

# Academic Service Quality Management For The Quality Of First High School Graduates (Case Study Of SMPN 1 Kresek And SMPN 1 Mauk)

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## Abstract.

One of the causes of the low quality of education graduates in Indonesia is the low quality management of academic services in schools, especially in State Junior High Schools. The low quality of graduates in junior high schools is due to common mistakes made by principals in managing education so that the quality of junior high school graduates is low, including: (1) principals lead with a weak vision and mission; (2) the principal as a leader who lacks innovation in educational programs; (3) Principals lead without utilizing technology in the learning process; (4) Principals lead by ignoring social networks; (5) The principal does not provide creative space for teachers and students; (6) The principal does not use conflict as a driver of progress. In this regard, the researchers chose the title of the study, namely "Academic service quality management for the quality of State Junior High School (SMP) graduates. This research was conducted on principals, teachers, and students at SMP Negeri 1 Kresek, SMP Negeri 1 Mauk, Kab. Tangerang. This study focuses on management functions which include: Planning (Planning), Actuating, Evaluation (Evaluating), Supporting and Inhibiting Factors, and Efforts to overcome the obstacles. The approach used in this study is a qualitative approach, while the research method used is descriptive analytic method. Data collection techniques in this study are: interviews, observation, and documentation. The conclusions of the research conducted by the researchers are: the implementation of management carried out by the two principals concerning Planning, Actuating, Evaluation, Supporting and Inhibiting Factors, and Efforts to overcome obstacles in SMP Negeri 1 Kresek, SMP Negeri 1 Mauk, Kab. Tangerang has been implemented but not optimally because there are still many elements in the above activities that there is still no synchronization, integration, and simultaneous in accordance with the vision and mission of each school. However, in general the quality management of the principal's academic services has been running quite well in accordance with the conditions of each school as seen from the achievements of the school program implementation as stated below: According to the principal of SMP Negeri 1 Kresek that the implementation of the school program has been achieved ranged from 75-80%, while for SMP Negeri 1 Mauk the achievement of school program implementation reached 80%, Tangerang Regency the achievement of the implementation of school academic service programs reached about 80% which had an impact on the quality of graduates.

**Keywords:** Quality Management, Academic Services, and Quality of Graduates

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## I. INTRODUCTION

The new paradigm of education management in order to improve quality effectively and efficiently, needs to be supported by qualified human resources. In this case, the development of Human Resources (HR) is a process of increasing human capacity to be able to make choices. This understanding focuses on equity in the improvement of human abilities and the utilization of those abilities. The formulation shows that human resource development is not only about increasing capabilities, but also regarding the utilization of these capabilities. According to Effendi (1995) human resource development includes increasing human participation through expanding opportunities to earn income, work opportunities, and do business. Regarding the preparation of quality Human Resources (HR) in order to face the upcoming era of global competition, relevant and high-quality education is the main requirement to increase competitiveness. This requires education to be able to equip its graduates to have technical skills (hard skills), and the ability to think high order (high order thinking), namely critical thinking, creative thinking, analysis, communication and collaboration in teams which are summarized as soft skills (soft skills). ) which includes aspects of spiritual attitudes, social attitudes, based on the six dimensions of life values, namely theological values, logical values, physical-physiological values, ethical values, aesthetic values and teleological values that are integrated in aspects of knowledge and aspects of academic skills. (Sanusi, A, 2011: 12) The quality of education is an important thing in educational institutions, of course with this aim the author expresses how education in junior high school education units can pay attention to the creation of service user satisfaction.

Managers or authorized officials must play a greater role in contributing as implementers of education policies at institutions based on educational levels or units. The better the management of the educational institution or unit, the more positive impact it will have on users of educational services by

providing a perception or impact of benefits. Educational organizations or educational service institutions by providing cooperative services and extra-prime services will encourage the growth and development of educational unit institutions that have quality management qualities. The quality management expected by the government is certainly driven by the development of the quality of Human Resources (HR) and the quality of infrastructure, this regulation is based on Government Regulation of the Republic of Indonesia Number 13 of 2015 concerning the Second Amendment to PP. 19 of 2005 concerning National Education Standards. The PP has stated the government's objectives for national education standards. The government's efforts to continuously and continuously improve the quality of education in Indonesia, both the government and the private sector, have a role to play in maintaining and participating and being responsible for the quality of education in Indonesia. Education service user satisfaction is the downstream of integrated quality management. The creation of an organizational system that can accelerate collaboration and lifelong learning to support the management process is the theoretical core of Integrated Quality Management, especially

Deming's theory (Anderson, 1994:12) The output of the process is continuous improvement to achieve employee satisfaction and in turn to meet user expectations and needs. Special service management is carried out to support the success of the teaching and learning process. The success of the teaching and learning process requires both teacher facilities and facilities and infrastructure to achieve it. The purpose of this study was to determine the planning, organization, implementation, monitoring and evaluation of the quality management of education services in junior high schools. This research uses a qualitative approach, namely descriptive qualitative research with a case study approach. Data collection techniques are the most important step in research because the main objectives of research are observation, interviews and documentation. The quality of education will be achieved, if the inputs, processes, outputs, teachers, facilities and infrastructure and other components support each other. Of the various components that play the most role in improving the quality of education, especially education personnel, because quality education requires professional teachers. According to Sofyan Sauri; Quality education in the development of a nation (including development at the district/city level) is a necessity, through quality education, quality and competitive human resources (HR) can be produced as one row of input for the development process. Without quality education, it is impossible for the development goals of a nation to be realized properly. Quality education and quality development are like two sides of a coin that cannot be separated from each other. (<https://docplayer.info/66468529-By-prof-dr-h-sofyan-sauri-m-pd.html>). Good academic services are based on the performance of various groups, including teaching staff, administrative staff and even cleaning staff.

Teaching staff (teachers) must provide quality teaching services to students, administrative staff must support and serve the needs of students related to administration as well as possible so that students are able to carry out their academic activities, as well as equipment and cleaning officers, where equipment officers must provide facilities to support the teaching and learning process needed by teachers and students, while the cleaning staff must always maintain the cleanliness of the facilities so as not to interfere with the teaching and learning process. Academic service is an effort to help prepare, provide or take care of the needs of others when service activities take place, something is delivered, served or done by the party being served (Thoha, 2010). In this study, the condition in the field is that the problem faced in improving school quality management is the weak quality of management in the education unit. Quality management of education units is a continuous improvement effort that must be carried out by school leaders and personnel. Based on the description above, the problem in this study is formulated as follows;

**First**, the closed school management, in a system or attitude. In a closed system, schools can know and understand as well as actively measure and analyze developments and changes that occur in the external environment, even though the order is tiered by service. Schools are always sensitive to the development and shortcomings of existing problems. Schools are always active in implementing Central Government programs through the Ministry of Education and Culture as well as Regional Government programs.

**Second**, the public interest that must be anticipated and considered, effective school management has its own advantages even though the role of the community is very much needed. Of course this encourages the improvement of the quality of the school as a whole. In terms of the role of the community can encourage

or support the government in financing education in the development of programs in schools. If the role of the community is ignored, it will clearly hinder the development of programs in schools for quality improvement.

*Third*, a closed management system and a low level of community role will certainly be a negative quality development, communication with the community must be well established and in harmony with the goal of a school quality development climate in which the internal existence of the community is organized and rooted.

*Fourth*, the Main Duties and Functions of Educators and Education Personnel Organizationally there must be a climate and culture that is intertwined and needs to be developed in terms of performance in schools. Performance in schools in the field of education includes Curriculum or Student Learning, education financing, stakeholder satisfaction and organizational learning. This culture must develop in terms of the values of the existence of the school so that the quality is not low or closed.

## II. METHODS

The approach used in this research is a survey approach which aims to describe a situation/fact. Researchers interpret the phenomena of how people seek meaning from them. Researchers create a complex and comprehensive picture with detailed descriptions from the perspective of the informants. Interactive researchers describe the context of the phenomenon from continuously revising questions based on field experience. direct data from people in their natural environment. (Sukmadinata, 2008:61). The approach used in this study is a qualitative approach. According to Semiawan (2010:7) qualitative research is an approach or search to explore and understand central data by asking general questions rather broadly. Meanwhile, according to Iskandar (2008: 187) the paradigm of qualitative research is carried out through an inductive process that departs from specific to general concepts, conceptualization, categorization, and descriptions are developed on the basis of problems that occur in the field. Qualitative research explores attitudes, behaviors and experiences through interviews. Through descriptive research, researchers try to describe events and events that are the center of attention without giving special treatment to these events. The variables studied can be single (one variable) or more and one variable. Furthermore, according to Creswell (1994:74), a qualitative descriptive approach includes the construction of social reality and cultural meaning, focusing on interactive processes, events, authenticity, not value-free, integrated theory and data, situational or contextual, and the involvement of researchers.

Sources of data in this study consisted of humans (humans) and non-humans. Human data sources function as the subject or key information (key informant). Data obtained from informants in the form of soft data (soft data). While non-human data sources are documents that are relevant to the research focus, such as pictures, photos, notes or writings that are related to the research focus. The data obtained through documents are hard data. The subjectivity of the researcher is the dominant thing in qualitative research, considering that in qualitative research, the researcher is the research instrument, plus the main data collection techniques for qualitative research are interviews and observations which are considered to have many weaknesses when carried out openly and especially without control. To overcome this, it is necessary to check the validity of the data. Moleong (Pages 32 - 34), states that to determine the validity of qualitative data, it is necessary to examine four criteria, namely; (1) Credibility / degree of trust; (2) Transferability / transferability; (3) Dependability / dependence and; (4) Confirmability / certainty. The analysis is carried out through the activities of reviewing data, organizing, dividing into manageable units, synthesizing, looking for patterns, finding what is meaningful, and what is being researched and decided by the researcher to be reported systematically (Bogdan and Biklen, p. 145). Data consisting of detailed descriptions of situations, events, people, interactions and behaviors. In other words, data is a description of a person's statements about perspectives, experiences or things, attitudes, beliefs and thoughts, as well as excerpts of the contents of documents related to a program. This research design is a multi-case study. According to Yin (Yin, pp. 52-53) the multi-case research design in analyzing the data was carried out in two stages, namely: (1) individual case data analysis (individual cases) and (2) cross-cases analysis.

### III. RESULT AND DISCUSSION

The theory that is used as the basis for the discussion is the management theory of G. Terry. The theory has been described in chapter II on the theoretical basis. Quoting from chapter II the theoretical basis is explained that management is the achievement of goals that have been set through or jointly with the efforts of others. G. Terry's theory is very well known, he divides the management function into four basic management functions, namely Planning (Planning), Organizing (Organizing), Actuating (Implementation) and Controlling (Supervision). These four management functions are abbreviated as POAC. Meanwhile, according to Sauri (2019: 3) management functions that are useful for improving the quality of education can be simplified into three parts, namely first, planning, second, implementation and third, supervision. The functions of planning, preparing staff, implementing activities and supervising are the essence of every organization, including educational organizations (Sauri, 2019: 2). According to the concept of academic service planning for the quality of junior high school graduates, it is a process of thinking about and establishing a program of academic service activities. Both in the form of intracurricular and extracurricular activities in the future to achieve certain goals. In accordance with the results of researcher interviews with several resource persons regarding the implementation of academic service planning, determination, supervision and improvement of the quality of education, planning has been carried out by first analyzing the need to see what activities the TU staff must do to regulate academic services. education.

Planning is essentially a series of process activities for preparing decisions about what is expected to happen and what to do (Sauri: 2019: 3). Planning is the first aspect in the management theory series of management. Included in the implementation of educational evaluation. Planning is basically an activity process that systematically prepares activities carried out to achieve certain goals. (Kurniadin and Machali, 2012:139). Then the performance plan consists of three components, namely; job descriptions or job descriptions, work objectives and performance action plans. Referring to Terry's management theory cited by Sukarna (2011: 82), the general management process that must be implemented includes; planning (Planning), implementation (Implementing), and evaluation (Evaluating). In the education evaluation process, it starts with planning evaluation, implementing evaluation, and evaluating evaluation. In the evaluation process it is important to plan and implement systematically by first identifying needs. Second, choose the right strategy from various alternatives. Third, monitor the changes that appear, and fourth measure the impact of these changes. Furthermore, Sauri (2019:3) explains that the planning stage is composed of five main tasks; The first involves the planning team and school faculty in defining the specifics of what will happen at the school when improvements are in place. Second, conduct a needs assessment. Third, identify the resources available to support the various lengths of service and repair. Fourth, develop a five-year service plan and deadline for implementing school improvement goals. And fifth, obtaining approval for a written school improvement plan. Planning is very important so that every process that will be carried out in accordance with the stages and mechanisms achieves the expected results. Every plan does not have to be in accordance with the process being carried out, everything depends on the conditions that support it, nor does every plan have to fulfill supporting facilities. (Sauri,2019:4)

Planning in the evaluation is a guideline so that the implementation of the evaluation is directed in accordance with the objectives. Planning is important because it determines what will be done. Planning contains an explanation of the objectives, determination of policies, determination of programs, determination of methods, procedures and activities based on the schedule. While evaluation planning is a planning process to obtain information or data, based on the data then try to make a decision. Given the importance of evaluation, planning is needed that actually produces valid data. This is not only for the sake of graduating students, but the most important thing is data to determine future policies. careful evaluation planning will be able to set goals or indicators to be achieved, can prepare data and information collection and can use the right time. In planning the two schools, they first communicated and socialized to related parties with the teacher council, students and parents. Communication is the most important stage in the success of policy implementation. Furthermore, the school formed an SPMI team at the school level. In this case, it is related to the implementation of human resources of a policy. In Edward III's theory of policy implementation effectiveness, human resources are the second most important aspect in the success of policy

implementation. The success of policy implementation depends on how to utilize existing human resources. Placing people according to their expertise and can optimally empower all existing resources. Thus, to achieve the success of a policy to achieve good results, if supported by qualified human resources, both in quality and quantity. The quality of human resources relates to skills, dedication, professionalism and competence in their fields, while quantity relates to the number of human resources whether they have been fulfilled or not. For this reason, the implementation of SPMI requires adequate human resources. It is important to map the available resources so that the goals of SPMI run in accordance with the objectives, so that the principal does not misplace people in quality services.

Planning becomes something important in the implementation of an activity. According to Hamzah B. Uno (2008:1), planning is a process of selecting and relating knowledge, facts, imagination, and assumptions for the future with the aim of visualizing and formulating the desired results, the sequence of activities required, and behavior within the limits acceptable. Further related to planning, according to Abdul Majid (2011: 92) the contents of the planning itself include: First, what goals are desired, or how to organize. Second, programs and services, or how to organize learning activities and supporting services. Third, human power, which includes ways to develop their achievements, specializations, behaviors, competencies, and satisfaction. Fourth, finance, including expenditure plans and revenue plans. Fifth, the physical building covers the ways of using distribution patterns and their relation to psychological development. Sixth, organizational structure, which means how to organize and manage the operations and supervision of planned educational programs and activities. Seventh, the social context or other elements that need to be considered in planning. Implementation is the next important agenda after planning in the public policy process. Implementation is the process of realizing a predetermined plan. A policy must be implemented in order to have the desired impact and objectives. According to Setyadi in (Saepudin and Salih, 2018: 260) quoting the opinion of experts who stated that the policy implementation process does not only concern the behavior of administrative bodies that are responsible for implementing the program and inducing obedience to the target group, but also involves the network of political forces. , economic and social, which can directly or indirectly affect the behavior of all parties involved, and ultimately have a negative or positive impact. Thus, in achieving successful implementation, it is necessary to have a common view of the goals to be achieved and the commitment of all parties to provide support. The success of the implementation of a policy can be measured by looking at the compatibility between the implementation or implementation of the policy with the design, goals and objectives of the policy itself and providing a positive impact or result for solving the problems faced.

Implementation is an activity to realize plans into goals effectively and efficiently, and will have value if implemented effectively and efficiently. (Hamid Al Jufri, 2014: 27-28) The important thing to note in this actuating is that an individual will be motivated to do something if; First, feel confident that you will be able to do it. Second, believe that the work provides benefits for him. Third, Not being burdened by personal problems or other tasks that are more important or urgent. Fourth, the task is a trust for the person concerned. Fifth, the relationship between friends in the organization is harmonious. In implementing the previously planned policies, implementation management is needed. Implementation management is governance and leadership that acts with plan ideas, methods, designs, principles, ethics, and motivation to perform in an effort to realize goals. In addition, implementation is the ongoing process of activities that have been previously planned. George R. Terry in Sukarna (2011: 82) says that mobilization is to arouse and encourage all group members to will and try hard to achieve goals sincerely and in harmony with planning and organizing efforts from the leadership. The factors needed for mobilization are first, leadership (leadership). Second, Attitude and morale. Third, communication (relationships). Fourth, incentive (stimulus). Fifth, supervision (supervision). And the sixth discipline (Discipline). Meanwhile, according to Sauri (2019: 5), he stated that the implementation carried out with the schemes and mechanisms previously made would have an impact on the seriousness of completing the work optimally. Furthermore, it is said that the main task at this stage is first to provide the necessary assistance. Second, give recognition and appreciation. And thirdly provide adequate resources. More deeply, Sauri (2019:5), explains that implementation in an Islamic perspective is referred to as charity. So the consequences must be implemented

as well as possible so that it becomes a good deed. God who kills and gives life as a test which is the best deed among human beings. He quoted from the Qur'an Surah al-Mulk verse 2, which means God who created death and life to test you which of you is the best in deeds. The verse provides an understanding that humans compete to do good because death and life no one knows except Allah SWT. Doing good anytime anywhere to anyone regardless of race, religion, ethnicity, language and culture is something that must be done.

Meanwhile, according to Solichin Abdul Wahab (1997:63), the meaning of implementation is all actions taken, both individuals and groups within the government or private sector, which are directed at achieving the goals that have been determined in policy decisions. Policy implementation is influenced by at least four things, namely; First, communication, policy goals and objectives must be transmitted to the target group so that it will affect the distortion of implementation. Second, resources, resources are important factors for effective implementation. Resources can be in the form of human resources as well as financial resources. Third, disposition, namely the character and characteristics possessed by the implementor, such as honesty, commitment and democracy. Fourth, the bureaucratic structure, the simpler the bureaucratic structure that becomes the policy implementer, the more effective the implementation will be. One aspect of the structure that is important in every organization is the existence of standard operating procedures (standard operating procedures or SOPs). These four factors cannot stand alone but are interrelated and related to each other. (Subarsono, 2006: 86). The final stage of the management process is monitoring or controlling. At this stage, it is carried out to ensure that the implementation of activities has gone according to the predetermined plan. Control has a very important role or position in management, considering that it has a function to test whether the implementation is orderly, directed or not. Although planning, organizing, actuating are good, but if the work is not organized, orderly and directed, then the goals that have been set will not be achieved. Thus, control has a function to oversee all activities so that they are directed to the target, so that the goals that have been set can be achieved. Meanwhile, according to George R. Terry in Sukarna (2011: 110), states that supervision can be formulated as a process of determining what must be achieved, namely standards, what is being done, namely implementation, evaluating implementation, and if necessary making improvements, so that the implementation in accordance with the plan, that is, in accordance with the standard (size). Furthermore, according to G. Terry, the implementation process of supervision is as follows, namely first determining the standard or basis for control. Second, Measuring the performance (measure of implementation). Third, comparing performance with the standard and ascertaining the difference, if any (compare the implementation with the standard and find out if there is a difference). Fourth, correcting the deviation by means of remedial action.

Meanwhile, Sauri (2019:6) explains that supervision is used as an important management function so that every implementation process goes according to plan. Supervision should always be present at every stage of the management function, from planning to implementation. Furthermore, it is said that it will be more effective if it is carried out starting from how the input, the process itself and the output obtained. In addition, Sauri (2019:6) also explains that every individual gets supervision, including organizations or institutions, especially educational institutions that are very important in monitoring them. Supervision is a very important agenda as an evaluation material that must be put forward in the long process of implementing activities. According to Sauri (2019:7), at this stage of supervision there are three main tasks, namely; first, providing improvements, based on their knowledge of both short-term and long-term consequences for students, teachers vary in use and innovation to try to increase the effect. Second, integration, teachers combine their own efforts to use innovation with related activities of peers to jointly enhance student learning within their common sphere of influence. Third, renewal, teachers re-evaluate the quality of innovation, look for ways to modify also better promote student learning, examine the development of odors in the field and explore new goals and systems. Supervision or controlling is also referred to as evaluating appraising or correcting, which serves to determine the extent to which an activity has been successful. In addition, it is also a control so that the implementation at all times is the same as what was planned. According to Taufiq (2011:32), the implementation of monitoring and evaluation must be carried out based on the following principles: first, clarity of objectives and results achieved from monitoring

and evaluation; second, the implementation is carried out objectively; third, carried out by officers who understand concepts, theories, processes and are experienced in carrying out supervision and evaluation so that the results are valid and reliable;

Fourth, the implementation is carried out transparently, so that the parties concerned know the results and the results can be reported to stakeholders (interested parties/authorized parties) through various means. Fifth, involve various parties that are deemed necessary and have an interest in a proactive (participatory) manner; the six implementations can be accounted for internally and externally (accountable); seventh, covering all objects in order to fully describe the condition and situation of a comprehensive monitoring and evaluation target; eighth, the implementation is carried out according to a predetermined schedule and at the right time so as not to lose the momentum that is happening; ninth, carried out periodically and continuously; tenth, based on performance indicators, and eleventh, carried out effectively and efficiently, meaning that the monitoring and evaluation targets are achieved by using limited resources and according to the plan. In management theory, one of the management functions is the controlling function. The controlling function is a control or supervision function. Next, the term supervisor will be used. According to Henry Fayol and G.R Terry in Sukarna (2011: 110), the controlling function is the last function of the four management function activities. In management theory, the controlling function is an activity that is no less important than other processes. The controlling function is an effort to assess a performance based on the standards that have been made, as well as make improvements if needed.

#### **IV. CONCLUSION**

Quality management of academic services results is an aspect that is still needed in the educational process. The quality of academic services is an evaluation tool to measure the success of the educational service process. To be further used as input for determining the policy of further education services. In addition, the results of the study also show that the implementation of education services needs to be strengthened, especially in the aspects of human resources, budgets and coordination with interested parties. Academic service quality management planning for the quality of graduates at SMPN 1 Kresek and SMPN 1 Mauk has followed the provisions set out in the Minimum Service Standard Procedure (SPM). The planning implementation is carried out, together with other service quality activities. The implementation of quality management of academic services for the quality of graduates at SMPN 1 Kresek and SMPN 1 Mauk has followed the SPM issued by the Ministry of Education and Culture.

However, its implementation has not been carried out optimally in several respects. Supervision is the same as the implementation of academic service quality management for the quality of graduates at SMPN 1 Kresek and SMPN 1 Mauk already following the SPM issued by the Ministry of Education and Culture. However, its implementation has not been carried out optimally in several respects. Evaluation of the implementation of academic service quality management for the quality of graduates in junior high schools is carried out through monitoring carried out by the education office supervisor. Supervisors carry out monitoring by bringing monitoring instruments to be cross-checked with conditions in the field. In addition to monitoring by supervisors, evaluation is also carried out by sending the results of service quality to the education office. The data is used as evaluation material as well as mapping the quality of services and infrastructure. The results of obstacles and solutions to the quality of academic services show that schools can try to improve the quality of academic and non-academic services for students. This can be seen from the level of discipline and seriousness of students in learning and utilizing school facilities. Every learning activity with enthusiasm and full of discipline. This can be seen from the results of observations and results of monitoring and evaluation of the completeness of service quality.

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