

Implementation Strategy for Improving Policy Quality at SMP Negeri 1 Sumenep

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Abstract

This research aims to describe the strategies for implementing quality improvement policies, obstacles to implementing quality improvement policies, and solutions to overcome obstacles to implementing quality improvement policies at SMP Negeri 1 Sumenep. This type of research is descriptive using a descriptive qualitative approach. This research was carried out at SMP Negeri 1 Sumenep, from 19 February 2021 to 16 April 2021. The research subjects were the principal, deputy principal and teachers. Data collection was carried out by observation, interviews and documentation. Data were analyzed using the Miles and Hubberman interactive analysis model, namely data collection, data reduction, data presentation, and drawing conclusions. Meanwhile, the validity of the data was tested by triangulation of techniques and sources. The research results show the following. The strategy for implementing quality improvement policies at SMP Negeri 1 Sumenep has been running in accordance with the objectives of its establishment. This can be seen from several indicators, including standards and policy objectives that have been achieved, supporting resources, communication between school principals and teachers, employees and students running smoothly, interorganizational and inauguration activities running well, the characteristics of implementing agents support, as well as conducive social, economic and political conditions and support strategies for implementing quality improvement policies. Obstacles that arise in the implementation of quality improvement policies are: students' low understanding of the importance of education, the number of teaching staff is inadequate, learning infrastructure is inadequate, and the economic situation of students' parents is at a lower middle economic level. Solutions to overcome obstacles in implementing quality improvement policies are: providing an approach so that students want to continue their education to the next level, looking for substitute teachers according to subjects, providing infrastructure through BOS funds, providing the Smart Indonesia Program (PIP) for students who cannot afford it.

Keywords: *Implementation, Education Policy, Quality of Education, SMP Negeri 1 Sumenep.*



A. INTRODUCTION

If a policy is not implemented immediately, the level of success for many people cannot be known. The policy will only be stored neatly in a pile of other archives. Van Meter and Van Horn in Rohman (2009: 134), Policy Implementation is intended as a total of actions carried out by individuals/officials or government or private groups which are directed at achieving predetermined policy objectives, namely actions which are momentary efforts to transform decisions in operational terms or ongoing efforts to achieve large and small changes mandated by policy decisions.

Based on the results of an interview with one of the teachers at SMP N 1 Sumenep who was met during pre-research, several information was obtained about

this school. According to sources we met, SMP Negeri 1 Sumenep has several policies made by the school, these policies are aimed at improving the quality of graduates which will also have an impact on the quality of the school. With this policy, SMP Negeri 1 Sumenep can also prepare students to be better prepared to face the Computer-Based National Examination (UNBK), where each student has different characters in carrying out the learning process. One of these policies is additional learning hours (Tajam).

Additional teaching hours (Tajam) are implemented with the hope that students, especially class IX, will increase their learning achievements, as shown by the increasing results of the National Examination. Improving the quality of education is not only seen from the quality of the Human Resources (HR) of the school concerned, but also the achievement of student learning outcomes which is a benchmark for the success of education at the school concerned.

Student achievement at SMP Negeri 1 Sumenep has increased both in academic achievement and non-academic achievement at regional level. This can be seen from the National Examination results data in the last three years, students at SMP Negeri 1 Sumenep have always passed the national examination with a percentage of 100%. The increase in academic achievement in general is marked by an increase in the ranking of schools in Bantul district, from 28th to 24th in the 2015/2016 academic year, then in the 2016/2017 academic year SMP Negeri 1 Sumenep again received an increase in ranking, namely ranking 1st. 22 of the 88 junior high schools with both public and private status in Bantul district. However, the improvement in quality at SMP Negeri 1 Sumenep has not been optimal, because this school still has a target of being able to move up to position 20 or below. Improving school quality cannot be separated from the policies made by the school. As for non-academic achievements, getting champions in sports at regional/regional level.

B. LITERATURE REVIEW

1. Understanding Education Policy

The term educational policy is often connoted with the terms educational planning, master plan of education, educational regulation policy, policy of education, and other terms. The main objective of policy science is to determine technically the best set of activities to adopt in order to implement decisions and achieve goals (Fatah, 2013:133). So, policy science emerged as a study used by the government to achieve the expected goals in solving a problem, for example education problems.

Education policy is part of public sector policy which consists of institutions that determine methods or justify activities through state power (Fatah, 2012: 132), whereas according to Rohman (2001: 61), education policy is a public policy that regulates specifically regulations relating to the absorption of resources, allocation and distribution of resources, as well as regulation of behavior in education. Based

on the opinion above, it can be concluded that education policy is part of public policy which focuses on problems in the education sector.

Education policy is understood in two meanings, namely education policy as public policy and education policy as part of public policy or within public policy. Understanding education policy as public policy can be explored from the characteristics of public policy. The characteristics of policy as public policy according to Tilaar and Nugroho, (2008: 264-265) are that the policy is made by the state, institutions related to the executive, legislative and judiciary which are aimed at regulating common life (public life), regulating common problems to benefit society and to achieve common goals. So, education policy is part of public policy because it aims to solve public problems.

2. Education Policy Implementation Strategy

Fattah (2013: 8) explains that strategy is a method or approach used in carrying out quality assurance in assessing process quality and product quality. Strategy can refer to content or what is the focus, and refers to the time for achieving quality targets or targets for achieving national education standards: (a) short-term strategy (for 5 years), (b) long-term strategy (for 15 years).

Strategy is the art of managing existing resources in order to achieve the intended targets effectively and efficiently. Strategy is the determination of a long-term goal of an institution and the activities that must be carried out to realize this goal, accompanied by the allocation of existing resources so that the goal can be realized effectively and efficiently (Irene, 2011:98). Furthermore, Zamroni (2013:16) added that Strategy is the art of managing existing resources in order to achieve the intended targets effectively and efficiently. Strategy is not easy to change at any time because strategy is fundamental and comprehensive. Strategy is a way of doing something that will be achieved. Strategies can be used before doing something so that the results achieved are more optimal and efficient. Strategy is the result of thoughts that contain objectives regarding activities that will be carried out to achieve predetermined goals.

3. Quality of education

The definition of quality according to Arcaro (2007) is a degree of variation that is predictable in the standards used and has a dependency on low costs. In the context of educational quality, the concept of quality is elite because only a few institutions provide high quality experiences to students (Zazin, 2011: 54-55).

Dr. Joseph M. Juran is also recognized as one of the "Fathers of Quality". Like Deming, Juran refers to quality as "fit for use" and emphasizes that the basis of a school's quality mission is to develop programs and services that meet the needs of users such as students and the community. He further said that "appropriate to use" is more precisely determined by the user, not by the giver (Arcaro, 2007:8).

Some of Juran's views on quality are: (a) Achieving quality is a process that knows no end; (b) Quality improvement is a continuous process; (c) Quality requires

leadership from school board members and administrators; (d) Mass training is a prerequisite for quality; (e) Everyone in the school (school community) must receive training.

Danim (2006: 53) stated that quality in education refers to input, process and impact. Input quality can be seen from several sides. First, the condition of human resources, such as school principals, teachers, laboratories, administrative staff and students. Second, whether or not the criteria for material input in the form of teaching aids, books, curriculum, infrastructure, school facilities and so on are met. Third, whether or not the input criteria in the form of software are met, such as regulations, organizational structure and job descriptions. Fourth, the quality of input that is in the form of hopes and needs, such as vision, motivation, perseverance and ideals.

4. Implementation of Education Quality Improvement Policy

According to experts in the social sciences, the process of implementing a policy (education) is more complicated and complex than the policy process. The process of implementing education policies involves political, social, legal and administrative/organizational tools in order to achieve successful implementation of education policies. Although formulation and implementation are two continuous series (Rohman, 2009: 133).

Implementation of education policy is a process that not only involves the behavior of the administrative body responsible for implementing the program and engendering obedience to the target group, but also involves legal, political, economic and social factors that directly or indirectly influence on the behavior of various parties involved in the program. All of which shows specific differences between the implementation process and education policy formulation (Rohman, 2009:135).

C. METHOD

This type of research is descriptive research using a qualitative approach. Qualitative research is a research procedure that emphasizes process more than product and places greater emphasis on meaning. This research was conducted in natural conditions and directly to the data source. Qualitative research is more descriptive in nature, where the data collected is in the form of words or images so that it does not emphasize numbers (Sugiyono, 2010:9-12).

According to Sugiono (2010:62), data collection techniques are the most strategic step in research, because the main aim of research is to find data. If we look at the data source, it can be primary and secondary data, but looking at the data collection technique, the data can be obtained using the following techniques: Observation, Interview and Documentation Study

D. RESULTS AND DISCUSSION

1. Quality Improvement Policy Implementation Strategy

The results of the strategy for implementing quality improvement policies at SMP Negeri 1 Sumenep can be seen from the increase in national exam results. In the last three years the national exam has always passed 100%. The increase in academic achievement in general can be seen from the increase in the average score of the National Examination results, the results of the National Examination in the 2015/2016 academic year experienced an increase in achievement with a percentage of 14.29%, so that it was ranked 24th where in the previous year it was ranked to 28. Then in the 2016/2017 academic year the average score of the National Examination results for SMP Negeri 1 Sumenep increased by a percentage of 8.34%, so that the school's ranking also increased, namely from being in 24th place it rose to 22nd place. from a total of 88 junior high schools (SMP) with both public and private status in Bantul district. Even though the school ranking target that was expected for SMP Negeri 1 Sumenep, namely in the 20th position or below, has still not been achieved, the school's ranking has experienced a gradual increase every year. Improving school quality cannot be separated from the policies made by the school.

2. Obstacles that arise in the Implementation of Quality Improvement Policy at SMP Negeri 1 Sumenep

The obstacles that arise in implementing quality improvement policies at SMP Negeri 1 Sumenep are as follows:

a. Standards and Goals

The strategy for implementing policies to improve school quality at SMP Negeri 1 Sumenep, there are obstacles to the standards and objectives of the policy, namely, problems for teachers and students because the minimum standards are that the average test results must be the same as last year, so there are teachers who are optimistic and there are also those who are pessimistic, lack of spirit. Teachers are constrained by personal interests, besides that, because students have different backgrounds, they automatically have varying obstacles.

b. School Resources

The condition of school resources at SMP Negeri 1 Sumenep has met operational standards, the facilities and infrastructure have been met, however there are several facilities and infrastructure that are damaged so they cannot be used, minimum services are sufficient. The condition of teachers and employees is competent and they really support the policy. Apart from that, teachers have also met the standards, this is proven by the teachers having been certified so that teachers can be said to be competent, but there is still a pessimistic attitude from teachers and there are differences in interpretation between one teacher and another, which is something that usually happens in schools. From the student side, there are still students who are lazy about studying, students who do not have dreams for the future, students who are not yet mature in the sense that they do not realize the benefits of education.

Classroom facilities and learning media that will be used in the learning process are adequate. It's just that the use of facilities is still lacking, it can be seen that the English language laboratory is no longer used because of the damage caused by students' awareness of caring for and maintaining the facilities at the school is still lacking. Apart from that, the expensive maintenance costs make it an obstacle for the school to use it as a means of teaching and learning activities. If the language laboratory is utilized optimally, students' ability to learn foreign languages will increase.

c. Communication between the principal and teachers, employees and students

Communication between school principals, teachers, employees and students regarding the implementation strategy for school quality improvement policies at SMP Negeri 1 Sumenep did not encounter significant obstacles, obstacles did exist but were not that significant, every time there is a policy there are pros and cons, this is something that has already been done. usually happens. The principal's communication with teachers, employees and students has been smooth, because every Sunday there is a regular briefing or meeting even though not all teachers and employees can attend, and at the beginning of every year a workshop is held with the teachers.

d. Interorganization and Inauguration Activities

Interorganizational constraints and confirmation activities are part of the strategy for implementing quality improvement policies at SMP Negeri 1 Sumenep. Every time a policy or change occurs, there will definitely be pros and cons for individual teachers. There are some teachers who are against this change because they do not understand the impact of the quality improvement system, but for teachers who understand the impact of quality improvement, the majority of teachers support the policy or change taking place. This happens because every decision made regarding every policy always involves teachers and employees at the school.

e. Character of the Implementing Agent

The characteristics of agents implementing quality improvement policies at SMP Negeri 1 Sumenep are indeed an obstacle, even though the percentage is very small. Teachers as implementing agents have the main task of implementing policies to students. The problem goes back to the personal conditions of the teachers, there are some who have differences in character which for us is an obstacle, but the percentage is very small. For teachers in carrying out their duties they are very good, during implementation there are teachers who cannot teach or are unable to attend because they conflict with personal or social interests.

f. Social, Economic and Political Conditions

Here the problem is the economic condition, social conditions of parents, the status of parents who have various backgrounds on average, 50% of people are middle to lower class, there are also children who have poor parental backgrounds so that children become less attentive. Apart from that, regarding financing, there are some parents who cannot contribute funds. Apart from that, at a meeting at the

beginning of the school year parents agreed to contribute funds but at the end of the school year this was not realized. This happens because the economic condition of the students' parents is classified as a low economy.

g. **Obstacles to Quality Improvement Policy Implementation Strategy**

SMP Negeri 1 Sumenep do not realize that the need for learning is actually for themselves, this is very important because it is related to their future. Some of the obstacles faced in implementing quality improvement policies at SMP Negeri 1 Sumenep are obstacles that come from students, such as (1) students' lack of motivation to learn, frequent truancy, being lazy about going to school, being nosy or rowdy in class, and lack of concentration, (2) discipline. students are low, students often do not bring textbooks, bring cellphones to school, (3) students are difficult to encourage to progress, and (4) there are some students who do not want to continue their junior high school education or to the next level. Apart from that, obstacles also come from teachers such as (1) not being able to teach, or sudden permission due to personal interests, (2) there are no substitute teachers who are suitable for the subjects being taught. As well as obstacles that occur with learning facilities, namely (1) the LCD projector which is often damaged, thus hampering lessons, and (2) some of the language laboratory equipment is damaged.

3. Solutions to Overcome Obstacles in Implementing Quality Improvement Policies in Sumenep State Middle Schools

Solutions to overcome obstacles to implementing quality improvement policies at Sumenep State Middle Schools include the following:

a. **Standards and Goals**

Solutions to the standards and policy objectives for improving school quality at SMP Negeri 1 Sumenep. By having a predetermined schedule, it is hoped that we will be able to reconcile existing deficiencies in teachers and students, for example, if there is a teacher who has permission, a replacement may be immediately found or the student is given another assignment, students who skip classes are immediately given guidance. With the schedule that has been prepared, teachers, employees, students and parents are expected to quickly be able to work together to overcome existing problems in order to improve student and school achievement.

b. **School Resources**

The condition of school resources in the strategy for implementing the school quality improvement policy at SMP Negeri 1 Sumenep is in accordance with operational standards, it can be said that there are no problems in implementing the quality improvement policy. Therefore, the school's task is to combine optimism and pessimism so that everyone remains optimistic. Students are always given direction so that they understand the importance of education. The more often students are given understanding of direction, the more mature their thinking will be and the student will have feelings of guilt, because if there is confidence in succeeding, implementing the policy will produce positive results.

c. **Communication between the principal and teachers, employees and students**

The solution to the problem of communicating between school principals and teachers, employees and students in the implementation strategy for school quality improvement policies at SMP Negeri 1 Sumenep is to hold meetings at least once a week, for the students themselves, communication is carried out during the flag ceremony, wherever necessary. Apart from that, school principals take advantage of currently developing technology. Almost everyone has communication tools, so we use them to establish communication between school principals, teachers and employees. Every time there is a meeting and the results of the meeting are always informed via WA or E-mail. So, for example, if there are several members who cannot attend, they will not miss information from the school. Overall, the principal's communication with teachers, employees and students has been quite smooth because there are always meetings, and this is also helped by the technology that currently exists.

d. Interorganizational and inaugural activities

Before the plenary meeting we invited the school principal's staff (WaKaKur, WaKaSis, student affairs, curriculum, public relations and infrastructure) to think about formulating policies that we would implement, if there were shortcomings and advantages they could be processed at that time. So, the idea doesn't just come from one person, it doesn't just come from me, the policy will be better, if in the process of policy formation there are differences in interpretation, it will be discussed together and the best will be taken to improve the quality of the school.

e. Characteristics of the implementing agent

There are obstacles to the characteristics of implementing agents in the implementation strategy for quality improvement policies at SMP Negeri 1 Sumenep. So, in order for the policy to be implemented well, the solution taken is that the principal takes a personal approach and invites the teacher concerned to talk about the problems being experienced in the principal's office so that they are more open. From there it will be seen whether there are economic or social problems in society. Because if there are teachers who have problems it will definitely affect the teacher's performance in teaching.

Overall, the teachers are able to carry out their duties well, only if there is a teacher who is unable to teach, a substitute teacher must be found, it could be a teacher who suits the subject of the teacher who is unable to attend, if there is no suitable one then a replacement teacher can be found for the picket teacher. The picket teacher will give a replacement assignment which has previously been coordinated with the teacher concerned.

f. Social, economic and political conditions

The solution is to carry out a home visit by the BK team. For the problem of financing constraints with the government program PIP (Smart Indonesia Program) which supports education. So, if parents feel that their financial resources are insufficient, they can take it from government programs to support quality improvement policies that can still be implemented.

g. Solution to strategy obstacles in implementing quality improvement policies

Based on the obstacles that occur in the policy implementation strategy for improving the quality of SMP Negeri 1 Sumenep, there are solutions to overcome the obstacles that occur, namely: (1) providing additional learning, motivating teachers and students, utilizing learning support facilities; (2) conduct a home visit or visit from the committee and BK for the student concerned. The team and BK will ask why the student in question did not go, usually the teacher will provide motivation so that the child wants to go to school again. So the guidance and counseling teacher must pick up students who do not go to school; (3) children who lack discipline will be called to the guidance and counseling room and then given a warning, encouraged to be enthusiastic about participating in activities at school, students are always given a good understanding not to bring cell phones at school because it will have a bad impact on students (4) teacher constraints by looking for a replacement for a teacher who cannot teach according to the subject taught by the teacher in question, (5) cannot get a substitute teacher according to the subject left behind so he can make a picket teacher as a substitute, the teacher can give assignments, provide motivation even though it is not his field at least the teacher has broad insight so that the learning hours are not empty, (6) LCD projector infrastructure which is often damaged by making a schedule for using the LCD projector alternately with other classes.

E. CONCLUSION

Strategy for implementing quality improvement policies at SMP Negeri 1 Sumenep seen from several aspects:

1. Achievement of standards and objectives, namely (1) determining KKM scores, (2) students participating in activities according to schedule, (3) there is development of scores on the TPM and UN, and the aim is to improve national exam results, and improve the school's ranking position.
2. School resources, namely (1) teachers, employees placed according to their educational background (2) maximizing physical facilities and learning support facilities such as computers, projector screens, VCDs in the learning process.
3. The principal's communication with teachers, employees and students, namely smooth communication when making decisions by involving all teachers in determining policies.
4. Interorganizational and inauguration activities at SMP Negeri 1 Sumenep in designing policies, namely inviting stakeholders (deputy principals in various fields) and all teachers to design policies, after the policies are determined the principal issues a principal's decision letter (SK).
5. Characteristics of implementing agents at SMP Negeri 1 Sumenep, namely looking at the background of the educators and education staff at SMP N 1 Sumenep, it is known that the average teacher has a bachelor's degree and is

competent in their field. Teachers at this school are placed according to their educational background and competency.

6. Socio-economic and political conditions are related to the implementation of policies in schools, especially regarding financing policies, first looking at the economic capabilities and financing capabilities of the students' parents.

The obstacles faced in the implementation of quality improvement policies at SMP Negeri 1 Sumenep can be seen from:

1. Obstacles to achieving standards and goals, namely students' low understanding of the importance of education, and students' discipline is relatively low.
2. Resources, namely (1) teachers cannot attend class learning, and (2) learning infrastructure that cannot be used in the learning process.
3. The principal's communication with teachers, employees and students, namely that there are teachers who cannot attend meetings or briefings.
4. Interorganization and confirmation activities, namely the occurrence of pros and cons between policy makers.
5. Characteristics of implementing agents, namely that each personal teacher has different backgrounds, needs and principles.
6. Social, economic and political conditions, namely the economic conditions of most people or students who have a lower middle economic level.

Solutions to overcome obstacles to implementing quality improvement policies at SMP Negeri 1 Sumenep, seen from:

1. Achieving standards and goals, namely providing an approach so that students want to continue their education to the next level, as well as conducting home visits or visits from the committee and BK for the students concerned.
2. School resources, namely (1) looking for substitute teachers who are suitable for the subjects being taught or making picket teachers as substitute teachers; (2) alternate use of infrastructure, and regular maintenance is carried out using BOS funds.
3. The principal's communication with teachers, employees and students, namely informing the results of meetings and briefings via WA so that teachers or employees who are unable to attend can still find out the meeting decisions directly.
4. Interorganization and confirmation activities, namely joint deliberations so that the best is taken.
5. Characteristics of implementing agents, namely taking a personal approach, especially to teachers who have obstacles in implementing quality improvement policies.
6. Social, economic and political conditions, namely the Smart Indonesia Program (PIP) is provided for students who have a lower middle class economic background.

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