in which most of the learning activities are carried out independently by using learning materials that students can learn independently without or with minimal assistance from others. For this reason, the students of the Open High School study independently every day at the Learning Activity Center (TKB), both individually and in small groups under the supervision of the Civil Service Teacher. Among teachers are not in charge of teaching because they are not recruited to teach in SMA. Independent learning is not only limited to the predetermined TKB but students can do it in other places according to the availability of their free time, such as at home or at work. Independent study anywhere is possible because the learning materials developed for Open High School students are printed learning materials (modules) that students can study independently.

In general, each student gets one set of modules. If for one reason or another, one module can be studied by two students. Independent learning is not only limited to the predetermined TKB but students can do it in other places according to the availability of their free time, such as at home or at work. Independent study anywhere is possible because the learning materials developed for Open High School students are printed learning materials (modules) that students can study independently. In general, each student gets one set of modules. If for one reason or another, one module can be studied by two students. Independent learning is not only limited to the predetermined TKB but students can do it in other places according to the availability of their free time, such as at home or at work. Independent study anywhere is possible because the learning materials developed for Open High School students are printed learning materials (modules) that students can study independently. In general, each student gets one set of modules. If for one reason or another, one module can be studied by two students. Independent study anywhere is possible because the

learning materials developed for Open High School students are printed learning materials (modules) that students can study independently. In general, each student gets one set of modules. If for one reason or another, one module can be studied by two students. Independent study anywhere is possible because the learning materials developed for Open High School students are printed learning materials (modules) that students can study independently. In general, each student gets one set of modules. If for one reason or another, one module can be studied by two students.

The method for developing Quality Culture and Integrated Quality Management Principles using the basic concepts of the Deming Cycle, namely (1) Plan (Plan) is the first stage in the Deming Cycle PDCA Method whose activities are in the form of formulating goals, objectives, targets and methods (2) Implementation (Do), it is important to involve the parties involved in changes in education and training and then implement them in daily work (3) Check (Check) is a phase where an examination or measurement of the impact of implementation is carried out (4) Follow-up (Action), needed appropriate next steps to repair or overcome the problems or obstacles that are obtained [7] (Norman, 2016). In the application of Integrated Quality Management (MMT) in improving the quality of Open High School graduates, research has been carried out at the National High School and March 11 Bandung Senior High School, some results show that Integrated Quality Management has been applied to the Open High School as the theory above. Planning (Plan), the Main School has made school Planning Documents, both general planning documents and Learning Planning Documents which include (1) Medium-Term and Short-Term Planning Documents in the form of RKJM (Medium-Term Work Plan) which contains the determination of Vision, Mission, Objectives, Targets, policy directions, targets and achievements, programs and school activities for the next 4 (four) year period RKAS (School Budget Activity Plan) which is an annual document containing school activities and budgets to be implemented in the current year period as the operationalization of the Target annual program to be achieved by the education unit through budget-based programs and activities.

In the two planning documents, there is a policy of education quality assurance for both regular and open schools. (2) The Curriculum Development Plan Document which is the idea and concept of learning development in Open Schools to strengthen the structure and content of the curriculum which is limited in the number of hours of study and teaching load so that can provide reinforcement of substances that can improve the quality of graduates (SKL), especially in the development of spiritual, social, knowledge and skills competencies of students which are realized in the form of programs and activities both curricular, extra-curricular and intra-curricular (3) Study Preparation Plan Documents which are Standards Operational Procedures for Learning at the Open High School which includes a plan for the learning method to be used, a plan for the place for learning activities, Teaching materials to be used, relevant learning media and lesson plans. Implementation (DO), At the implementation stage there were several findings obtained at the research location which showed that the process of implementing integrated quality management was carried out in open high schools (1) Selection of New Student Admissions (PPDB) for both regular and high school schools by requiring the following criteria: certain procedures based on Standard Operating Procedures and Technical Instructions for Admission of New Students that are generally applicable and special provisions regulated by the Primary School Master, this is done in order to ensure the quality of students to comply with predetermined criteria so that during the learning process both administrative and technical aspects do not hinder the course of learning. (2) School Environment Introduction Period (MPLS), aims to introduce the school environment and learning steps in the Open High School. The MPLS activities for high school students are oriented towards strengthening students' character and applying quality culture and quality principles for both students and school community members. (3) Teaching and Learning Activities (KBM), in this process several substances will be implemented in the teaching and learning process. in the Open High School include Learning Methods, Curriculum used and learning steps.

End of Year Assessment and School Exams in the form of portfolios, written tests, practicals, assignments and/or other necessary forms adapted to the conditions of students and available facilities (3) Assessment by the Government, in the form of a National Assessment consisting of a Literacy and Numeracy Assessment, Survey Character and Survey Learning environment. Even these assessments are always based on several considerations and criteria that have been determined by the parent school including

(a) Complete Learning, learning completeness in each subject is determined by the parent school in each subject, which this year is 76%, this is an effort to ensure the quality of graduates (b) Grade Promotion Criteria, the Main School sets several criteria for grade promotion as an effort to ensure the quality of graduates (c) Student Graduation. The main school determines the graduation criteria for students with special criteria as an effort by the school to ensure the quality of graduates.

Follow-up (Act), is an activity carried out by the primary school of Smater in order to improve several obstacles in the implementation of integrated quality management continuously from the results of the evaluation that has been carried out by steps (1) Establishing a follow-up plan with steps; (a) Environmental analysis, to find out the weaknesses and obstacles of schools in implementing the plans that have been set. The analytical method used by the Bandung National High School is SWOT Analysis (b) Problem Inventory, all open school implementation problems are inventoried in the form of a problem format and indexed based on the severity of the problems that occur (c) solutions, all forms of problems are solved with several alternative solutions and decided by the school principal as the best solution (d) Program and activity-based problem solutions are outlined in the next year's School Budget Work Plan as a continuous improvement action taken by the school. (2) Survey Data on the distribution of Open High School graduates, as a reference in evaluating the quality of real graduates who have been trusted by Education Service Users, both scattered in the business world and the industrial world, universities and entrepreneurs. Obstacles to the implementation of Open Schools encountered in the research location include, (1) Open SMA budget, funding for Open SMA at Bandung National High School only comes from School Operational Costs (BOS), BPMU and honorarium for civil servants obtained from Open High School Activities in the PSMA sector. with a nominal that is not in accordance with the operational costs of SMATER. (2) Teachers and Administration, the number of visiting teachers still does not meet the ratio of teachers: students so that the implementation of face-to-face learning has not been carried out optimally. Likewise, the number of administrative staff who handle open schools still has concurrent duties with the main SMA (3) Learning facilities and infrastructure,

The provision of transportation equipment for visiting teachers, learning media and learning facilities for high school students at TKB has not yet met the needs of the implementation of KBM, including digital communication tools for students to participate in online learning that has not been fully accommodated. Temporary solutions to the problem of implementing the Open High School include following up (1) proposing changes and additions to the school's operational budget to the foundation by using larger portions of foundation funds and donations from the community and seeking other funding sources to fulfill the calculation of budget adequacy based on unit cost. (2) School management proposes the recruitment of new teachers for the management of SMA open to foundations as a step in fulfilling the number of visiting teachers by requiring lenearity and teacher qualifications based on needs, Meanwhile, for the fulfillment of learning facilities and infrastructure, cross-subsidies are carried out with the needs of the main school as well as relocating some facilities in the main school to meet the availability of facilities and infrastructure in the Learning Activity Place. (3) Meanwhile, for the completeness of student learning, educational contributions are made from parents of regular students and Smater students are not binding and are carried out voluntarily, in addition to asking for supporting funding assistance from both the central government and local governments.

IV. CONCLUSION

Several conclusions can be drawn from the results of the discussion and discussion regarding the Implementation of Integrated Quality Management (MMT) in improving the quality of Open High School graduates:

1. The implementation of Integrated Quality Management in improving the Quality of Graduates in Open High School has generally been carried out by taking into account the principles Quality and Culture Quality both institutionally and personality.
2. The Integrated Quality Management Planning (Plan) in improving the quality of Open High School graduates has been implemented properly which is manifested by the preparation of School Planning

Documents, Curriculum Development Plan Documents and Learning Preparation Plan documents which have accommodated programs and activities to improve the quality of graduates based on the principles and quality culture

3. Implementation (Do) of integrated Quality Management in improving the quality of Open High School graduates has been implemented in the selection of new student admissions (PPDB), School Environment Introduction Period (MPLS and Teaching and Learning Activities Process (KBM) which has reflected efforts to improve the quality of Open High School graduates. by prioritizing the Quality Principles and Culture.

4. The Integrated Quality Management Check (Check) in improving the quality of graduates at the Open High School has been implemented properly by taking into account the quality rules and culture in the implementation of student assessments by taking into account the criteria for grade promotion, learning completeness and graduation requirements set by the education unit and the government in order to ensure the quality of graduates.

5. The follow-up of Integrated Quality Management in improving the quality of graduates at the Open High School has been well implemented in an effort to maintain the quality of graduates which is carried out continuously by following up on the results of evaluations and assessments into a Follow-up Plan (RTL) and tracing the distribution of graduates accepted into higher education. , the business world, industry and entrepreneurship as an effort to determine the quality of real graduates.

6. Barriers to the implementation of Integrated Quality Management in improving the Quality of Graduates at the Open High School have been inventoried, analyzed and formulated alternative solutions to be resolved to the real root of the problem which is then made a decision as the final execution as material for improvement and to avoid mistakes.

Thank you note

Thank you to the journal management who has published this paper, to the previous authors whose works or books were cited in this paper and to: Prof. Dr. H. Iim Wasliman, M.pd. M.si., Dr. Waska Warta, SE. MM, and Dr. Ujang Cepi Barlian, M.si

REFERENCES

- [1] Law No. 20 of 2003 concerning the National Education System
- [2] PP 57 of 2021 National Education Standards Governor of West Java Regulation Number 74 of 2020 concerning the Implementation of Open Middle Schools
- [3] Governor's Regulation West Java Number 74 of 2020 concerning
- [4] Prasajo, Lantif D. (2016). Education Quality Management. Jogjakarta: Publisher: UNY Press.
- [5] Tuala, Ryuzen P. (2016). School Quality Management. Lampung Dissertation: IAIN Raden Intan Lampung.
- [6] <https://jabar.bps.go.id/pressrelease/2021/01/04/837/index> development man