

The Improvement of Education Quality

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ABSTRACT

Educational management in strategic, managerial, and operational level determines the quality of education. One important aspect of education management is the issue of educational leadership. Educational leadership, educator standards and education personnel are directly proportional to the quality of education. In other words, the quality of good education is determined by the good leadership of education, well educational leadership will be decisive for the realization of educator standards and education personnel. Effective educational leadership is predicted to be able to support the efforts to realize the standards of educators and educational personnel, which then certainly will also support the efforts to improve the quality of education. The commitment of the parties who involved in educational leadership in order to realize the standards of educators and educational personnel into a necessity.

Keywords: educational management, educators standard, educational staffs, the quality of education

1. INTRODUCTION

The quality of National Education will be measured through the achievement of all the National Education Standards, including content standards, processes, graduation competencies, educators and educational staff, facilities and infrastructure, management, financing and educational assessment (PP RI No. 19 year 2005 has been enhanced by PP RI No 32 year 2013). Serious and earnest attention by the parties towards the fulfillment and realization of all these standards will determine the quality of education.

The problem of the quality of education is an issue that is always interesting to discuss. It is aligned with the demands of development and change. A change demands role the agent of change in generating ideas of renewal and change managing. The figure of the agent of internal change of the institution of education is the existence of a leader who runs leadership effectively, which is the leadership who capable to managing all resources in the institution he leads towards the expected vision and mission. Especially the human resources consist of educators and educational staff who allegedly loaded with various problems, including issues of qualification, coaching and professional development, and performance that requires intensive, sustained

attention, direction and guidance so that they really able to carry out all duties, functions and responsibilities professionally, in line with the required educational standards and educational staff.

According to Mohd. Ansyar, Ph.D (2012), There are three determinants of quality of education, they are "(A) the person (educator), (B) the program (curriculum); and (C) institutions (leaders)". Thus, the fulfillment efforts and the realization of all national education standards should be ideally supported by personal (people) quality, accompanied by a good program (curriculum) and effective (leadership) institutions.

Reality on the field, a factor that is often highlighted and noticed by government and stakeholders make changes in terms of the program (curriculum change) without being accompanied by a harmonious and balanced effort with the effort to fix the person (educator and education), as well as education management (by the leadership of the institution). Its mean, the program (curriculum) is changing, but people who will carry out it and management of the implementation of the program (curriculum) is not organized and well managed. Finally the established program (curriculum) can not be implemented optimally as expected, because it is not accompanied by the educators who competence and adequate educational personnel, and also not supported by good management, such as the absence of intensive monitoring or control which is sustainable towards the implementation of sustainability program (curriculum).

The problem above can be identified from the appearance some comments, complaints and criticism from educators and educational staff with the phrase "change the leadership the policy will change, change the minister the curriculum will change". This is an indication that changes was did in the field of education not based by correct understanding of the meaning of change. Changes made only based on the ideas and ideas of a handful of people who have the authority to make decisions and produce education policy. Ideally the change should be done by involving all the related elements in order to identify relevant and useful inputs in decision making, so that decisions or policies that taken understood by the parties concerned until finally get support and can be implemented properly. In other words there will be no resistance to change, if the parties concerned feel involved and valued and feel become an important part of the effort of its manifestation.

Leadership is one of the critical success factors in achieving the quality standards of educators and educational staff to improve the quality of education in an educational institution. A leader must have good managerial skills, so that he or she can bring the elements of the institution systemically in the desired direction in accordance with the vision, mission and objectives of the institution he or she leads. Leaders of educational institutions should be able to realize a sustainable program (sustainability) refers to the required quality standards.

The problem of education quality actually can not be partially studied, because it is a systemic problem. But the discussion on the quality of

education this time is limited on the issue of leadership in relation to efforts to realize the standards of educators and educational staff in order to achieve the quality standard of education or in order to improve the quality of education in an educational institution in particular. This paper discusses some of the relevant issues. First, describes the conception and implications of educational leadership, quality standards of educators and educational staff and the quality of education. Second, discuss the role of leadership in realizing the program and the quality of continuing education for educators and educational staff. Third, the importance of leadership commitment to realize the standards of educators and educational staff in order to improve the quality of education in an educational institution.

2. CONCEPTION AND IMPLICATION (LEADERSHIP, EDUCATIONAL AND EDUCATIONAL STANDARDS, QUALITY OF EDUCATION)

2.1. Leadership

Leadership is the number of skills which is used by someone within an organization, and leadership is a combination of many things. Leaders need to have a view of the future and bring the people they lead to achieve the goals the organization desires (Veithzal Rivai, 2004: 229-230).

According to Bennis and Nanus (1985:3), "*Leadership is necessary to help organizations develop a new vision of what they can be, then mobilize the organization change toward the new vision.*" The definition suggests that the leader must be able to be a change agent for the institution he leads. The change means has a clear vision.

According to Sallis (1993) a leader can develop his subordinates by seeking various aspects, individually or in groups, psychologically or sociologically, in an explicit or explicit manner which can be referred to the details of attitudes and behaviors or activities presented as detailed below: (1) initiate (4) explain or parse ideas, (5) conclude, (6) tests for consensus, (7) act as moderator, (8) compromise And creative in overcoming differences, (9) trying to reduce tension within the group and trying to penetrate difficult problems. (10) expressing the group's feelings and asking others to check the impression, (11) making the group agree on the standard, (12) referring to documents and data (13) praising and correcting members in a fair manner, and being able to accept complaints equally with compliments. (Sallis: 1993).

Belascoin Abdul Aziz Wahab (2008:313-314) poses potential obstacles that a leader must be wary of, understood and anticipated for the implementation of change (empowering performance): first, It always take long. People are slow to learn and can forget the problem easily, and usually last longer than expected. Changing habits that last a long time is difficult. The larger the organization the longer it will take to change. Second, Exaggerated

expectation, everyone wants everything now. If people are encouraged to be ready then they will be ready. But sometimes they see it is something that can be done instantly. For that we need a reliable person to deal with various problems in various situations. (3) Carping sceptics. In any professional organization there are always people who are skeptical. It could be something that is raised right or wrong, therefore every criticism that appears to be tested the seriousness and breadth. Third, Procastination. Empowering vision takes a lot of time. The vision of the organization faces things that do not seem like customer attitudes or employee motivation. Generally managers avoid things that are difficult to measure. And it is even more difficult to maintain subjective judgments against challenges. Fourth, Imperfection. Must be prepared with all the mistakes. Turn error and mistakes into a learning experience. Make mistakes a chance to refocus on the vision and re-clarify everyone's role to create a vision of life. In order for change to work properly, empowerment of change must take into account the various components relevant to the desired change.

Furthermore Belascoin Abdul Wahab (2008) explain about empowerment of change: (1) Empowering change. "Your actions tell the tell". Your actions tell you what to do. The basis of any change effort is the dedication and commitment shown in concrete, specific and individual actions that drive the process. This means actions that reflect the vision will motivate workers to use that vision. (2) Getting ready to change. Changes can be fun and successful or otherwise fail. People survive and insist on old habits and behaviors that in the past have proven to be very useful. Realize this will limit the progress of the organization. (3) Anticipate the obstacles. Empowerment of change is not easy to do but it is possible and essential for advanced and developing organizations. Every obstacle and problem must be faced and anticipated. (4) Create tomorrow. The various conditions that cause various problems to be solved. You must be able to determine what to do and where to go to the organization in the future (the goal). (5) Focus resources. An executive without resources like a ship without a screen will not be able to go anywhere. It means that focus clarity begins with a strategy of identifying essential macro activities to maintain and eliminate nonessentials. Likewise with micro activities.

2.2. Educators standar and Educational staff

Fasli Jalal dan Dedi Supriyadi (2001) citing a World Bank report entitled Education in Indonesia: From Crisis to Recovery dated September 23, 1998, among others highlighted the issue of teachers and educational staff, that teachers are central to efforts to improve the quality of education, so every effort to improve education will and must maintain the arrangement of teacher. He further explained that in principle there are three dominant issues concerning teachers highlighted in the report, namely "the quality of teachers relating to pre-service education and selection, the incentives it obtains, and the

unequal distribution of teachers. Future challenges and strategies are how to improve the quality of teachers (both through pre-service education and through in-service education), make them better trained, teachers' welfare / incentive levels are better, thus making the teaching profession more interesting and competitive in line with the demands of the task, Teachers are more equitable.

Efforts to fulfilment of the expectations above are politically regulated in legislation that is P.P No. 19 year 2005. There are several important terms and explanations that can be abstracted about the standard of educators and educational staff contained in Government Regulation No. 19 of 2005 as follows:

In article 1 it is explained that: "The standards of educators and educational staff are the criteria of pre-service education and physical and mental appropriateness, as well as in-service education." This means that the standards include a number of criteria that must be fulfilled before and after serving as educators and educational staff.

In outline there are two qualifications required are academic and non academic qualifications. As affirmed in article 28 that educators and educational staff must have academic and competence qualifications as learning agents, physically and mentally healthy, and have the ability to realize the goals of national education. The intended academic qualification is the minimum level of education that must be fulfilled by an educator and educational staff as evidenced by a relevant diploma and / or certificate of expertise in accordance with applicable laws and regulations. Competence as a learning agent in elementary and secondary education and early childhood education includes: Pedagogic Competence, Personality Competence, Professional Competence, and Social Competency. Then for someone who does not have a diploma and / or a certificate of expertise but has a recognized and necessary specialist expertise can be appointed as an educator after passing the feasibility and equality test.

Academic competence and competence as a learning agent developed by BSNP (National Education Standards Agency) and stipulated by Ministerial Regulation. Furthermore, in the framework of pursuing teachers with academic qualifications and competencies, an Education Quality Assurance Institution has been established, named as LPMP is a technical implementation unit of the Department domiciled in the province and is tasked with assisting the Regional Government in the form of supervision, guidance, direction, advice and technical assistance to Elementary and secondary education units as well as non-formal education, in various efforts to ensure the quality of education units to achieve national education standards (article 1).

Then in article 2 stated that for the guarantee and quality control of education in accordance with the National Standards of Education conducted evaluation, accreditation, and certification.

2.3 Quality of Education

The term of educational quality refers to the concept put forward by Sallis (1993: 7) that "TQM is how much its philosophy corresponds with the best educational management practice" It is understandable that philosophically emphasizes the best practice of management education "TQM is a means of assuring quality and standards in education. It provides a philosophy as well as a set of tools for improving quality". Quality of education in question is a continuous quality that refers to the standard of education quality in accordance with the demands of the development and progress of the age of the basics.

Conceptually Sallis (1993: 22) asserted that the concept of quality is a dynamic idea contains two kinds of concepts namely the concept of absolute and relative concepts. In the daily life of the concept of quality is more of an absolute concept, which implies goodness, beauty and truth, is ideally without compromise, to the highest standard so that it is admired by many and few who can afford it. In this case scarcity and expensive price are the hallmarks of quality in the absolute concept. Quality here is used as a differentiator between the status of having and who do not have it. In the field of education the concept of absolute quality essentially creates an elite group. The concept of absolute quality contains "luxury and status". Overall this concept presents a high standard. In the relative concept of Sallis (1993: 23), quality is not regarded as an attribute of a product or service but as something that belongs, which does not have to be expensive and exclusive, does not have to be special, maybe even mediocre. According to this concept the quality is there when needed the quality means must be in accordance with the desired goals. Relative quality concept contains two aspects, namely (1) describe clear specifications, (2) Fulfillcustomer needs. Quality is demonstrated as a procedure in a system that is understood as a quality assurance system, so as to provide services and good results for specific standard specifications.

The concept of quality proposed by Sallis is interesting to be a reflection. Because of the tendency of society and the politics to see the quality of education is something expensive and difficult to realize. So only a few people who can achieve it. The writer optimis that effective and thoughtful leadership will bring the education into a sustainable and affordable quality.

Sa'ud (2006) in his paper on quality assurance, argued that the improvement of the quality of education in a sustainable manner(Continuous quality improvement) needs to be done within the framework of quality, both internal initiative and / or involving external parties.

To achieve the quality targets and quality standards of education expected is needed a formidable team consisting of all elements of educational and non-educational staff. Why is a tough team important? Sallis (1993) describes the following (i) a strong team is important for an organization as a

first step or a solid foundation for building Total Quality Management (TQM). In some educational sectors, teams have been developed as a basic unit of curriculum delivery. (Sallis: 1993) (ii) The team performs certain tasks in the framework of functionalization of teamwork. (iii) Useful to achieve a specific project. (Ad-hoc and short-term projects and improvement teams are key elements in improving quality.) (iv) The team becomes the motor of quality improvement.(v) The team has a number of important functions. As exemplified by Miller, Dower & Innis in Sallis: 1993) on the subject composing team has a number of important functions: (1) responsible for the quality of learning, (2) Responsible for the utilization of teachers' time, materials and space utilized, 3) being a means to supervise, evaluate and improve quality, evaluate and improve quality, (4) act as a supplier of information to the management about changes required in the process of quality improvement. (vi) The team is a means of making and proposing changes" The team is a solid way of making changes.

3. IMPLICATION OF LEADERSHIP ON REALIZING EFFORTS OF EDUCATIONAL STANDARDS AND EDUCATIONAL PROGRAMS FOR THE EDUCATIONAL QUALITY ACHIEVEMENTS

Leadership that intended here is the leadership applied by the leader of education. Bush & Coleman (2000) states that educational leaders are "Culture Creator". According to Duignan & Macpherson that school effectiveness emphasizes the importance of what happens within the classroom and educational leadership that provides a culture in the teaching and learning process, therefore, educational leaders have a responsibility to create an organizational culture that enhances organizational development and growth. The qualities identified by Duignan and Macpherson on educational leaders, are similar to transformational leaders, who emphasize leaders who encourage and empower subordinate responsibilities, by (i) Create opportunities for participants (participants) in the change process to reflect on their practice and develop a personal understanding of their own implications and changes. (ii) Encourage those involved in implementing an improvement to establish social groups and provide mutual support throughout the change process. (iii) Provide positive feedback opportunities for all those involved in the change. (iv) Be sensitive to the outcome of process development and provide essential conditions for feedback and follow-up so that those involved have the opportunity to discuss and rethink their ideas and practices.

Fiedler (1997) cited Sulastrri (2011) noting the above implications for teaching leadership include: (1) Managing teaching and curriculum; (2) Teaching supervision; (3) monitoring of student progress; and (4) Provide teaching climate. Northfield added that the key character of educative leaders is that leaders provide opportunities for participants to develop personal understanding and encourage the conditions to reflect in practice (Bush &

Coleman, 2000).

According to Lunenberg & Orstein (2000) the educational leadership outline has three main roles: leadership, managerial, and teaching curriculum. The following will explain each of these roles.

3.1. The role of principal leadership

(i) Principals are key in shaping school culture. The principal should be able to form a positive culture, where staff share insight, and have a dedication to school improvement and teaching. Student success is highlighted and collegiality spreads throughout the school. High moral, caring, and committed. (ii) The headmaster should be able to make relationship with the group, internal and external school, such as (1) the supervisor and manager of the central education, (2) the school board, (3) peers, (4) parents, (5) the surrounding community, (6) Teachers, (7) students, and (8) external groups such as professors, consultants, accreditation bodies, and so on. Effective principals need to believe in their ability and be able to synergize the perceptions, hopes, and capabilities of these groups to support the progress of the school.

3.2. The managerial role of the principal

(i) The managerial role is a major aspect of school leadership. Katz and Kanz share management skills into three main areas: (1) technical, including management process techniques (planning, setting, coordination, supervision and control), (2) human, relations skills, Motivate and build morale, (3) conceptual, emphasizing knowledge and technical related services (or products) about the organization. Sergiovanni adds two other areas of management for school administrators, namely symbolic leadership, principals' actions modeling schoolchildren, and cultural leadership, that the principal's beliefs and values are an important element. Fullan and Sarason add a dimension of school management that is principal as a change agent and facilitator. (ii) In general, the principal must "lead from the center": democratize, delegate responsibility, empower decision-making, and develop collaborative efforts that bind students, teachers, and parents. It implies that the leader in all things should be in the middle of the organizational (participatory) component. (iii) Lipham developed a four-factor theory of leadership for principals: (1) structural leadership, (2) facilitative leadership, (3) supportive leadership, and (4) participative leadership. All these leadership factors emphasize managerial and administrative skills. The principal's success is to be able to modify or adapt the four leadership factors according to the school's needs.

3.3. The role of the principal curricula of the curriculum should be the principal work priority of the principal so as to improve the quality of education in the school. Murphy develops six principal roles in curriculum and teaching.

(1) Ensuring the quality of instruction, (2) monitoring and evaluating teaching, (3) allocating and protecting teaching time, (4) coordinating the curriculum, (5) ensuring the content of the lesson is delivered, and (6) monitoring student progress. According to Murphy, these six roles represent an example of an effective principal.

4. THE ROLE OF LEADERSHIP IN MAKING PROGRAMS AND QUALITY OF SUSTAINABLE EDUCATION

In order to realize the program and the quality of continuing education in an educational institution, a leader must realize that "Successful institutions of the future must be as responsive and fluid as the world around them." (Sallis, Edward: 1993, p.78). Meaning: Successive institutions (organization) toward the future are institutions that are responsive and change according to the demands of the world around them. It is understandable that it demands innovative leadership and is capable of facing the challenges of change.

There are three important things that the leader must strive for regarding the needs of an organization (educational institution) as Sallis (1993, p.83-84) puts it as follows (i) unit optimization: Each person must run effectively and efficiently based on clear standards of quality. (ii) Vertical alignment: each person must understand the institution's strategy, direction and mission. (iii) Horizontal alignment: competition between units based on an understanding of the goals and needs of the organization and has mechanisms for solving problems.

Furthermore, to fulfill all its needs to be pursued a single command for each process: a key process must be designed and organized to be aligned with customer needs.

Based on the concept above can be understood that the role of a leader of educational institutions is decisive in an effort to fulfill the needs of the institution he leads. As can pursue a variety of programs and activities relevant to the fulfillment and improvement efforts and development of competence of educators and educational staff in the institution according to the standards set. Effectiveness and efficient principles, strategic precision, direction and mission clarity understood by all elements of educational institutions, and healthy competition are important things that need to be pursued. It can be a strength and key to the success of leadership in carrying out its duties, functions and responsibilities to advance the educational institution in accordance with the quality standards required for all elements and components of the institution it leads. Glenn Cummings (2010) has conducted research about "sustainability in higher education" with the research

question "what common characteristics and actions were taken by successful university and college leadership pursuit of sustainability. His research took place in four colleges for about four years. The first two years of research about *public research universities* and the next two years about *public community colleges*. The four colleges are: *Arizona State University, University of New Hampshire, Cape Cod Community College and Foot Hill D'Anza Community College District*. Senior leadership at the institution awaits the same character and some strategies that make leaders sustainability. Cummings concluded that effective leaders are leaders who are able to build coalitions and are able to maximize personal utilization and administrative strength. The integration of sustainability in the leadership effort of improving the curriculum can encourage and encourage sustainability in maintaining the good name of the faculty. Leadership skills find ways to achieve institutional success and maintain institutional reputation. Then the ability to raise external funds (personal or government) is also an important thing in order to realize the sustainability of the institution.

5. LEADERSHIP COMMITMENT IN REALIZING EDUCATOR AND EDUCATIONAL STANDARDS FOR EDUCATIONAL QUALITY ACHIEVEMENT

Lestari states that the school model is effectively policy and practice embodied in the School Based Management Quality Improvement program or MPMBS (MoNE, 2002: 14). In an effective school, the principal has a strong role in coordinating, mobilizing, and harmonizing all available educational resources. Principal leadership is one of the factors that can encourage schools to realize their school vision, mission, goals and objectives through programs implemented in a planned and gradual manner. Therefore, principals are required to have strong management and leadership skills to be able to take decisions and initiatives to improve school quality. In general, tough principals have the ability to mobilize school resources, especially human resources, to achieve school goals.

To realize an effective school with a good quality of education requires a shared commitment to equally promote the institution and improve the quality of education. Commitment of all elements of the institution, especially the commitment of educators and educational staff can be built especially from a strong leadership commitment that is able to inspire and motivate and strengthen all elements and institutional resources together to move forward towards the quality of education expected. In this case the concept of relative quality proposed by Sallis should be able to inspire the leaders of educational institutions not to rely on the quality of their institutions on expensive things. Quality can be improved starting from the small and simple things, such as sincerity, persistence, persistence and teamwork (teamwork) in carrying out the task in order to achieve the expected goals. Limited facilities and infrastructure should not be used as a barrier to run a quality job, because the tool is one small part of the critical success factors. Of course in this case it takes a creative and

innovative effort from all elements of the institution to be able to provide good education services so as to fulfill all the standards required for educators and educational in particular and quality standards of education in general.

6. CONCLUSION

Based on the description above can be concluded that many things mastered and noticed by a leader in order to become an effective leader to bring the institution he leads in the direction aspired in accordance with the standards required for all elements of the institution.

Effective education leaders should be able to awaken the people they lead, especially educators and educational staff that the quality of good education does not always have to be expensive. With good sincerity, tenacity and cooperation (teamwork) any goal can be achieved, especially the qualification standards of educators and educational staff can be met and achieved and maintained sustainability.

Educational leaders have a responsibility to create an organizational culture and a climate conducive to promoting growth and enhancing the development of educational institutions in accordance with the required quality standards. In this regard education leaders have three main roles: leadership, managerial, and educational fields for all elements of the institution.

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