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Government Policy in Improving the Quality of Education in Indonesia

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ABSTRACT

Education is the most effective step to elevate the dignity of the nation. The government has given more attention to improving the quality of national education, through various policies. This study describes the Government's efforts in setting education policies to encourage access and quality of education in Indonesia, in order to catch up with other more developed countries, and describe the lack of education in Indonesia. The author uses library research as a form of writing by using sources or references from archives, the internet, either in digital form or in physical form and books. Regarding the quality of education, as far as possible all parties involved in education, not only meet the national education standards (SNP), but more efforts are needed to maintain and maintain the quality of education so that they can compete with education abroad.

Keywords: *Education; Policy; Quality*

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INTRODUCTION

Entering the 21st century, the world of education in Indonesia suddenly became excited. The excitement was not caused by the great quality of national education, but more because of the awareness of the dangers of underdevelopment of education in Indonesia. This concern is caused by several basic things. One of them is the existence of technological advances and changes that occur and will provide new awareness, that Indonesia is no longer independent in entering the 21st century, where the wave of globalization is felt to be very strong and open.

At that time, Indonesia was in the midst of a new world, an open world, so that people were free to compare the life of their country with other countries. So what we are worried about now is the lag in the quality of education, both formal and informal education. And that result is obtained after we compare it with other countries. Education has indeed become a pillar in improving Indonesia's human resources for nation building. Therefore, we should be able to increase Indonesia's human resources that are not less competitive with human resources in other countries (Agustang et al., 2021).

The status or predicate of quality education is still being pursued, not only sought by the government, but other parties must also take part in improving education, such as the private sector, educational institutions and the general public. Some people who understand the investment in education, try to compete to find the best school for their children. With expensive costs and luxurious facilities, because the general assumption says that the best schools are able to provide good and quality educational services. Thus, some people send their children to school in the country but at an international standard.

Therefore, the quality of education has become the subject of serious discussion in the last decade. This happens, because the quality of education will greatly determine the quality of graduates from the educational process itself. Without quality education, there is little hope of obtaining quality human resources. Therefore, quality education is the focus of attention of all parties, including the community. Furthermore, Ishikawa (2006) defines QUALITY, as follows. (a) quality and customer satisfaction are the same things and (b) quality is a broad concept that goes beyond just product quality to also include the quality of people, processes, and every other aspect of the organization.

That is, quality has two dimensions, namely:

1. Quality and customer satisfaction are the same thing, because when customers get quality goods or services, they will get satisfaction.
2. Quality is a broad concept that includes not only the quality of products, but also the quality of people, work processes, and every aspect of the organization.

Realizing this, the Government has made various efforts to improve the quality of national education. Nevertheless, various indicators of the quality of education indicate that the various efforts that have been made by the government have not shown satisfactory results, and have not shown significant improvement. Some schools, especially in cities, have shown an encouraging improvement in the quality of education, but most of the others are still quite apprehensive.

For this reason, since Indonesia's independence until the current information age, improving the quality of education is one of the development priorities in the field of education. Various innovations and educational programs have also been pursued, namely: improving the curriculum, procurement of teaching materials, textbooks, procurement of facilities, and including improving the quality of teachers. This effort is

made because quality education is the hope for this nation. Education is expected to give birth to Indonesian people as a whole, as contained in the applicable laws and regulations. Quality education must be provided through channels, types, and levels that exist in our education system, including madrasa education. Quality education can be implemented with a shared commitment between: government, community, and family. Quality education at every type, level and path of education must be accessible to all Indonesian citizens.

The quality of education is related to the achievement or failure of the national education goals as stated in Law no. 20 of 2003 concerning the National Education System. In addition, the quality of education can be said to be good if it meets the National Education Standards. The fulfillment of the minimum standard of education which is the National Education Standard is a prerequisite for improving the quality of education, including madrasas (Anwar, 2018).

Meanwhile, based on Government Regulation (PP) Number 57 of 2021 concerning National Education Standards (SNP), it has differences with PP No. 19 of 2005, these differences, (Gustini & Mauly, 2019), include:

1. General Provisions.

Article 1 concerning general provisions does not explain the meaning of each standard. In terms of numbers, it contains 11 definitions, namely education, National Education Standards (SNP), Students, Education Paths, Educational Levels, Types of Education, Central Government, Regional Governments, Ministries, and Ministers. Some definitions that need to be known, among others:

- a. Education 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 character, and skills needed by themselves, society, nation and state. (Article 1 Paragraph 1) (direct quote from Law No. 20 of 2003 concerning National Education System).
- b. The Educational Path is a vehicle through which students can develop their potential in an educational process that is in accordance with educational goals. (Article 1 paragraph 5)
- c. Educational level is the stage of education that is determined based on the level of development of students, the goals to be achieved, and the abilities developed. (article 1 paragraph 6)
- d. Type of Education is a group based on the specificity of the educational objectives of an Education Unit. (article 1 paragraph 7)

2. Eight (8) National Education Standards.

National Education Standards include: graduate competency standards (SKL); content standard (SI); process standard (SPro); Education assessment standards (SPP); education personnel standards (STK); standard of facilities and infrastructure (SSP); management standards; and financing standards. Furthermore, the standard

for education personnel no longer calls it "Standards for Educators and Education Personnel" (PP 57/2021 National Education Standards | PP 19 2005, n.d.).

This needs attention, because education is very important for students, so that they can organize their future. Through quality education, it is hoped that the skills, mindset and insight of students will improve. However, not all education in Indonesia has good facilities and quality and is evenly distributed in all regions of Indonesia, especially in rural areas. This is much different from the education system abroad, such as Malaysia, Singapore and Australia or in other countries with more advanced education. When referring to the data on the quality of education, it can be seen from the results of the PISA survey which is one of the reference bases for assessing the quality of education in the world, which assesses reading, math and science skills.

Furthermore, the organization for Economic Cooperation and Development (OECD) noted that Indonesia's Program for International Student Assessment (PISA) ranking based on the 2018 survey was in the bottom order. PISA itself is an international assessment method that is an indicator to measure the competence of Indonesian students at the global level. For the value of reading competence, Indonesia is ranked 72 out of 77 countries. For the value of Mathematics Competence, it is ranked 72 out of 78 countries. While the value of Science Competence is ranked 70 out of 78 countries. This value tends to stagnate in the last 10-15 years. Based on the description above, the author wants to describe the government's efforts to encourage access and quality of education in Indonesia and can catch up with other more developed countries, secondly to describe the advantages and disadvantages of education in Indonesia with education abroad. This needs to be presented with the aim of providing an overview of how education in Indonesia can be improved in quality (Alifah, 2021).

The quality of education in Indonesia is currently very concerning. This is evidenced, among others, by UNESCO data (2000) regarding the ranking of the Human Development Index, namely the composition of the ranking of educational attainment, health, and income per head which shows that the Indonesian human development index is decreasing. Among 174 countries in the world, Indonesia ranks 102nd (1996), 99th (1997), 105th (1998), 109th (1999), 111th (2007), 124th (2011), the 121st (2012), and the 108th (2013).

According to the Political and Economic Risk Consultant (PERC) survey, the quality of education in Indonesia is ranked 12th out of 12 countries in Asia. Indonesia's position is under Vietnam. Data reported by The World Economic Forum Sweden (2000), Indonesia has low competitiveness, which is only ranked 37th out of 57 countries surveyed in the world. And according to a survey from the same institution, Indonesia is only predicated as a follower, not as a technology leader from 53 countries in the world (Agustang et al., 2021).

After we observe, it is clear that a serious problem in improving the quality of education in Indonesia is the low quality of education at various levels of education,

both formal and informal. And that is what causes the low quality of education that hinders the provision of human resources who have the expertise and skills to fulfill the nation's development in various fields.

The causes of the low quality of education in Indonesia, among others, are problems of effectiveness, efficiency and standardization of teaching. This is still a problem for education in Indonesia in general. The special problems in the world of education are: 1). Low physical facilities; 2). The low quality of teachers; 3). Low teacher welfare; 4). Low student achievement; 5). Low educational equality opportunities; 6). The low relevance of education to needs; 7). The high cost of education.

Based on the explanation above, it is appropriate to ask questions about how to refer to the theory of policy to improve the quality of education in Indonesia? and what are the policies, problems and solutions for improving the quality of basic education, secondary education and higher education in Indonesia?

METHODOLOGY

The research method used in this research is the method of literature review or literature study, this method examines sources that contain theories that are in accordance with research problems, especially from writings or articles published in various scientific journals that are in accordance with the studies in this research. . Literature review has the benefit of creating a basic concept or theory that becomes the basis of study in research. Literature review or literature study is an activity that is required in research, especially academic research whose main purpose is to explain theoretical aspects as well as aspects of practical benefits, so that by using this research method the author can solve problems properly and appropriately.

In carrying out the study of library materials, researchers must explore several sources related to the scientific information. Some of the sources used include: text books, scientific journals, statistical references, research results in the form of theses, theses, dissertations, and internet, as well as other relevant sources. Furthermore, researchers also use literature studies or library research methods (Library Research), as a form of writing using sources or references from archives, the internet, theses in digital or physical form and books. In this article, the analysis is carried out descriptively-qualitatively, while the data processing is carried out by systematizing materials or books. Systematization means classifying existing materials to facilitate analysis and formulate constructs or concepts (Mamudji, 2001).

RESULTS AND DISCUSSION

Theory of Education Quality Improvement Policy.

1. The Nature of Educational Quality

The word "Quality" comes from the English "Quality" which means quality. Quality means something that is related to passion and self-esteem. According to its existence, quality is seen as the highest value of a product or service. Quality is the degree of

excellence of a product or work, either in the form of goods or services. There are many definitions of quality. In the Big Indonesian Dictionary, quality is (a measure of) the good or bad of an object, its level, level, degree, or quality (intelligence, intelligence, etc.).

Meanwhile, other notions of quality are put forward by experts from a different point of view. Among them, Edward Deming, said that quality is: "A predictive degree of uniformity and dependability at a low cost, suitable to the market". Another opinion, as stated by Joseph M. Juran, quality is: "Fitness for use, as judged by the user". Then Philip B. Crosby, said "Conformance to requirements" and Armand V. Feigenbaum, said "Full customer satisfaction".

In essence, some of the meanings of quality are the same and have the following elements: first, it includes efforts to meet or exceed customer expectations. Second, includes products, services, people, processes and the environment. Third, is a condition that is always changing. Based on these elements, quality can be defined as a dynamic condition related to products, services, people, processes and the environment that meet and even exceed expectations.

Meanwhile, if viewed from the side of education, the quality of education can be defined as the ability of education to manage operationally and efficiently the components related to education, so as to produce added value to these components according to applicable norms/standards. The quality of education also implies the degree of excellence in managing education effectively and efficiently to give birth to academic excellence in students who are declared to have passed for one level of education or completed certain learning programs (Winarsih, 2017).

In general, quality can be interpreted as a comprehensive description and characteristics of goods and services that show their ability to satisfy the expected or implied needs. In the context of education, the notion of quality includes educational inputs, processes, and outputs.

Educational input is everything that must be available because it is needed for the process to take place. Something that is meant in the form of resources and software and expectations as a guide for the ongoing process. Input resources include human resources (principals, teachers including BP teachers, employees and students) and the remaining resources (equipment, equipment, money, materials and so on). Software input includes school organizational structure, legislation, job descriptions, plans and programs. Input expectations in the form of vision, mission, goals and objectives to be achieved by the school. Input readiness is needed so that the process can take place properly. Therefore, the low quality of the inputs can be measured by the level of readiness of the inputs. The higher the level of readiness of the input, the higher the quality of the input.

The educational process is a set of efforts to change inputs into expected outputs. In micro-scale education (schools), the process in question is the decision-making process, institutional management process, program management process, teaching

and learning process, and monitoring and evaluation process, with a note that the teaching and learning process has the highest level of importance compared to other processes.

The process is said to be of high quality if the coordination and harmonization and integration of school inputs (teachers, students, curriculum, money, equipment, and so on) is carried out in harmony, so as to create a pleasant learning situation (enjoyable learning), able to encourage motivation and interest in learning and correct truly able to empower students, which means that students really master the knowledge taught by the teacher, and that knowledge has also become a charge of the students' conscience, internalized, practiced in everyday life and more importantly the students are able to learn how to learn, be a human learner.

The output of education is not only in the form of school graduates, but also school performance, school achievement resulting from school processes/behaviors, which can be measured by quality, effectiveness, productivity, efficiency, innovation, quality of work life and work morale. Specifically related to the quality of school output, it can be explained that school output is said to be of high quality or high quality if school achievement, especially student achievement, shows high achievement in: (1) academic achievement, in the form of general test scores, final exam scores, scientific works, academic competitions; and (2) non-academic achievements, such as IMTAQ, honesty, courtesy, sports, arts, skills and other extracurricular activities.

School quality is influenced by many stages of interrelated activities (processes) such as planning, implementation, and supervision. The results of educators are considered quality if they are able to give birth to academic and extracurricular excellence in students who are declared to have graduated from a certain level of education. Academic excellence is expressed by the value achieved by students. Extracurricular excellence is expressed by the various types of skills that students acquire during extracurricular programs (Kusnandi, 2017).

2. Quality Improvement Policy Theory.

The theory of improving the quality of education is a series of concepts, variables and propositions that are related to each other so that it is a unified whole that can explain a phenomenon. There are several theories of improving the quality of education, which are as follows:

a. Theory "The Total Quality Management (TQM)."

TQM is a theory that includes and emphasizes academic, social, and moral abilities. Based on this theory, the quality in schools is determined by three variables, namely: school culture, teaching and learning process and school reality. School culture is the values or habits that are passed down from one generation to the next, both consciously and unconsciously.

The teaching and learning process (PBM), which is closely related to the curriculum, is the closest and most decisive variable to the quality of graduates because it is influenced by internal factors and has a reciprocal relationship with school

reality. The third variable, namely: reality, reality is the factual conditions and conditions that exist in schools, both physical conditions such as buildings and infrastructure, and non-physical such as relationships between school members who are less harmonious (Kusnandi, 2017).

b. Theory "Organizing Business for Excellent."

This theory was developed by Andrew Tani (2004), which emphasizes the existence of an organizational system that is able to clearly formulate a vision, mission and strategy to achieve optimal goals. This theory explains that improving the quality of schools starts from and starts with the formulation of the school's vision. The formulation of this vision contains the expected quality of the school in the future.

Vision as a picture of the future can be described in a more concrete form in the form of a mission. That is a statement that states what will be done to be able to make the picture of the future into reality. The mission concept contains two aspects, namely abstract and concrete aspects. Mission contains an abstract aspect in the form of the need for leadership. Leadership is something invisible.

Leadership that lives in schools will give birth to school culture. How the shape and nature of school culture is greatly influenced by leadership in schools. So leadership and school culture are the abstract side of the concept of mission. On the one hand, the mission also contains something concrete, namely strategies and programs, which can be formulated in a written design. Strategies and programs can be known in general, usually closely related to school infrastructure, such as the presence of the vice principal, homeroom teacher, committee, library, laboratory, and so on that are needed.

Teaching and learning programs which are the basis of school quality are largely determined by the two variables above, namely school culture and existing infrastructure. The quality of interaction between teachers and students as a form of the teaching and learning process on the one hand is strongly influenced by the availability of facilities and infrastructure as a form of school infrastructure. And on the other hand, the quality of these interactions is largely determined by the school culture. Both have an impact on the teaching and learning process simultaneously, continuously, cannot be reduced, and cannot be disaggregated. (Kusnandi, 2017)

Organizing Business for Excellent is improving the quality of schools starting and starting from the formulation of the school's vision, in the vision contained the expected school quality. In this theory the improvement of school quality is influenced by two main variables, namely school culture and infrastructure. The quality of interaction between teachers and students as a form of teaching and learning process is influenced by the availability of facilities and infrastructure as a form of school infrastructure (Hidayat et al., 2009).

c. Theory "Four-Factor Quality Improvement Method."

This theory explains that school quality is the result of the direct influence of the teaching and learning process. How high the quality of the learning process will show how high the quality of the school is. School quality begins with the school's vision, which is then described in the school's mission. As explained in the theory of Organizing Business for Excellent, the mission contains two aspects, namely: abstract and concrete aspects. Mission contains values such as upholding honesty, hard work, togetherness.

In the next stage these values will affect the school culture. Because it has honesty values, the interaction between school members is based on mutual trust, so that the school atmosphere is pleasant, harmonious and comfortable. Because it has the value of hard work, the school culture shows the habit of not procrastinating work. On the other hand, the mission also contains concrete aspects, namely in the form of strategies and programs, which require the existence of infrastructure.

In contrast to the theory of organizational excellence, in this theory both the abstract and concrete aspects of the mission have a slim influence on leadership. In this regard, leadership has two aspects, namely: leadership with the ability to move, embed and influence abstract aspects, and also managerial aspects which are concrete abilities in organizing, executing, monitoring and controlling.

These two leadership and managerial variables will determine the quality of PBM together with the existence of school culture and the school's infrastructure. So, in the "Fourth Model" the quality of the teaching and learning process is determined by the school culture, leadership, managerial and existing infrastructure (Kusnandi, 2017).

d. School Based Management (SBM).

is a strategy to improve the quality of education by delegating decision-making authority from the center and regions to the school level. Based on the SBM, school assignments are determined according to the characteristics and needs of the school. Therefore, schools have greater autonomy and responsibility for the use of school resources to solve school problems and carry out effective educational activities for the long-term development of schools. Based on the explanation above, it can be concluded that there are four theories of the development of the quality of education. The theories in question include the theory of The Total Quality Management (TQM), the theory of Organizing Business for Excellent, and the theory of the Four Factor Quality Improvement Method and School-Based Management (SBM). (Hidayat et al., 2009).

3. Policies, Problems and Solutions to Improve the Quality of Education (Elementary, Secondary and Higher).

a. Policies, Problems and Solutions to Improve the Quality of Basic Education.

The policy to improve the quality of basic education, especially in elementary schools, is determined based on the Law of the Republic of Indonesia Number 32 of

2004, concerning Regional Autonomy and PP 19 of 2005 concerning National Education Standards (Article 49, paragraph 1), which is related to the implementation of the SBM program in each educational unit (Rukayah, 2016).

The implementation of the School-Based Management program is needed by school stakeholders in an effort to improve the quality of education. The program is supported by government policies, namely: The implementation of school-based management (School Based Management) can be defined and the harmonization of resources carried out independently by schools by involving all interest groups directly related to the school in the decision-making process to meet needs school quality or to achieve school quality goals in national education.

The essence of School-Based Management (SBM) is autonomy and participatory decision-making to achieve school quality goals. Autonomy can be interpreted as authority (independence), namely: independence in regulating and taking care of oneself. So, school autonomy is the authority of schools to regulate and manage the interests of school residents in accordance with applicable national education laws and regulations. The independence in question must be supported by a number of abilities, namely: the ability to make the best decisions, the ability to be democratic / respect differences of opinion, the ability to mobilize resources, the ability to choose the best way of implementation, the ability to communicate in an effective way, the ability to solve school problems , adaptive and anticipatory abilities, the ability to synergize and collaborate, and the ability to meet their own needs (Ibrahim, 2015).

Many benefits have been felt by both the local government and the schools who are directly the targets of implementation. This is because in implementing these programs the principles of school-based management (SBM) are applied, starting from the planning, implementation, to reporting and feedback processes. In other words, the programs implemented adhere to the principles: democratic, transparent, professional and accountable. Through the implementation of this program, education managers in schools including school principals, teachers, school committees and local community leaders are actively involved in every stage of the activity. This is where the learning process takes place and all parties give each other the strength to give the best for the progress of the school.

The objectives of the School-Based Management (SBM) program are: (1). develop the ability of principals together with teachers, elements of school committees/madrasah councils in aspects of school-based management to improve school quality; (2). develop the ability of principals together with teachers, elements of school committees/madrasah assemblies in carrying out active and fun learning, both within the school environment and in the local community; (3). develop a more active community participation in general schooling issues from elements of the school committee in helping improve school quality

Program management strategies using this approach can be taken, through the following steps: (1). Empowering school committees/madrasah assemblies in

improving the quality of learning in schools; (2). District/City government elements in this case the relevant agencies include the Education Office, District/City Planning Board, Ministry of Religion (which handles MI, MTs and MA education), District/City Education Councils especially assisting in coordinating and creating networks (access) to the cycle of government and development activities in general in the education sector; (3). Empowering education staff, both teaching staff (teachers), school principals, guidance and counseling officers (BP) and office staff, officials at the sub-district level, elements of the school committee on School-Based Management, quality learning and community participation; (4). Conducting training and systematic assistance for school principals, teachers, school committee elements in the implementation of improving the quality of learning; (5). Carry out systematic and consistent supervision and monitoring of the implementation of learning activities in schools so that various obstacles and problems are known, and the solutions/problems needed are immediately provided; (6). Manage activities that are direct assistance for each school to improve the quality of learning, rehabilitation/development of educational facilities and infrastructure, by forming a special team to handle and at the same time support and supervise the team formed as the executor of these activities.

Now, in several provinces in Indonesia, the true capacity of SBM can be seen because of the support provided by the local government and the education office. The transformation carried out is extraordinary. The SBM work ethic makes all components of education and stakeholders carry out their functions and roles to the fullest (Hartono, 2018).

One of the educational problems we face today is the low quality of education at every level and unit of education, especially primary and secondary education. Various efforts have been made, among others, through various training and improvement of teacher qualifications, provision and improvement of educational facilities/infrastructure, as well as improving the quality of school management. However, various indicators of the quality of education have not shown an even increase. Some schools, especially in cities, have shown encouraging improvements in quality, and some are still apprehensive.

From various observations and analyzes, there are at least three factors that cause the quality of education to not increase evenly, namely:

- a. National education policies and implementations use an educational production function approach which is not implemented consistently,
- b. The implementation of education is carried out centrally, so that schools as education providers are very dependent on bureaucratic decisions, which sometimes policies issued are not in accordance with local school conditions.
- c. There is very little participation of the community, especially parents of students in the implementation of education (Hartono, 2018).

The shift from centralized (centralized) management to school-based management requires a review of school rules, the role of school elements, habits of action, and the relationship between school elements. School rules need to be

reformulated to suit the demands of school-based management, namely autonomy, flexibility, and participation.

Likewise, the role of each school element needs to be reviewed in accordance with the demands of school-based management, namely school democratization. This means that roles that were originally more authoritarian need to be changed to become egalitarian. The terms of roles that are egalitarian, for example, principals and teachers as facilitators, mediators, supporters, givers of consideration, empowerment, mentors, tutors, mentors, and other terms that are equivalent to the language of democracy.

Likewise, the behavior habits of depending on the boss and waiting need to be changed to being brave to take the initiative and initiative. The habit of favoring authority is changed into a habit of serving, the habit of serving the school system is changed into a habit of serving students. School-based management will work well if schools apply the principles of governance which include: participation, transparency, responsibility, accountability, foresight, law enforcement, justice, democracy, predictability, sensitivity, professionalism, effectiveness, efficiency, and legal certainty. The implementation of good governance must be pursued by schools in various ways such as: making school rules/guidelines on procedures for implementing good governance principles, providing facilities to facilitate the implementation of good governance principles, conducting advocacy, publications, relations with stakeholders, and so on. which are adapted to the context of the needs, characteristics and abilities of each school.

Continuous improvement should be the habit of every school member. Therefore, a standard quality system needs to be used as a reference for improvement. The quality system in question must include the organizational structure, responsibilities, procedures, processes and resources for implementing quality management. Schools must also have a culture of quality. Hadiyanto in Ibrahim, said that a quality culture must be embedded in the hearts of school residents, so that every behavior is always based on professionalism (Ibrahim, 2015).

Management is an integral component and cannot be separated from the overall educational process. Because without management it is impossible for educational goals to be realized optimally, effectively and efficiently. It is within this framework that awareness grows of the importance of School-Based Management (SBM), which gives full authority to schools and teachers in regulating education and teaching, planning, organizing, supervising, being responsible for, regulating, leading human resources and goods for assist the implementation of learning in accordance with school goals (Mulyasa 2012:20).

This means that the school as an organization requires management that is in accordance with local conditions so that it can encourage the professionalism of teachers and principals in realizing educational goals. SBM is a national policy program that is a priority for the government in an effort to improve the quality of education at the Elementary School/Madrasah Ibtidaiyah level. It is a management model that gives

schools greater autonomy to manage existing resources and funding sources. The allocation is in accordance with the priority of local needs and encourages schools to be able to make decisions related to the joint implementation of education from all school members and the community.

The affirmation on the implementation of SBM is stated in the National Education System Law No. 20 of 2003 article 51 paragraph 1 that the management of early childhood education units, primary and secondary education is carried out based on minimum service standards with the principles of SBM. In addition, the implementation of SBM in all formal education units has become clearer and clearer with the issuance of government policies through Law No. 32 of 2004 concerning Regional Government and Government Regulation No. 25 of 2000 concerning the Distribution of Central Government Authority and Regional Autonomy. Thus there is a shift in authority and flexibility in the administration of all areas of life, including the field of education.

Community involvement in SBM is intended so that community participation and support can help and control the management of education. Rohiat (2012:47), explains that: School-Based Management is a management model that provides autonomy (greater authority and responsibility to schools), provides flexibility/flexibility to schools, encourages direct participation of school members (teachers, students, principals, employees), and the community (parents, community leaders, scientists, entrepreneurs), and improve the quality of schools based on national education policies and applicable laws and regulations.

According to Hidayat and Machali (2012: 53), "SBM is a new paradigm in education management that gives schools/madrasah broad autonomy, and community involvement in the framework of national education policies". This is in line with the statement from (Rahardjo, 2004: 3), that: SBM is a management model that provides greater autonomy to schools and encourages joint/participatory decision-making from all school members and the community to manage schools in order to improve the quality of education based on policies. National Education. With

With MBS, principals as managers of educational institutions are more flexible in compiling and implementing educational programs according to school needs. In addition, through SBM collaboration and community participation as well as the role of human resources in schools can be increased, so that the objectives of SBM in improving educational services in a democratic, transparent and accountable manner can be achieved more efficiently and effectively in accordance with national education goals. SBM aims to improve school performance which includes improving quality, effectiveness, efficiency, productivity, and educational innovation through the granting of greater authority and responsibility to schools carried out with good management principles, namely participation, transparency, and accountability (Rohiat, 2012: 49). Improvements in quality and productivity can be obtained, among others, through the participation of parents and the community, classroom management, increasing the professionalism of teachers and school principals. Increased effectiveness and efficiency is obtained from the flexibility given to manage existing resources.

SBM is a process of activities carried out jointly between the school and the community in the field of education. Existing human resources are empowered and managed to achieve educational goals. Through SBM, it is hoped that schools can improve their ability to plan, manage, and organize education in schools so that they can improve the quality of education. (Rukayah, 2016)

As a form of education management, in its implementation SBM still needs to be continuously strengthened and refined based on existing weaknesses and shortcomings so that SBM can be implemented properly. To find out these weaknesses and shortcomings, it is necessary to evaluate the overall SBM implementation of each component. Wirawan (2011:17), revealed that all programs need to be evaluated to determine whether the service or intervention has achieved the set goals. Likewise, SBM that has been implemented in schools needs to be evaluated in order to determine the level of progress of the school in relation to the targets that have been set.

4. Policies, Problems and Solutions to Improve the Quality of Secondary Education.

Based on Permendikbud No. 28 of 2016 concerning the Quality Assurance System for Primary and Secondary Education, Education Quality Assurance is a systematic, integrated, and sustainable mechanism to ensure that the entire process of providing education is in accordance with quality standards. Meanwhile, the Quality Assurance System for Elementary and Secondary Education is a unified element consisting of an integrated organization, policy, and process that regulates all activities to improve the quality of basic and secondary education that interact with each other in a systematic, planned and sustainable manner.

The Primary and Secondary Education Quality Assurance System is divided into two, namely: the Internal Quality Assurance System (SPMI) and the External Quality Assurance System (SMPE). According to Permendikbud Number 28 of 2016 concerning the Quality Assurance System for Elementary and Secondary Education, the Internal Quality Assurance System for Primary and Secondary Education, hereinafter abbreviated as SPMI Dikdasmen, is a unified element consisting of policies and processes related to quality assurance of education implemented by the Ministry of Education and Culture. every basic education unit and secondary education unit to ensure the realization of quality education that meets or exceeds the National Education Standards.

While the External Quality Assurance System for Elementary and Secondary Education, hereinafter abbreviated as SPME Dikdasmen, is a unified element consisting of organizations, policies, and related processes to facilitate and evaluate through accreditation to determine the feasibility and level of quality achievement of basic education and education units. medium.

The functions and objectives of the Primary and Secondary Education Quality Assurance System are affirmed in Article 2 of the Minister of Education and Culture

Number 28 of 2016 concerning the Primary and Secondary Education Quality Assurance System, which states that the Primary and Secondary Education Quality Assurance System functions to control the implementation of education by education units in primary and secondary education. secondary education so that quality education can be realized. Meanwhile, the purpose of the Primary and Secondary Education Quality Assurance System is to ensure the fulfillment of standards in educational units in a systemic, holistic, and sustainable manner, so that a culture of quality in education units grows and develops independently.

In Permendikbud Number 28 of 2016, it is stated that the planning, implementation, control, and development of SPMI-Educational Education and SPME-Education refers to the National Education Standards. Education units can determine the quality above the National Education Standards in the planning, implementation, control, and development of SPMI-Kdasmen.

The SPMI cycle according to Permendikbud Number 28 of 2016, is as follows:

- a. Mapping the quality of education at the education unit level based on the National Education Standards;
- b. Make a quality improvement plan as outlined in the school work plan;
- c. Implement quality fulfillment in the management of education units and the learning process;
- d. Monitoring and evaluating the quality fulfillment implementation process that has been carried out; and
- e. Develop a quality improvement strategy based on the results of monitoring and evaluation.

While the SPME cycle according to Permendikbud Number 28 of 2016, is as follows:

- a. Mapping the quality of education at the education unit level based on the National Education Standards;
- b. Making quality improvement plans as outlined in the Strategic Plan for Educational Development;
- c. Facilitating the fulfillment of quality in all education units;
- d. Carry out monitoring and evaluation of the implementation process of quality fulfillment;
- e. Evaluating and establishing National Education Standards and developing quality improvement strategies; and
- f. Accrediting units in basic education and secondary education (Mulyana, 2020).

5. Higher Education Quality Improvement Policies, Problems and Solutions

National Policy on Higher Education Quality Assurance System Based on Law no. 12 of 2012 concerning Higher Education and Permendikbud No. 50 of 2014 concerning the Higher Education Quality Assurance System. In Law no. 12 of 2012 concerning Higher Education in Article 7 paragraph (3) letter c. Higher Education Quality Assurance is contained in, namely:

The duties and authorities of the Minister for the implementation of Higher Education include E: c. improvement of quality assurance, relevance, affordability, equitable distribution, and access to higher education in a sustainable manner;

SPMI Management Article 52 paragraph (2) of Law no. 12 of 2012 concerning Higher Education Quality assurance is carried out through the establishment, implementation, evaluation, control, and improvement of higher education standards (Winarsih, 2017)

Furthermore, with regard to the problems that exist in higher education in Indonesia, generally observers, academics, education care communities, experts and researchers, generally acknowledge three main notes faced by Indonesian universities; The first is the quality of the teaching staff. The number of doctors and university professors is still minimal. Second, the world of student expression and innovation in developing knowledge, so far some campuses still lack facilities, teaching and learning facilities so that it limits the space for students to develop their interests, talents and knowledge. Third, the academic demands of students and lecturers are too dense. Students lack time to improve skills outside of campus and organizations, lecturers lack the time and opportunity to research and write scientific papers.

On the other hand. Higher education has problems with the number of professors, irregularities in the appointment of professors, the shortage of professors should be overcome by opening up opportunities for professors according to the required slots. there is no standardization of salaries for lecturers, lecturers' obligations are only regulated, while their salary rights are never regulated. Moreover, private lecturers (PTS), the salary standardization is no less worrying, almost immeasurable. The initial conclusion is; do not yet have a clear direction where Indonesian higher education will be taken. The Toughest Challenge of Higher Education is Quality. It is a shared responsibility, especially for all stakeholders of higher education in the country. The challenges of higher education in Indonesia in the future will indeed be more severe, because it is required to be able to answer so many problems at once. Both challenges that arise as implications of the ongoing globalization process, as well as challenges resulting from the emergence of various problems faced by the nation and state.

The problems and challenges of quality improvement are not only caused by the demands of scientific development, but also in relation to the function of universities which are required to be able to play a role as agents of change. In an effort to develop quality higher education institutions, it is necessary to have a strategic plan that is patterned and integrated, and an adequate budget is also needed so that the implementation of the Tri Dharma of Higher Education can be carried out optimally.

PTN and PTS must continue to organize and improve themselves so that the process of organizing the Tri Dharma Higher Education activities, which includes education, research and community service activities can be more synergistic and optimally carried out. These efforts must also be supported by facilities, adequate

infrastructure, improving the quality and competence of teaching staff, improving the administrative system and academic services, as well as structuring and strengthening campus conditions that are more conducive, both for the implementation of the academic process of lectures and student activity unit activities. The quality of higher education is determined by 6 elements, namely:

1. Clear learning outcomes;
2. Healthy PT organization;
3. Transparent and accountable PT management;
4. Design university learning in the form of a curriculum document that is clear and in accordance with the needs of the job market;
5. The ability and skills of reliable and professional academic and non-academic human resources;
6. Availability of adequate teaching and learning facilities and infrastructure.

With these six elements, universities will be able to develop a healthy academic climate, and lead to the achievement of a quality and professional academic community. Quality The higher education system in Indonesia has four main stages, namely: (1) Input; (2) Process; (3) Outputs; and (4) Outcomes. Process is a keyword that determines the quality of output and income as the final result and the expected effect. Curriculum, lecturers, infrastructure, and teaching and learning facilities are an inseparable part of an educational process in higher education. However the fulfillment of the first to fifth elements, if it is not fully supported by the sixth element, the process and results will not be of high quality. Availability of adequate infrastructure and learning facilities as basic keywords to realize the quality of higher education (Romdoni et al., 2021)

CONCLUSION

Improving the quality of education in Indonesia is a must and a necessity. The ongoing process needs support from all parties. Education in Indonesia has characteristics and local wisdom that other countries do not have. Although the PISA data shows that the quality of education in Indonesia is still far behind, this has not stopped all parties from continuing to improve quality. Every system has a weak side and a strong side. The system used should be adapted to the circumstances of each region, so that it does not eliminate local wisdom that must be preserved.

It should also be realized that public policy is a binding decision for many people at the strategic or outline level made by the holder of the public authority. Performance is an activity that has been achieved by a workforce in carrying out the tasks and work assigned to him. The success of quality management in higher education can be measured by the level of customer satisfaction. Higher education can be said to be successful if it is able to provide services according to the expectations of "customers of education" and produce satisfactory products, especially for the public who use educational services.

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