Strenghening The Management Of Academic Quality At Primary And Medium Education In The Covid-19 Pandemic

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Abstract.

This paper discusses about strengthening the management of academic quality. One of the educational problems faced by the Indonesian, these are the low quality of education at every level and unit of educations, especially at primary and medium education. The various attempts have to improve the quality of national education, for instance: developing national or local curricula, increasing teacher's competences through training, procuring books and learning tools, improving educational facilities, infrastructures, and improving the quality of the school's management. However, the indicators of the education's quality do not show the significant improvement. Some schools, especially in cities show the quite encourage improvements in the quality of education. But, part of them is still apprehensive, especially during the COVID-19 pandemic. The teachers and education's management have experiencesin many things.

Key words: *Quality Management, Primary and Medium Education, COVID-19 Pandemic*

I.   INTRODUCTION

Education is one of an effective medium which producing a good human in intellectual or supervising management. The Pandemic or we call as COVID-19 is really disabling the management activity which previously run normally. Functionally, education is basically aimed to prepare people in the future in order to live more prosperously as individuals, citizens of society, nation and countries. For religious believers, the future includes life in the world and a view of a happy future life.[1]

However, currently our world of education has not been able to fully meet the expectations of the community, especially during the COVID-19 era, giving an understanding to parents and students is always improved.[2]This phenomenon is marked by the low quality of graduates due to online learning which provide obstacles by the unprepared society, solving educational problems which uncompleted, repairing, and also project-oriented. Consequently, the results of education often disappoint the community. They always ask the relevance to education with the society's need in the dynamics of economy, politics, social, and culture. The quality of education's graduates is not in accordance with the needs of the labor market and development, these are: industry, banking, telecommunications, and other sectors of the labor market that tend to challenge the existence of schools. Moreover, the human resources who well prepared through education as the next generation are not completely satisfying when viewed from attitudes, morals, and national identity in the cultural diversity of the nation.

The first aim of educational reformation is to build an advanced national education system, stable, progressive with optimizing and empowering all the society participation.Because, education is a main structure that provides facilities for community members to be able to decide tools and services needed.[3]

However, all the quality Islamic education indicators has not shown the significant improvement. Some of the quality of Islamic education in this country, especially on Java Island shows a significant and encourage improvement in the quality of education, since in Kalimantan, Sulawesi, Papua Island and other

areas are apprehensive. Functionally, Islamic education is basically aimed to maintaining and developing human beings as a whole namely a good quality of humans in accordance with Islamic views.[4]

II.   DISCUSSION

The Definition of Academic Quality

Talking about management, quality means quality, degree, and level. In English, quality is a term of "quality". While in Arabic it called "Juudah."[5]

In terminology, the term of quality haddifferent meanings which contained many interpretations and contradictions. This was caused by the absence of quality standards. So, it was difficult to get the same answer, whether something was good quality or not. Nevertheless, there were a general criteria that have been agreed which can be said to be good quality, certainly when it had a goodmeaning and values. Essentially, the term of quality shows a measure of the assessment or award which given on goods or their performance.[6]

Whereas in Indonesian dictionary, academic had the meaning of schooling system that deals with a number of subjects designated for students pursuing education.[7] With this understanding, it can be understood that academic quality is the quality of a service, an educational product related to the process, results, education carried out in each educational unit.

The Foundation or Basis of Academic Quality Development

The following was the basis of academic quality development which directly related to developing a quality education. Although, there were many legislations that can be used as a juridical basis. Those were as follows:

a. The Law of Indonesia Government, No. 20 of 2003 about the National Education System
b. The Government Regulation, No. 19 of 2005 about National Standard for Educators
c. The Law of Indonesia Republic No. 14 of 2005 about Teachers and Lecturers
d. The Law of Indonesia Government (Non-Civil Servant Government Employees), No. 63 of 2009, about the Education Quality Assurance System.

The Elements of Academic Quality

As where, the scope of education quality, weather related to quality development, and quality strategy was a very broad discussion.Therefore, this study focused on matters which only related to the academic quality. The elements of academic quality were as follows:

a. Curriculum

As an important element in education, the curriculum guided the implementation about education, this improved and developed. The corrective made if there was a failure implementation, loss of relevance, and stagnation concept.Meanwhile, the development can be carried out due to educational innovation efforts in leap of achievement. In order to develop the curriculum, desire and purpose in produced the students who have strong character, it will be familiar with students' attitudes.[8]In curriculum development, the following theories can be used as an option. This curriculum development model developed by Beauchamp (a curriculum expert). He suggested there were five things in the curriculum development.[9]

1) Determining scope of the area.
    In this case, the area determined by the authorities to make policies in curriculum development whether in schools, districts, provinces and othercountries.
2) Determining the people.

The categories of people who participated in curriculum development included education, curriculum experts from inside or outside the curriculum development center, education experts from universities and selected teachers, and community leaders.

3) The organization and curriculum development's procedures.

The organizing and procedural step were to forming a curriculum development team, conducting assessment of the current curriculum, studying possibility of developing a new curriculum, formulating new curriculum criteria, and compiling a new curriculum.

4) The implementation curriculum.

It accompanied by the managerial readiness of the principal, teachers, students, and facilities.

5) The evaluation curriculum.

The evaluation steps evaluated the implementation curriculum who conducted by the teacher, curriculum design, student learning outcomes, and the entire curriculum system.

b. The Human Resources

The human resources in educational institutions, especially in primary and secondary education was educators and education people. In order to create the quality of human resources, the way of execution it expected that not only talked about the process but also the recruitment. In the recruitment's stage of improvement of quality was important for maximizing the response of human resources who will be a labor in the organization. In this case, the criteria of Human Resources who achieved had to analyze at the time of recruitment or at the time of choice. The results of the job analysis were a job descriptions and job specifications. The usefulness of information from this job analysis will provided some assurances on which areas really need as other employees.[10] We also know that the recruitment was not only based on current needs, but also toke into an account future development's needs (the perspective from company and candidate of the company).[11]Therefore, the process of recruitment could not deviate from: [1] the goals and direction of the company or organization's development.[2] The business strategy and management system that used to achieved these goals.

c. The Learners and Graduates Competences

The students' development was the primary matter that must be the target in achievement of the basic goals in learning. Those were related to KI 1 to KI 4. The overall target has been clearly stated in the competences of graduates that have been targeted by each school.

d. The Teaching and Learning Processes

In fact, the teaching and learning activities at the primary and secondary education were still on teacher centered. The teachers still dominated the teaching and learning process. However, this statement did not deny the existence of several educational institutions that have shifted from the learning paradigm of this model. On the other hands, several schools did not apply this teaching model. They used an active learning, it called "*PAIKEM*" in Indonesian term. It meant active, innovative, creative and interesting learning.

e. The Facilities and infrastructures

The facilities management which carried out by schools, were as follows: procurements, maintenance and repairs. It based on the fact that schools known well about the needs of facilities that accordance with adequacy, suitability and updating. Especially, the facilities were closely with the direct teaching and learning process. The facilities and infrastructures had owned by an educational unit were as follows:[12]

1) Every school required had school's facilities, such as: furniture, educational equipment, educational media, books (other learning resources), consumables, and other equipment that supports an orderly or sustainable of learning process.

2) Every education unit obliged had the infrastructure, such as: the classrooms, head master's room, teacher's room, administration room, library' room, laboratory room, workshop room, production room,

canteen, installation and services room, sports room, places of worship, playground, and other direct supports.

3) The management of infrastructure had some roles in regulating and managing all equipment in order to give the contribution optimally on the aspects of learning which appropriate with educational units according to the level of their respective needs. Concequently, the arrangement, procurement, and supervision had the responsibility to the school's manager who assigned in the deputy of principal for the facilities and infrastructure's management.

4) Climates or Academic Situation

The conducive school's climate wererequisited for the implementation of an effective teaching and learning process. Therefore, a safe/ orderly school's environment, an optimism of school's recidentwh had big expectation, school health, and also student-centered activities were some examples of the school climate that can foster student enthusiasm for learning.The school's climate was the authority of the school, so the most important was intensive and extensive efforts.

According to E. Mulyasa, the safe and orderly of learning envirotment was not only about the physical school and its facilities, but refers to a harmonious social and psychological relationship in the school's environment.[13]

5) The Management of Academic Quality

a. The Academic Quality Planning

In planning the quality program, all the elements in academic quality had to designed, planned, analyzed according to the needs, availability of all components of quality management and development.Based on Judson's theory, there were some steps for planning the development and quality improvement had to carried out as follows:[14]

    1) Changing the analyze and plan which implemented.
    2) Changing the needsofdiscussion
    3) Changing the needs of creating atmosphere
    4) Starting the transitions from status quo to modern.
    5) Consolidating from the sustainability in to new condition.

a. Implementation of the quality program at school's level

Implementation was the quality program in the unit of education, especially in primary and secondary education. It focused on the used of school based management. Hence, some points which related to institutional development could be decentralize to school, were as follows:

 1) Pre- condition of school-based quality improvement management

For school which implemented school-based quality improvement management necessary with the condition of school.

With the result of that, the condition each school could be different. The followingwere as follows:[15]

a. The institution which had adequate capacity implemented school-based quality improvement management to started from school's management, readiness of human resources, and others equipment.

b. The conducive culture for organizer of school-based quality improvement management were as follows: about for differences of opinion, upholding human rights, carried out the consensus agreement, doing the education democracy cultivated, giving the awareness to the community that education was important, and motivating the society to support the school-based quality improvement management.

c. The school had an ability to make school policies, plan and program which implemented.

d. The school had a system to promoted the school's accountability to the public, it became a part of the community.

e. Some supports from the central and local governments shown by the provision of direction and guidance, both were in the formed of carry out guidelines, direction, and others necessary for the smooth running of school-based quality improvement management.

2) The Implementation Strategy of school-based quality improvement management

In order to implemented the concept of school-based quality improvement management were through active and dynamic participation of parents, students, teachers and other staff, including institutions that care about education, so the schools had to carried out the following stages:[16]

a. The compilation of school databases and profiles were more presentative, correct, valid, and also systematic. It were about the various academic or administrative aspects.

b. Conducting a self-evaluation to analyzed some aspects, those were: the strengths, the weaknesses of school's resources, the school's personnel, the performance (developing and achieving the curriculum targets), and the students' outcome who related to intellectual or skill.

c. Based on this analyzing, schools must find the school's needed and formulated a vision, mission and goals. It was education quality program for their students, which suitable with the concept of national education development achieved.

d. The vision, mission, and goal of improving the quality school made and arranged by school and community. It produced short, medium, and long programs. This program talked about various activities which implemented based on national policy. Those program appropriated with the quality indicators achieved by the school.

e. Schools had to scale for educational development programs. It used to find out the main problems that immediately resolved. Be thinking that, all elements of the development of academic quality were very important like of quality in general achievement.

f. Monitoring and evaluating used to make sure whether the implemented planning of the program was suitable with the goals. The achievement of goals measured the extent to which it achieved. It focussed on student's quality. Therefore, evaluation' activities was fully to savvy the process and students' achievement.

3) The Quality Program Who Stated By Crosby

According to Crosby, the basically of quality was free, it done with systematic steps and high commitment. The following were steps of quality program which stated by Crosby:[17]

a. The Management Commitment

In every organization were including the educational institutions, the commitment had to communicated to all elements of the institution. It became a motto.

b. The Quality of Improvement Team

Basically, each function in the organization a contributor in contributing to failure, so all of members had to take part in developing quality. The team tasked with distributing tasks to all elements and divisions in the organization.

c. The Quality of Measurement

This measurement carried out to determine the imbalance of quality that appeared or occured. In the context of education, where the selling value was the service, it became a benchmark

d. The Quality of Cost

Funding in any program must be considered. It considered that the implementation of the program will certainly involve many people. The compensation of material had to be part of the plan in quali ty program which must be counted.

e. The Quality of Awareness

An awareness occurred to a welcome attitude towards the need for quality, those were the costs and teamwork in quality improvement. Furthermore, Crosby said that this quality awareness was the key in taking the next steps.

f.   The Corrective Action

All parts of the organization, starting from employees, top managers, supervisors had to work together in improving in low quality.

g.   The Planning of Defect Zero

All of the quality team had to guarantee the implementation of the quality program which achieved the task and job without any defect.

h.   The Supervisor Training

In improving the quality, the manager had to understood their own responsibility. This training could also be done in a formal form. It applied not only to managers, but also to all staffs, especially the middle staff.

i.   The Day of Defect Zero

This step was an effort to improved morale and the commitment of the entire quality work team in carried out their duties

j.   The Goal Setting

The goals which set by the team were specific and measurable.

k.   The Removal of Error Causes

This intended for staff who communicated the work difficulties who faced by them. So, it did not see like blaming the staff.

l.   The Recognition

It was important to giving an appreciation to those who participated in quality improvement. Since, for many working people did not only for money, they needed the recognition and appreciation.

m.   The Quality Councils

The responsible of Quality Councils to overseen the effectiveness of the program and ensured the improvement of sustainability process

n. Do it Over Again

The formed of quality process was never end, because of that the achievements were not only stopped in A, but B, C and D.

The Evaluation of Academic Quality Program

The Evaluation theory that more relevant to used in measuring tool for academic quality management programs was the program of evaluation theory who initiated by Stuffbleam, it known as CIPP (Context, Input, Process and Product).[18]

a. The Evaluation of Context

This evaluation talked about the condition, it was a quality of academic management. This also had to beginning to the formulation of curriculum, education climate and etc.

b. The Evaluation of Input

The evaluated object related to academic resources, educators, education staff and stakeholders. Because a good response affected to creation of a better process.

c. The Evaluation of Process

All the quality academic management were coring and supporting had to seen from the effectiveness, productivity and efficiency. The weaknesses and deficiencies included in the evaluation lists, it used as an information in making the next quality improvement.

e. The Evaluation of Product

f. The education produced services, namely educational services. So that, output and out come had to evaluated. Because of the satisfaction of the education's customers became the evaluation of academic quality.

With regard to the education customers, they categorized as follows:[19]

1) The Internal customers (principle, teachers, and employees) developed the physically and psychologically. In physics, they got financial rewards. Meanwhile, psychologically, it was given the opportunity to continue the learning to develop their abilities, talents and creativity.

2) The external customersdivided into three parts: [1] Primary (students): to be lifelong learners, good communicators, have skills in everyday life, high integrity, problem solvers, and creators of knowledge as well as being responsible citizens. [2] Secondary external (parents, government, and companies): the graduatesqualified the parents' expectations, government, and companies in terms of doing the tasks assigned to them. [3] External tertiary (labor market and society at large): The graduates had competence in the world of work and community development, thus was affecting in the economic growth, people's welfare, and social justice.

Therefore, the Islāmic education institutions as a service industry must be fullythe quality standards. The institutions which qualify hadthe specifications. Operationally, the quality determined by two factors, namely; qualify the predetermined specifications and expected specifications. It was according to demands and service users. The first quality called the real quality, and the second quality called the perceptual quality.

III.   CONCLUSION

The strengthening academic quality management was included: the quality services that is always being developed, the educational products related to the process, the results, and the education which carried out in each educational unit. The following were the elements of academic quality that must be managed for the efforts of quality development. namely: the curriculum, the Human Resources of students (Education and educational personnel), the teaching and learning processes, the infrastructures, the education's climate, the graduate competences, the management of academic quality which designed to include the quality planning process. By using Judson's theory, about the steps to planning the quality of education. Whereas, in implementation the program, the school-based quality education's management used the Crosby's theory about the steps of quality program.

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