Quality Management Based on Education Report Cards at the Education Office

Rosdiana[1], Arismunandar[2], Wahira[3]

[1,2,3]Educational Administration, Graduate Programs Makassar State University, Makassar City, Indonesia

Corresponding Author: Rosdiana

ABSTRACT

This study aims to analyze quality management based on education report cards in the Education Unit at the Education Office with the main focus: (1) the achievement of education report cards, and (2) the design of quality management forms. This research focuses on quality management based on education report cards. The research subject is carried out *purposively* by considering that the subject is the principal to carry out his duties as a managerial in the educational unit which is his main task. This research method uses a qualitative method. The results of the study show that the achievement of education report cards from 14 UPT State High Schools is in the good category and will increase from 2023 to 2024, although some dimensions such as literacy and numeracy still require intervention. The results of the design of the form of quality management based on the education report card in this study include: analysis of report cards, goals, needs, development, implementation, as well as monitoring and evaluation. Suggestions are given to teachers to continue to develop themselves and to school principals to use this management model in planning and implementing education report cards. Suggestions for School Supervisors as school partners to continue to oversee the process and evaluation of the implementation of education report cards in schools.

INTRODUCTION

Every citizen has the same right to quality education. This has been stated in article 5 of Law (UU) Number 20 of 2003 concerning the National Education System. The government has an obligation to provide quality education. Therefore, in realizing quality education, the government issued Government Regulation (PP) Number 19 of 2005 concerning National Education Standards (SNP) which was then also formed as the National Education Standards Agency (BSNP) as a body that determines 8 standards and criteria for achieving education implementation. The standards that are the basis for the implementation of education as regulated in Article 2 are 1) Content Standards, 2) Process Standards, 3) Graduate Competency Standards, 4) Educator and Education Personnel Standards, 5) Facilities and Infrastructure Standards, 6) Management Standards, 7) Financing Standards, and 8) Educational Assessment Standards.

The eight standards form a series of inputs, processes and outputs. The Graduate Competency Standard is an output in the series and will be fulfilled if the input is fully fulfilled and the process runs well. The standards that become inputs and processes are described in the form of causal relationships with outputs. Standards are described in the form of quality indicators to

facilitate quality mapping activities in education quality management. Quality management essentially describes in all activities of the overall management function. Starting from planning, organizing, controlling to leadership that determines quality policies, objectives, and responsibilities and their implementation through management tools, such as planning, control, assurance and quality improvement. In the concept of absolute, quality refers to a property that describes the degree of goodness of a good or service produced or supplied by a certain institution in accordance with the needs of its customers (Sutikno, 2010).

The National Education Standards are the main reference that regulates the minimum standards that must be met in school management by all school administrators, namely teachers and principals. The demands of a teacher's professionalism are not only from the government, but also requested by the community who utilize teachers in guiding, teaching, and educating students. The reason is that without the professionalism of teachers, it will be very impossible for students to achieve the maximum quality of learning outcomes. Of course, we need to carefully review Law Number 20 of 2003 concerning the National Education System and Government Regulation Number 19 of 2005 concerning National Education Standards.

Education quality management refers to standards according to applicable regulations. The main reference is the National Education Standards (SNP) which has been set as the minimum criteria that must be met by education units and education providers. In line with the development of science and technology, of course, quality management based on the Education Report also needs to be reviewed and evaluated through various efforts. One of the efforts that is considered credible is the improvement of data where the indicators are compiled based on educational inputs, processes, and outputs, which are currently called education report cards. This

education report card, the main reference is as the basis for analysis, planning, and follow-up to improve the quality of education based on Government Regulation number 57 of 2021 which has been changed to Government Regulation Number 4 of 2022 concerning national education standards. Regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia number 9 of 2022 concerning the evaluation of the education system in this ministerial regulation, which is meant by the evaluation of the education system, is the evaluation of educational services, the performance of educational units, and educational programs in early childhood education, primary education, and secondary education in in order to fulfill national education standards as part of the process of controlling, guaranteeing, determining, and improving the quality of education in a sustainable manner.

In addition to the demands for improving the quality of education as described, Law Number 23 of 2014 concerning Regional Government is also the basis for the management of education quality management to be the responsibility of the Provincial Government, especially the management of quality management at the SMA/SMK/SLB level within the scope of the South Sulawesi Provincial Government in this caseSouth Sulawesi Provincial Education Office. Based on data on the number of educational units. The South Sulawesi provincial government in 2022 has made efforts to foster quality management in 502 schools towards the National Education Standards. The implementation of quality management in this educational unit requires intensive and integrated control and coaching. In addition to schools towards the National Education Standards, other schools also need to be touched with the understanding and implementation of education quality management so that the acceleration of quality equality can be realized immediately. If this program is not carried out, the process of accelerating quality management based on the Education Report

Card will experience delays in South Sulawesi, especially in Maros Regency.

LITERATURE REVIEW

A model is an overview of the reality of structure and regularity can be presented in the form of verbal or conceptual descriptions, operational steps or procedures, physical or visual copies, equations or formulas. Haryati (2012) claims that the model is interpreted as a step or process to achieve the target which is used as a benchmark to achieve the goal (Saparman, 2014).

Every model always has the goal of creating an effective and efficient system to achieve the goals The characteristics of the model are considered good Haryati (2012) the objectives are: (1) to give an overview of how the system works, explain the rules to implement changes, (2) produce valuable rules so that there is order in a system, (3) display information in a concise form with low difficulty. Dragadinis (2006) also added several criteria for effective modeling, namely: (1) Identify the key framework, (2) of each stage of the detailed frame, (3) modify and select Parts of the process, (4) combine the processes, (5) make improvements to the model.

The type of model related to this study is a process model in which the components and their relationships and implementation stages are described, starting from the planning, organizing, implementing, to evaluation stages. Model development is defined as a process of improving the functionality of the model that previously existed through the supplement of Components that are considered necessary to improve the quality of target achievement (Sugiarta, 2007: 11).

Quality management according to Nasution (2004) quality management is the combination of all management functions of all parts of a company and everyone into a holistic philosophy built on the concepts of quality, teamwork, productivity, and customer satisfaction. The principles of quality management in the context of education quality assurance are as follows:

a. *Quality first*, that is, all thoughts and actions of the head/leadership at various levels of the organization or unit in the educational unit must prioritize or prioritize quality.

b. *Stakeholder-in,* that is, all thoughts and actions of the head/leader at various levels of the organization or unit in the education unit must be shown to the satisfaction of stakeholders.

c. *The next process is our stakeholders.* That is, everyone who performs tasks in the implementation of the educational process in schools must consider other parties who use the results of the implementation of their duties as stakeholders who must be satisfied.

d. *Speak with Data*, that is, everyone who organizes the educational process in schools in carrying out actions and decision-making must be based on the results of accurate and relevant data analysis.

e. *Upstream Management*, which is all decision-making in organizing the educational process in schools is carried out in a participatory manner (Rusman, 2011).

The quality of education based on the National Education System Law number 20 of 2003 is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, nation and state. In more detail Tenner and De Toro (1992; 31), defines quality as follows: "Quality: A basic business strategy that provides products and services that truly satisfy internal and external customers by meeting their explicit expectations". In this regard, Edward Sallis (1993; 18) asserts that "... Quality is the key to competitive advantage. Competition is not only for market share, but to hire the most innovative and motivated employees".

The Education Report Card is a replacement or improvement of the Quality Report Card, where the indicators are arranged based on

the inputs, processes, and outputs of Education. The main reference is the basis for analysis, planning, and follow-up on improving the quality of education based on Government Regulation Number 57 of 2021 concerning National Education Standards, Regulation of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia number 9 of 2022 concerning the Evaluation of the Education System.

Education report cards that are the result of assessments held in primary and secondary education units can help in the process of identifying problems, evaluating the quality of the learning environment and achieving quality standards. Education units through education report cards can identify aspects that are the strengths and weaknesses of education services so that quality development planning can be carried out properly. The results of the education report card can also provide accurate data as a basis for considering plans for the development and improvement of the quality of educational units (Rudi, 2019).

METHOD

This study uses a qualitative research approach with a descriptive case study type of research. Descriptive case studies are used to investigate and understand an event or problem that has occurred from a person or individual by collecting various kinds of information that is then processed to get a solution so that the problem revealed can be solved which is carried out during a certain period of time Sukmadinata, (2006:19).

The focus of the research to be studied is the quality management system based on education report cards, including the process of planning, implementation, evaluation, needs and forms of quality management design based on education report cards at the Education Office. The Role of Education Report Cards in Improving the Quality of Education: Analyzing how education report cards are used as a tool for evaluating and developing the quality of education in schools under the auspices of the Education Office.

The data sources in this study include: (1) In-depth interviews: Conducted with key informants, namely structural officials, staff, principals, teachers, and students in the Education Office Branch, (2) Observation: Conducting direct observations on the implementation process of quality management based on education report cards in the Education Office Branch.

Data collection techniques are carried out in *a natural setting*, the main data source and data collection techniques are more on *participant observation*, *in deoth* interviews, documentation, and triangulation (Sugiyono, 2016:309). The three techniques were chosen to obtain comprehensive and accurate data on quality management based on education report cards at the education office.

The data analysis technique used in this study is based on the concept (Milles & Huberman. 1984.), in Moleong (2002:204) which classifies data analysis in four steps; (1) Data Collection Stage, (2) Data Reduction Stage, (3) Data Presentation Stage (*Data Display*), (4) Conclusions and Verification Stage.

RESULT

The results of the research and discussion are described into two (2) parts, namely, **the First Part** describes the results of the research from the aspect of the overview of the educational report card achievements at the Education Unit of the Education Office Branch. **The second part** describes the results of research related to the form of quality management design based on education report cards in the Education Unit of the Education Office Branch.

1. Overview of Education Report Card Achievements in Education Unit Education Office Branch

The Education Report is a platform that presents the results of national assessments and other data on the achievement of learning outcomes of educational units into an integrated display. This platform is intended

for education units and local governments to be able to identify educational challenges in education units and become material for reflection so that they can prepare education improvement plans in a more precise and data-based manner. Based on individual data from the UPT of the education unit and data from the Ministry of Education, Culture, Research and Technology in 2024 related to the report on the achievement of education report cards at the Education Office Branch education unit, the following results were obtained.

Table 1. Results of Analysis of Education Report Card Achievements in Service Education Branches

No	School	Dimensions and Achievements 2024						Category Achievement 2024
		Ability Literacy	Ability Numerosi	Character	Quality Learning	Iklim Security	School Diversity	
1	First	95,56%	77,78%	60,83%	64,61%	60,75%	74,10%	Not good with the total overall dimensions, the achievement in 2024 is 72.27%
2	Second	84,44%	60.00%	55,03%	59,06%	69,31%	72,50%	Not good with the total overall dimensions, the achievement in 2024 is 66.72%
3	Third	84,44%	80.00%	53,80%	60,76%	69,05%	73,80%	Not good with the total of all dimensions, the achievement in 2024 is 70.30%

Based on table 1, it is known that the Results of the Analysis of the Achievement of the Education Report Card at the Branch of the Education Office consisting of six dimensions from each school consisting of fourteen schools, with the following results. First, the dimension of literacy ability of each school in 2024; the first school reached 95.56%, the second school reached 84.44%, the third school reached 84.44%, the fourth school reached 51.11%, the fifth school reached 51.11%, the sixth school reached 55.56%, the seventh school reached 62.22%, the eighth school reached 59.09%, the ninth school reached 62.22%, the tenth school reached 57.78%, the eleventh school reached 53.33%, the twelfth school reached 62.22%, the third school reached 53.33%. The overall average dimension of literacy ability in the Education Office Branch is 65.81% with the category of not good.

Second, the dimension of each school's numeracy ability in 2024; the first school reached 77.78%, the second school reached 60.00%, the third school reached 80.00%, the fourth school reached 60.00%, the fifth school reached 53.33%, the sixth school reached 28.89%, the seventh school reached 56.82%, the eighth school reached 52.27%, the ninth school reached 66.67%, the tenth school reached 42.22%, the eleventh school reached 46.67%, the twelfth school reached 51.11%, the thirteenth school reached 42.22%. The overall average dimension of numeracy ability in the Education Office Branch is 54.93% with the category of not good.

Third, the character dimension of each school in 2024; The first school reached 60.83%, the second school reached 55.03%, the third school reached 53.80%, the fourth school reached 54.08%, the fifth school reached 53.01%, the sixth school reached 51.10%, the seventh school reached 50.36%, the eighth school reached 52.10%, the ninth school reached 54.99%, the tenth school reached 53.62%, the eleventh school reached 52.08%, the twelfth school reached 54.41%, the thirteenth school reached 52.26%. The overall average character dimension in the

Education Office Branch is 53.72% with the category of not good.

Fourth, the dimension of the quality of learning of each school in 2024; The first school reached 64.61%, the second school reached 59.06%, the third school reached 60.76%, the fourth school reached 58.98%, the fifth school reached 58.98%, the sixth school reached 62.43%, the seventh school reached 58.86%, the eighth school reached 60.15%, the ninth school reached 63.18%, the tenth school reached 61.85%, the eleventh school reached 60.08%, the twelfth school reached 60.23%, the thirteenth school reached 62.29%. The overall average character dimension in the Education Office Branch is 60.83% with the category of not good.

Fifth, the security climate dimension of each school in 2024; The first school reached 60.75%, the second school reached 69.31%, the third school reached 69.05%, the fourth school reached 70.36%, the fifth school reached 70.94%, the sixth school reached 72.41%, the seventh school reached 70.51%, the eighth school reached 70.32%, the ninth school reached 72.36%, the tenth school reached 67.71%, the eleventh school reached 73.04%, the twelfth school reached 69.16%, the thirteenth school reached 69.82%. The overall average character dimension in the Education Office Branch is 69.63% with the category of not good.

2. Form of Quality Management Design Based on Education Report Cards at the Education Office

Based on the needs and forms of quality management based on the education report card in this study, which is a quality management process using scientific management stages such as planning, implementation and evaluation. The quality management model based on the Education Report Card is a systematic approach to ensure that the educational process in schools runs well and produces quality outputs.

Quality management in the context of the Education Report focuses on continuous improvement through evaluation, planning, implementation, and supervision of various aspects that affect the quality of education. The following are the main elements of the Education Report Card quality management model, including; (1) Determination of Quality Standards and Objectives. The school sets quality standards based on national policies, regulations, and the specific needs of students. This standard covers learning outcomes, learning processes, school environments, and other aspects. In addition, the school formulates specific, measurable, achievable, relevant, and time-limited (SMART) goals in accordance with the quality standards that have been set. (2) Quality Management Planning through needs identification. Schools conduct needs analysis to identify areas that need improvement, both in terms of resources, facilities, and learning processes.

A quality management plan is prepared by including programs designed to achieve quality objectives. This plan should also include the implementation strategy, resource allocation, and responsibilities of each party. Key Performance *Indicators* (KPIs) are set to monitor and evaluate the extent to which quality objectives have been achieved. (3) Implementation of the Quality Plan. The school implements quality improvement programs in accordance with the plan that has been prepared. This includes teacher training, infrastructure improvement, and curriculum development. The management of existing resources, both human, financial, and material, is managed efficiently to support the implementation of quality programs. Process Supervision is also carried out periodically to ensure that quality improvement programs are implemented according to plan. (4) Measurement and Evaluation. Continuous Monitoring. Periodic evaluations are carried out using performance indicators that have been set. This includes evaluation of student learning outcomes, stakeholder satisfaction, and the effectiveness of school management. Performance

Appraisal. Schools collect performance data from a variety of sources, such as test results, class observations, and satisfaction surveys, to assess the achievement of quality goals. Internal Quality Audit. Quality audits are conducted to assess compliance with established standards and procedures. It helps in identifying areas that need improvement. (5) *Continuous Improvement*. The results of the evaluation are analyzed to identify strengths and weaknesses in the educational process. Based on this analysis, schools can formulate corrective actions. Implementation of corrective and preventive measures to address identified problems and prevent the recurrence of such problems in the future. Capacity Development, actions to increase the capacity of teachers, management, and all stakeholders are carried out through training, workshops, and other development programs. (6) Stakeholder Communication and Engagement. The school conveys the results of the Education Report to all stakeholders, including students, parents, and the community. It includes achievement reports, areas that need improvement, and follow-up plans. Stakeholder Engagement. Schools involve stakeholders in the process of planning, implementation, and quality evaluation. This can be done through meetings, discussion forums, and satisfaction surveys. (7) Innovation and Development. Implementation of Innovation. Schools encourage innovation in the learning process and school management to achieve better quality. This could include the use of educational technology, new teaching methods, or more adaptive learning models. Evaluation and Adoption of Best Practices. Schools identify and adopt best practices from other schools or based on research to improve the quality of education. (8) Risk Management. Identify Risks. Schools identify risks that can affect quality achievement, such as budget constraints, teacher turnover, or natural disasters. Risk Management. Risk mitigation plans are prepared and implemented to reduce the negative impact of these risks on quality achievement. (9) External Audit and Certification. External

Audit. Schools can invite external parties to conduct quality audits, in order to provide an objective perspective on school performance and compliance with quality standards. Quality Certification. Schools can participate in a recognized quality certification program, such as ISO or educational accreditation, in recognition of achieving high quality. (10) Recording and Documentation. Process and Results Documentation. All quality management processes, from planning, implementation, evaluation, to improvement, are systematically documented. Use of Data and Information. The data and information collected are used to support evidence-based *decision making*.

Based on the elements of quality management as described above, this study has adapted to the following stages of quality management; (1) analysis of data on the achievement of the Education Report Card, (2) preparation of a program plan to improve the achievement of the Education Report Card, (3) draft needs, (4) implementation of priority programs, (5) monitoring and evaluation of implementation, and (6) follow-up of monitoring and evaluation results.

DISCUSSION

Quality Assurance System

The Internal Quality Assurance System is the implementation of independent education quality assurance. The implementation of the entire cycle of education quality assurance in a systemic, holistic, and sustainable manner, so that the quality culture grows and develops independently. SPMI-Dikdasmen is planned, implemented, controlled, and developed by each educational unit in the formal path in primary and secondary education by referring to the National Education Standards (SNP). SPMI-Dikdasmen covers all aspects of education implementation by utilizing resources to achieve the National Education Standards with the following cycles: (1) Mapping the quality of Education at the level of education units based on the National Education Standards, (2) Making quality improvement

plans outlined in the school work plan, (3) Implementing quality fulfillment in the management of education units and the learning process, (4) Monitoring and evaluation the implementation process of quality fulfillment that has been carried out, and (5) Developing a quality improvement strategy based on the results of monitoring and evaluation. Effective quality and school management, aims to propose a framework to show how staff development can be designed and managed to contribute to the assurance and improvement of school education quality from the perspective of school education quality (Ming Tam, W. and Cheong Cheng, Y.,1996) An internal quality assurance system must be developed from scientific management through the human relations movement, with an emphasis on humanization through quality assurance management internally, through empowerment, and engagement. (Segerholm, Lindgren, and Editors, 2019; Charungkaittikul, Pathumcharoenwattana, and Kovitya, 2022; Freeth and Reeves, 2004).

Education Report Card
The Education Report Card is a replacement or improvement of the Quality Report Card, where the indicators are arranged based on the inputs, processes, and outputs of Education. The main reference is the basis for analysis, planning, and follow-up on improving the quality of education based on Government Regulation Number 57 of 2021 concerning National Education Standards, Regulation of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia number 9 of 2022 concerning the Evaluation of the Education System. Education report cards that are the result of assessments held in primary and secondary education units can help in the process of identifying problems, evaluating the quality of the learning environment and achieving quality standards. Education units through education report cards can identify aspects that are the strengths and weaknesses of education

services so that quality development planning can be carried out properly. The results of the education report card can also provide accurate data as a basis for considering plans for the development and improvement of the quality of educational units (Rudi, 2019).

The Education Report is a platform that provides data on the results of the evaluation of the education system as an improvement of the previous quality report card. The new education system evaluation policy emphasizes more on orientation to the quality of education and an integrated system. The Education Report consists of two types, namely: a. Education unit report card, which displays indicators as well as the results of education quality in an education unit b. Regional education report card, which displays indicators as well as the results of education quality from the region and the educational unit in the area.

Quality Improvement Planning Concept and Process
Planning is one of the components that is closely related to other components in a management. Planning, organizing, actuating or leading, and controlling are functions that must be carried out in the management process. If described in a cycle, planning is the first step of the entire management process. Planning can be said to have the most important function among other management functions. Whatever is done next in the management process starts from planning. Daft (1988: 100) stated: "When planning is done well, the other management functions can be donewell." Planning is essentially an effort to determine where an organization will go in the future and how to reach that goal. In the school environment, it is required to make an RKS. Quality improvement planning is an effort to fill the gap between the current state of the education unit and the expected situation in the SNP. Therefore, planning is important because: a. With the planning, it is hoped that there will be guidelines for the implementation of activities aimed at

achieving goals, b. With planning, an estimate or prediction can be made, c. Planning provides an opportunity to choose a variety of alternatives, d. With planning, priority preparation can be carried out, e. It can be a measuring tool to conduct internal evaluation monitoring. planning and implementation vary. The causes can be uncertainty, inaccurate or inadequate planning data, (Lingits, 2023). In addition, school accreditation has a very important role in improving the quality of teachers (Wahira & Hamid, A. 2024; Jufri, F. A. N., & Wahira. 2024).

CONCLUSION

Based on the results and discussion, the conclusion of this study is: (1) The overview of the achievement of the education report card at the Education Office in general is in the category of medium average achievement so that it needs to be improved in the dimensions of (a) literacy ability, (b) numeracy ability, and (c) learning quality., (2) The result of the design of the form of quality management based on the education report card at the Education Office is quality management using scientific management stages; (a) analysis of education report cards, (b) target analysis, needs analysis, (c) designing needs for all dimensions of the Education Report Card, (d) development, (e) implementation, and (f) monitoring and evaluation.

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