

Development of Quality Management Model in Realizing Quality School Through Leadership and School-Based Evaluation

Roni Indra¹, Aan Komariah², Diding Nurdin³, Rahmat Fadhli⁴

¹ Universitas Pendidikan Indonesia, Bandung, Indonesia; roni.indra@upi.edu

² Universitas Pendidikan Indonesia, Bandung, Indonesia; aan_komariah@upi.edu

³ Universitas Pendidikan Indonesia, Bandung, Indonesia; didingnurdin@upi.edu

⁴ Universitas Muhammadiyah Bandung, Indonesia; r.fadhli@umbandung.ac.id

ARTICLE INFO

Keywords:

quality management;
quality schools;
leadership;
school-based evaluation

Article history:

Received 2022-11-11

Revised 2023-09-13

Accepted 2023-11-07

ABSTRACT

This study aimed to find a feasible quality management model for realizing quality schools through leadership and school-based evaluation, especially at the junior high school level. The research locations were in six Junior High Schools that implemented the Program *Sekolah Penggerak* (SMP Penggerak) Batch 1 in Batam City. The study used explanatory sequential mixed methods. The number of samples used was 178 teachers, including six principals. The data analysis technique used the weighted mean scores to measure the average tendency of respondents' answers and Pearson's correlation to measure the level of relationship between variables. Based on the research results, a feasible quality management model is implemented through the PDCA approach in the activities of mission alignment, involvement, and empowerment, roles and responsibilities, digitalization in management work, ethical commitment, knowledge management, action for change, or the acronym MERDEKA. This model can improve school quality.

This is an open access article under the [CC BY-NC-SA](https://creativecommons.org/licenses/by-nc-sa/4.0/) license.



Corresponding Author:

Rahmat Fadhli

Universitas Muhammadiyah Bandung; r.fadhli@umbandung.ac.id

1. INTRODUCTION

A quality school is everyone's dream and desire. Not only for the school community, as internal parties, but also for those who are in the external environment of the school. In the internal environment, such as students, teachers and other education personnel, have their own expectations and satisfaction when their school has superior quality. Likewise, parents, communities, governments, and other external environments. In fact, they more broadly want all schools to be quality schools. Unfortunately, this expectation has not been fully realized.

The issue of quality schools has long been a hot topic of educational studies and discussions at local, regional, national and global levels. At the local to national level, the discussion on quality schools is inseparable from the eight national standards of education, each of which has various technical criteria and guidelines. The national standards are a reference in the operation of school education and a measuring tool to assess the development of school quality. In fact, to be able to determine the

feasibility and performance of quality schools while ensuring continuous improvement, it is necessary to measure them against certain standards that apply nationally. (Handoko, 2021; Didham & Ofei-Manu, 2020; Glasser, 2010). Therefore, school quality assessment needs to be conducted regularly with predetermined standards.

At the global level, discussions of quality schools are more specific, not explicitly referring to specific educational standards, but rather referring to the framework of quality schools in terms of various criteria and aspects that apply globally. Some of the most popular topics in quality school discussions are related to school resources, including (a) school management, such as adequate funding, competent teachers and principals; (b) the availability or fulfillment of all components of school education quality, including input, process and output components; (c) the results and impact of education (Garira, 2020; Carneiro et al., 2019; OECD, 2013a; 2019a). Based on this opinion, good school criteria need to be owned by each school so that the school leads to a school with good quality.

Even in the last decade, economists have also shifted their focus on the quality of school education, which is believed to have an impact on increasing human capital and economic productivity, which leads to the competitiveness of nations (Hoekstra, 2020; Hanushek & Woessmann, 2020;). But behind all these issues, in the end, the discussion of quality schools focuses on one common thread, namely school achievement, including student performance and achievement, through the quality of the learning process (Schilder, et al., 2021), which is built through quality school management. In this case, school management becomes important how the role of the principal in helping to manage the school towards an excellent school and improve good school management.

Two methods were previously used to measure school quality, known as school-based evaluation, namely through accreditation (external) and school self-evaluation (internal); and National Assessment (AN). Based on the accreditation results of the last three years (2019 to 2021) released by the Ministry of Education, Culture, Research and Technology (Kemendikbudristek) through the National Education Balance Sheet on the npd.kemdikbud.go.id page, it is known that the average achievement of all schools with an accreditation rating of A or Superior for elementary, junior high, high school and vocational school levels in 2019, only reached 33.3%. This figure decreased in 2020, namely 31.3% and in 2021, 31.2%. The average achievement of A is still far below expectations, not even able to reach 50%. Whereas ideally at this time it should have reached at least above 75%. This means that from year to year, there has not been a significant increase in A (Superior) accredited schools, and in fact it tends to decrease. The percentage of A accredited schools in the last three years can be seen in Table 1 below.

Table 1. Percentage of A Accredited Schools from 2019 to 2021

| Education level | Average number of schools | Accreditation A (%) | | |
|-----------------|---------------------------|---------------------|------|------|
| | | 2019 | 2020 | 2021 |
| SD | 149.003 | 25.0 | 24.4 | 23.7 |
| SMP | 40.764 | 34.0 | 32.5 | 31.5 |
| SMA | 13.928 | 45.0 | 43.1 | 44.6 |
| SMK | 14.234 | 29.0 | 25.3 | 25.0 |

Source: NPD Kemendikbud (2019; 2020; 2021)

From the same data source, it is also found that the highest percentage at each level of education is in the B accreditation rank, namely 46.7% of all schools in 2019, and 45.9% (2020); 45.3% (2021). Even in B accreditation, every year there is a decrease, if the decrease in B accreditation becomes A, of course, it is a good achievement, while what happens is that the decrease in B accreditation has led to an increase in C and even TT accreditation. In general, these results are not satisfactory. In accordance with the National Medium-Term Development Plan (RPJMN) for 2020-2024, as stated in Presidential Regulation Number 18 of 2020, the target percentage of schools accredited at least B in 2020-2024 is close to 73.65% - 84.46%.

On the one hand, this target can be said to be grandiose because if you look at the existing situation, the achievement of B-accredited schools is only below 50%. On the other hand, this target is part of the

government's optimism to improve the quality of school education as well as a barometer to catch up with other countries. However, if this optimism is not accompanied by improvements in schools to realize quality schools, then the target will only be a mere editorial decoration of education management documents.

The development of school eligibility and performance in Indonesia from year to year has not been very encouraging, as there are still few schools that can actually meet the National Education Standards (SNP). This is evident from the results of school accreditation conducted by the National Accreditation Board for School/Madrasah (BAN S/M) on accreditation target schools in 2020. Out of a total of 5,018 consisting of 4,017 Schools/Madrasahs and 201 Cooperating Education Units (SPK), it still shows a smaller proportion of schools with excellent performance (A) compared to good performance (B), and sufficient (C). As in the achievement of school performance, where it was found that schools that obtained A accreditation ratings were only 993 schools or 23.41%; while B accreditation was 2,096 schools or 49.41%; and C accreditation was 1,012 schools or 23.86% (BAN S/M, 2021). Even from the same data, information is obtained that there are still low-performing schools/madrasahs (not accredited) as many as 1,416 schools or 2.27% in 2019, and 155 schools or 5.23% in 2020.

Based on the average score of 8 SNP from the 2019 and 2020 accreditation results, it is known that the achievement of school performance against each standard is not satisfactory even though it is categorized as good. Where, the average distribution of achievements per SNP or per accreditation component is still in the 'Good' predicate, not yet reaching the 'Excellent' predicate or with a minimum score of 91. To truly achieve quality schools, at least each school achieves an optimal level of performance (high standards) by realizing a balance between learning and governance (Bloom, 2018). This means that with the conditions and achievements based on the average school score, it can be said that in general schools in Indonesia are not yet categorized as quality schools. As seen from figure 1 below.

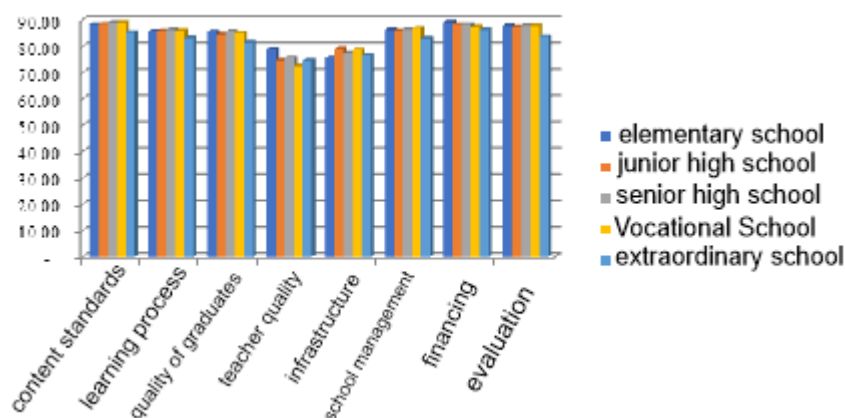


Figure 1. Average Score of 8 SNP per Level (2019 Accreditation Year) (Source: Processed from BAN-S/M, 2020:20)

Figure 1 shows that, on average, no single standard can be met by schools with a superior predicate. School performance achievements are still below the classification or minimum score for the superior predicate, which is 91. The average performance achievements based on the 8 SNP for all levels of education ranging from the highest score to the lowest are: content standards (88.11), financing (88.00), assessment (87.01), school management (85.68), learning process (85.39), quality of graduates (84.48), facilities and infrastructure (77.59), and teacher quality (75.28). This indicates that on average it can be said that there are no schools that are truly superior based on the fulfillment of the 8 SNP. Even the last two standards, namely the facilities and infrastructure standard, and the quality of teachers are in the score or classification of $71 \leq \text{Final Score} \leq 80$ with a sufficient predicate.

Another fact found from the results of the PISA international assessment is the low level of awareness of Indonesian schools to make continuous performance improvements. Instead of making quality schools, improvement efforts have not been carried out in a planned, systematic and continuous manner. This is known from the results of PISA 2012, which suggested that only 91% of schools in Indonesia conducted school self-evaluation or EDS (internal) and 85% of schools conducted accreditation (external) as part of school quality assurance and improvement (OECD, 2013b).

The PISA data was obtained through a survey of school principals who reported whether their schools use various measures related to quality assurance and improvement, especially in the implementation of school-based evaluations (internal and external) to realize quality schools. The results found that not all schools in Indonesia have implemented quality assurance to ensure the fulfillment of national education standards. Even from 2016-2019, it can be said that only 4.96% of schools actually implemented EDS programmatically (OECD, 2013b). schools only. Quality assurance is needed so that all components of education, from inputs, processes, to outputs, can run well in the management of education as well as to provide direction for continuous improvement and improve school performance.

From year to year, the government has made various breakthroughs to improve school performance and strengthen the education system as a whole. Such as the policy to improve school performance through the implementation of a quality assurance system for primary and secondary education, which was rolled out in 2016. This policy aims to encourage schools to make continuous improvements in accordance with the real conditions and needs in the field through evidence-based internal evaluation. Schools are encouraged to ensure that every improvement made refers to the fulfillment of the eight national education standards. In addition, the external evaluation system was strengthened, where in addition to the accreditation function carried out by the National School/Madrasah Accreditation Board (BAN S/M), there is also a facilitation function played by local governments and other stakeholders.

School quality is usually measured through national accreditation board that assess school quality. However, there is still a need for continuous improvement so that school management has an important role in terms of improving school quality. Hamengkubuwono & Susanti (2021) in a research conducted at SMAN 8 Rejang Lebong found that the implementation of school autonomy has not been successful, where the main cause is failure in school management, which includes curriculum management, teachers, financing, infrastructure, and school communication with parents or communities. This failure is influenced by the limited authority received by schools, the interventions of authorities and various parties that often target strategic decision-making in schools, and leadership that is not yet fully quality-oriented. For example, financial management (BOS) is limited by the central and regional financial management systems, the recruitment of new staff or education personnel is the result of recommendations from certain parties, and the low motivation for achievement from schools, including the lack of rewards and involvement.

The findings presented by Hamengkubuwono & Susanti above are one of the portraits of Indonesia's school autonomy framework, which is not yet fully autonomous. Central or local authorities seem to have less interference in school management under the guise of constitutionally mandated autonomy, but in fact there are many cases of excessive intervention in schools, including restrictions and other binding rules. Ironically, according to Rosser (2018) the government has reassured schools by encouraging ease in financial management and even setting the management of some schools to international standards, but these efforts have not been successful. The ease is shown by using an integrated system so that schools can manage well.

Therefore, building quality schools requires totality in the implementation of school autonomy. It is the totality that has not been fully implemented by schools. As stated by Lestari et al (2021), every school basically has the same opportunity to become a quality school even though the strategy does not have to be the same from one school to another, the important thing is how the autonomy can be carried out in totality at least with professional management, strong leadership encouragement, and

continuous improvement evaluation. Fifth, the education ecosystem has not been well built. In his analysis, Rosser (2018) said that one of the causes of the poor performance of Indonesian schools is that the education ecosystem has not been built to improve quality. Education is built through sub-systems, which are integrated and synergized between one party and another, between one component and another, which then merge into an education ecosystem. When the ecosystem does not play its role and operate optimally, the failure to create quality schools becomes inevitable.

Even worse, the ecosystem becomes an obstacle for schools to achieve their goals. As Rosser points out, it is the role of the education ecosystem, such as bureaucrats, politicians, businessmen, and other elite groups that often hinder schools' efforts to improve high quality, especially in producing strong and recognized learning outcomes. They have certain interests in the school education system, for example, schools are used as a tool to help them accumulate resources, and even power. Likewise, other components that are in the technical core of school education, such as teachers, principals, staff, and others, do not play a maximum role in improving and enhancing school quality together. Khaidarmansyah & Rusdi (2018:3) in their research on the role and function of the education ecosystem in Metro City, Lampung province, said that not all components (internal and external) in the education ecosystem understand their role and function in developing quality schools, so schools should start early to knit and build effective collaboration with the education ecosystem, which focuses on improving quality.

Based on the description of the results of the policy analysis as stated by Rosser (2018) above, it can be concluded that the main cause of Indonesia's failure to create quality schools and strong and recognized achievements or learning outcomes is school management that has not been carried out with quality management principles. This can be described in three important factors that are related to the national education standards, namely: (1) education financing management has not been well managed so that the direction of school program and budget policies does not run effectively and efficiently in achieving goals. In addition, education financing has not been able to meet the provision of adequate facilities; (2) teacher management has not been well organized, which is reflected in the low quality of teachers, both in terms of qualifications and competencies, including their motivation and commitment, hindering quality learning processes; and (3) school management activities have not been carried out with the principles of school-based management, including the lack of involvement of the education ecosystem in school governance so that improvements in school operational systems are not carried out continuously.

In general, various studies on quality management related to quality schools have been conducted by many experts. In their studies, they use various terms to describe quality management for quality schools, such as quality management for effective schools (Hoy & Miskel, 2003), excellent schools and high-performing schools (Bergeson & Davidson, 2007). However, it is also not uncommon for some scholars to explicitly use the term quality management for quality schools, such as Glasser (2018), and studies from Hanushek, et al (2016). From the various studies conducted, they generally use at least two quality management approaches to create and assess quality schools, namely: (1) a goal- or outcome-based approach; and (2) a process- or system-based approach.

Research on the development of management models in improving school quality was researched by (Achadah, 2019; Novianty, 2012; Titin wulandari, 2019) The results showed that good school management can help improve school quality. The fundamental difference from this study is that this study develops a management model that can help school principals in improving the quality of their schools.

Given that, in practice in Indonesia, school management has not been fully able to effectively realize quality schools, it is necessary to develop a quality management model that can effectively realize quality schools (national and international) with strong and recognized achievements or learning outcomes and oriented towards school transformation. The development of a quality management model needs to be done in line with the achievement of Indonesian school quality that has not been encouraging, as the data stated earlier. Therefore, this research focuses on efforts to realize

quality schools by developing a quality management model, especially through an emphasis on leadership and school-based evaluation. The object of the research was conducted at the junior high school (SMP) level, with the research location in Batam City, Riau Islands.

2. METHODS

The research 'Development of a Quality Management Model in Realizing Quality Schools through School-Based Leadership and Evaluation' uses a mixed-methods approach with an explanatory sequential design, or called explanatory sequential mixed methods. This explanatory sequential mixed method is a method that integrates quantitative and qualitative methods. This research first started with quantitative research to obtain the results of data analysis, then continued with qualitative research to find more detailed explanations for these results.

The quantitative data of the research as described in phase 1 includes quality management, leadership, school-based evaluation, and quality schools. To obtain quantitative data, researchers used instrument data in the form of questionnaires. The things assessed include leadership style, school quality by looking at 8 school standards. This data collection is intended to determine the effect of quality management on quality schools through leadership and school-based evaluation. Furthermore, researchers used phase 2 by conducting in-depth interviews, observations, and documentation studies to explore each variable and dimension that was contained in the questionnaire. The results of the qualitative data collection were then interpreted. Observations were conducted on teachers and principals directly and followed by conducting observations at the school that became the object of research.

The main participants in this study are principals and teachers in the Implementing Junior High School (SMP) of the Movers School Program Batch 1 for the 2021/2022 academic year in Batam City, hereinafter referred to as Movers SMP. Mover Junior High School is a junior high school that is determined by the Decree of the Directorate General of Early Childhood Education, Primary Education, and Secondary Education of the Ministry of Education, Culture, Research, and Technology Number 6555/C/HK.00/2021 dated April 30, 2021. This determination is based on the results of the Principal selection conducted by the Ministry of Research and Technology with certain criteria and requirements.

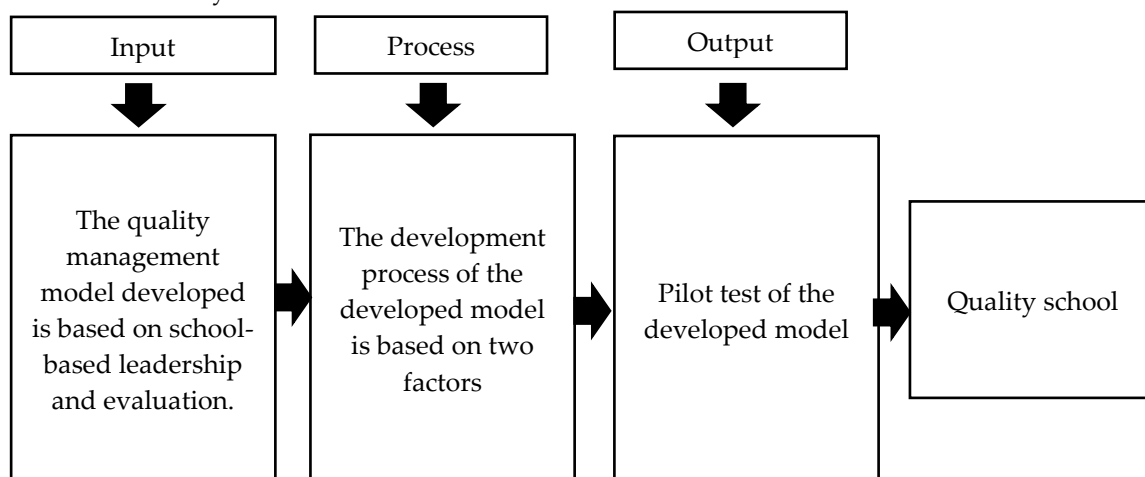
Sekolah Penggerak Program (PSP) is part of Merdeka Belajar 7th Episode policy. Through PSP, the Mover Junior High School focuses on developing holistic student learning outcomes carried out through a superior capacity approach from principals and teachers to produce high student achievement in literacy, numeracy, and character with a Pancasila learner profile. For batch 1, which starts in the 2021/2022 academic year, there are 6 (six) Batam City junior high schools whose principals have passed the selection and are designated as Batch 1 Mover Junior High Schools.

Based on the above explanation, the researcher determined six junior high schools as the research object, as well as the research locus by considering several things, namely: (1) the selected schools are PSP Batch 1 implementing schools in Batam city, where the principals have passed the selection and met the requirements; (2) the locations of the six schools are generally in densely populated areas, namely Batam Kota, Sagulung, Batu Aji, and Sei Beduk sub-districts; (3) the average number of students reaches thousands per year; (4) the schools implement internal quality assurance systems; and (4) the schools have been accredited by the National School/Madrasah Accreditation Board (BAN-S/M).

Two hundred and four teachers in the six junior high schools constituted the population for this study. All of them are considered capable of contributing to the research. However, considering the depth of the scope of this research requires participants who have certain characteristics or specifications, the researcher decided not to take all teachers, but to determine a number of teachers as samples. purposive sampling technique was chosen by the researcher with consideration of the limited number of teachers who have expertise in quality management, leadership, school-based evaluation, and quality schools, so that out of 204 people, 135 people met the criteria. The sample selection was

based on teachers and principals who participated in the driving school implemented by the Ministry of Education and Culture.

The data was collected by distributing questionnaires as quantitative data, followed by observation, interview and documentation techniques to support quantitative data. Quantitative data analysis was carried out using SPSS with the t test and this interactive analysis explains the entire cycle as follows: (a) data collection, (b) data reduction, (c) data presentation, and (c) conclusion and verification. The design frame work in this study is as follows:



3. FINDINGS AND DISCUSSION

3.1 An Overview of Quality Schools in Junior High Schools in Batam City

In this study, School Quality is a variable consisting of three dimensions: School Context, Teachers and Classrooms. Each of these dimensions is measured using the WMS (weighted means score) average category. From these measurements, the average score per dimension and per school can be known, which can then provide an overview of quality schools. After conducting a partial comparison of each dimension in each school, the average value for each school was found as shown in Figure 2 below:

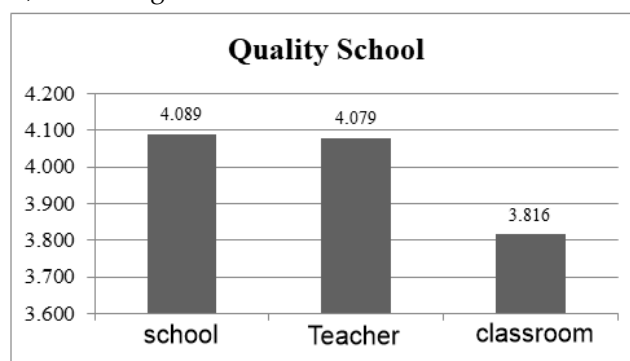


Figure 2. Average score of each dimension in Quality Schools

Based on Figure 2 above, it is known that the average value of each dimension on the Quality School variable in all schools is in the same category, namely the high category. The dimension that has the most superior average value on the Quality School variable is the school context dimension with an average value of 4.089 in the high category. In this school context dimension, researchers measure how the school conditions are described with several indicators in supporting school operations, namely leadership, school goals, professional community, discipline, and academic environment conditions.

Based on the scores, it can be concluded that in general the conditions or situations described through these aspects have functioned well in supporting school operations.

The dimension with the lowest mean score is the classroom dimension, which is 3.816 but still in the high category. In this dimension, researchers confirmed how the classroom dimension functions as a place for various learning activities as well as other related functions, namely the school operational curriculum, pedagogical activities, technology utilization, and class size. Based on the score, it can be said that the function of the classroom dimension has been running well in supporting the transformation process of student learning.

Meanwhile, the teacher dimension has an average value that is not much different from the school context dimension, namely 4.079 (difference of 0.01). This dimension is still in the high category. In the teacher dimension, researchers ascertained how a set of professional teacher attributes work in educating, teaching, guiding, directing, training, assessing and evaluating students. The set of attributes consists of academic ability, suitability of education with the subjects taught, professional experience, and teacher professional development. Based on the scores, it can be said that in general the dimensions of teachers have described their level of professionalism in carrying out their duties and responsibilities.

3.2 An Overview of Quality Management

Quality Management variables are classified into three dimensions: Quality Planning, Quality Control, and Quality Improvement. Each of these dimensions is measured using the weighted means score (WMS) category.

After conducting a partial comparison of each dimension in each school, the average score for each school was found as shown in Figure 4.2 below:



Figure 3. Average score of each dimension in Quality Management

Based on Figure 3 above, it is known that each dimension in the quality management variable has an average value with different categories. The quality planning dimension has the most superior average value compared to the other two dimensions with a value of 4.071 and a high category. In this dimension, researchers measured how the description of quality management, especially in the quality planning dimension with several indicators, namely the process of setting school goals, identifying stakeholders, determining stakeholder needs and expectations, development strategies, establishing control plans, and real forms in school programs/activities. Based on the scores, it can be concluded that in general, the design process carried out by schools in developing new products or services in schools has been systematic and directed.

Meanwhile, the quality control dimension has the lowest average value among the other two dimensions with a value of 3.908 in the high category. In the quality control dimension, several indicators are measured, including the determination of control objects along with the tools used, the performance of program/activity implementation, performance comparison with plans, risk mitigation,

and continuous measurement to ensure good products or services can be maintained. Based on the average value of the quality control dimension, it can be concluded that in general corrective actions are well implemented and able to provide productive feedback.

Furthermore, the Quality Improvement dimension is ranked second with an average value of 3.992 in the high category. Measurement in this dimension is intended to determine the achievement of several indicators, namely proof of conformity between stakeholder expectations and business processes that have been carried out, infrastructure management, quality improvement strategies, strengthening the capacity of work teams, developing individual abilities, and establishing sustainable control mechanisms. Based on the average score in this dimension, it can be concluded that in general there is a transformation process to produce high performance in learning and governance.

3.3 An Overview of Leadership

In this study, the Leadership variable consists of five dimensions, namely casing/performance, communication, competencies, contribution, sample/role model. Each of these dimensions is measured using the WMS (weighted means score) average category.

After conducting a partial comparison of each dimension for each school, the average score for each school was found as shown below:

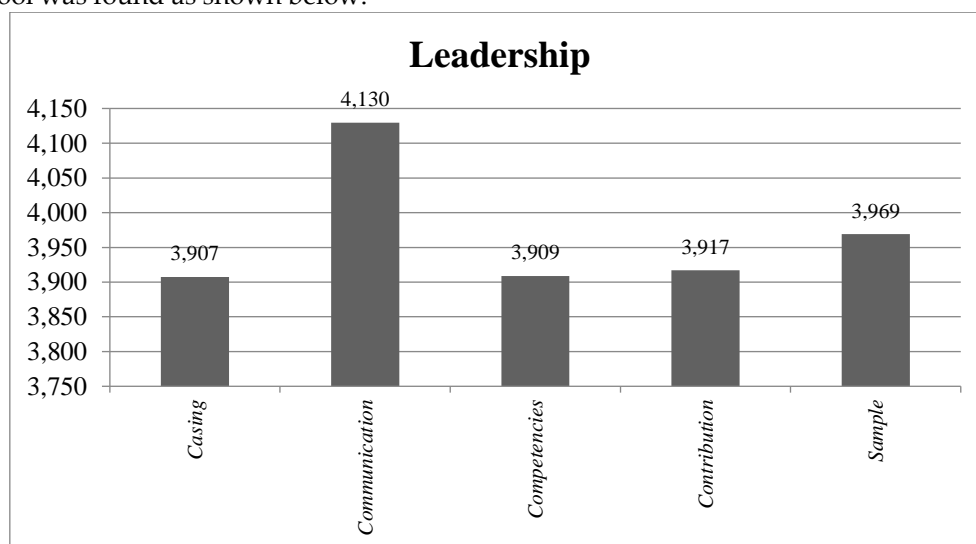


Figure 4. Average score of each dimension of Leadership

Based on Figure 4 above, it can be seen that the average value of each dimension in the Leadership variable is in the high category. The dimension that has the most superior average value on the Leadership variable is the communication dimension with an average value of 4.130 in the high category. In this dimension, researchers measure how the leadership picture is mainly in communication with several indicators, namely leadership capacity in an open attitude, assisting the team in establishing work procedures and mechanisms, and being responsible for joint decision making. Based on the scores, it can be concluded that in general, the interaction process between school leaders with internal and external, especially in delivering information, has been running effectively. This means that each school leader has the ability to communicate effectively with all personnel in the school and with the community.

The lowest mean score was obtained in the casing/performance dimension, with a mean score of 3.907 in the high category. In this dimension, leaders in schools are expected to have the ability to achieve the implementation of a program/activity or policy in realizing the goals, objectives, vision, and mission of the organization as outlined in a strategic, tactical, and operational school plan. Based on the scores, it can be said that school leaders, especially principals from the six junior high schools studied,

have not maximally used their abilities. This means that the capacity of school leaders in the preparation of plans, school development, resource management, and control of organizational functions can realize the vision, mission and goals of the school.

Meanwhile, in the dimensions of sample, contribution, and competencies, each has an average value with a range that is not too far away, namely 3.969; 3.917; and 3.909 and is still in the high category. In this case, it can be concluded that school leaders or principals have good abilities in all three dimensions. Where in the sample dimension, school leaders are able to develop themselves, work together, and participate and be sensitive to the social environment. In the contribution dimension, school leaders have integrity, conduct supervision, and conduct and follow up supervision. Furthermore, in the competences dimension, school leaders have carried out planning, led schools, managed schools and correlations, and monitored evaluation and reporting, but it would be better if it was maximized.

3.4 An Overview of School-Based Evaluation

In this study, the School-Based Evaluation variable includes five dimensions: Mission, School Culture, Curriculum, Student Assessment, and Materials and Resources. Each of these dimensions is measured using weighted means score (WMS) categories. For each school, the average score for each school was found as shown below:

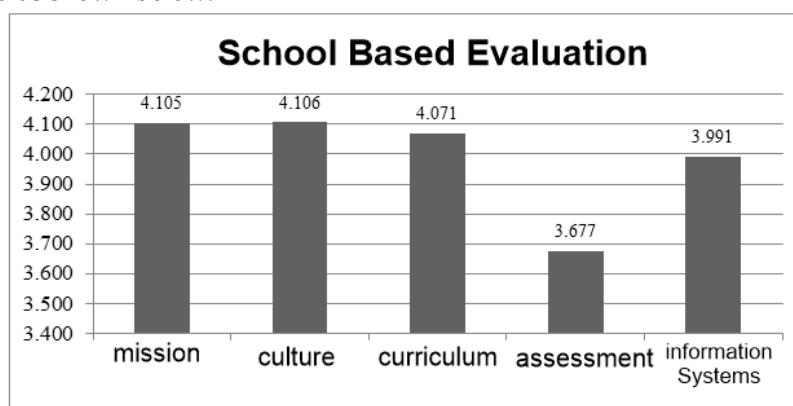


Figure 5. Average score of each dimension in School-Based Evaluation

Based on Figure 5 above, it can be seen that the average value of each dimension in the School-Based Evaluation variable is in the high category. The dimension that has the most superior average value on the School-Based Evaluation variable is the cultural dimension with an average value of 4.106 in the high category. In the cultural dimension, the condition of the school environment and social conditions around the school are seen. Based on the scores, it can be concluded that the school leaders and all school personnel in the six schools really maintain the development of school culture to the maximum. School culture with learning environment conditions and encouragement of positive habits develops in accordance with the norms and values adopted by the school.

Furthermore, the dimension with the lowest mean score is the assessment dimension with a mean score of 3.677 but still in the high category. In this dimension, researchers find out how student performance and the student learning process in the classroom. Based on the scores, it can be said that student performance has not been maximized, especially in reading literacy and numeracy. Not all schools have students above the minimum competency in reading literacy and numeracy.

Meanwhile, the other dimensions, namely the school mission, curriculum, and materials & information sources dimensions, each have an average value with a range that is not too far away, namely 4.105; 4.071; and 3.991 and are still in the high category. In this case, it can be concluded that the school has a good ability in these three dimensions. Where, in the mission dimension, schools are able to design and create school programs. In the curriculum dimension, schools have implemented

new paradigm learning in accordance with the established curriculum. In the dimension of materials & information sources, the school is able to develop human resources with technological skills.

3.5 The Impact of School-Based Management, Leadership, and Evaluation on School Quality

To see the effect of statistical analysis, the variables studied were analyzed with the following results:

Table 2. Influence Test and Correlation Value

| No | Variable | Significant value | Correlation Value |
|----|---|-------------------|-------------------|
| 1 | Influence of Management on School Quality | 0,000 | 0,628 |
| 2 | Leadership Impact on Quality Schools | 0,000 | 0,644 |
| 3 | The Effect of School-Based Evaluation on School Quality | 0,000 | 0,531 |

The results of the data obtained show that the three variables have an influence on quality schools.

3.6 Quality Management Model in Realizing Quality Schools

Based on the results obtained from the description of the variables of quality schools, quality management, leadership, and school-based evaluation in this study, it can be stated that the four variables operate and form a system, namely input, process, and output. Leadership and school-based evaluation are inputs in the system operation, quality management is the process, and quality schools are the output. This means that quality schools will be optimally realized when effective quality management operations are available and feasible for schools to use, and also driven by leadership factors and school-based evaluation. With the realization of quality schools, it will eventually produce accountable schools (outcome).

The quality school variable consists of three dimensions namely: (1) school context; (2) teachers; and (3) classrooms. Quality management variables consist of: (1) quality planning; (2) quality control; and (3) quality improvement. Leadership variables consist of: (1) performance; (2) communication; (3) competence; (4) contribution; and (5) role model. While school-based evaluation variables consist of: (1) school mission; (2) school culture; (3) curriculum; (4) student assessment; and (5) materials and information sources. From the results of the WMS calculation, it is known that all dimensions have a high category average value. Furthermore, there are several dimensions with the highest mean scores of the other dimensions, namely the school context (4.089); quality planning (4.071); communication (4.130); and school culture (4.106).

Furthermore, the results of this study also obtained the influence of three variables, namely quality management, leadership, and school-based evaluation on quality schools. Based on the calculation of Pearson Correlation, it is known that the three variables have a correlation or relationship with quality schools. Quality management has a relationship with quality schools of 0.628 or has a level of relationship with a strong classification. Leadership has a relationship with quality schools of 0.644 or has a level of relationship with a strong classification. Meanwhile, school-based evaluation also has a relationship with quality schools, although with a moderate level of relationship classification, which is 0.628.

Based on the findings and explanations above, a quality management model in realizing quality schools through leadership and school-based evaluation was developed. This model works in system integration from input, process, output, to outcome. Quality management as a process is operated using the PDCA (plan, do, check, action) approach within the framework of Juran's grand theory of trilogy, namely quality planning, quality control, and quality improvement. From this concept, the quality management model put forward is the MERDEKA quality management model, or can be abbreviated as the 3M model. Where grouped into Mission alignment, Engagement and empowering, Roles and

responsibilities (MER) in PLAN, Digitalization in management work (D) in DO, Ethical commitment (E) in CHECK, and Knowledge management, Action for change (KA) in ACT.

The 3M practice operates in realizing quality schools (output) with four key indicators namely: (1) students' literacy and numeracy skills above minimum competencies; (2) a culture of character; (3) high performance teachers; and (4) a professional community. With the realization of quality schools, schools can ultimately account for their overall performance to the public (outcome). In other words, an accountable school results from a quality school, while a quality school materializes from the practice of MERDEKA quality management, which in its operation is supported by school-based leadership and evaluation.

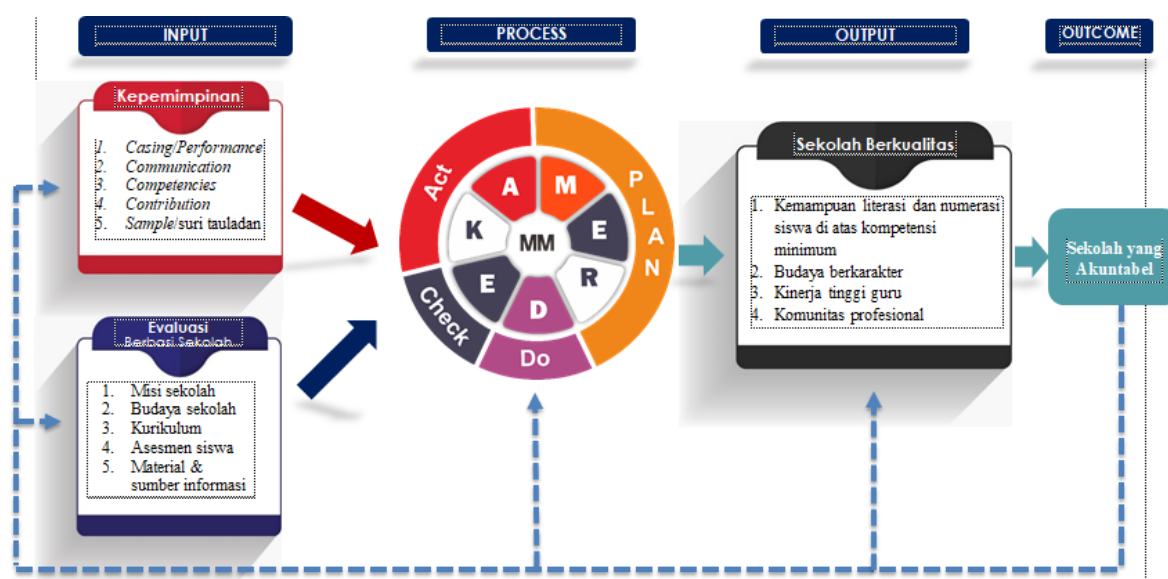


Figure 6. Quality Management Model to realize Quality Schools through School-Based Leadership and Evaluation (Source: Researcher's Design (2022))

Based on the results of calculations using the WMS (weighted mean score) analysis technique for the six junior high schools studied, it is known that the school context dimension has the highest average score compared to the dimensions of teachers and classrooms. Referring to Mayer et al (2000), there are several indicators in the school context dimension, namely: (a) school leadership, which relates to the influence, support, and dominant leadership style of the principal; (b) school purpose, which includes problem identification to communication built by the principal in establishing a shared vision and mission; (c) professional community, which includes shared roles and responsibilities towards student learning; (d) school discipline, which includes a conducive climate for learning; and (e) academic environment, which includes support in encouraging high student achievement.

Based on the researcher's observations in the field, the school leadership at SMP Penggerak runs well. The principal has great influence in providing direction, motivation and facilitation to his subordinates in running the school operating system, especially with regard to student learning and governance. The principal's influence is due to the responsibility and authority of his/her position. As stated in the Minister of Education, Culture, Research and Technology Regulation No. 40 of 2021, principals are tasked with leading learning and managing schools. This means that the principal's responsibilities and authority include the transformation of student learning and governance. In carrying out this role, the principal must be able to elaborate to the structure below with clear directions and guidelines, provide motivation to subordinates to work with a quality orientation, and facilitate them in their work in order to carry out these directions and encouragement.

In addition to learning leadership, principals also practice managerial leadership. As a manager, the principal applies the principles of management in the organization he manages. These principles include planning, organizing, managing, and controlling in order to improve and develop the school.

Based on observations in the field, it was found that there is a commitment and action from school principals in carrying out their managerial duties and functions, especially with regard to learning management activities and school organizational governance. Therefore, ideal principals in managing schools are those who focus on the implementation of tasks and functions and well understand the basic principles of management to drive school success (Bandur et al., 2022; Bush & Sargsyan, 2020;).

In realizing quality schools, quality management is a necessity. Quality management is necessary because the process activities include basic principles of management that are integrated and quality-oriented. The basic principles of management, as stated by Juran & De Feo (2010) include: (a) quality planning, including all design processes carried out systematically and purposefully to create and develop new educational products/services and meet stakeholder satisfaction; (b) quality control, including corrective actions for meeting standards in the process of creating and developing activities, as well as feedback to anticipate repeated errors; and (c) quality improvement, including all processes in maintaining and creating meaningful changes to produce high benefits (Luthra et al., 2021). These three basic principles must synergize with the PDCA cycle to be more focused.

Despite its central role, quality management can be mediated by other aspects in realizing quality schools. These aspects are leadership and school-based evaluation. Leadership in this case includes a set of leadership capacities, while evaluation includes school-based internal and external evaluations. Regarding the leadership aspect, Satori & Komariah (2015) argued that the capacity within individuals or groups of individuals can form a new force in leadership to create changes in schools. The capacity consists of the ability to demonstrate performance, communication, competence, contribution, and the ability to act or behave so that it can be used as a role model and role model for all school members (Grunberg et al., 2019). This means that with a set of capacities, leadership is able to take an important role in improving high school performance.

Meanwhile, school-based evaluation also plays a role in the process of ascertaining the level of conformity of school operations with the required criteria. Likewise, in its process activities, whether carried out by the school itself (internal) or through accreditation (external), school-based evaluation can result in school improvement efforts. School-based evaluation aims to ensure that school operations are operating according to requirements and take action to improve the school, which is related to the school mission, school culture, curriculum, assessment; and materials and information sources, among others (Stockmann et al., 2020). In other words, school-based evaluation is an agenda to periodically ascertain the school's progress and implement improvements in light of the evaluation results.

Based on the above discussion and the results of the research, it can be stated that quality schools can only be realized if schools operate by implementing quality management. A quality school is one that meets or exceeds quality standards and has high performance, characterized by: (1) students' literacy and numeracy skills are above the minimum competency on standardized tests; (2) the strengthening of students' character culture, which can be measured from standardized surveys; (3) having high-performing teachers who can be measured through qualifications, competencies, experience, and continuous professional development; and (4) the development of a professional community that contributes highly to student learning (Tanzeh et al., 2021).

In realizing quality schools, aspects of leadership and school-based evaluation also have an influence. Leadership has a relationship with quality schools, as does school-based evaluation. In fact, both strengthen the relationship between quality management and quality schools. That is, the contribution or relationship of quality management in realizing quality schools is strengthened by leadership and school-based evaluation. The stronger the relationship between leadership and school-based evaluation to quality schools, the stronger it can realize quality schools, although the main driver remains in quality management.

The results of this study are supported by research (Murniarti AR & Usman, 2009; Novianty, 2012) that shows that management strategies need to be carried out so that schools can become schools of good quality. The results of this study show that the quality management model developed by the researchers is able to improve school quality.

4. CONCLUSION

Based on the results of the study, the feasible quality management model through the PDCA approach in the activities of mission alignment, engagement, and empowerment, roles responsibilities, Digitalization in management work, Ethical commitments, Knowledge management, Action for change, or the acronym MERDEKA. This model can improve school quality. This study provides specific recommendations for school principals to implement the model and to improve their capacity as leaders and managers through benchmarking, discussion, and experience sharing. Future research should test the model at different school levels to provide a comprehensive picture of its success.

REFERENCES

- Bandur, A., Hamsal, M. & Furinto, A. (2022). *21st Century experiences in the development of school-based management policy and practices in Indonesia*. Educational Research for Policy and Practice, Vol. 21, hlm. 85–107. <https://doi.org/10.1007/s10671-021-09293-x>
- Bergeson, Terry., & Davidson, Cathy. (2007). *Nine Characteristics of High-Performing Schools*. Office of Superintendent of Public Instruction, Olympia, Washington
- Bloom, D. (2018). *The Excellent Education System: Using Six Sigma to Transform Schools*. CRC Press
- Bush, T., & Sargsyan, G. (2020) *Educational Leadership and Management: Theory, Policy, and Practice*. Main Issues of Pedagogy and Psychology, Vol. 3, No. 3, hlm. 31-43
- Carneiro, P., Koussihouede, O., Lahire, N., Meghir, C., & Momaerts, C. (2019). *School Grants and Education Quality: Experimental Evidence from Senegal*, dalam *The London School of Economics and Political Science*. Blackwell Publishing
- Didham, R. J., & Ofei-Manu, P. (2020). *Adaptive capacity as an educational goal to advance policy for integrating DRR into quality education for sustainable development*. International Journal of Disaster Risk Reduction, 101631. Doi:10.1016/j.ijdr.2020.101631
- Garira, E.. (2020). *A Proposed Unified Conceptual Framework for Quality of Education in Schools*. SAGE Open. DOI: 10.1177/2158244019899445
- Glasser, William. (2010). *The Quality School*. HarperCollins e-books
- Grunberg, N. E., Barry, E. S., Callahan, C. W., Kleber, H. G., McManigle, J. E., & Schoomaker, E. B. (2019). *A conceptual framework for leader and leadership education and development*. International Journal of Leadership in Education, Vol. 22, No. 5, hlm. 644-650. DOI:10.1080/13603124.2018.1492026
- Hamengkubuwono, H., & Susanti, E. (2021). *Hambatan Implementasi Manajemen Berbasis Sekolah di SMAN 8 Rejang Lebong*. Evaluasi: Jurnal Manajemen Pendidikan Islam, Vol. 5, No. 2, hlm. 139-157.
- Hanushek, E. A & Woessmann, L. (2020). *Education, knowledge capital, and economic growth*. The Economic of Education (Second Edition), A Comprehensive Overview, 2020, Pages 171-182, DOI: 10.1016/B978-0-12-815391-8.00014-8
- Hanushek, E. A., Machin, S., & Woessmann, L. (2016). *Handbook of the Economics of Education*, Volume 5. Elsevier. <https://doi.org/10.1016/B978-0-444-63459-7.09988-7>
- Handoko, M. D. (2021). *Sistem Penjaminan Mutu Sekolah di Indonesia*. Jurnal Dewantara, Vol. 11, No. 1, hlm. 17-32
- Hoekstra, M.. (2020). *Returns to education quality*, dalam *The Economics of Education, Second Edition*, DOI: 10.1016/B978-0-12-815391-8.00005-7
- Hoy, A. W., & Hoy, W. K. (2013). *Instructional Leadership. A Research-Based Guide to Learning in Schools*. Pearson
- Juran, J. M., & De Feo, J. A. (2010). *Juran's Quality Handbook. The Complete Guide to Performance Excellence. Fifth Edition*. The mcgraw-Hill Companies, Inc.
- Lestari, I., Anggraini, H. I., & Maisyaroh. (2021). *Manajemen Berbasis Sekolah Dalam Pendidikan Saat Ini*. Edu Cendikia: Jurnal Ilmiah Kependidikan, Vol. 1, No. 3, hlm. 171-177. <https://doi.org/10.47709/educendikia.v1i3.1239>

- Luthra, S., Garg, D., Agarwal, A., & Mangla, S. K. (2021). *Total Quality Management (TQM). Principles, Methods, and Applications*. Taylor & Francis Group, LLC
- OECD. (2013a). *PISA 2012 Results: What Makes Schools Successful? Resources, Policies and Practices (Volume IV)*, PISA. OECD Publishing. DOI:10.1787/9789264201156-en
- OECD. (2013b). *Synergies for Better Learning: An International Perspective on Evaluation and Assessment*. OECD Reviews of Evaluation and Assessment in Education. OECD. DOI:10.1787/9789264190658-en
- OECD. (2010a). *Overcoming School Failure: Policies That Work*. OECD Project Description. Diakses dari www.oecd.org, tanggal 16 Maret 2021
- Rosser, A. (2018). *Beyond access: Making Indonesia's education system work*. Victoria: Lowy Institute
- Satori, D., & Komariah, A. (2020). *Metodologi Penelitian Kualitatif*. Cetakan kedelapan. Alfabeta
- Schilder, C. M. T., Sternheim, L. C., Aarts, E., Elburg, A. A., & Danner, U. N. (2021). *Relationships between educational achievement, intelligence, and perfectionism in adolescents with eating disorders*. *International Journal of Eating Disorders*, Vol. 54, No. 5, hlm. 794–801. Doi:10.1002/eat.23482
- Stockmann, R., Meyer, W. & Taube, L. (Eds). (2020). *The Institutionalisation of Evaluation in Europe*. Springer. <https://doi.org/10.1007/978-3-030-32284-7>
- Tanzeh, A., Fadhilah, D. A., Chotimah, C., Aziz, A., & Sukur, M. (2021). *The Importance of Improving Education Quality and Principal Leadership in Improving School Competitiveness*. *MOJEM: Malaysian Online Journal of Educational Management*, Vol. 9, No. 4, hlm. 17-31