



Enhancing primary School education quality through effective management in Indonesia

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Abstract

The purpose of this research is to identify effective management patterns that can be implemented in elementary schools, specifically at Ambisu Inpres Elementary School and Atamec State Preparatory Elementary School in Asmat Regency, with the intention of enhancing the quality of education provided at these institutions. This research employed a qualitative approach. The study employed a form of phenomenology in which data were collected through direct interrogation of individuals who had personally witnessed the phenomenon. The research locations for this study were two public elementary schools, Atamec State Preparatory Elementary School and Ambisu Inpres Elementary School. The human resources personnel involved in the management of enhancing the quality of education were the focus of this investigation. This included school principals, teachers, school administrative staff, school committees, parents of students, and students. Instruments and methods of data collection included interviews, observation, and documentation. In accordance with the Miles and Huberman paradigm, data analysis included the following phases: data collection, data reduction, data presentation, and conclusion drawing. Based on the findings of this study, school-based management and an internal quality assurance system are utilised to improve education quality at Atamec State Preparatory Elementary School and Inpres Ambisu Elementary School in Asmat Regency. These management approaches are tailored to the specific conditions and requirements of each school and aim to enhance both the performance of school administration and the quality of instruction. Efforts to enhance the standard of effective education must be grounded in the following guiding principles: sustainability, accountability, flexibility, responsibility, openness, justice, efficiency, and effectiveness.

Keywords: Management, quality improvement, education

Introduction

As per Government Regulation Number 57 of 2021 pertaining to National Education Standards, the primary objective of national education is to develop the capabilities of every citizen, without any exceptions, with the intention of fostering the advancement of the nation. It is essential to have a robust national education system in order to produce individuals with exceptional abilities who can adeptly navigate the challenges of an ever-changing society. As per Regulation No. 9 of 2022 issued by the Minister of Education, Culture, Research and Technology of the Republic of Indonesia regarding Evaluation of the Education System for Early Childhood Education, Basic Education, and Secondary Education, the DIKDASMEN PAUD education system shall be assessed in terms of the performance of educational units, educational programmes, and the quality of educational services. The objective is to uphold national education standards and oversee, ensure, ascertain, and perpetually enhance educational quality.

Educational units ensure the provision of high-quality instruction by employing strategies such as integrating the Internal Quality Assurance System (SPMI) and School Based Management (MBS), among other approaches. The evaluation of educational institutions' quality can be accomplished via the process of school accreditation, which is administered in adherence to national education standards. Graduate competency standards, curriculum and infrastructure, evaluation procedures, faculty and educational staff, funding, and facilities and infrastructure are all encompassed within these criteria.

Asmat Regency is anticipated to have 134 public and private secondary schools by 2022. Geographically speaking, the majority of elementary schools are situated in remote

villages that are comparatively distant from the district capital of Asmat. According to the Accreditation Data for Asmat Regency Elementary Schools for 2022, one school (0.75%) was designated A (Very Good), eleven schools (8.21%) were designated B (Good), forty-one schools (30.60%) were designated C (Fair), seven schools (5.22%) were not accredited, and 74 schools (55.22%) were not accredited. (S/M BAN, 2022).

The 2021 LPMP Papua report examines the quality supervision of education units in Asmat Regency, with a specific focus on elementary schools. The report presents the following achievement scores (on a scale of 4) for each of the eight national education standards components: comprehension of SNP and implementation of SPMI (both 1.39); attainment of graduate competency standards (1.59); execution of learning content implementation (1.30); and execution of the learning process (both 1.30).

Given the aforementioned data, it can be asserted that: (1) Management of improving the quality of education in elementary schools in Asmat Regency is less than optimal. (2) Schools are not yet optimal in carrying out self-evaluations and utilizing the results of School Self-Evaluations (EDS) in planning, organizing, implementing and controlling improvements in the quality of education. (3) Obstacles in implementing school-based management as an effort to improve the quality of education have not been resolved. (4) Community participation is less than optimal in the management of improving the quality of education in elementary schools in Asmat Regency. (5) Elementary schools in Asmat Regency need an effective management pattern for improving the quality of education in an effort to fulfill quality based on national education standards.

The author was motivated to investigate the management of education quality improvement at two state elementary schools in Asmat Regency, specifically Ambisu Inpres Elementary School and Atamec State Preparatory Elementary School. The objectives of the research were as follows: (1) to identify a management pattern that would enhance education quality at SD Inpres Ambisu, Asmat Regency; and (2) to determine a management pattern that would improve education quality at Atamec State Preparatory Element.

Research Method

Research Type

The present study employs a form of phenomenology. Qualitative research that is phenomenological employs observations or in-depth interviews with event participants in order to comprehend their conditions or phenomena. Postpositivism or interpretivism serves as the foundation for qualitative research. It is exploratory, constructive, naturalistic, inductive, and interpretive. Qualitative research methods are particularly well-suited for the construction of phenomena and the identification and development of ideas derived from field research data (Sugiyono, 2022) [35].

Research Settings

The research was conducted at Inpres Ambisu Elementary School with the address Ambisu Village, Atsj District, Asmat Regency, South Papua 99776, and at Atamec State Preparatory Elementary School, Education Road, Atambuts Village, Atsj District, Asmat Regency, South Papua. The research was carried out in the period from August to October 2023.

Data Source

The research data consists of primary data and secondary data sourced from elementary school principals, teachers, administrative staff, school committees, parents and students to improve the quality of education. In addition, the data comes from observations and documentation related to the implementation of SPMI and MBS at the Ambisu Inpres Elementary School and the Atamec State Preparatory Elementary School where this research was conducted.

Data Collection Techniques and Instruments

This study employs many data collection techniques, including observation, interviews, documentation, and the use of audiovisual digital resources (Creswell, 2009). In order to enhance the credibility of research findings, researchers employed data collection procedures that utilised triangulation techniques. The researchers conducted observations by assessing the state of the school and the learning process, evaluating the availability of facilities and infrastructure, presenting data and school profiles, examining the school environment and its surroundings, including the accessibility between the school and the village. Interviews were carried out with various participants from both schools, including school principals, teachers, school administration personnel, school committees, and student representatives. The interviews were conducted through face-to-face interactions as well as WhatsApp calls, and they were recorded. Interviews were done to investigate data in order to identify management patterns for enhancing the quality of education at Inpres Ambisu Elementary School and Atamec State Preparatory

Elementary School, located in Asmat Regency. In addition to observation and interviews, documenting techniques are also employed.

Data Analysis Techniques

According to Sugiyono (2018), qualitative research involves analysing data both before and after data collection in order to gather accurate data. This study utilises data collected throughout the period of October to November 2023. Data analysis employs the Miles and Huberman (1984) analysis methodology, which categorises data analysis into three primary tasks: data reduction, data display, and conclusion drawing/verification.

Findings and Discussion

Management Patterns for Improving the Quality of Education at SD Inpres Ambisu, Asmat Regency

The research findings identified a management framework for enhancing the quality of SD Inpres Ambisu, which involves the integration of an internal quality assurance system (SPMI) and school-based management (MBS). The SPMI process consists of five stages: 1) quality mapping; 2) formulation of a quality improvement plan; 3) implementation of quality improvement plans; 4) internal evaluation/audit; and 5) the inability to completely apply education quality standards. The stages that can be executed include quality mapping, planning, implementation, and assessment. However, the process of standard setting is not being implemented. SD Inpres Ambisu has successfully executed the four management processes of the SPMI cycle, which include planning, organising, implementing, and overseeing, with the aim of enhancing the quality of education. The management of enhancing the quality of education at SD Inpres Ambisu encompasses seven areas of School-Based Management (SBM), which include curriculum and learning administration, student administration, administration of educators and education personnel, financial administration, facilities and infrastructure administration, school and community collaboration management, and school culture and environment management. After analysing the previous discussion, the author's conclusion is that SD Inpres Ambisu has implemented management strategies, such as the SPMI and SBM cycles, to enhance the quality of education. These strategies involve planning, organising, implementing, and supervising the seven components of school-based management. The decision to implement these strategies is based on the school's conditions, limited resources, and community habits. Under suboptimal supervision, the objective is to enhance the quality of education.

Community support and participation have a significant impact on the effectiveness of schools in enhancing the quality of education. According to the principal's interview, the residents of Ambisu village have indicated their willingness to transport the children to school using a rowing boat. Additionally, they have pledged to construct an emergency bridge connecting the school and the village to make the children's commute to and from school easier. The community provides assistance and backing to the institution. The community convened with Mr. Edi's teacher to deliberate on strategies for constructing an emergency bridge, facilitating the commute of children to school. The initial component that contributes to enhancing the quality

of education at SD Inpres Ambisu is the active involvement and support of the local community.

Another contributing element is the availability of skilled personnel. In this scenario, it is essential to ensure that instructors and education professionals possess the appropriate numbers and competencies that align with their requirements. Additionally, they should demonstrate a strong dedication to their responsibilities and a willingness to adapt for improvement, with a specific emphasis on enhancing student learning outcomes. At SD Inpres Ambisu, there is a shortage of teachers who possess the necessary qualifications, competence, and commitment to meet the projected adjustments and reforms.

In addition to the factors that provide support, there have been barriers in enhancing the educational quality at SD Inpres Ambisu. It was discovered that SD Inpres Ambisu faced a minimum of three obstacles that hindered the implementation of quality improvement management. The primary hindering issue is suboptimal school administration. The enhancement of educational standards in schools necessitates the backing of administrative proficiency exhibited by school principals. Establishing robust connections among educators is crucial for maintaining a positive and pleasurable professional atmosphere. Similarly, it is crucial to enhance the structural organisation and management of schools in order to establish an educational setting that can cultivate students' creativity, discipline, and passion for learning by implementing school-based management. Consistent with the aforementioned assertion, an instructor elucidated the managerial obstacles encountered by SD Inpres Ambisu. The obstacles encompass various aspects such as the execution of curriculum and learning, the administration of facilities and infrastructure, the proficiency of teachers and education staff, particularly in relation to school attendance, insufficient transparency in school financial management, and suboptimal utilisation of the school environment for fostering positive character. by means of habituation and cultivating a favourable school culture.

Another constraining element is the availability of transit facilities for students.

The access route from Kampung Ambisu to the school has been severed. Thus far, it has not been constructed either. Certain children commute to school via a rowing boat in the company of their parents, while others are unable to attend school due to the absence of a companion or lack of access to a boat.

Management Patterns for Improving Education Quality at Atamec State Preparatory Elementary School, Asmat Regency

The results of this research indicate that Atamec State Preparatory Elementary School, in accordance with the conditions, needs and limited resources of the school, and community habits has carried out management to improve the quality of education by carrying out the SPMI and SBM cycles including the process of planning, organizing, implementing and supervising seven management components. school-based is able to achieve the goal of improving the quality of education.

The findings from the observations and interviews conducted at Atamec State Preparatory Elementary School revealed that the principal's adeptness in effectively overseeing the utilisation of available resources, particularly

the human and environmental resources, contributed to the school's successful accreditation. The primary factor contributing to the improvement of education quality is the school principal's managerial competency. Another contributing element is the calibre of teachers. Atamec State Preparatory Elementary School employs a group of youthful teachers who possess the capacity to enhance the educational experience within the school. The teachers demonstrate a high level of engagement and innovation in facilitating the learning process. An additional component that contributes to student success is the proactive involvement of parents and the community in ensuring that children consistently attend school. The community fosters a feeling of safety for all individuals residing at the school. The collaboration of school principals, teachers, education professionals, and the community aims to enhance the quality of learning processes and outcomes at Atamec State Preparatory Elementary School. The fourth factor to consider is the accessibility of school amenities and infrastructure. Despite the inadequate educational facilities and infrastructure at Atamec State Preparatory Elementary educational, with only five classrooms available, they are efficiently utilised. Similarly, restrooms, student and instructor books, library books, and the teacher's room are effectively utilised.

The main obstacle in efforts to improve the quality of education at Atamec State Preparatory Elementary School is the community's habit of taking children with them to the bevak (hut in the forest) to gather food. The second inhibiting factor is the lack of facilities and infrastructure, especially the unavailability of electricity while fuel oil is scarce in Atamec village. Fuel oil is available in the capital of Atsj District, which is quite far from Atambuts village. Apart from electricity, school transportation facilities are also not available. The unavailability of the school's own water transportation causes schools to have to pay more for transportation to the District Capital or Regency Capital for official matters.

Management Patterns for Effective Education Quality Improvement in Elementary Schools

After conducting observations, reviewing documents, and interviewing sources at Inpres Ambisu Elementary School and Atamec State Preparatory Elementary School, through data analysis and credibility testing, the author found that an effective management pattern for improving the quality of education for elementary schools can be carried out by implementing the Internal Quality Assurance System (SPMI) cycle.) and School-Based Management (MBS) in an integrated and sustainable manner by optimizing the managerial competence of School Principals and the performance of the Education Quality Assurance Team at the educational unit level (TPMPS). Effective management of improving the quality of education in elementary schools requires support and cooperation between the school community and stakeholders, especially the school committee, in a harmonious and sustainable manner. This means that good relationships between teachers, education staff and school principals need to be created so that a conducive and enjoyable working climate and atmosphere is established. Likewise with the arrangement of the school's physical environment so that the school becomes an educational environment that can foster students' creativity, discipline and enthusiasm for learning.

Conclusion

Based on the data analysis, the conclusions of this research can be formulated as follows

1. At SD Inpres Ambisu, the management pattern for improving the quality of education is adapted to school conditions and limited existing resources. In addition, the community has carried out management to improve the quality of education by implementing the SPMI and SBM cycles which include the process of planning, organizing, implementing and supervising seven components of school-based management with supervision to improve the quality of education.
2. The management pattern for improving the quality of education at Atamec State Preparatory Elementary School is in accordance with conditions, needs, limited resources owned by the school, and the dynamics of community participation. School-based management components are able to improve the quality of education.
3. The implementation of an internal elementary school quality assurance system and sustainable school-based management based on the principles of independence, justice, openness, collaboration, participatory, efficiency, effectiveness, accountability, flexibility and responsibility, and sustainability is an effective management pattern. to improve the quality of education in elementary schools. This pattern is intended to improve the quality of education in elementary schools as a whole

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