

Research Article

## Management of Learning Quality Improvement (Multisite Study of SMKN 1 and SMKN 4 Banjarmasin)

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**ABSTRACT**

This study aims to determine how to develop a management program, implement and evaluate improving the quality of learning at SMKN 1 Banjarmasin and SMKN 4 Banjarmasin. This study used a qualitative approach with a multisite research design. This research was conducted with three data collection techniques, namely: (1) in-depth interviews, (2) observation, and (3) documentation. This study was analyzed using an interactive data analysis model from Miles and Huberman, with the following stages: data collection, data collection, presentation and drawing conclusions, and checking the validity of the findings using credibility. The research results of this theory show that: the compilation of programs developed at SMKN 1 Banjarmasin and SMKN 4 Banjarmasin which is arranged at the beginning of each academic year by holding meetings with school members and committee heads to design a management program for improving the quality of learning and always make improvements to program planning for each year on an ongoing basis, at the implementation level. The conclusion of this study shows that SMKN 1 Banjarmasin and SMKN 4 Banjarmasin have tried to improve management programs, implement and evaluate so that the learning system in schools becomes better.

*Keywords: Management, learning quality, SMKN 1, SMKN 4.*

### Introduction

Educational development must be able to function in linking two things, namely: First, preparing a development workforce in the framework of developing human resources, and secondly fostering an open, orderly and dynamic society which is increasingly becoming the foundation for the development of a strong Indonesian society

in a sustainable development process in to improve the standard and quality of Indonesian people. Only humans and intelligent communities can carry out sustainable development and an increased quality society (Arifin et al., 2017). Along with the development of information technology and telecommunications, demands for the quality of human resources

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are increasingly felt to be very important and needed. The various efforts that have been made by the government and society to improve the quality of human resources, especially through education, also seem to have not yielded many optimal results. Education as a learning process is a vital and strategic need in supporting the progress of a nation or country (Stich et al., 2015).

At this time, there is a need for effective and efficient management support in educational organizations, because of the increasing attention and recognition from various parties, students need to build their mentality so that they can think creatively and be able to develop their interests and talents to be able to compete in the world of work and be able to work independently personal and highly dedicated to his profession (Dacholfany et al., 2018).

Educational institutions will be more effective in providing good education to their students if they are managed properly. And in this case, it proves that management quality is one of the most important roles in determining one for the success of a school in achieving the goals the school wants to achieve (Szell, 2013).

The quality of a country's education system is the main determinant of the quality of the workforce. This means that a good quality education system will produce a quality workforce that can compete in global competencies. Indonesia is a developing country that is actively carrying out development to improve the standard of living and welfare of the community. In the implementation of development, it is necessary to have strong support in the form of quality and quantity of reliable human resources (Wood, 2003).

In this context, the learning process is considered as the most effective effort to improve the quality of students according to

the educational objectives above. Learning or the teaching and learning process is the interaction of students or students with a learning environment designed in such a way as to achieve teaching, namely the abilities students expect after completing their learning experiences (Zubairu, 2016).

To answer these problems, especially concerning manpower, National Education 2003 emphasizes that vocational education is education that prepares students to be able to work in certain fields, thus vocational education aims to prepare the abilities and knowledge, and skills of students so that they can work in the field. which he practiced. In Permendiknas RI Number 22 2006 it is stated that "Vocational education aims to increase intelligence, knowledge, personality, noble character, and skills of students to live independently and follow further education following work programs". In addition, it is also stated in Government Regulation Number 19/2005 concerning National Education Standards:

The main purpose of education is to produce a mature human personality or morality intellectually, emotionally, spiritually. Therefore, the essential components of human personality are values and virtues. These values of morality and virtue must be the basis for the development of human life that has tapping, kindness, and happiness individually and socially.

Educational institutions have a very strategic role in creating quality human resources. However, in Indonesia, most educational institutions have not been able to meet the expectations of the community. One of the problems is the low quality of educational processes and outcomes at each level and existing education unit with various efforts being made by the government to improve the quality of national education. One of them is by implementing good and

quality management so that it can produce quality education for students (Felestin & Triyono, 2015).

In this context, the learning process is considered as the most effective effort to improve the quality of students' learning as the educational objectives above. Learning or the teaching and learning process is the interaction of students or students with a learning environment designed in such a way as to achieve teaching, namely the abilities that students expect after completing their learning experience.

To further improve the quality of teachers in professional positions, efforts are needed to improve all components of the teacher education system as a whole. These components are students, prospective teachers, instructional educators, facilities and infrastructure, time and availability of funds, as well as society and socio-culture

The progress of an educational institution lies in the implementation of educational management. Every educational institution strives to realize quality education by improving management in it so that educational goals can be achieved.

The components of education management include curriculum management, student management education personnel management, financial and financing management, facilities and infrastructure management, and school and community relationship management. Several management theories can guide education management improvement. If there is an opinion that education is an industry, then the next step is to think about how to develop the industry so that it continues to grow. So, in this frame of mind, an appropriate guide is needed. Student management can be used as a guide/guideline which is of course drawn to the world of education.

Management can be defined as the science because management is seen as a field of knowledge that systematically tries to understand why and how people work together based on special skills to achieve work performance. The defines education as a generous process of implementation rather than decisions taken and implementation is generally carried out by two or more people to achieve predetermined goals (Alavi & Leidner, 2001).

Therefore, the most important process is management in educational institutions, because basically management is concerned with common goals, the way someone works, and the use of existing resources. Thus, it can be stated that management is always concerned with the goals, work patterns, and human resources who are in a particular social unit. By looking at the elements of management work regarding the use of human resources, a human group emerges, namely management of the quality of learning related to human resources.

The success or failure of the predetermined educational quality improvement management achievement depends on the human element who manages or leads an educational institution or organization and carries out tasks and activities in the business concerned so that there is success in the activities carried out. Every implementation that is carried out in the management of improving the quality of learning should focus on the attention and effort of the personnel or employees and students can be used as expected, in the sense of being able, competent, and willing to carry out tasks in an orderly and orderly manner based on the systems and work procedures that have been established.

In general, schools in the school year hold meetings to plan school programs related to the management of improving the

quality of learning. Likewise, in SMKN 1 and SMKN 4, Banjarmasin plans the quality management of learning which will be implemented in one semester or the next year. In the management of improving the quality of learning, of course, it must have good quality so that the goals expected by the school can be achieved.

The quality of learning and quality in question is the human resources available in the school, which includes the principal, teachers, and students. The first is the principal, the principal is an education leader whose job is and is responsible for developing quality management of learning in schools. The second is, teacher. The teacher is one of the first people and cannot be replaced by anything in education, even though the school building is built majestically, complete library books and other complete educational facilities are available, it is impossible if there is no teacher there will be the teaching and learning process. On the other hand, even though there are no buildings, books, or other equipment, the presence of a teacher is sufficient for the implementation of the teaching and learning process. Education can be held in the open air using the universal media. The quality of learning is not determined by whether the curriculum is good or not, but by qualified teachers. The third is students. Students as learning people still need coaching to become complete individuals. So, in this case, to realize students who have quality learning, it is necessary to carry out activities that lead to quality in improving learning in schools, so that they can produce quality and quality output.

Based on this, the concentration of researchers will examine the management of improving the quality of learning at SMKN 1 and SMKN 4 Banjarmasin which must be able to provide up-to-date and commensurate

insights according to the times and the latest technology which can be used as a source of learning in fostering interest in the enthusiasm for learning and creativity. to students. Some of the principles used as strategies for manpower adjustment are the focus on developing productive subjects and maximizing the implementation of fieldwork practices.

That is, improving the quality of learning has a role in improving student development and understanding and is a learning activity that is followed by students of SMKN 1 and SMKN 4 Banjarmasin as a vehicle to get learning outcomes simultaneously, both self-taught which provides an opportunity to understand and deepen their learning abilities. students are in progress that is increasingly growing year after year.

The form of a new society that should be educated (Educated Society). Therefore, every educational institution, especially in facing the future, must be shown in total institutional reforms, so that national education can carry out its role, function, and mission optimally.

SMKN 1 and SMKN 4 Banjarmasin are educational institutions that prepare students who have the ability and good learning quality as expected by the school. These abilities include the ability to think rationally, objectively, and competitively in creating quality learning based on the objectives of SMKN 1 and SMKN 4 Banjarmasin. As a social system, SMKN 1 and SMKN 4 Banjarmasin will not be able to escape from the needs and demands of the community. In this era of globalization, the community referred to is not only limited to the physical environment in which educational institutions are different, but rather the global community. In this sense, then SMKN 1 and SMKN 4 Banjarmasin must be able to prepare human resources who are ready to be

competent to seize opportunities and win potential both locally and globally. If not, schools will fail to prepare the human resources needed by the demands of technological progress as it is today.

As a concrete effort to respond to the demands and needs of students in the teaching and learning process, it is precisely what is mandated by the 1999 GBHN, that in the future it must be quality or quality-oriented. Quality in this case must be interpreted as the means of the educational institution, especially vocational schools, to be able to fulfill the abilities or competencies needed to do certain types of work. Thus, quality in education must be interpreted as an output and an educational process that is truly following the skills and abilities required to have skilled skills to be able to become independent.

SMKN 1 and SMKN 4 Banjarmasin must be able to make the expected contributions. Educational institutions are very allowed to polish qualified prospective students with certain required skills. Therefore, vocational institutions are highly demanded to increase the relevance of education to the real needs of society. At SMKN 1 and SMKN 4 Banjarmasin, the quality of student skills so that students become the most skilled and independent with all the potential and professionals in improving the quality of learning to be able to keep up with the level of quality education which is getting every year and even months always experience rapid development.

Teachers who are members of the Subject Teacher Meeting (MGMP) can also carry out the same thing through contextual learning patterns, which are the essence of implementing the learning process because the teacher is the key holder of any learning approach, so that teacher competency demands are rational demands. And it is the

hard work of the teachers, when students graduate, they can stand tall in the face of increasingly globalized competencies.

In turn, all of that will affect all preferred educational patterns with the demands of this trend. About education, it is challenging to be able to prepare human resources who can face the challenges of this tendency without losing the values of the national personality and culture.

### **Material and Methods**

Based on the focus of the research, the object of research, and the source of the data to be collected, it can be seen that this research includes field research, this research field is mainly based on research in the middle of the field, so the method used is qualitative research. with a phenomenological approach. Phenomenologists view human behavior, namely what people say and do as a product of that person interpreting their world, then phenomenologists try to give meaning to events and their relation to ordinary people in certain situations.

The approach used in this study is qualitative because taking action on the subject is to reveal the meaning of management in improving quality at SMKN 1 and SMKN 4 Banjarmasin.

In this study, the researcher used participatory collaborative action, in which the researcher collaborated with teachers and school principals as well as related school members, including the committee. In this case, the researcher is directly involved in planning, identifying problems until the end of this study

This research was conducted to obtain information and data about the management of improving the quality of learning at SMKN 1 and SMKN 4 Banjarmasin. Intensively and in detail, it will dig up information about the phenomena that occur in the school regarding

the problems related to the management of improving the quality of learning in the school which is obtained qualitatively

### **Results and Discussion**

SMKN 1 Banjarmasin has a level of learning based on the needs of students and the characteristics that exist in SMKN 1 Banjarmasin. Improving the quality of learning at SMKN 1 Banjarmasin is an improvement in the quality of learning that is always being developed and continuous improvement so that students have a good quality of learning and have adequate skills that make students have provisions to go towards technological competition that is increasingly developing and progressing every year.

The information obtained is based on observations in the field that the principal of SMKN 1 Banjarmasin always holds a meeting at the beginning of the school year to (1) form a planning team, (2) compile a program, and (3) make a management plan for improving the quality of learning so that students have the skills that can make them enter the world of work or to continue their higher education so that they can compete with other school graduates.

SMKN 1 Banjarmasin always tries to implement the management of improving the quality of learning to increase the quality of learning of students. Students are always accustomed to always being orderly in learning both during practice and during internships because in this way students are trained to always be responsible for what is done and they will get skills that are following the majors they choose. SMKN 1 Banjarmasin always strives to create reliable and quality output so that there are many ways to improve the quality of learning management in creating quality graduates in its students. With the formation of skills and

expertise for students, it will have a good impact on students in facing the increasingly advanced and developing era of globalization.

Implementation of management programs Improving the quality learning in improving the quality of learning needs to be considered and observed by the principal, homeroom teacher, or teacher because students are people who try to develop their potential through the learning process. In the implementation of the management program for improving the quality of learning, the teacher must understand the various potentials of their students to be developed through a learning process that provides facilities or facilities for students to develop their various potential optimally. The potential includes effective potential, cognitive, psychomotor, or the potential of various intelligence (Karunia et al., 2018).

Based on observations made by researchers regarding the management evaluation of improving the quality of learning carried out by SMKN 1 Banjarmasin, it is to measure whether the child achieves the success set by the school in a predetermined time. Evaluation is also carried out to determine the success of learning and the quality of student learning, and student shortages in the level of effectiveness in the learning process experienced by children, both in the classroom, school, and home settings.

SMK Negeri 4 Banjarmasin was founded in 1956 with the initial name of the Putri Kepandaian School (SGKP). And in 1997 it changed its name to SMK Negeri 4 Banjarmasin. SMK Negeri 4 Banjarmasin is a national level Adiwiyata school which has 3 years of education.

SMKN 4 Banjarmasin is a vocational high school for tourism in the city of Banjarmasin. With 7 departments, namely: Catering,

Fashion, Hospitality Accommodation, Beauty Design, Software Engineering, Travel Business, Popular Music Arts.

SMKN 4 Banjarmasin is one of the high schools located in Banjarmasin, South Kalimantan Province. The national school principal number (NPSN) for SMKN 4 Banjarmasin is 30304270.

This school provides various educational support facilities for its students. There are teachers of the highest quality who are competent in their fields, learning support activities such as extracurricular activities (extracurricular activities), student organizations, learning communities, sports teams, and libraries so that students can learn optimally. The learning process is made as comfortable as possible for students and students.

Visit the nearest school during working hours to get other information such as checking children's reports, announcements of holidays or lesson schedules, lists of school subjects, exam information, new student registration, to new student registration requirements. You can also call the school's phone contact for a quick response, or access the school's website online for information such as school profiles and other related news.

Management of improving the quality of learning is the main goal of SMKN 4 Banjarmasin so that schools can be better in the form of self-appearance (*self-performance*). Increasing the values of good learners in the management of improving the quality of learning at SMKN 4 Banjarmasin is implemented and implemented by students through knowledge, appreciation, and practice which are always under supervision from teachers and from all parties who are responsible for the student teaching and learning process.

## Conclusion and Recommendation

The conclusion of this study shows that SMKN 1 Banjarmasin and SMKN 4 Banjarmasin have tried to improve management programs, implement and evaluate them so that the learning system in schools becomes better.

Efforts to realize character education management to create quality learning at SMKN 1 Banjarmasin and SMKN 4 Banjarmasin will not be achieved optimally if they are not supported by planning, implementation, and evaluation that are continuously carried out by schools. However, the school is not the only party that has the right and influence in creating the quality of learning at SMKN 1 Banjarmasin and SMKN 4 Banjarmasin for students. The family and the wider community also have an active role.

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