

# QUALITY MANAGEMENT OF MIDDLE EDUCATION GRADUATES IN PRINGSEWU DISTRICT

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## Abstract

School is one of the educational institutions that has a function to improve human resources. School is an environment that is formed to meet human needs in the form of education. The scope of education management is an effort to explore, cultivate, mobilize and maintain educational resources in a balanced and sustainable manner in order to achieve goals through a cooperative system. Quality in education is defined in the form of service, in which the service is able to meet the needs and expectations of the parties involved with the main focus being on students. The government of each region is also aggressively providing mandates to all educational institutions to be able to produce superior and quality graduates. The desired graduate excellence covers all educational institutions throughout Indonesia. This study uses a descriptive qualitative approach and aims to observe, understand, and give an interpretation of the events or events that take place related to the research focus, namely how to plan strategies in improving the quality of graduates at SMAN 1 Pringsewu, SMAN 1 Gadingrejo and MAN 1 Pringsewu, and the results. This study explains that the formulation of the Vision of SMAN 1 Pringsewu describes the school's main goals to become: SMA Negeri 1 Pringsewu Religious, Courteous, Superior and Leading. The development of strategic plans at SMAN 1 in order to improve the quality of graduates is reflected in the strategies set out in several programs, including: a) superior program strategy, (b) curriculum program strategy, c) student program strategy, d) infrastructure program strategy, e) public relations program strategy, and f) strategy for increasing the professionalism of human resources.

**Keywords:** Management, education graduate, pringsewu district.

## Introduction

One of the noble ideals of the Indonesian nation in the 1945 Constitution is an effort to educate the nation's life. This goal describes the hope of the state in building superior human resources in order to achieve a just, prosperous and prosperous life. Efforts that have been and will continue to be made are to improve the quality and quality of education in various pathways, levels and types of education.

The government has formulated that 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 the state as stated in Law Number 20 of 2003 concerning the National Education System. This understanding implies that education is not only focused on knowledge, but also focuses on moral values.

Through education, everyone can learn to develop their potential to realize happiness and perfection in their lives. Learn to free oneself from ignorance to attain wisdom.

A quality education process is a quality learning process. Quality education outputs are graduates

who have the required competencies, and quality educational outcomes are graduates who are able to continue to higher education levels or are absorbed in the business world or the industrial world.

The quality of education graduates is closely related to the process of implementing learning which is influenced by many factors, including the curriculum, teaching staff, learning processes, facilities and infrastructure, tools and materials. Facilities and infrastructure, the ability of teaching staff (teachers) and curriculum must also be adjusted to the development of the dynamics of education, so that students' understanding of the subject matter can be optimal.

There are several factors that cause the quality of graduates to not increase evenly, namely: first, the policy and implementation of national education using an education production function approach or input output analysis which is not carried out consistently. This approach sees that educational institutions function as production centers which if all the inputs needed in these production activities are met, then these institutions will produce the desired output. Second, the implementation of national education is carried out in a bureaucratic-centralized manner, so placing schools as education providers is very dependent on bureaucratic decisions which have a very long path and sometimes the policies issued are not in accordance with the conditions of the school. Third, the participation of the community, especially parents of students in the implementation of education is currently very minimal. Community participation is now generally more input support (funding), not in the education process (decision making, monitoring, evaluation, and accountability). The number of problems caused by education graduates who are not qualified, for example, the number of unemployed high school graduates is still a problem, Head of the Central Statistics Agency (BPS) Suharyanto launched, the open unemployment rate of high school graduates reached around 9.09% as of August 2021. Furthermore, the results of PISA (Program for International Students Assessment) initiated by the OECD (Organization for Economic Cooperation and Development - Organization for Economic Cooperation and Development) conducted a survey and developed an

international study on literacy achievement in reading, mathematics, and science in school-aged students 15 years in 2018, Indonesian student achievements are ranked 74th out of 79 countries (Suryana, 2021).

The phenomena described above are related to the low quality of graduates, incomplete completion of educational problems, or tend to be patchy, even more project-oriented. As a result, the results of education often disappoint the community. They continue to question the relevance of education to the needs of society in the dynamics of economic, political, social and cultural life. The quality of education graduates is not in accordance with the needs of the labor market and development, both in industry, banking, telecommunications and the labor market in other sectors that tend to challenge the existence of schools.

Permendiknas Number 19 of 2007 Article 1 explains that every educational institution must meet the standards of National Education Management, namely Program Planning, Implementation of Work Plans, Monitoring and Evaluation, School Leadership, Management Information Systems and Special Assessments. The scope of education management is an effort to explore, cultivate, mobilize and maintain educational resources in a balanced and sustainable manner in order to achieve goals through a cooperative system. The management sector includes the management of the cooperative system in each field through: curriculum management, student management, personnel management, financial management, facilities and infrastructure management, potential management of the surrounding community, school administration management, laboratory management, library management, research results management. and management skills management.

Developments that occur in the world of education tend to provide new challenges and problems. This situation has an impact on the duties of education managers. So, strategies are needed to deal with it. The implementation of these strategies is expected to reduce the gap in education development.

The problem of the quality of education in general is one of the motivations for researchers to take a closer look at Pringsewu State High School, Gadingrejo State High School 1 is under

the auspices of the Ministry of Education, Culture, Research, Technology and Higher Education and MAN 1 Pringsewu is under the auspices of the Ministry of Religion located in Pringsewu Regency, Lampung Province. The three schools have been able to attract public interest. Thanks to the achievements that have been achieved, the number of graduates accepted in higher education has increased, and the excellent programs of the three schools, every year the enthusiasm of the community to enroll their children in the three schools increases.

## METHOD

This study uses a descriptive qualitative approach and aims to observe, understand, and give an interpretation of the events or events that take place related to the focus of the research. As stated by Creswell and Cresswell, (2017:24) regarding qualitative research, the researcher uses an exploratory approach to understand the meaning of individuals or groups related to human problems. In this case, it is about improving the quality of graduates at SMAN 1 Pringsewu, SMAN 1 Gadingrejo and MAN 1 Pringsewu. This research process involves data collection procedures and inductive data analysis to build from specific things to general themes, and then the researcher makes an interpretation of the meaning of the events or events that take place.

Bogdan and Biklen (207:4) explain that qualitative research has characteristics, namely having a natural setting (the natural setting) as a direct source of data and research is a key instrument (the key instrument) is descriptive, namely providing a certain situation and view of the world. descriptively, pays more attention to the process than the result or product, tends to analyze data inductively, and meaning is essential.

This type of research is a case study with a multi-site research design because the research was conducted in three or more places. Sites that are used as research sites generally have the same character, namely both have similarities in academic culture. The similarity of academic culture in the two schools in this study is that all three have the characteristics of bilingual and informatics-based learning. Of the three schools there are those that are under the auspices of the

Ministry of Religion. The existence of a school leader or principal is appointed by the government, the Education Office and the Ministry of Religion.

This research was conducted to obtain information and data regarding strategies to improve the quality of graduates at SMAN 1 Pringsewu, SMAN 1 Gadingrejo and MAN 1 Pringsewu. Intensively and in detail will explore information about social phenomena and problems related to improving the quality of graduates in the three schools.

Sources of data will be obtained from several informants who are in the three schools, namely the Principal, Deputy Principal, Teachers, School Committees and Alumni. Data collection techniques in this study were observation, in-depth interviews, and documentation. Data analysis through the stages of data collection (data collection), data reduction (data reduction), data display (data presentation), and conclusion/verification (drawing conclusions). To ensure the validity of the data, the researcher extended observations and triangulation: source, technique, time.

## DISCUSSION

### 1. Strategic Management

Strategic Management is a series of two words consisting of the words "Management" and "Strategic", each of which has its own meaning which, when assembled into one, has its own distinct meaning. Literally, the word 'management' according to Malcolm Goodman and Sandra M. Dingli (2017:37) comes from the French 'manege' (Italian 'maneggio') which comes from dress training to train horses in obedience and behavior to appear better. than competition. This word symbolizes that which is in the saddle and can push or control the horse by means of training, coaxing, whipping or using spurs.

According to Dess, et. Al (2021:5)., "strategic management is the analyzes, decisions, and actions an organization undertakes in order to create and sustain competitive advantages"; Strategic management is the analysis, decisions, and actions an organization takes to create and maintain a competitive advantage.

Strategic management is not only concerned with how organizations can compete with current challenges, furthermore, strategic management is more about how organizations achieve their vision of the future and face future challenges in both the medium and long term.

David (2011:6) explains that the term strategic management is often used synonymously with the term strategic planning. However, the term strategic planning is more often used in the business world, while the term strategic management is often used in academia. In addition, the term strategic management is used to refer to the planning, implementation, and evaluation of strategies.

The strategic management process consists of three stages including:

1. Strategy formulation
2. Strategy implementation
3. Strategy evaluation

Referring to the opinion above, in this study the study of the quality management of secondary education graduates in Pringsewu Regency will focus on three processes in strategic management, namely planning, implementing, and evaluating the quality of graduates.

The starting point for strategic planning is an analysis of the forces shaping competition in the industry in which the firm is located. According to David, strategic planning includes: 1) developing a vision and mission, 2) identifying the organization's external opportunities and threats, 3) determining internal strengths and weaknesses, 4) setting long-term goals, and 5) designing strategies.

Strategic planning based on the formulation of the vision, mission, goals of the organization. Furthermore, based on the results of the analysis of strengths, weaknesses, opportunities and threats, an achievement strategy is determined in the form of guidelines, rules, and procedures that will serve as guidelines that will guide decision making and actions towards implementing organizational strategies in order to achieve overall organizational goals. These stages are important steps of strategic thinking to create and maintain competitive advantage.

Strategy implementation is briefly defined by Angelo (2011: 180) as "putting strategic plans

into effect"; implement strategic plans. More comprehensively, Wheelen, and David define strategy implementation as: "the sum total of the activities and choices required for the execution of a strategic plan. It is the process by which strategies and policies are put into action through the development of programs, budgets, and procedures"; the total number of activities and options required for the implementation of the strategic plan in the form of a process by which strategies and policies are implemented through the development of programs, budgets, and procedures.

The two definitions above illustrate that strategy implementation is an important part of strategic management where strategic plans are implemented in a process where strategies and policies are implemented through the development of programs, budgets, and procedures. In other words, strategic planning and strategy implementation are two sides of the same coin.

Implementing Strategy Strategy implementation is implementing a strategic plan. This means that strategy implementation is concerned with addressing the barriers in organizational structure and culture and seeing if the right people and control systems are in place to carry out the plans that have been set.

David suggests several strategic steps for effective strategy implementation, which are as follows:

- a) Analyze the changes required for the success of the strategic plan
- b) Building Organizational Capabilities
- c) Allocating resources in accordance with strategic objectives
- d) Build commitment throughout the organization to the strategic plan.

Planning and supervision according to Sondang P Siagian (2005: 28) are "two sides of the same coin." This means that supervision is intended to better ensure that all activities carried out in an organization are based on a plan - including a strategy - that has been previously determined without the need to question at the managerial level at which the plan is prepared and determined.

P. Lorange, M.F.S Morton, and S. Ghosal (1986:12) identify three types of control. First, strategic control relates to the company's basic strategic direction in relation to the company's environment. Strategic control focuses on the organization as a whole and emphasizes long-term measurement (one year or more). Second, tactical control, on the other hand, relates to the implementation of strategic planning. Tactical control emphasizes implementation as a program and uses medium-term measures (from 6 months to 1 year), such as market share for a particular product. Third, operational control, relates to various short-term activities (today to the next 6 months) and focuses on what can be done at this time to be able to achieve success, both in the dean's time and in the long term in the future.

The strategic management process results in decisions that can have significant long-term consequences. The wrong strategic decisions can have serious consequences and can be very difficult, if not impossible, to reverse. Therefore, strategy evaluation is very important to ensure the achievement of the strategic plan. In addition, a timely evaluation can alert management to problems or potential problems before the situation becomes critical.

According to David, strategy evaluation includes three basic activities: (1) reviewing strategic plans, (2) measuring organizational performance, and (3) taking corrective actions.

## 2. Graduate Quality

Traditionally, quality is seen by Sharon T Mortimer and David Mortimer (2015: 24) as an expression of the superiority of a product, meaning that the product can work better, or last longer, or just look better. products or services meet customer satisfaction. However, in the field of education, quality is not just meeting customer expectations. More than that, according to Piet Hendrikx (1992: 34) the quality of education is essentially related to the academic orientation of an educational institution as stated in its mission statement. In this case, quality can be defined as the intrinsic validity of an educational product related to the fulfillment of its academic mission.

Barrett, et al. as quoted by Mukhopadhyay (2020:7) identified five characteristics of the quality of education, namely effectiveness, efficiency, equality, relevance, and

sustainability. Effectiveness refers to the extent to which educational goals have been achieved. Efficiency measures cost benefits, efficient use of inputs to achieve educational goals. Equality as a quality component implies quality education for all as a human right. Relevance and sustainability, shown by educational products capable of meeting the demands of the times, both now and in the future.

Graduate quality improvement management is planning that includes 8 (eight) national education standards, namely: content standard planning, process standard planning, graduate standard planning, education standard planning and education personnel, facilities and infrastructure standard planning, management standard planning, education financing standard planning and planning educational assessment standards. All national education standards are regulated in the National Education Standards that have been set by the Ministry of National Education with No. 19 of 2005 is now replaced by PP No. 32 of 2013 which includes content standards, process standards, graduate standards, education standards and education personnel, facilities and infrastructure standards, management standards, education financing standards and education assessment standards.

National Education Standards function as the basis for planning, implementing, and supervising education in the context of realizing quality national education. National Education Standards aim to ensure the quality of national education in the context of educating the nation's life and shaping the character and civilization of a dignified nation. National Education Standards are refined in a planned, directed, and sustainable manner in accordance with the changing demands of local, national and global life.

In 2021 the government through the Minister of Education, Research Culture, Technology and Higher Education issued a Circular Letter of the Minister of Education and Culture Number 1 of 2021 concerning the Elimination of National Examinations and Equality Examinations and the implementation of School Examinations in the Emergency Period of the Spread of Corona Virus Disease (COVID-19) signed by Minister of Education and Culture Nadiem on February 1, 2021. The National Examination is revoked and replaced with the School Examination. However, from the other side, practice tests and

attitude tests are also needed to determine student graduation. So that one of the determinants of student graduation is the teacher or educator, because more intensive educators/teachers assess the cognitive, affective, and practical aspects of students/students in the daily learning process.

In the Law - the National Education System contained in Government Regulation No. 19 of 2005 Chapter V concerning Graduate Competency Standards article 25 is stated.

- 1) Graduate competency standards are used as assessment guidelines in determining student graduation from the teaching unit.
- 2) Graduate competency standards as referred to in paragraph (1) include competencies for all subjects or groups of subjects and subjects or groups of subjects.
- 3) Graduate competence for language subjects emphasizes the ability to read and write in accordance with the level of education.
- 4) Graduation competence as referred to in paragraphs (1) and (2) includes attitudes, knowledge and skills.

From the article, according to Eka Prihatin (2011: 193) that graduation competencies must include attitudes (affective), knowledge (cognitive), and skills (psychomotor). This competency standard must be a reference for the government in setting graduation standards. However, there is a contradiction between the provisions and implementation in the field.

In accordance with the Circular of the Minister of Education, Circular Letter of the Minister of Education and Culture Number 1 of 2021 concerning the Elimination of National Examinations and Equivalence Exams and the implementation of School Examinations in the Emergency Period for the Spread of Corona Virus Disease (COVID-19), competency graduation requirements for all subjects or groups of subjects and subjects or group of courses. In order for education graduates to produce human resources that match expectations, an integrated education is made. The education system must pay attention to all the elements that make up a superior system. There are three factors, first, the synergy between schools, communities and families. Second, a structured and programmed

curriculum starting from the Kindergarten to Higher Education levels. Third, oriented to the formation of personality and mastery of science.

To produce the next generation that is aspired to, it is necessary to have good cooperation between educational institutions, the community, and parents. Support from the government is a policy of the right curriculum is also very necessary, as well as learning oriented to mastery of science.

### **3. Strategic Management to Improve the Quality of Graduates**

According to Simerson (2011: 99), strategic planning should emphasize the following aspects:

- 1) Setting goals resulting from analysis of internal strengths and opportunities as well as external weaknesses and threats.
- 2) Include strategies to help the organization achieve its goals, mission and vision.
- 3) Determine concrete tactics and actions to help ensure that the organization's strategy is successfully implemented.
- 4) Articulate to organizational members how their decisions and actions will contribute to the tactics and actions outlined in the strategic plan.

Strategic planning to improve the quality of graduates can be done through several steps, namely: the quality strategy planning process begins with determining the vision, mission, goals and values that need to be developed within the organization. Paying attention to customer needs and what customers want so that what action is needed to meet their needs can be obtained. Furthermore, the institution must determine the organization's roadmap to success by conducting a careful and careful analysis of strengths, weaknesses, as well as opportunities and challenges. Institutions also need to identify the factors that can support or hinder the development of the institution and determine ways to achieve success. Next, the institution needs to determine what quality it wants to produce by determining the quality standard of school/madrasah education services without neglecting existing resources. The next step, the institution must identify the adequacy of the available resources, and plan the investment needed to develop them so that they have optimal performance in achieving institutional goals. The final step is to conduct a study and

evaluation to assess whether the institution already has certain procedures to anticipate failures as well as the criteria for success in achieving quality.

There are several strategies that schools need to consider to increase the number of graduates, including the following:

- a. Continuous Curriculum Development
- b. Improving the Quality of Learning
- c. Strengthening teacher resources
- d. Strong leadership

Develop a school quality policy which is a commitment of all internal and external stakeholders to contribute to advancing the school. It is very important for school institutions to develop quality policies, both long-term, (7-10 years), medium-term (3-4 years) and short-term (1 year) and prioritize areas of intervention and sequence them logically.

Another important idea is to identify one area that is significant but easy to intervene so that successful implementation of the quality strategy can be assured. Quality policy development must follow the basic principles of Total Quality Management, namely: (1) involving other people in developing quality policies and implementing decisions; (2) ensure that the quality policy is a written/printed document and everyone has access to it; (3) make provision for periodic reviews and mechanisms for modifying the quality policy and strategic plan, and (4), schools should identify the resources needed to successfully implement the quality policy and identify sources and mobilization mechanisms and strategies for optimal use of resources.

The quality policy documents define the processes required to ensure that education services are in accordance with national education standards. These quality policy documents must be implemented, maintained and most importantly, continuously improved by the school.

The quality policy consists of quality manuals (quality manuals), quality procedures (quality procedures), work instructions (work instructions), and supporting documents (forms).

In establishing a quality policy, policy makers should focus on eight aspects, namely:

- a) Oriented to meaningful quality in every activity of the school organization, the achievement of maximum quality must be the main concern;
- b) customer satisfaction, which means that every quality-oriented service is aimed at realizing customer satisfaction;
- c) Work culture, namely creating a work culture that encourages the realization of maximum quality services;
- d) Human resources who are responsible, active, creative and innovative, namely making school residents as human resources who have high competence, are responsible, active, creative and innovative;
- e) continuous improvement, which means that schools make continuous improvements;
- f) concern for the learning environment, namely schools must be able to provide a good environment for the implementation of the teaching and learning process;
- g) Improving spiritualism as a source of wisdom for action, namely making religious teachings a source of wisdom in acting;
- h) Learning with a practical approach, namely practice-oriented learning in achieving student understanding of the material being taught.

One of the most important parts in realizing quality education is the effective allocation of resources to realize the vision. principals must have knowledge of good financial management practices. The principal must also be skilled in finding and obtaining the necessary additional resources. This may be working with parents, government, or the world of industry and business. The key to school success is not based on students receiving the same resources, but rather on students receiving the resources they need to achieve the desired learning outcomes.

The next step is monitoring and evaluation which is a key element in strategic planning. If a school is to transform into a learning organization, evaluation and feedback processes must be an important element of its culture.

Principals need to be updated on performance and take corrective action to control unwanted

performance. All strategies are subject to constant modification because the internal and external factors, which affect the strategy, change constantly.

#### **4.Implementation of Strategies in Improving the Quality of Graduates at SMA Negeri 1 Pringsewu, SMA Negeri 1 Gadingrejo and MAN 1 Pringsewu.**

The strategy to improve the quality of education at SMA Negeri 1 Pringsewu, SMA Negeri 1 Gadingrejo, MAN 1 Pringsewu can be explained from three aspects, namely planning, implementation and evaluation as follows:

##### **a. Quality policy**

The formulation of the strategy that has been carried out requires guidelines in helping ways of thinking to act to realize quality. According to Sondang P. Siagian, policy in this regard is defined as a formal statement from the leadership of the organization that is used by various parties to fulfill their obligations and assume their respective responsibilities. The formulated quality policy provides guidance in linking strategic planning with the implementation to be carried out.

SMA Negeri 1 Pringsewu formulates a quality policy in its strategic planning stage. The quality policy prepared by SMA Negeri 1 Pringsewu is a commitment from the principal in improving the quality of its graduates. If you use the term market, you are not only committed to improving the 'product' you have previously, but also want to create or create a new 'product' that will be offered to its customers.

Unfortunately, this quality policy does not exist at the planning stage of SMA Negeri 1 Gadingrejo and MAN 1 Pringsewu tend to still maintain the quality they have achieved. Looking at the stages of the strategy, SMA Negeri 1 Gadingrejo and MAN 1 Pringsewu focus on improving the education process and the quality of learning which will have an impact on improving the quality of students or graduates.

##### **b. Quality Outreach**

The description of school quality needs to be known by external parties, especially interested parties. As an organization that provides public services, schools cannot be separated from interactions with their environment. Submission

of quality is done to describe the quality to be achieved by the school. Quality delivery is the stage for communicating the 'products' and services to be provided. This is also done to obtain support from external parties. Delivery of quality is also intended to dialogue about opinions from customers about the quality of the 'product' to be produced.

Quality delivery carried out by SMA Negeri 1 Pringsewu, SMA Negeri 1 Gadingrejo and MAN 1 Pringsewu is through socialization of school programs or activities with the committee. The school committee not only acts as a giver of considerations in determining and implementing programs or activities, but also as a supporter, controller, and mediator between schools, government, and the community.

In conveying quality, SMA Negeri 1 Pringsewu does not only organize socialization with the school committee. Through service announcements and school mottos used in providing services, both for internal and external parties. The notice of service and the school's motto illustrates the maturity of the readiness of SMA Negeri 1 Pringsewu in providing educational services for its service users.

SMA Negeri 1 Gadingrejo and MAN 1 Pringsewu do not yet have this formula. However, through outreach activities to school committees, school programs and activities can trigger an increase in educational services at SMA Negeri 1 Gadingrejo and MAN 1 Pringsewu.

#### **5.Implementation of Featured Program Strategies**

SMA Negeri 1 Pringsewu, SMA Negeri 1 Gadingrejo and MAN 1 Pringsewu have excellent programs that characterize each school. It is called the flagship program because through these programs, schools have special characteristics that make them different from other schools. And until now the existing excellent programs have been able to be maintained.

The flagship program of SMA Negeri 1 Pringsewu is the Enrismen Class, Olympic Class, Special Intelligent Student Class (SCI) and Character Education. The flagship programs of SMA Negeri 1 Gadingrejo are the Science Olympiad, the O2SN (National Student Sports Olympiad) FLS2N (National Student Art

Competition Festival), and PPST (Paguyuban Pemat Tradisi Art). While MAN 1 Pringsewu is the National Science Olympiad (OSN), O2SN (National Student Sports Olympiad) FLS2N (National Student Art Competition Festival). It is called the flagship program because some students who take part in these programs have proven successful in obtaining 'seats' in universities with various pathways. However, this does not mean that students who do not participate are not included in the flagship program and are unable to compete to maintain a 'seat' in higher education. Students who join and participate in the flagship program at SMA Negeri 1 Pringsewu, SMA Negeri 1 Gadingrejo, and MAN 1 Pringsewu have their own advantages. They receive additional guidance that other students do not get according to the program they are participating in, such as the Erismen class receiving TOEFL guidance, the Olympic and Science Olympiad class receiving additional subject guidance in accordance with the Olympic field they are participating in, and students taking O2SN, FLS2N, and PPST. You will receive training according to your area of interest. So that in the competition events that are followed, even if they succeed in winning, these students will receive a certificate which can be a special 'ticket' that is taken into account in the list of universities.

In the character program owned by SMA Negeri 1 Pringsewu, it educates its students to excel in intellectual and personality.

The flagship programs of SMA Negeri 1 Pringsewu, SMA Negeri 1 Gadingrejo and MAN 1 Pringsewu are well received by the community, especially for parties who have an interest in the three schools.

Program development at SMA Negeri 1 Pringsewu, SMA Negeri 1 Gadingrejo and MAN 1 Pringsewu is basically to maintain and extend the effectiveness of the school's flagship program. So that the development of programs and approaches to customers or related parties as input or consideration for program development is a powerful step in achieving the success of the program.

## 6. Input Strategy Implementation

The input strategy implemented by SMA Negeri 1 Pringsewu, SMA Negeri 1 Gadingrejo and MAN 1 Pringsewu is a student recruitment strategy through different stages in

implementing through PPDB (New Student Admission).

SMA Negeri 1 Pringsewu applies 3 (three) pathways in the PPDB process. The routes provided by the Lampung Provincial Education Office are the Achievement Path, the Parental Task Transfer Path and Zoning. In this achievement path, the maximum is 30%, the parental task shift path is at most 5%, while the zoning is 65%. Achievement and ability factors in the academic field are the first benchmarks seen in selecting students who will enter SMA Negeri 1 Pringsewu and SMA Negeri 1 Gadingrejo.

Not much different from MAN 1 Pringsewu, MAN 1 Pringsewu also applies a selection process using the PPDB process. In this case, MAN 1 Pringsewu applies 2 stages in selecting prospective students. The first stage is through the achievement path, both academic and non-academic achievements, by looking at the value of report cards or certificates of achievement. For prospective students who cannot register or are not accepted into the pathway, there is a second stage, namely the regular route. This second stage is based on test results. All these stages are carried out by online registration. In selecting prospective students, MAN 1 Pringsewu focuses on achievement, both academic and academic.

## 7. Implementation of Work Program Development Strategy

Management of improving the quality of graduates is a process that involves all parts of educational institutions. All these sections are interconnected and cannot be separated, these sections include students, educators/teachers, education staff, curriculum, facilities and infrastructure, school principals, as well as stakeholders or the community as graduate users. All these parts must be in synergy to produce school performance in the form of satisfactory student achievement.

### 1) Implementation of the Curriculum Program Strategy

Regarding the curriculum, there are differences in developing work programs at each school. With the support from trained educators, SMA Negeri 1 Pringsewu is able to keep up with the curriculum developments implemented by the government. As a program

designed to provide a smooth learning process, the activities carried out such as setting up teacher work programs to adjust the teacher's area of expertise to the subjects to be taught, the preparation of learning tools at the beginning of each school year show the administrative order that is applied to educators, the implementation of KBM that accompanied by routine filling of daily journals and assessments through periodic daily tests, as well as submission of educational reports.

At SMA Negeri 1 Gadingrejo, curriculum program development focuses on teachers and students. Because the teacher's resources are very limited, in addition to the preparation of learning tools as a form of preparation in teaching and learning activities, the focus of developing the Gadingrejo State High School curriculum program for teachers is to provide training, use of learning media and mastery of computers. Meanwhile, for students, curriculum program development is carried out in fostering students with appreciation and/or students who have middle and upper abilities (Special Development Class), as well as in class XII who will face the National Examination.

Meanwhile, MAN 1 Pringsewu curriculum program development focuses on teachers and students. Because teacher resources are very limited, in addition to preparing learning tools as a form of preparation for teaching and learning activities, the focus of developing the MAN 1 Pringsewu curriculum program provides workshops or training, computer mastery, and the use of learning media. Meanwhile, for students, curriculum program development is carried out on fostering high achieving students and/or students who have intermediate and upper abilities, as well as in class XII who will face US/UN.

Basically, programs and activities in the curriculum that are developed are an effort to improve the quality of learning. The development carried out by SMA Negeri 1 Pringsewu focuses on things that support learning activities. While SMA Negeri 1 Gadingrejo and MAN 1 Pringsewu not only focus on teachers, but also on students as education actors.

## 2) Student Program Strategy Implementation

In improving the quality of graduates, the main target is students. The quality of students or the quality of graduates will reflect the quality of the school. The student program is formulated with the aim of improving the quality of students outside the process of teaching and learning activities in the classroom.

The student program developed by SMA Negeri 1 Pringsewu, SMA Negeri 1 Gadingrejo and MAN 1 Pringsewu in addition to preparing PPDB, also provides guidance in various sectors. Coaching is carried out to develop the potential of students in channeling their hobbies according to their interests and talents.

Based on the verse above, it can be explained that every human being has the potential that exists in him. The potential that exists in every human being can be developed depending on the business and the surrounding environment. So that efforts to develop human potential are influenced by people and the surrounding environment.

In accordance with the Law on National Education Goals Number 20 of 2003 which states that national education aims to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. The student programs developed by SMA Negeri 1 Pringsewu, SMA Negeri 1 Gadingrejo and MAN 1 Pringsewu in developing student potential include coaching in student council and extracurricular activities, ranging from sports, skills, national insight, to coaching in the field of religion. OSIS and extracurricular development are carried out to prepare students to become cadres of the nation's successors and provide facilities in developing student potential according to their interests and talents as well as skills as provisions for continuing higher education and social life.

## 3). Public Relations Program Strategy Implementation

Programs designed to improve the quality of graduates need support from all parties, both internal and external. This is where one of the roles in the field of public relations

(PR), which is a bridge between the school and interested parties outside the school.

The development of programs in the field of public relations at SMA Negeri 1 Pringsewu, SMA Negeri Gadingrejo and MAN 1 Pringsewu have similarities, only in the implementation of activities, SMA Negeri 1 Pringsewu is more diverse. Among the development programs in the field of public relations are the socialization of school programs with committees, government, and related agencies, cooperating with stakeholders such as universities, parents, and alumni, as well as socializing school programs in the context of new admissions for junior high school/MTs students.

At SMA Negeri 1 Pringsewu, SMA Negeri 1 Gadingrejo and MAN 1 Pringsewu, program development in the field of public relations still tends to be 1 (one) way communication. Various school socializations carried out to promote school programs continue to be carried out to attract public attention.

#### 1) Implementation of Facilities and Infrastructure Program

The education and learning process requires supporting facilities according to the needs of each educational institution. Programs in the field of facilities and infrastructure are formulated so that facilities and infrastructure have maximum use value. Standardization of school facilities and infrastructure is very necessary in an educational organization in order to improve the quality of education. Facilities and infrastructure are important elements in the learning process because they are one of the National Education Standards.

In terms of existing facilities, SMA Negeri 1 Pringsewu has more complete facilities and infrastructure than SMA Negeri 1 Gadingrejo and MAN 1 Pringsewu. Differences in development in the field of facilities and infrastructure in the development of laboratories, libraries, and maintenance and environmental cleanliness. While the development that is the focus of the facilities and infrastructure program at SMA Negeri 1 Gadingrejo is the construction of classrooms and laboratory repairs and the fulfillment of learning support facilities in each class. While the facilities and infrastructure program at MAN 1 Pringsewu which is the focus is the fulfillment

of learning support facilities in each class and maintenance.

In the development of the facilities and infrastructure program carried out by SMA Negeri 1 Pringsewu, the management carried out has met a fairly good management standard, namely in addition to submitting, procuring, and collecting data on the need for facilities and infrastructure there is also maintenance and destruction. While SMA Negeri 1 Gadingrejo and MAN 1 Pringsewu. This can trigger the accumulation of facilities and infrastructure that are not needed so that it can interfere with the smooth process of education.

#### 5). Implementation of the Strategy to Improve the Quality of Teachers and Education Personnel Resources.

Another strategy developed by SMA Negeri 1 Pringsewu, SMA Negeri Gadingrejo and MAN 1 Pringsewu in improving the quality of graduates is to improve the quality of teacher resources and education personnel. Human resources in an organization is an important element that needs to be managed because human resources in an organization are an important element that needs to be managed because human resources are the main driver of all activities in the organization, especially educational institutions.

In the process of education (teaching and learning), educators/teachers have a key role in determining the quality of learning. The main educator/teacher duties and roles lie in the learning aspect. In short, it can be said that the quality of education is influenced by the quality of education. In other words, teacher competence needs to be considered in improving the quality of graduates, because teachers are the 'first hand' who interact with students in class. While education staff (Inon Guru) are staff or employees who assist in the implementation of the education process in schools, such as administrative staff, library staff, and/or laboratory staff.

Efforts made to improve the quality of educators and education personnel at SMA Negeri 1 Pringsewu, SMA Negeri 1 Gadingrejo and MAN 1 Pringsewu have differences. Improving the quality of teachers at SMA Negeri 1 Pringsewu is carried out by holding seminars or workshops on the 2013

curriculum, selecting outstanding teachers, subject teacher consultations (MGMP), and sending teachers to the Masters Program. In the first year of implementing the 2013 curriculum, SMA Negeri 1 Pringsewu faced many difficulties, both in the preparation of characteristic learning tools, the learning process, up to the learning evaluation and assessment stages.

However, with a commitment to improve the quality of learning through understanding the curriculum used, SMA Negeri Pringsewu involves educators/teachers in training and workshops for the 2013 curriculum, both those organized by the government and those organized by the school. Through subject teacher deliberations (MGMP), both organized by the school and the Education Office, are the path taken by SMA Negeri 1 Pringsewu so that teachers can exchange knowledge about the problems and solutions they face in accordance with the subjects being taught. All teachers of SMA Negeri 1 Pringsewu also have the opportunity to participate in the selection of outstanding teachers and the master's program provided for teachers, as long as they meet the existing requirements. In addition to improving the quality of teacher resources, it is also to motivate all teacher resources to improve performance.

Efforts made by SMA Negeri 1 Pringsewu in improving the quality of teacher resources are accompanied by increasing their welfare. Through the selection of outstanding teachers and the delivery of master's degree scholarships for teachers organized by the government, it will expand the opportunities for teachers in their career paths. This is in line with the quality policy formulated by the school. Unfortunately, improving the quality of human resources is only carried out on teachers and not on education staff (non-teacher). In terms of improving the quality of education personnel such as administrative staff, library staff, and laboratory personnel also determine the quality of the educational process.

Meanwhile, the efforts made by SMA Negeri 1 Gadingrejo and MAN 1 Pringsewu in improving the quality of human resources (teachers and administrative staff) are through training in utilizing electronic facilities such as computers, using the internet, through MGMP activities, which are expected to be a

means for teachers to exchange information in efforts to improve the quality of learning. In this case, improving the quality of human resources, especially for teachers and administrative staff at SMA Negeri 1 Gadingrejo and MAN 1 Pringsewu. On the other hand, as previously explained, laboratory staff and library staff also contribute to determining the quality of the educational process. So their existence should not be underestimated.

According to Muhaimin (2009: 2019), there is a very close relationship between professionalism and the quality of one's work products. The success or failure of teachers in improving professionalism will be felt by the community through the profiles of their graduates. As long as people complain about the quality of educational outcomes as a form of professionalism and work ethic. It can be said, the opportunity to improve the quality of human resources owned by an organization comes from the leadership. The success of the principal in managing resources, one of which is determined by the success of managing the educators and education they have.

### 3). Evaluation of the Principal's Strategy in Improving the Quality of Graduates

It requires expertise in managing and controlling various elements of the organization to achieve goals. In strategic management, to determine whether the implementation of the strategy that has been formulated is carried out in accordance with the plan or not, it is necessary to supervise, make an assessment, and require feedback to provide input.

The evaluations carried out by SMA Negeri 1 Pringsewu, SMA Negeri Gadingrejo and MAN 1 Pringsewu cannot be separated from their planning in realizing quality and competitive graduates. This evaluation focuses on programs that have been carried out in preparing graduates to continue to higher education or work in the industrial/business world.

#### a. Carrying out direct supervision of the running of programs/activities

Direct supervision of ongoing programs is a step that is considered appropriate in evaluating the implementation of activities. Through direct supervision, the principal can see the progress of the implementation of these

programs and the obstacles faced so that solutions can be immediately sought.

At SMA Negeri 1 Pringsewu supervision is carried out not only focusing on school programs but also activities that support learning and school management such as laboratory supervision, library supervision, extracurricular supervision, and administrative supervision. While at SMA Negeri 1 Gadingrejo and MAN 1 Pringsewu, supervision outside the learning process is carried out by the coordinator or person in charge of school programs or activities through direct supervision carried out by the coordinator or person in charge, programs or activities in order to improve the quality of graduates.

#### b. Implementation of Routine Evaluation of the Learning Process

Success in the learning process is one of the activities that need to be evaluated regularly. SMA Negeri Pringsewu, SMA Negeri 1 Gadingrejo and MAN 1 Pringsewu both conduct routine evaluations of the learning process through the implementation of daily tests, midterm exams (UTS) and final semester exams (UAS) or class promotion exams. Evaluations carried out in the learning process are carried out by individual teachers because the nature of the evaluation is immediate. However, the concern of student progress in the learning process should not only focus on the results or evaluation scores. The progress of students in the learning process must also be seen in the daily lives of students in class and in their daily behavior when socializing with the surrounding environment.

#### c. Preparation of Activity Reports and Evaluation Meetings

Reports are required to provide information on the activities that have been carried out and should not only provide information about the benefits or smooth running of school activities but also contain criticisms or things that become obstacles in the implementation of activities. SMA Negeri 1 Pringsewu, SMA Negeri 1 Gadingrejo and MAN 1 Pringsewu routinely conduct evaluation meetings led by the Principal regularly at the end of each activity. In this evaluation meeting, all coordinators or the person in charge of the teacher will report the results of implementing

different activities or programs under supervision.

Based on the research that has been done, there are similarities and differences in the strategies carried out by SMA Negeri 1 Pringsewu, SMA Negeri 1 Gadingrejo and MAN 1 Pringsewu. These similarities and differences are influenced by several factors. Although SMA Negeri 1 Pringsewu and SMA Negeri 1 Gadingrejo are under the auspices of the Lampung Provincial Education Office, while MAN 1 Pringsewu is under the auspices of the Regional Office of the Ministry of Religion of Lampung Province, each school has its own strategy in improving the quality of its graduates.

In this discussion, the author describes the strategic character of each school, not intended to evaluate. In general, the similarities and differences between SMA Negeri 1 Pringsewu, SMA Negeri 1 Pringsewu and MAN 1 Pringsewu Lampung in carrying out their strategic management are as follows:

#### 1. Similarities of SMA Negeri 1, SMA Negeri 1 Gadingrejo and MAN 1 Pringsewu in Graduate Quality Management

In formulating the strategic planning of the head of SMA Negeri 1 Pringsewu, SMA Negeri 1 Gadingrejo and MAN 1 Pringsewu using the strategic planning model of J. David Hunger and Thomas L. Wheelen, starting with observing the internal and external environment as if. The strategic planning is followed by a SWOT analysis of each school.

One of the strategies chosen in improving the quality of graduates is through superior programs.

The strategic planning formulated focuses on the flagship program, namely the opening of Enrismen Class, Olympic Class, and Character Education. Enrismen class and Olympic class are opened to prepare students who are competitive, not only in national competition but also in international competition. While character education is a program that is adapted to the development of education and to fulfill the community's desire that students are not only equipped with knowledge but also moral education as a provision in social life.

In the vision, mission and goals of the school, it is known that the education process at SMA Negeri 1 Gadingrejo is based on IMTAQ culture and values. By leveraging the internal and external strengths of the school, the strategic planning of SMA Negeri 1 Gadingrejo focuses on programs or activities with an insight into regional culture, arts, and sports. Thus making SMA Negeri 1 Gadingrejo better known for its achievements in the arts and sports. However, improvements in the learning process also continue to be made by the principal as continuous improvement. With the establishment of the Special Guidance Class and the Olympic Class, this is one way for SMA Negeri 1 Gadingrejo in providing educational services, even though the class is still intended for students who have upper secondary learning abilities.

Another strategy in improving the quality of graduates is through the development of programs or activities for deputy principals of each field into a strategy for Pringsewu State Senior High School, 1 Gadingrejo State Senior High School and 1 Pringsewu Senior High School in improving the quality of graduates. The program developed is adapted to the fields handled by each deputy principal.

An effective organizational structure is owned by SMAN 1 Pringsewu, SMA Negeri Gadingrejo and MAN 1 Pringsewu. Various school programs and activities are formulated, followed by the selection and preparation of coordinators and persons in charge for each program or activity that has been prepared. The formation of the organizational structure and the person in charge or coordinator for the program or activity that is prepared not only comes from the teacher but also involves students who are members of the intra-school student organization (OSIS). The establishment of this organizational structure is an effective way of carrying out the planned programs and activities. By giving trust to the people under the leadership will facilitate the implementation and evaluation.

1. Differences in SMA Negeri 1 Pringsewu, SMA Negeri 1 Gadingrejo and MAN 1 Pringsewu in the management of graduate quality improvement strategies.

1) Strategic planning at SMA Negeri 1 Pringsewu is oriented to the development of the

global world, society, national insight and science and technology. Commitment to continuously improve achievement in academic and non-academic fields not only at the national level but also internationally.

At SMA Negeri 1 Gadingrejo and MAN 1 Pringsewu, strategic planning is more oriented towards local and national community and culture. The formulated vision, mission, and school objectives focus on student development and learning activities.

## 2) Policy Formulation and Program/Activity Implementation Guidelines

The commitment to improving the quality and services provided by SMA Negeri 1 Pringsewu is shown through the quality policy, service announcements, and school motto. Quality policy is SMA Negeri 1 Pringsewu's way of delivering quality. The service announcement and school motto are formulated as guidelines in providing services for implementing school programs and activities. Meanwhile, SMA Negeri 1 Gadingrejo and MAN 1 Pringsewu have not yet formulated this matter.

3) Thorough evaluation to ensure that the supporting sectors for improving the quality of education in the three schools play an optimal role and have an influence on the teaching and learning process and improve the quality of students.

## 4) Reward and Punishment

Rewards are given not as a form of reward for achievement but also as a form of motivation to maintain and improve the achievements that have been obtained. Rewards for students who excel in the form of scholarships, pocket money, or coaching and postgraduate scholarships for teachers who excel.

## CONCLUSION

Based on the results of the analysis that has been done, there are three conclusions according to the research focus. The conclusions that can be drawn from this research are as follows:

1. Planning of graduate quality improvement strategies.

Quality improvement strategy planning at SMA Negeri 1 Pringsewu, SMA Negeri 1

Gadingrejo and MAN 1 Pringsewu already has a quality improvement strategy plan, among others, has a vision and mission formulation, conducting segmentation analysis with SWOT analysis, setting quality standards, developing strategic plans, setting plans operations, quality policy development, resource allocation, monitoring and evaluation. However, it is substantially different between the three schools.

2. Implementation of strategies for improving the quality of graduates.

Commitment to realizing the quality of graduates who are ready to continue their education at the level of education in higher education and work in the business world/industrial world is evidenced by providing superior programs in each school and appointing a teacher to lead the excellent program.

3. Evaluation of graduate quality improvement strategies.

Periodic evaluation and supervision are carried out to ensure that all processes that have been planned and implemented run optimally. At this evaluation stage, it will be recommended for improvement if certain parts are still found that are nooptimal.

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