

## The Management Programs of Aceh Tengah Educational Board Chairman in Improving the Quality of Elementary Education

Sabri Arnanda\*, Murniati, Nasir Usman

Graduate School of Educational Administration, Universitas Syiah Kuala, Indonesia

\*Corresponding email: [sabriarnanda30@gmail.com](mailto:sabriarnanda30@gmail.com)

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**Abstract: The Management Programs of Aceh Tengah Educational Board Chairman in Improving the Quality of Elementary Education. Objectives:** The purpose of this research is to describe the planning, implementation strategy, and evaluation of the management programs of Aceh Tengah Educational Board Chairman in improving the quality of elementary education. **Methods:** Data collection using qualitative methods and data collection techniques through: Observation, interviews and documentation studies. The research subject is head of Education office, head of field, school principal. **Findings:** The results showed that planning was formulated through the musrenbang and the results of the evaluation of the previous period and involving government, MPD and community leaders. The strategy of implementing the program by involving the whole field, by providing the development of tasks according to their respective fields, such as training to improve the quality of educators 'resources, improvement of facilities and infrastructure such as computerized and digitisation, and improvement of administrative services such as ease of access to program and ease of communication.

**Keywords:** management, educational board chairman, quality education.

**Abstrak: Program Manajemen Kepala Dinas Pendidikan Aceh Tengah dalam Meningkatkan Kualitas Pendidikan Dasar. Tujuan:** Tujuan dari penelitian ini adalah untuk mendeskripsikan perencanaan, strategi implementasi, dan evaluasi program manajemen Ketua Dewan Pendidikan Aceh Tengah dalam meningkatkan kualitas pendidikan dasar. **Metode:** Pengumpulan data menggunakan metode kualitatif dan teknik pengumpulan data melalui: Pengamatan, wawancara dan studi dokumentasi. Subjek penelitian adalah kepala Dinas Pendidikan, kepala bidang, kepala sekolah. **Temuan:** Hasil menunjukkan bahwa perencanaan dirumuskan melalui musrenbang dan hasil evaluasi periode sebelumnya dan melibatkan pemerintah, MPD dan tokoh masyarakat. Strategi pelaksanaan program dengan melibatkan seluruh bidang, dengan memberikan pengembangan tugas sesuai bidangnya masing-masing, seperti pelatihan untuk meningkatkan kualitas sumber daya pendidik, peningkatan fasilitas dan infrastruktur seperti komputersasi dan digitalisasi serta peningkatan administrasi layanan seperti kemudahan akses ke program dan kemudahan komunikasi.

**Kata kunci:** manajemen, ketua dewan pendidikan, pendidikan berkualitas.

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## ■ INTRODUCTION

In the face of the development of the world, there must be preparation to face any changes that may occur, it is certainly very closely related to human resources (Dixon, 2017). To develop the most essential human resources is education, because education will give direction to each human being in determining the view and determining its pace for the future (Waters & Grubb, 2019; Benešová, & Tupa, 2017; Hodge, Lieberman, & Murata, 2017). Quality education is an education that can produce quality graduates, namely graduates who have academic and non-academic achievement that is able to be a pioneer of updates and changes to be able to answer various challenges and the problems faced, whether in the present or in the future (the nation's expectations) (Riley & Nuttall, 2017; Laurie et al., 2016; Logan, & Burdick, 2016).

To achieve a policy that is oriented towards improving the quality of education, it takes good management from the education Office, because management is the key to the success of an institution (McCaffery, 2018; Mosha, 2018; Yirdaw, 2016). This is because management is a science that serves as the planner, executor and evaluation of an activity carried out in an institution or organization (Balzer et al., 2016; Setó & Papaioikonomou, 2016). Education Office as management in improving the quality of education has a very important role to realize the quality development of education (Kuzminskaya & Burova, 2017; Stracke, 2017). In the implementation, the improvement of the quality of education is very dependent on the leader of an institution (Qazi et al., 2019; Naser, Al Shobaki, & Amuna, 2016; Pinheiro, Geschwind, & Aarrevaara, 2016). In this case the head of the Middle Aceh Education Office. The qualifications and academic and managerial skills of the head of the education office are very influential in the planning, implementation and evaluation. Therefore, head of Education Office

is very responsible in efforts to improve the quality of basic and advanced education in order to achieve educational objectives in accordance with the expectations of the Indonesian government.

Management is a major part of managing an institution, both with respect to planning implementation and evaluation for the purpose of the agreed-upon objectives. Management is a process undertaken to realize organizational objectives through a series of activities in the form of planning, organizing, directing, and controlling people and organizational resources. Management is a process of utilization through process stages that include planning, organizing, directing, and supervision called Management (Taylor, 2018; Borges et al., 2017). Management is a tool for managing or organizing and to maintain effectively and efficiently owned resources to achieve the objectives. In the educational world, the management Agency is available from various institutions ranging from the Ministry of Education and Culture, the provincial Education Office, the Regional Education office and then continued at the school institution. The scope of management is widely available in many sectors, involving humans including education activities. Realizing the vision and mission, that is by writing it through programs, activities, and creating the next step by organizing the implementation program and a mature and flexible plan to be implemented within a certain period of time gradually. Management essentially means how to maintain, direct, evaluate, and adapt plans that have been neatly arranged so that the vision and mission set can be achieved gradually

Organizations will not exist without human beings. Man in the organization did not escape from his own self-created system. The system is indispensable so that the way of thinking, feeling, and acting every member of the organization does not form their own groups but thoroughly and compactly. Education management developed to build quality human resources in the educational

process should be done professionally. Of course, a management can be said by professionals when able to perform management functions i.e. planning, organizing, directing and control that are done earnestly, consistently, and sustainably in managing the resources Power that includes 7M (man, money, material, methods, machine, market and minute) so that educational objectives can be achieved effectively and efficiently. One word that becomes red thread in the quality konse is that it can provide satisfaction for both the Elanggan and its producers. Quality is a thorough description and characteristic of goods or services, which demonstrates its ability to satisfy specified or implied needs.

Educational institution as an education executive is very responsible in implementing the quality improvement of education, this is because the institution is directly involved in all aspects of education that has been conducted by the Government of the Republic Indonesia. Basically, the quality of education can be seen as a state, condition, appearance, or performance demonstrated by each component of the education unit in achieving a predetermined goal. In educational institutions, the improvement of education quality becomes effective when each policy maker plays an active role in directing every improvement. Today's efforts to improve the quality of education are continuously carried out by all stakeholders in the efforts to develop human resources and the development of the nation's character. Improving the quality of education is part of the Government's efforts to improve human resources and improve the quality of life of Indonesian society and in hopes of answering the challenges of world education competition.

Quality in the educational perspective is a form of customer satisfaction and is relative. Education customers consist of internal and external, internal customers include education actors in an institution whether the principal,

teacher, staff and all parties concerned in the school institutions, while the education customers Includes students, students ' parents, communities, corporations, and emerging markets and related elements. Quality is a comprehensive overview of education services both internal and external in an effort to satisfy the expected needs. It can be understood that the quality of education is the result of a service in the educational institution, the service that will certainly produce a maximum result, quality services can be said if the service of the institution has been able to meet the needs of the users of education services.

Education can be said to be quality if there is a quality learning process also. The result of such a good learning process is a qualified graduate and ready to proceed to the next level of education. However, at this time the quality of education in the region has not been so good. The implementation of educational quality improvement is implemented by empowering the existing components with the intent and purpose of all educational programs well realized. This is the same as utilizing all the resources that are owned with a good and thorough education objectives. The school resource Development Program is an effort to raise the quality of education, as well as the implementation of training on teachers, curriculum development, teacher teaching style and technology development, one among various factors that Also determine the quality of education is the qualities of teachers and principals, quality education is achieving the establishment of a regular student personality character and grows into A virtuous man and a noble disposition give a solid foundation of intellectual ability (Hunt et.al., 2019).

## ■ METHODS

This research approach is a qualitative research. Qualitative data is data expressed in

words, sketch sentences, and drawings. Qualitative data takes place naturally, data is gathered from people involved in natural conduct. Every study requires a clear type of data, so in this research, clear data is required is qualitative data especially in the research used for the request of information that is clarifies or in the form of descriptions, data Can not be realized in the form of numbers, but rather in the form of explanations that describe events, processes or certain circumstances. Instruments are various measuring instruments used systematically to collect data, such as tests, questionnaires and interview guidelines. Based on the defendant, it can be concluded that the research instrument is a measuring instrument to collect data in a research and is absolutely binding because without the instrument the research cannot be done.

Data collection techniques are done by meeting or communicating directly with the required data source. Data retrieval is done directly, to those involved in the study have two important purposes, namely obtaining primary data or data derived from people who experience it personally. In qualitative research, data can be obtained from various sources and by using various data collection techniques. In the study, the level of difficulty and variation of data varies. The difficulty level will be complicated what if the data analysis technique has not been formulated. Therefore, data analysis techniques need to be done to facilitate the parsing and structuring of data. Data analysis is the process of organizing the order of data, organizing it into a pattern, category, and unit of base description.

## ■ **RESULT AND DISCUSSION**

### ***Education Quality Program Planning***

The head of educational office has done the planning that corresponds to the prescribed procedure, this has been done and applied as it should be. Head of Dinas is directly related to the implementation of education in the scope of

the Education Office and utilize all the resources owned in the effort to achieve the objective of improving the quality of basic education in Middle Aceh district. The results of a researcher with the head of the Middle Aceh office for the planning of the program to improve the quality of basic education in Middle Aceh is: Head of the Middle Aceh office to develop the planning of Education Quality Improvement Program through Musrenbang The sub-district level, and to input all data in the Middle Aceh district and see what the community demands to meet the needs of the sub-district level. Furthermore, there is a regency-level Musrenbang, which involves all the SKPK which is in law through Bappeda and further accumulates and inputs the data again and will then be included in the planning of a new school year program that will Come. In the area of education office of Middle Aceh has several fields, and of course all of these fields are used as a resource in the planning of the Quality Improvement Program of basic education in Middle Aceh.

Head of Middle Aceh Education Office in drafting program, does not expire to involve resources that include the head of field in the structure of education Office of Middle Aceh District that serves to maximize the outcome of the program Planned and established. The results of the research interviews with the head of basic and Advanced education shows: in planning the Quality Improvement Program of basic education in Middle Aceh District, the primary and advanced education parties have planned the construction of Educators, evaluating the results of regular implementation, direct monitoring of activities (down the field), logging and coaching teachers, and solving problems in schools. All of these activities were included in the planning of the Basic Education Quality Improvement Program in the district of Middle Aceh in the coming new school year.

Based on the results of the document study the archives of the Middle Aceh Education Office, indicating that in the planning of improving the quality of basic education in Middle Aceh district, referring to the Department of Education Office of Middle Aceh Regency refers to three pillars National education policy and a pillar of Aceh province's education policy equitable and expansion of access, quality improvement, relevance, and competitiveness, strengthening governance, accountability and public imaging, and implementation of the education system Islamic nuance, in its implementation is synchate with planning at the provincial and central level, so that no overlap between programs/activities in accordance with Law No. 32 year 2004, about local government and Number 33 year 2004, about financial considerations between the Government and the region.

#### ***Education Quality Improvement Strategy***

The strategy implemented by the Middle Aceh Education Office to improve the quality of basic education in Middle Aceh District has objectives, objectives, and policy direction. Until the Middle Aceh Education Office is more and more focused in implementing quality improvement strategy in Middle Aceh district. From the results of the documentation study formulating the implementation strategy of Education Quality Improvement Program by the Middle Aceh Education office as follows: improving the quality of service, infrastructure quality and quality of apparatus. With the aim and objectives of increasing the quality of education and cultural preservation and the increasing efficiency of apparatus performance. Its policy leads to improving governance in all levels that are transparent, accountable, efficient, participatory, clean and authoritative. Improving the development of reporting system to achieve financial performance, with objectives and objectives of the fulfillment of financial reporting

and the policy direction is to improve performance reporting system.

To realize early childhood education, basic education, quality non-formal education. With the objectives and objectives of the fulfillment of qualified and equitable PAUD and PNF services for students, and with the direction of policy to improve the quality of education for early childhood and non formal with priority on increasing the value of Accreditation to an Early childhood education unit and an accredited non-formal education institution.

Improve the equitable and affordability of basic and advanced education, improve elementary and junior high school apks, improve good facilities and infrastructures, with objectives and objectives of increasing access and availability of basic and advanced education services, and its policy direction is to improve access and affordability of basic and advanced education with priority in providing operational assistance for basic and advanced education organizers and Education Assistance (scholarship) for underprivileged students and outstanding students. To improve the facilities and infrastructures supporting basic and advanced education with priority improvement of development and class room as well as improvement of library function and other learning facilities. To improve the professionalism and competence of educators and early childhood education, basic and advanced education, increasing the number of elementary education has certification, increasing the number of JUNIOR educators has certification. With the objectives and objectives fulfilling the quality of educators and education in early childhood education, primary and advanced education. The policy direction is to improve the quality of educators and education with priority in improving the qualifications and competence of educators and education in early childhood education, primary and advanced education.

The strategy of implementing the basic Education Quality Improvement Program in Middle Aceh district has led to the awarding of each task, which is done by areas related to the Education Quality Improvement Program was designed by the Middle Aceh Education Office. The results of the research interviews with the head of the field of employment as follows: in the implementation of our Education Quality Improvement Program involves the resources of internal and external. From internal we involve the watchdog team, because the supervisor is the direct supervisor of the school principal, while from external we involve MPD, one of the efforts to improve the strategy of education quality in Middle Aceh district of the field of employment cooperate with MPD.

### ***Evaluation of the Quality Improvement Program***

Evaluation is carried out based on aspects that have been implemented through activities that are routine, this evaluation also includes results and follow-up of the program, both the program is achieved and the one is not achieved. The results of the research interview with the head of Middle Aceh Education Office are: At this moment we are still in the implementation, the result of the Musrenbang that we perform will be evaluated when we enter the next school year. Suppose there are some items that are not achieved in the previous implementation, will be implemented again in the next school year. Most of the time in building construction in a school that should be achieved at the implementation of this year but not achieved, it will be completed in the next school year.

In implementing the evaluation of the Middle Aceh Education Service conducting or formulating several ways or strategies, formulating the evaluation strategy is done by determining who and how to evaluate it, so as not to immediately Made by one party only. The results of the

research interview with head of Middle Aceh Education Office are: in implementing our evaluation strategy, there is evaluation monitoring, and evaluation is not only done by the Middle Aceh Education office alone, but there is also done by BAPPEDA as the institution of regional development planning, and in the evaluation will also be done by the supreme leader of Middle Aceh Regency is the father of the regent himself by descending way of work- and non-physical in the previous year. Thus, the evaluation strategy conducted by the Middle Aceh Education Office is to cooperate with PEMDA, with Bappeda, with the inspectorate to see the excitement or accuracy of the program that we implement.

The role of head of each field head is also very important in evaluating the program based on basic education quality in Middle Aceh district. The results of the research interviews with the head of basic and Advanced education are: In the evaluation, the program continues and where the program is not perfect then we will improve in the next school year. Our Program lasts for 4 years, so during that period we will continue to make improvements and performance improvement, in this case we also cooperate with other areas especially the field of employment, it is to do work With a teacher. So, the results of evaluation conducted by the field of basic and advanced education will be implemented by working with areas related to the needs of the evaluation results.

Thus, the evaluation done by the school party is more in the form of achievement of the value generated in the teaching process of the year. The school will regularly report the results of the value gained on the achievement of the teaching outcomes of the year. The results of the report will be the material for the data on the upcoming Musrenbang, and will be discussed in the planning of the next program. So the role of the school in evaluating the Education Quality Improvement Program by the Middle Aceh



Education Office is very important, this is for the implementation of the common goals of increasing the quality of education in the District of Middle Aceh.

## ■ CONCLUSION

Improving the quality of education by the Head of Education office, namely by arranging the data input through the activities of the district level Musrenbang involving the entire sub-district in Middle Aceh District. The result of data input through the sub-district Musrenbang will be formulated and adjusted to the educational needs. Next, the sub-district level of Musrenbang will be discussed in the district-level Musrenbang involving the entire range of SKPK through Bappeda, there will be re-mated all the results of the data input, and adjust to the development and Education needs in the upcoming school year. After that, the results that have been final in will be input into each field that is in the organizational structure of the District Education Office of Middle Aceh. After that just enter the implementation stage.

Strategy that is done by improving the quality of service, the quality of facilities and infrastructure and the quality of apparatus, improving the development of the reporting system to the financial performance of establishing early childhood education, Basic education, quality non-formal education, improving equitable and affordability of basic and advanced education, improving the apk of elementary and junior high, improving good facilities and infrastructures, improving professionalism and competence Educators and education personnel of early childhood, increasing cultural diversity through tradition and culture as well as preservation of cultural heritage objects.

Implementation of the evaluation conducted by the Middle Aceh Education Office to lead to the implementation of the program, namely if there are several aspects in the program that is not

achieved then that aspect will be the focal point of the Aceh Education Office Center in conducting evaluation. In implementing the evaluation of the Middle Aceh Education Service conducting or formulating several ways or strategies, formulating the evaluation strategy is done by determining who and how to evaluate it, so as not to immediately Made by one party only.

Implementation of the evaluation of the Quality Improvement Program of basic education in Middle Aceh district leads to the upgrading of all resources owned, this is the strategy of the Middle Aceh Education Office to maximize the outcome of the implementation of Programs that are swallowed in plan. The results of the evaluation will also be included on the next school year Musrenbang agenda. By entering the points that need to be reexamined in the implementation. As is known, the Middle Aceh Education Office has areas that are ready to help the performance of the head of Middle Aceh Education in evaluating the program and will be implemented. Therefore, the role of head of each field head is also very important in evaluating the program of basic education Quality improvement in Middle Aceh district.

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