Implementation Of Management Standards In Improving The Quality Of Academic Services In Elementary School

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Abstract.
This research is motivated by the phenomenon of various problems faced by education units, such as lack of competence of principals, teacher linearity, shortage of teachers and education staff, minimal infrastructure and low academic services. Management of education that refers to standard management guidelines is one solution that can be taken in implementing the implementation of education management. The purpose of this study in general is to describe and analyze the implementation of management standards in improving quality academic services at SDN 1 Courts and SD Laboratorium UPI Tasikmalaya City. Specifically, to determine the indicators in the implementation of management standards, including: (1) planning, (2) organizing, (3) implementation, (4) evaluation, (5) problems, (6) solutions. The method used is a descriptive method with a qualitative approach. Data was collected through observation, interviews, and documentation studies. Data analysis was carried out by collecting all information, reducing data, presenting data and drawing conclusions. Theories that support the research are management theory, and integrated quality management theory. The results of the study indicate that in general both elementary schools have implemented education management standards quite effectively, educational units are increasingly competitive, the quality of graduates has improved with quality academic services. In particular, indicators in the implementation of education management are in accordance with applicable standards, including: (1) planning carried out by formulating vision and mission, setting goals and school curriculum; (2) organizing, namely the establishment of an organizational structure, making the division of tasks for educators and education staff, providing infrastructure; (3) program of activities according to procedures; (4) evaluation, namely by conducting program effectiveness, follow-up plans and stakeholder satisfaction levels; (5) problems, including human resources in providing academic services, infrastructure facilities for supporting the academic service process, budget for academic service activities (6) solutions include, human resource problem solutions, budgets and infrastructure. These indicators have been implemented by both elementary schools, but in general they lack a complete procedure, which is not based on the results of problem identification and optimization of academic services, but tends to be based on the judgment of academic service providers in elementary schools.

Keywords : Management Standards, Quality of Academic Service and Elementary School.

I. INTRODUCTION

Education management activities in elementary schools are generally the domain of the principal, while teachers have not shown their participation proportionally, such a situation certainly cannot continue, given the increasing authority of schools to manage themselves. On the other hand, the managerial ability of school principals is very limited so that the role of teachers is increasingly needed in efforts to improve the quality of education services through the management of educational units. Especially when using a systems approach, the support of devices and other parties in achieving goals or outputs is strongly influenced by inputs and processes. If the input sub-system and the education process are not managed properly, it will be difficult to obtain maximum output and outcomes. The fact shows that the low quality of academic services is as a result of limited human resources, funds, infrastructure, and supporting facilities for teacher professional development training coupled with a weak pattern of system management through leadership styles. In addition, the service system is not conducive, where management is not transparent and less accountable, including the intensity of cooperation between related components, namely between school principals, teachers, and parents of students, seems to have contributed less to school development. Based on the description above, it is necessary to conduct a study on the management of education in education units, especially in elementary schools. As part of the current implementation of national education, it is also

required to be able to provide education in accordance with national education standards formulated by the government.

The standardization referred to according to Government Regulation No. 19 of 2005 [1] which has undergone the first amendment to Government Regulation No. 32 of 2013 [2] and the second amendment to Government Regulation No. 13 of 2015 and currently has been changed to Government Regulation No. 57 of 2021 [3] and has been changed to Regulation Government No. 4. Year 2022 concerning National Education Standards [4]. One of the dimensions of education that is thought to contribute to the low quality of academic services in Indonesia is the implementation of education management standards. Education units must be able to meet the implementation of management standards in accordance with the regulation of the national minister of education number 19 of 2017 [5]concerning Education Management Standards including program planning analysis, work plan implementation analysis, monitoring and evaluation analysis, leadership analysis, management information system analysis. These management standards include education planning, implementation and supervision of educational activities at the education unit level, education management at the district/city, provincial/national levels with the aim of increasing the efficiency and effectiveness of education delivery [6] Academic services in the learning curriculum are a systematic effort of education to facilitate students mastering curriculum content through the learning process so that they are able to achieve the competency standards applied. The types of academic services in the learning curriculum consist of: 1) face-to-face services, 2) structured task services, 3) independent task services, 4) individual services outside the classroom, 5) stabilization, tryout and tutoring programs, and 6) other learning activities which is relevant.

Based on PP No. 57 of 2021 [3] Article 27 paragraph 2 that the education unit in the implementation of management applies it with school-based management, one of which is an indicator of the independence of the education unit. The independence in question is the authority of the school to regulate and manage the interests of the school community according to their own initiative based on the aspirations and initiatives of the school community in accordance with the regulations in question. Independence and even then must be supported by a number of indicators, namely the ability to make the best decisions, the ability to make democracy in terms of respecting differences of opinion, the ability to mobilize resources, the ability to choose the best implementation method, the ability to communicate in an effective way, the ability to solve school problems, adaptive and anticipatory abilities, the ability to synergize and collaborate, as well as the ability to meet their own needs.Minimum Service Standards according to Permendikbud No. 32 of 2018 [7] concerning minimum service technical standards are provisions regarding the type and quality of basic education services which are mandatory government affairs that every student has the right to obtain at a minimum. The quality of basic services for each type of basic education MSS includes standards for the quantity and quality of goods and/services, standards for the number and quality of educators and education personnel and procedures for meeting standards. MSS is applied based on the principles of appropriateness of authority, affordability, continuity, size and targeting accuracy. Education services can simply be interpreted as educational services. The word service itself has several meanings, ranging from personal service to service as a product the success of educational services is determined in providing quality services to users of educational services (students, stakeholders). Public).

Conceptually, the management of education is actually ideal for improving the quality of academic services in order to produce the best graduates and to realize quality national education. However, in reality, so far the implementation of management standards that have been carried out, after the issuance of Permendiknas No. 19 of 2007 [1], it turns out that the expected increase in academic services has not actually materialized, or at least there has been an increase, but it cannot be said to be significant. Furthermore, besides the leadership factor as a manager and leader, there are other factors that are also very influential in improving the implementation of management standards, namely the teacher performance factor. Teachers as education managers take part in both school management and classroom management which have an impact on academic services. If the teacher's performance is maximum, the management of education will be right on target so that the goal of improving the quality of academic services is achieved.According to the Tasikmalaya City Central Statistics Agency (2021) the Human Development

Index (HDI) of Tasikmalaya City in 2020 is the highest compared to other districts/cities in East Priangan. Tasikmalaya City's HDI is 73.04 and the lowest is Tasikmalaya Regency of 65.67 . With the highest HDI in East Sepriangan, it does not mean that the city of Tasikmalaya has been free from the problems that are the joint task of the Tasikmalaya City government. Efforts to improve the quality of academic services in the City of Tasikmalaya are a top priority being pursued by the local government through the Education Office and become a priority after the problem of learning loss implications of the covid-19 pandemic. To achieve the goal of improving the quality of academic services, it begins with efforts to realize the optimization of educational management standards by educational institutions. and SD Laboratory UPI Tasikmalaya City).

II.   METHODS

In this study, the research used qualitative research methods with the intention of knowing descriptively about management standards in improving the quality of academic services in elementary school. This research was conducted at Pengadilan 1 Public Elementary School and UPI Laboratory Elementary School Tasikmalaya City by taking data sources using purposive sampling technique. Purposive sampling as explained by Arikunto [8] "is done by taking the subject not based on strata, random, or regional but based on the existence of a particular purpose".Sources of data and information in this study, which are primary data, were obtained through the main respondents, namely principals, vice principals for curriculum, and students. To achieve the level of validity of the data and information, the researchers also obtained information from administrative staff and school committee administrators.

Meanwhile, to support the primary data, secondary data is needed which is taken from various archival documents. The techniques used to collect data in qualitative research generally use observation, interviews, and documentary studies. On the basis of this concept, the three data collection techniques above were used in this study.The data and information that have been obtained will be analyzed and interpreted continuously from the beginning of the study until the end of the study. Data analysis and interpretation refers to the theoretical basis related to the problem under study. The data analysis procedure is based on three stages as suggested by Nasution [9], namely "(1) reduction; (2) displays; and (3) conclusion and verification". According to Nasution [9] and Moleong [10] that "to determine the validity (thrutworthiness) an examination or testing technique is needed and that the level of trust in qualitative research results is determined by the criteria (a) credibility; (b) transferability; (c) dependability; and (d) confirmability".

III.   RESULTS AND DISCUSSION

Based on the research findings and interpretations as stated above, the researcher describes the research discussion as follows:The principal as a manager has unconsciously used the six value system strategy in improving the quality of academic services. This can be seen from academic service programs at both the Court 1 Elementary School and UPI Laboratory Elementary School in Tasikmalaya City. The habituation program for praying in congregation and reading the Koran in both schools uses theological values, namely the value of divinity in Islam, values that come from Allah SWT. The principal also applies this value when managing the education unit, the principal as a man of God has the obligation to be responsible for all policies and decision making related to the institution he leads. Then the principal will always maintain the actions and trust in his position using authority for the value of benefits, not just pursuing profit. This theological value is also a self-evaluation or filter, a brake on self-behavior because without being monitored or supervised by superiors, the principal will do all the main tasks and functions correctly because he believes that Allah SWT is monitoring humans wherever and whenever.This theological value is always contained in the vision and mission of the educational unit, which is based on faith and piety and makes students have noble character. So even at the planning stage this theological value is used. Even the formulation of the vision and mission as well as goals and objectives must use logical values, namely values related to thinking. In planning the quality of academic services, of course, starting from the process of thinking, understanding. That planning in which there are indicators for the formulation of vision, mission, objectives, curriculum and even program plans and budgets needs to be considered and reached by logic. That the vision and goals of the institution can be achieved within a certain time span. The management

standard implementation program aims to assess the quality of schools, in order to improve the quality of academic services in primary school education units. Recognition of the quality of school education is expressed in the form of certificates. The process of implementing management standards according to the Regulation of the Minister of National Education of the Republic of Indonesia No. 19 of 2007 consists of the following: (1) planning. (2) implementation (3) evaluation (4) leadership (5) management information system. Described as follows:

Planning, With regard to the stages of planning, both institutions are trying to prepare the necessary resources should be linked to the preparation of strategies to complete their mission. People who are in positions of leadership are very important to play a role in carrying out the function of human resources to achieve the results expected by the system, its members, and the community who use educational services. In the process of planning organizational activities, the participation of every individual in the organization will determine the success of the program launched by the organization. Furthermore, planning that involves everyone in the organization we call participatory planning. Every aspect of planning is based on the participation of everyone in the organization. In this way, the sense of responsibility for each program of organizational activities grows as an integral part of the self. As an organization consisting of various figures with their respective abilities, it is appropriate to empower their human resources. Empowerment of teacher competence is very important because the organization is a shared responsibility. To actively involve everyone, participatory planning is a concrete step. If every person is involved in program planning, then at least they will participate in determining the things that must be done in the organization. The ability of the principal to empower every potential personnel in education management activities contributes to the success of education management.

Organization, Mondy & Premeaux explains that the organization is the cooperation of two or more people in a coordinated state to achieve the desired results. In the organization there are a number of people as managers and as members, there are structures, goals, rules and procedures. An organization consists of several elements, namely: 1) there is a collection of people; 2) there is a division of labor/specialization in the organization; 3) cooperate where separate activities are coordinated; 4) there is a common goal to be achieved through coordinated cooperation (Syafaruddin, 2005:69). Meanwhile Reeser stated "As managerial function, organizing is defined as grouping work activities into department, assigning authority and coordinating the activities of the different departments so that objectives are met and conflicts minimized" [11]. This opinion emphasizes that organizing functions to divide work into various fields, establish authority and coordinate activities of different fields to ensure the achievement of goals and reduce conflicts that occur within the organization. In line with the above opinion, Terry explained that organizing is building effective behavioral relationships among all people, so that they can work together efficiently and achieve personal satisfaction in the context of environmental influences to achieve goals and objectives [12].

In the organizing stage using a value system, namely ethical values, teleological values and physical physiological values. Ethical values are values of respect, trustworthiness and fairness in assigning tasks in accordance with the potential and competencies of educators and education staff. Organizing also includes aspects of forming the organizational structure of educational institutions, the physical value of physiology is to utilize physical functions, namely the ability of human resources in schools to manage institutions in order to improve the quality of academic services. And the provision of infrastructure has a teleological value, namely usefulness. That all resources, both facilities and infrastructure, must have useful values to improve the quality of academic services. So this infrastructure must be used not to be a mere display or decoration that has no useful value in the academic service process. These values will be the basis for schools to carry out the organizing stage through a value system strategy.

Implementation. Findings in the field indicate that there is still a problem in the implementation of management standards in elementary schools, where the intensity of coaching, training for principals and teachers is still lacking, so that the purpose of coaching as stated above is not being realized properly. [13] that the activities of direction and guidance as the embodiment of the implementation function (actuating) in management requires the creation and development of effective and efficient communication. Therefore, communication (communication) is placed as part of the implementation function (actuating).

Communication is defined as the process of delivering information which is one of the resources to maintain, maintain, advance and develop the organization dynamically in accordance with its objectives. In addition, communication can also be interpreted as the process of delivering information in the form of ideas, opinions, explanations, suggestions and others from the source to and to obtain, influence or change the response of the recipient of information in accordance with the desired information source.

Success in carrying out the school managerial process is strongly influenced by the form or type of leadership implementation that forms the operational form of the school, and also affects the performance and development of supporting resources in an organizational form, especially the regulation and management of education which is a form of understanding and determining the foundation of human formation. Indonesia. Because only through education with a good managerial process, the academic service process will be of high quality and give birth to superior and competitive quality graduates as reflected in the behavior and skills of students in living their lives. This academic service process, if applied with a strategy of six value systems, especially aesthetic values, namely harmony, is interesting that educators must be models or examples that are attractive and harmonious both from outward and verbal and in behavior so that students will imitate their figures. In addition, the academic service process can apply ethical values, namely thinking and understanding the materials provided so that students are able to achieve learning goals so that in the end students have critical reasoning, always think and try to understand each material given. Teachers in the academic service process should use and have a perception of teleological value that their life and knowledge will always be useful for many people and will be a provision in the hereafter. Always work sincerely, intelligently and thoroughly. The other teleological value is the value of the usefulness of coordinating partnering with other institutions, alumni, parents of students and the community in the school environment. Use and utilize relationships to support the academic service process.

Evaluation, The next stage is the evaluation that all activities in the end must be evaluated to find out the extent of the achievements of program implementation. At the evaluation stage, you can apply logical and ethical values that at this stage all elements, both principals and teachers and education staff, even school committees and supervisors, must think logically and understand why achievement is not optimal and of course must use the ethical values of respect and justice. That we must be fair in providing fulfillment of the right to quality education for the nation's children. Therefore apply the logic that we think of strategy as a follow-up plan in order to improve results.In this managerial process, the UPI Laboratory Elementary School observed by researchers has a good leadership pattern, which is strongly supported by efforts to foster teachers, to improve pedagogic, personality, social and professional competencies through various ways, such as increasing educational qualifications, conducting seminars, training , workshops and workshops in accordance with the competence of each teacher and encourage teachers to conduct classroom action research to identify problems to improve various problems in the learning process. The resulting PTK can be used as a point for an increase.

Coaching as one of the organizational activities is the task and responsibility of the leadership in carrying out effective and efficient management activities in an organization. For this reason, the leadership function is very important in carrying out every activity of the institution. Efforts that can be made by the leadership in avoiding or preventing work irregularities or errors in work are to take coaching actions as early as possible.This explanation is in line with the opinion of Moenir [14] who argues that employee development is the leadership's effort to devote his attention to individuals who have to do with work in the organization. Leaders must pay particular attention to personal relationships in order to avoid deviations. Therefore, coaching in the organization is essentially coaching on individuals, problems, and relationships related to personal adjustment relationships. Based on this opinion, in the author's opinion, increasing the competence of principals, namely managerial, supervisory, personality, social, and entrepreneurial competencies and the need for teacher competency development, namely pedagogic and professional competence of teachers in schools carried out by the leaders of each institution are intended to ensure smooth work. according to a pre-determined plan. This is important, because human resources are the main driver in the organization. As the main element, the principal as a human resource in the education unit must improve his competence properly.

The principal's leadership, in addition to the duties and responsibilities of the principal as a leader in the institution, is to be a pioneer in driving the wheels of education and determining the direction of the education process and educational services. The role of the principal as the manager of the education unit is responsible for the effectiveness and efficiency of the implementation of academic services in his school. Through the roles played by principals are very complex, such as in the perspective of national policy [15], there are seven main roles of principals as educators (educators), managers, administrators, supervisors (supervisors), leaders (leaders), creators. work climate, and entrepreneurship. In further developments, according to the needs of the community and the times, the principal has seven roles, namely as Educator, Manager, Administrator, Supervisor, Leader, Innovator and Motivator (EMASLIM).

This phenomenon is a gap from the indicators of the problem on the factor of meeting the needs of academic service satisfaction. To improve the performance of principals and teacher performance from teacher internal actors, it can be done to increase understanding, skills, and attitudes to support in carrying out coaching. Santoso [16] explains that increasing teacher competence is carried out, among others, by efforts that can increase mastery of science and technology, increase mastery of research methodologies and understanding in developing networks for access to scientific work publications, and activities that can stimulate teacher motivation in improving competence is carried out by both internal and external institutions.

Management information System. In the planning process for implementing management standards, a digital-based Management Information System (MIS) is needed that provides databases that will provide data that can be used as indicators or input to measure the effectiveness of recruitment programs, performance appraisal processes, personnel selection results, and the number, the type and quality of personnel required by the system. In line with the above view, Scott (2004: 101) suggests that if data is processed and useful for certain managers for certain purposes, then it becomes information. There are various ways in which data must be transformed into an information system. The various ways in which a management information system must transform data into information are determined by the nature of the organization's personnel, the nature of the tasks to which the information is directed, and the expectations of external recipients of the information.

Based on the description of the process of implementing management standards, the tendency of developing school principal competencies, namely managerial, entrepreneurial, supervisory, personality and social competencies is very likely to have an impact on the implementation of management standards in improving the quality of education services. This is important because in the future teachers must pay attention to understanding their competencies so that it is very possible for the following things: first, the low level of understanding, skills and motivation of teachers in improving pedagogic and professional competencies will have an impact on the low quality of teacher education services. Second, the lack of supervision, work climate, and leadership creates a tendency for teachers to be unmotivated in improving their pedagogic and professional competencies. Third, teachers who lack pedagogic and professional competence will cause institutions to be unable to provide good services and create value and satisfaction for graduates. Fourth, institutions will not be able to compete and maintain, and compete for the desires and needs of graduates if teachers do not have both pedagogical and professional competencies. Possible innovation steps can be taken to improve the competency development of school principals, so that educational units are able to achieve the desired results, including:

First, redefining the internalization of the institution's vision and mission, with the aim of restoring the consistency and commitment of education unit personnel to its vision and mission by incorporating a strategy of six value systems, especially on theological values and logical values. The formulation of the vision and mission as well as objectives is the first step that must be taken to explain the direction of education that education providers want to go.

Second, develop motivation to research and write scientific articles, have the intention and interest in writing articles using Indonesian and foreign languages, especially English, increase awareness of the teacher's obligation to publish scientific works, increase creativity in compiling scientific articles both from thoughts and results. research, the courage to express ideas and ideas and their implications that can have a

widespread impact, develop a culture of researching and making scientific works, and have the motivation to read and participate in scientific forums.Teachers are required to be good information disseminators, because their main task is to convey information to students. Teachers also act as planners (designers), implementers (implementors), and evaluators of learning. If learning is directed at meeting the individual needs of students by providing the right knowledge and training in the skills they need, there must be a reliance on effective and organized standardized materials. For this reason, a new role for teachers is needed, they are required to have technical skills that allow them to organize standard materials and manage them in learning and building student competencies.In addition, the principal who becomes a barometer of an institution experiences progress or setbacks because the principal is the determinant of the direction and goals of an institution. Teachers as well as teacher education managers are also key success factors of efforts to improve the quality of basic education services. Teachers play a strategic role in the framework of human resource development, because the development of national education is inseparable from the changes that take place in the classroom. These changes and trends are mostly due to the interaction of teachers and students in the classroom. Teacher is a profession that plays a central role in determining the next generation of this nation. Without improving the quality of teachers, the work of forming competitive and well-mannered human resources will be in vain. Realizing this, how important it is to increase the activity, creativity, quality and professionalism of school principals. The principal's profession must be prepared to be able to recognize broad knowledge so that he can have the ability and competence to guide teachers into the explosion of science and technology.

Improving the quality of education services is a complex process, and involves various interrelated factors. Therefore, in its implementation, it does not only require technical skills from experts for the implementation of management standards but must also understand the various factors that influence it. In this regard, it is necessary to make various efforts to improve educational services in determining superior and quality graduates.To be able to carry out its functions properly, teachers are required to have certain conditions, one of which is competence. The competency requirements are viewed from an administrative perspective, indicated by the existence of a certificate, and in the perspective of educational technology these competencies are shown functionally, namely their ability to manage learning and learning activities. In improving the quality and performance of teachers, starting in 2007 the government (Depdiknas) conducted competency tests for teachers. In order to become a quality teacher, a teacher must have a commitment to continuous learning in order to improve his competence. Continuing Professional Development (CPD) includes a variety of learning processes, both formal and informal, that enable each individual to improve his or her own quality or ability. Several research results show that quality teachers with one indicator certified and who have an educational background in accordance with what they teach in class are related to student achievement [17] Competence does not only exist in the order of knowledge but a competency must be described in behavior patterns. This means that a person is said to have certain competencies, but what are the implications and implementation of that knowledge in the patterns of behavior or actions he takes. Thus, competence is basically a combination of knowledge, skills, values, and attitudes that are reflected in the habits of thinking and acting. A good competency test must be carried out based on the values and spirit of accuracy or validity, wisdom and fairness. Accurate or valid means that the competency test instrument is able to determine teachers who are truly worthy of obtaining an educator certificate as a professional teacher. It is said so because the person concerned is competent or competent as an educator.

Development in the field of education is an effort to educate the nation's life and improve the quality of Indonesian people who are faithful, pious, and have noble character and master science, technology, and art in realizing an advanced, just, prosperous, and civilized society based on Pancasila and the Constitution. Republic of Indonesia Year 1945. Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education. Professional is a job or activity that is carried out by a person and becomes a living income that requires expertise, skills or skills that meet certain quality standards or norms and requires professional education.The characteristics and characteristics of the teaching process as a teacher's professional task are as follows: a) teaching is not only conveying subject matter, but is

a purposeful and complex job. Therefore, to become a professional teacher, an appropriate educational background is needed, namely the teacher education background; b) a teacher must have a clear area of expertise, which is to lead students to the desired goal. Therefore, the failure of teachers to teach students means the failure to form a generation of humans; c) in order to carry out their duties properly in accordance with their field of expertise, an adequate level of education is required. Therefore, a teacher not only knows about what to teach, but also understands how to teach. Such ability may not come by itself, but can only be obtained from an adequate educational process from a special educational institution, namely teacher education institutions; d) the task of the teacher is to prepare a generation of humans who can live and play an active role in society. Therefore, it is impossible for a teacher's job to be separated from social life; e) the teacher's job is not a static job, but a dynamic job, which must always be in accordance with and adapt to the development of science and technology. Competence is a rational behavior in order to achieve the required goals in accordance with the expected conditions.

Competence is shown by the appearance or performance that can be accounted for (rationally) in an effort to achieve a goal. As a profession, there are a number of competencies that must be possessed by a teacher, which include personal competence, professional competence and social competence. Personal competence is often considered as someone who has an ideal personality. Therefore, the teacher's personality is often regarded as a model or role model (which must be nurtured and imitated). As a model teacher must have competencies related to personality development (personal competencies). Professional competence is competence or ability related to the adjustment of teacher duties. This competency is a very important competency because it is directly related to the performance displayed. Social Competence is related to the ability of teachers as members of the community and as social beings, including: (1) the ability to interact and communicate with peers to improve professional abilities; (2) the ability to recognize and understand the functions of each social institution and; (3) the ability to cooperate both individually and in groups.In addition, the lack of awareness of the teachers directly has a big influence on the occurrence of dysfunction in this program. Teachers are less aware and critical in terms of government policies that deviate from the goal. The things above indeed reflect the passion of the teachers and cannot be equalized because the circumstances are different. From the data in the field, it shows that the teachers have not been able to achieve the desired positive function. However, according to Merton, we must find a balance point, namely the net balance in this program for now. One of the informants stated that in this situation the teachers were still unable to achieve what the program wanted. However, one cannot ignore the fact that this program has indeed improved the economy of the teachers, whose situation has not improved from time to time. The changing of the teacher generation to the new generation will have an impact that this program will slowly begin to show results, although slowly. On the other hand, there is great hope from teachers with the discourse of this certification replacement program. These expectations are indeed varied but still lead to program improvements and additional types of training.

IV.   CONCLUSION

Based on the results of the study, it was shown that in general the implementation of management standards in improving the quality of academic services at 2 (two) elementary schools in Tasikmalaya City had been carried out, but had not given optimal results, because the impact had not been maximized on the achievement of national education standards. Efforts to improve the quality of academic services are still constrained in terms of internal factors.Solutions for implementing management standards in improving the quality of academic services carried out in elementary schools in the City of Tasikmalaya area. The solution to the problem of lack of teacher resources is by opening recruitment by standardizing educators and education staff. The solution for non-linear teachers is to be empowered according to academic qualifications, if not, then provide direction to adjust qualifications by following the lecture level.

The problem of lack of human resource competence, both principals and teachers, can be done by participating in teacher competency improvement activities such as seminars, training. Budget solutions can be sought by establishing partnerships with parents or other institutions related to

schools, namely by socializing superior programs in academic services. The solution to infrastructure problems is by actively coordinating with the education office asking for assistance in either building rehabilitation or infrastructure facilities in the form of learning media and coordinating with school committees or parents and alumni to be able to help provide infrastructure problems.

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