

Quality Management of Education at SMAN 10 Mataram, Indonesia

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Abstract. The study aims to describe the planning and organisation of educational quality at SMAN 10 Mataram. This study is qualitative descriptive research with respondents including the principal, vice principals, teachers, school committee members, staff, and students, all selected using purposive sampling techniques. The key instrument in this qualitative research is the researchers themselves. The researcher personally collects data obtained from interviews, observations, and document studies using guidelines from each data collection technique. The qualitative data analysis used in this research refers to the interactive model proposed by Miles and Huberman in 1994. The results of this study are:

- 1) The quality management planning at SMAN 10 Mataram to establish a high-achieving educational institution involves the following stages: a) using the established vision and mission as a foundation to enhance the quality of education; b) committing to school administration by national education standards; c) providing comfortable and quality services in the learning process and d) improving the quality of student input by enhancing service quality to produce high-quality output;
- 2) The quality organisation at SMAN 10 Mataram is carried out through a) personnel management by placing and assigning personnel according to their respective competencies and b) facilities and infrastructure management to support all educational programs and services at SMAN 10 Mataram.

Keywords: quality; management; education.

INTRODUCTION

The Indonesian education system comprises various educational institutions, including early childhood, primary, secondary, and higher education authors [1]. The Indonesian national education standards are deeply rooted in the nation's philosophical framework, particularly the Pancasila ideology author [2]. The philosophy of Pancasila serves as a dynamic and contextual foundation for developing educational theory, practices, and national identity within the Indonesian education system. Education in Indonesia aims to strengthen national integration within the diverse Unitary State of the Republic of Indonesia, fostering active participation and positive contributions to national development authors [3]. Law No 20 of 2003 established the National Education System, mandating that education de-

velop capabilities and shape the character and civilisation of a dignified nation to enlighten the nation's life.

The quality of education at a national level is currently a concern for all sectors. Concerns about education quality in Indonesia have led to initiatives such as Education 4.0, which integrates technology to enhance learning outcomes authors [4]; additionally, the 2013 freedom curricula aimed to improve teaching quality by focusing on cognitive skill development and character building among students. However, challenges persist, such as the historical dualism between general knowledge and religious education authors [5]. Thus, curriculum planning in Indonesia is based on the country's pluralistic society, focusing on shaping and developing the nation's character and civilisation through intellectual

contexts that aim to realise students' potential and instil beliefs and a fear of God authors [6]. The Pancasila student profile plays a crucial role in building the civilisation of the Indonesian nation, emphasising the importance of preparing a quality, educated, and characterised society through education as a central program in national development authors [7].

Improving the quality of education in Indonesia is a complex task that requires collaborative efforts from policymakers, educators, and stakeholders. Addressing educational quality discrepancies, teacher qualifications, and funding is crucial for enhancing Indonesia's overall education quality. Despite these endeavours, issues such as unequal education outputs, insufficient facilities, low teacher quality, and student moral behaviour problems continue to affect the overall education quality in Indonesia authors [8]. According to authors [9], challenges persist, including disparities in education quality across different regions of Indonesia. Thus, as the leading education provider, the Indonesian government is responsible for delivering quality education to all its citizens [10].

Quality education is a shared dream and hope for individuals and institutions to empower future generations and build a more prosperous and sustainable world. Quality management in educational systems is paramount for ensuring the delivery of high-quality education across various levels of learning institutions. Quality management systems in schools focus on fostering a quality culture and continuously improving quality authors [11]. Quality assurance and educational accreditation are essential tools for monitoring the feasibility of quality education authors [12]. Incorporating robust quality management systems in education institutions has been recognised as critical for adhering to national standards. According to authors [13], these systems are essential for managing educational processes effectively, enhancing service quality, and improving educational outcomes. Total Quality Management has been acknowledged as a significant educational approach [14]. Total Quality Management is a foundational strategy for achieving exemplary educational system authors [15]. This strategy focuses on continuous improvement, customer satisfaction, and extensive stakeholder involvement, promoting an environment conducive to educational excellence.

Indonesian education policy is transforming from centralisation to decentralisation, known as School-Based Management, which has caused a significant shift in the country's educational landscape [16]. School-based management is viewed as a solution to improve the quality of education in Indonesia, particularly in primary and secondary schools [17]. School-based management is a system that involves all school components, enhances the quality of students and educators, and improves overall school quality [18]. School-based management provides schools autonomy and flexibility in resource management and encourages community participation to boost education quality [19]. Internal Quality Assurance Systems are vital for cultivating a quality culture within schools and ensuring continuous quality improvement [20]. Furthermore, principals are pivotal in school management, influencing the authors of curriculum effectiveness, learning facilities, and the learning process [21].

The role of leadership and strategic management is crucial in the successful implementation of quality management systems within educational settings. Effective leadership is essential for coordinating efforts across various departments, establishing quality indicators, and maintaining robust management practices that collectively enhance the learning experience for students authors [22]. Effective school management, mainly through principal leadership, significantly impacts teacher performance and the quality of learning authors [23]. Efficient school resource management enhances education quality authors [24]. Stakeholder engagement, leadership, and cultural change are essential for implementing quality management frameworks in educational institutions authors [25]. The combined influence of principal management and teacher qualifications enhances the quality of school education authors [26].

Despite the recognised importance of quality management in educational settings, gaps persist in the effective integration and implementation of these practices in schools. A primary issue identified in the literature is the suboptimal application of critical quality management principles such as the process and customer-focus approaches. Studies authors [27] stress that while these approaches are crucial for enhancing the quality of education, the extent to which professional certification of school principals influences these approaches is not well understood, suggesting a vital area for further investigation. Ad-

ditionally, leadership is fundamental in fostering a quality culture within schools. Author [28] states leadership is pivotal in melding quality management processes with existing school cultures to support organisational learning and development. However, research indicates significant gaps in leadership practices, particularly in how leaders cultivate and sustain a quality culture. These gaps present critical challenges that can impede the effectiveness of quality management systems within educational institutions.

The practical implementation of quality management in education also faces considerable hurdles. Authors [29] point out that inadequate infrastructure and limited resources can severely restrict the adoption and success of quality management in schools. These challenges highlight the need for tailored strategies considering each educational institution's unique constraints and resources. Thus, discrepancies in quality standards and their implementation are a significant concern. Authors [30] observe that there is often a mismatch between the quality standards set by educational authorities and their practical application within schools. This gap necessitates improved alignment and robust monitoring mechanisms to ensure quality management practices effectively enhance academic outcomes.

Furthermore, the management and utilisation of school resources must also be a concern; this was confirmed by authors [24], who revealed that while resources are pivotal for quality enhancement, there is a lack of effective strategies for resource allocation and community engagement in schools. This underscores the importance of comprehensive research incorporating various perspectives, including those of administrators, teachers, students, and the community, to develop a more holistic understanding of the factors influencing educational quality. By addressing these identified gaps, stakeholders can better implement effective quality management systems that improve academic outcomes and ensure a high standard of education for all students.

Effective quality management systems at school are critical in addressing the gaps in quality education. Therefore, we will conduct this research to evaluate the effectiveness of quality management systems in schools and identify strategies to enhance the educational experience and outcomes. Building on the author's [31] findings, we aim to explore the implementation of School-

Based Management as a pivotal element in improving learning quality by identifying key supporting and inhibiting factors within the system. Additionally, the study will assess the impact of various factors highlighted by the author [32], including government support, effective leadership, teacher performance, curriculum relevance, quality of graduates, organisational culture, and community support, on the quality of education. The research will explore planning and organising the quality of education at SMAN 10 Mataram.

METHOD

This qualitative descriptive research study authors [33, 34] aimed to describe the planning and organisation of educational quality at SMAN 10 Mataram. The respondents included the principal, vice principals, teachers, school committee members, staff, and students, all selected using purposive sampling techniques authors [35]. Data collection methods involved conducting interviews with all respondents, document analysis by copying and examining documents related to quality management in the school, and observational studies of the academic environment, learning processes, extracurricular activities, and other events author [36].

The authors are the key instrument in this qualitative research [37, 38]. The researcher personally collects data obtained from interviews, observations, and document studies using guidelines from each data collection technique. The qualitative data analysis used in this research refers to the interactive model proposed by Miles and Huberman in 1994. This model provides a systematic framework for analysing qualitative data, emphasising a dynamic and iterative process authors [39]. The Miles and Huberman framework typically involves data collection, reduction, presentation, and conclusion authors [40]. Figure 1 presents the data analysis process.

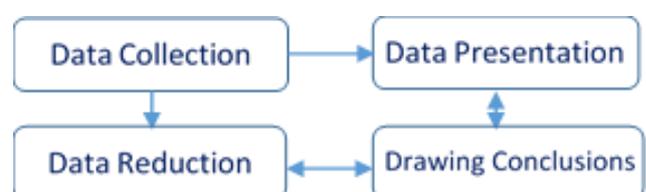


Figure 1 – Miles And Huberman Model Data Analysis

RESULTS AND DISCUSSION

The following describes the data collection results on the planning and organisation of education quality at SMAN 10 Mataram:

Quality Planning in Education at SMAN 10 Mataram

Quality planning in education is a critical aspect that involves identifying the necessary factors and conditions to enhance educational quality and devising strategies to meet those conditions author [41]. Educational planning plays a significant role in ensuring quality education by identifying educational needs, setting the direction for education, and implementing strategies for educational development authors [42]. Planning is highlighted as a critical factor influencing the quality of education, emphasising the importance of well-thought-out educational plans author [43]. Moreover, quality assurance in education is a systematic process to improve educational quality through authors' determining, implementing, evaluating, controlling, and enhancing educational standards [44].

The quality planning conducted by SMAN 10 Mataram begins with establishing its Vision and Mission. According to Government Regulation No 19 of 2005 concerning National Education Standards, Article 26 § (1) to (3), the competency standards for graduates of general secondary education aim to enhance intelligence, knowledge, personality, noble character, and skills to live independently and pursue further education. To achieve these educational objectives, SMAN 10 Mataram's Vision is "To Realise Pious, Intelligent, and Cultured Individuals." The Vision indicators are:

- 1) Excellence in mastering religious knowledge, information technology and communication, and foreign languages;
- 2) Excellence in discipline, personality, and noble character in forming a virtuous personality;
- 3) Excellence in extracurricular activities and academic as well as non-academic competitions;
- 4) Excellence in increasing graduates capable of competing internationally (Source: SMAN 10 Mataram Profile Document).

The mission of SMAN 10 Mataram is as follows:

- 1) To enhance human resources who have faith and piety towards Almighty God;
- 2) To develop students with the character profile of Pancasila Students;

3) To improve abilities in science, technology, and skills;

4) To strengthen bonds of kinship to create a culture of tolerance and peace as citizens of the nation and humanity;

5) To maintain and develop an entrepreneurial attitude to become independent individuals;

6) To shape students who think critically by providing project assignments that must be completed over one semester, enabling students to acquire and process information and ideas well, analyse and evaluate them, and then reflect on their thoughts and thought processes;

7) To cultivate students who can think objectively, systematically, and scientifically by considering various aspects based on supporting data and facts so they can make the right decisions and contribute to solving life problems, as well as be open to discoveries;

8) To develop students who can produce original ideas, works, and actions and have the flexibility to seek alternative solutions to problems.

To realise the vision and mission, the principal explained that the school has undertaken various efforts, such as programs to enhance students' abilities in classroom learning and extracurricular activities. The established vision and mission of the school serve as guidelines for implementing all quality improvement programs. The stages of planning the school quality improvement program to achieve the vision and mission of SMAN 10 Mataram are as follows:

- a) Situational analysis of SMAN 10 Mataram. SMAN 10 Mataram conducted a situational analysis involving the principal, vice principals, and staff to identify essential functions for improving education quality. The results of this analysis led to the development of programs that were aligned with the school's vision and mission and considered primary targets for a specific academic period. The school's daily activities reflect these programs. Furthermore, understanding the school's conditions, including opportunities, strengths, obstacles, and weaknesses, is crucial for achieving these objectives. The principal took the initiative by implementing innovative and proactive approaches to enhance education quality. According to the interview with the principal of SMAN 10 Mataram: "*The integrated innovations include character education, the use of IT in learning, school-based management, provision of*

free internet, enhancement of teaching competencies, and the creation of a conducive environment for students to stay in school."

b) Formulating Objectives at SMAN 10 Mataram. The vision of SMAN 10 Mataram reflects the goals it aims to achieve. In formulating these objectives, the school focuses on improving the quality of education through a new approach that includes professionalism, accountability, transparency, and efficiency in planning educational activities. The principal of SMAN 10 Mataram states that the programs created must align with the school's vision and mission to positively impact the school's development and professional management. Additionally, the school's vision and mission, which encompass the formation of devout, intelligent, cultured, and critical students and strengthening capabilities in various fields, are integrated into the school's strategic planning.

The entire school community is invited to participate in designing and planning activities that support this vision and mission. Without realising this vision, the school risks losing its status as a favourite educational institution with international standards. The principal and the school committee also focus on empowering and professionalising teachers to enhance the quality of education and aim for ISO certification as a global recognition of the quality of SMAN 10 Mataram; this is based on the results of an interview with the SMAN 10 Mataram committee: *"The principal has involved all parties in planning the vision and mission to obtain input and constructive suggestions for improving the quality of education at SMAN 10 Mataram. It is hoped that there will be a development plan towards ISO standards so that SMAN 10 Mataram receives international recognition and becomes a benchmark for other schools."*

c) Establishing Quality Standards and Curriculum at SMAN 10 Mataram. SMAN 10 Mataram adopts the National Education Standards as the basis for setting the quality standards of education by Government Regulation No 19 of 2005. The National Education Standards encompass the following aspects:

- 1) content standards,
- 2) process standards,
- 3) graduate competency standards,
- 4) standards for educators and educational staff,
- 5) facilities and infrastructure standards,

- 6) management standards,
- 7) funding standards, and
- 8) educational assessment standards.

In curriculum development, SMAN 10 Mataram focuses on content standards, including the materials and competency levels students must achieve according to the formulated curriculum. The curriculum is developed by considering various factors such as the enhancement of faith, future competencies, regional characteristics, social needs, global demands, and the advancement of science and technology.

The curriculum development process involves preparatory and developmental activities coordinated by the local Education Office; this includes determining local content, scheduling the development process, and formulating the academic calendar. The stages of curriculum development include the formulation of the vision and mission, drafting, review, finalisation, and validation of the curriculum; this is based on document review and observations at SMAN 10 Mataram, which state: *"The stages of curriculum development are the formulation of vision and mission based on contextual analysis while considering national and regional strengths and needs; preparation and drafting; review, revision, and finalisation; consolidation and assessment; and ratification."*

d) Establishing a service system at SMAN 10 Mataram. SMAN 10 Mataram focuses on enhancing the quality of services provided to students, aiming to ensure that students meet or exceed nationally established competency standards. The Vice Principal for Student Affairs emphasises this commitment: *"The school implements ICT-based learning, where teachers and students use laptops to create a more efficient and engaging learning process. Additionally, efforts to improve academic competence include extending class hours, organising high-quality academic activities, and supporting high-achieving students. SMAN 10 Mataram is also dedicated to delivering excellent student services, crucial for the school's progress and competitiveness."*

e) Establishing a Plan to Improve the Quality of Student Input at SMAN 10 Mataram

The primary focus in enhancing the quality of student input is recruiting students who excel morally and academically. SMAN 10 Mataram conducts the New Student Admission Process

through achievement-based and regular pathways, utilising a selection system that considers academic and non-academic achievements and report card grades; this is based on an interview with the principal of SMAN 10 Mataram, who stated: "Achievement certificates can add points in the selection process, but they do not guarantee automatic acceptance."

f) Establishing Quality Policies at SMAN 10 Mataram. The National Education Standards and ISO 9001:2008 are the primary references for quality assurance at SMAN 10 Mataram. The school strives to meet these standards to achieve international-quality education. The Minister of Education Regulation emphasises the importance of education management, including program planning, implementation, supervision, leadership, and management information systems.

g) Establishing Quality Planning Based on Management Review at SMAN 10 Mataram. According to the management review, quality planning at SMAN 10 Mataram can be described as a comprehensive process involving in-depth planning of various future activities to achieve predetermined goals. This process encompasses considerations of what needs to be done, the reasons for doing it, the location, the timing, the executors, and the methods of execution. The planning process includes setting objectives, formulating strategies, and creating plans for coordinating activities (Source: SMAN 10 Mataram Document).

Several vital aspects are crucial in achieving the desired quality standards to maintain an integrated international quality management system in the education sector, as undertaken by the principal of SMAN 10 Mataram. First, there is a focus on continuous improvement, involving ongoing efforts to enhance and update processes to ensure all educational aspects meet established quality standards and adapt to the needs and demands of education service users. The second is determining quality standards, which means setting quality standards for every component involved in the educational process. Third, cultural change aims to shape an organisational culture that prioritises quality. Fourth, organisational change is applicable when changes in the vision, mission, or goals may require structural adjustments. Fifth, maintaining customer relationships is essential to ensure customer satisfaction (Source: SMAN 10 Mataram Document).

The primary goal of this quality planning is to create satisfaction for all stakeholders. SMAN 10 Mataram is committed to continuously improving the quality of educational inputs, including qualified teachers, outstanding students, a comprehensive curriculum, adequate supporting facilities, and other aspects of educational provision. In improving educational quality, this effort is crucial for enhancing academic achievement. The deputy principal for student affairs emphasised this in an interview: "Improving the quality of education is carried out to address the challenges of educational development and compete with other high schools in Mataram City, so explicitly, the principal strives to push this school to meet and exceed the standards of other schools."

h) Monitoring and Evaluation of Services Using Questionnaires. One of the strategies planned for implementing quality management to enhance services is using questionnaires. These questionnaires help reveal the commitment of all teachers and staff at SMAN 10 Mataram. This commitment is not solely derived from the principal but also from all school members. The agreement from leadership to all school members strengthens SMAN 10 Mataram's ability to implement quality management. This strong commitment directly influences the school's ability to make changes to improve the educational institution's quality.

To understand quality management, one must measure stakeholder satisfaction. This measurement aims to understand the expectations and needs of users. Questionnaires are used as tools to measure or identify customer desires. The results of an interview with the deputy principal for student affairs affirm this, as they stated: "At SMAN 10 Mataram, questionnaires function to:

- 1) gather information that serves as the basis for program development;
- 2) ensure the validity of information obtained through other methods;
- 3) evaluate the Guidance and Counseling program;
- 4) sample opinions from respondents."

Quality Management Organisation at SMAN 10 Mataram

Quality management is crucial to organisational success, involving various practices and strategies to enhance performance and competitiveness. In quality management, organisations must demonstrate their operations correctly, emphasising the importance of social responsibility and

ethical practices authors [45]. At SMAN 10 Mataram, the organisation of quality management consists of two main implemented aspects, namely:

a) Personnel Management. An organisation requires the arrangement of personnel and their respective responsibilities to achieve predetermined goals. Proper management ensures that each personnel receives tasks aligned with their expertise. At SMAN 10 Mataram, personnel are assigned according to their capabilities to ensure the smooth execution of planned activities. In this context, personnel management in quality management at SMAN 10 Mataram is crucial for effective student development. The principal at SMAN 10 Mataram leads a team directly to ensure the continuity of quality management. The interview with the Vice Principal for Student Affairs affirms, *"I am open to implementing quality management, where I entrust management to the formed team. However, I still monitor these activities to ensure this quality management is carried out continuously."*

In an interview, Supadmi, a Pancasila education teacher, explained that all teachers are involved in quality management, with each teacher assigned according to their expertise. Meanwhile, the principal and vice principals provide support facilities for all school activities. Additionally, teacher task assignments are organised with a coordinator to ensure a smooth learning process. The interview with the Vice Principal for Student Affairs confirms this: *"When a teacher has an outside activity, the responsibility to replace the absent teacher is taken over by the head of the quality management team."*

b) Management of Educational Facilities and Infrastructure. The organisation of facilities and infrastructure at SMAN 10 Mataram aims to improve the service of the learning process and

other school activities to achieve educational goals. The principal is responsible for coordinating the use and procurement of school facilities, assisted by the Vice Principal for Facilities and Infrastructure in coordinating the completeness, feasibility, and maintenance of educational facilities. Observations and interviews with the Vice Principal for Facilities and Infrastructure emphasise that proper and adequate handling of facilities and infrastructure is crucial to ensure the smooth process of learning and other activities at the school.

CONCLUSIONS

Based on the results of the research above, we can conclude that:

1) The quality management planning at SMAN 10 Mataram to establish a high-achieving educational institution involves the following stages:

a) using the established vision and mission as a foundation to enhance the quality of education,

b) committing to school administration by national education standards,

c) providing comfortable and quality services in the learning process and

d) improving the quality of student input by enhancing service quality to produce high-quality output.

2) The quality organisation at SMAN 10 Mataram is carried out through:

a) personnel management by placing and assigning personnel according to their respective competencies and

b) facilities and infrastructure management to support all educational programs and services at SMAN 10 Mataram.

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