The Urgency of Formal Education Quality Management

Nur Rahayu Setyawati

Universitas Kiai Abdullah Faqih Gresik

E-mail: nur29@gmail.com

Eka Ila Sa'adah

Universitas Kiai Abdullah Faqih

E-mail: ekailasaadah@gmail.com

Abstract: Human development has experienced a very rapid increase, including in the field of education. Education is also one aspect used in the Development sector to determine the level of progress of a nation. However, the reality in the field shows that the quality of education in Indonesia is still low and still needs improvement in various aspects. Therefore, this paper aims to determine the definition of the urgency of education quality management, as well as to reveal some facts about the urgency of quality management in formal educational institutions. Also solutions in dealing with these conditions. This study uses a qualitative research method with a case study approach, using secondary data sources, data collection techniques, namely the Library Research method where all data from this paper is obtained from several books or library writings that are relevant to the title of this paper. Data analysis techniques use text analysis The results of the discussion are the definition of the urgency of quality management in formal educational institutions, there are several urgencies of education quality management that must be handled immediately, including improving the quality of education, stakeholder satisfaction, accreditation and recognition, efficiency and effectiveness of management and

MIYAH: Jurnal Studi Islam

Volume 21, Nomor 01, Januari 2025; p-ISSN: 1907-3452; e-ISSN: 2540-7732; 67-78

Keywords: Urgensi, Manajemen, Quality, Education

continuous learning. The solution to the problems caused by the urgency of education quality management is to apply objective evaluation methods, improve communication with stakeholders through regular meetings, allocate adequate resources, apply modern information technology and management systems, and encourage a culture of continuous learning among staff and students by promoting an open attitude to feedback, self-reflection, and self-development..

Keywords: Urgensi, Manajemen, Quality, Education

Introduction

Human development has experienced rapid growth, particularly in the field of education, which encompasses both educational infrastructure and teaching methodologies. Consequently, the government enacted Law No. 20 of 2003 and Government Regulation No. 19 of 2005, establishing the National Education Standards in Indonesia. Today's education demands high-quality standards given the increasingly fierce competition across various sectors, both nationally and globally. Furthermore, the government remains committed to enhancing educational quality through the issuance of Government Regulation No. 22 of 2016 concerning the management and implementation of education, which mandates quality improvement across all levels, types, and pathways of education.[1]

With the growing need for high-quality education, institutions must comprehensively and in an integrated manner manage planning, implementation, and control with utmost dedication and seriousness. This is known as educational quality management, which utilizes all available natural and human resources to achieve effectiveness and efficiency. Therefore, it is necessary to develop instructional materials that make it easier for students to understand and examine the concepts deeply, enabling them to apply them in their daily lives, both in academic and non-academic communities. Ultimately, the objective of quality management itself is to improve the overall quality of education.[2]

---

[1] M P Dr. Muthahharah Thahir and E M Dr. Rahmat Fadhli, *Manajemen Mutu Sekolah* (Indonesia Emas Group, 2023).

[2] M P Dr. Supadi, *MANAJEMEN MUTU PENDIDIKAN* (Jogyakarta: UNJ PRESS, 2021).

The education system, as a constantly evolving entity, remains a central focus for the public, government, and stakeholders, often accompanied by increasingly complex challenges. In addressing these diverse issues, future educational goals must aim to create a national education system that is both democratic and high quality. This goal aims to help learners develop strong character encompassing noble personality traits, creativity, innovativeness, a sense of national identity, optimal intelligence and health, discipline, and responsibility, as well as extensive skills and knowledge in science and technology.[3]

Kajian Teori

1. Definition of Urgency

   The term urgency originates from the word "urgent," which refers to a pressing matter or an urgent issue that must be addressed immediately. Urgency can also be defined as an essential element, a core component, or a critical factor. Furthermore, according to the Great Dictionary of the Indonesian Language (KBBI), urgency is a pressing need. Based on the definitions above, it can be concluded that urgency refers to an action or task driven by the necessity of immediate completion, due to the presence of critical elements that require swift and timely follow-up.[4]

2. Definition of Management

   Management is a discipline or method used to direct and organize individuals in the workplace. The primary functions of management include planning, organizing, actuating, and controlling. For an institution or organization to achieve its intended goals, it must effectively utilize its resources, including both natural and human resources. According to Stoner, management is a process of establishing objectives and determining the necessary actions or procedures to achieve them. Meanwhile, Amirullah states that management, or planning, represents an effort to maximize the overall activities of an institution or organization as a unified system based on its established goals. Therefore, the core nature of management

[3] Mubaidi Sulaeman, "Urgensi Manajemen Peningkatan Mutu Berbasis Sekolah Di Lembaga Pendidikan Islam," *Realita: Jurnal Penelitian Dan Kebudayaan Islam* Vol 16 no (2018).

[4] N Mayasari et Al, *Perencanaan Pendidikan, Education* (Sada Kurnia Pustaka, 2022).

centers on a leader's decision-making process to be executed by others.[5] Based on these definitions, management is the process of determining a series of activities and deciding what will be done, how, when, and by whom. In this regard, effective management considers future conditions under which plans and activities are implemented. This means that management should not merely be designed for the current period, but must also be actionable and applicable for the future.

a. Management as a Science

1) Science is a systematically organized body of knowledge that is universally applicable. Therefore, management as a science refers to a structured field of knowledge used to direct and organize individuals in their work to achieve established objectives.
2) Management as an art refers to an individual's ability to direct and influence others through movement, words, and tone that touch human emotions. Alternatively, art is defined as the product of an individual's conscience, expressed through works that evoke positive feelings in others, inspiring them to perform their duties willingly and cheerfully.
3) Professional management requires specific skills and expertise, meaning it cannot be carried out by just anyone, but only by individuals who possess specialized competencies and expertise in their respective fields.
4) A process is a planned, organized, implemented, and controlled series of actions. Therefore, management is a structured process that maintains a continuous commitment to the rules and guidelines being applied.

3. Definition of Quality

In general, quality reflects the degree of excellence of a product or service, whether tangible or intangible. It is also linked to motivation and self-esteem; however, it is often regarded as a complex concept that is difficult to measure. Perspectives on quality vary and can lead to differing opinions among experts, creating distinct perceptions depending on the

[5] M P Dr. H. Elbadiansyah and Z Rosidah, *Pengantar Manajemen* (Deepublish, 2023).

context of use and individual viewpoints. The definitions of quality according to several experts are as follows:
According to Gaspersz, quality refers to the ability of a product to satisfy customer needs or desires. Arcaro states that quality is the level of variation considered standard and is dependent on low costs. Deming argues that quality represents a continuous effort toward improvement or achieving perfection. In the context of educational quality, the concept of quality is often viewed as elite, as only a few institutions are capable of delivering high-quality educational experiences to learners.

In an educational context, quality can be evaluated from various aspects, such as student achievement, the learning process, the ability of graduates to develop their potential within society, and their capacity for problem-solving and critical thinking. Therefore, to comprehensively assess educational quality, it is essential to consider aspects such as the learning process, the resulting outcomes, as well as internal factors and their alignment. Regarding the process, educational quality refers to the effectiveness and efficiency of all factors involved in the educational process, including teacher quality, facilities and infrastructure, the learning environment, the implemented curriculum, and school management.[6]

4. Educational Institutions

In general, an educational institution is defined as a environment where the educational process takes place, aiming to positively transform individual behavior through interaction with the surrounding environment. According to Hasbullah, educational institutions encompass education provided by the family, the school, and the community. There are three primary forms of educational institutions: First, formal educational institutions, which operate within schools ranging from elementary levels to higher education. Second, informal educational institutions, which take place within the family and community environments. Third, non-formal educational

[6] Azwardi Azwardi, "Konsepsi Mutu Pada Lembaga Pendidikan," *ALACRITY: Journal of Education*, 2022.

institutions, which are organized outside the formal school or university system.[7]

Research Methodology

This study employs a qualitative approach using secondary data sources. Data collection was conducted through library research, wherein all data for this paper were retrieved from books and literature relevant to the topic. The data analysis technique relies on text analysis, a qualitative methodology centered on analyzing and interpreting written materials within their specific contexts, including published records and related documents.[8]

Discussion

1. The Urgency of Quality Management in Formal Educational Institutions

Formal education is recognized as the most common learning pathway, particularly for children and adolescents, and is widely regarded as a foundational step that should not be bypassed. Formal education operates under a sequential and structured system. In Indonesia, this structure begins at the early childhood level with Kindergarten (TK) / Raudlatul Athfal (RA), followed by Elementary School (SD) / Madrasah Ibtidaiyah (MI), Junior High School (SMP) / Madrasah Tsanawiyah (MTs), and Senior High School (SMA) / Madrasah Aliyah (MA), alongside Vocational High School (SMK) as an alternative track. It extends to higher education institutions such as academies, colleges, institutes, and universities, which offer diploma, bachelor's, master's, and doctoral degree programs.

The urgency of quality management in formal educational institutions encompasses several key aspects, including:

a. **Improvement of Educational Quality:** Quality management helps formal institutions ensure that the

[7] Luthfi Ans and Budi Haryanto, "Arabic Language Curriculum Development in Ma'had Umar Bin Al-Khattab Surabaya in Maintaining Middle Eastern CultureBased Educational Institutions," *Academia Open 5*, 2021.

[8] Burhan Bungin, *Penelitian Kualitatif* (Jakarta: Kencana, 2017).

learning process operates effectively and efficiently, thereby enhancing the quality of education provided to students.

b. **Stakeholder Satisfaction:** Quality management enables formal institutions to understand and fulfill the expectations of stakeholders such as students, parents, and the community thereby increasing their level of satisfaction with the educational services offered.

c. **Accreditation and Recognition:** Quality management prepares formal institutions for accreditation processes and official recognition by authorized bodies, thereby enhancing the institution's reputation and public trust.

d. **Efficiency and Effectiveness of Management:** Quality management assists formal institutions in increasing efficiency and effectiveness in resource management, learning processes, and various other operations, allowing them to achieve optimal results using available resources.

e. **Continuous Learning:** Quality management helps formal institutions foster a culture of continuous learning within the organization, driving ongoing reflection, evaluation, and improvement to continuously enhance educational quality.[9]

Quality management in formal educational institutions including the improvement of educational quality, stakeholder satisfaction, accreditation and recognition, managerial efficiency and effectiveness, and continuous learning can give rise to several challenges that must be addressed:

1. Although improving educational quality is essential, implementing management principles in education can present several challenges, including:
   a. **Issues related to moral and ethical values:** Certain management theories do not consistently incorporate moral and ethical dimensions into their development frameworks.
   b. **Challenges in objectively measuring and evaluating educational quality:** Difficulty in establishing concrete, unbiased criteria to assess complex educational outcomes.

[9] Jacqueline S Goldberg and Bryan R Cole, "Quality Management in Education: Building Excellence and Equity in Student Performance," *Quality Management Journal* Vol 9 no 4 (2002).

c. **Difficulties in identifying areas for improvement and designing effective strategy interventions:** Complexities involved in pinpointing specific operational shortcomings and framing viable strategic solutions.

d. **Limitations in human, financial, and physical resources to implement necessary changes:** Resource constraints that impede the execution of required systemic improvements.[10]

These challenges can be resolved through the following measures: first, establishing clear and measurable quality objectives, alongside implementing objective and continuous evaluation methods; second, conducting an in-depth analysis of evaluation results to identify strengths and weaknesses, as well as designing appropriate improvement strategies; and finally, developing professional training and development programs for faculty and staff to enhance the overall quality of teaching and learning.

2. Stakeholder Satisfaction, From this imperative, several challenges may arise::

a. **Stakeholder concerns regarding transparency, accountability, and effective communication:** Issues stemming from insufficient institutional clarity and dynamic engagement with key constituents.

b. **Challenges in understanding and fulfilling the diverse expectations of various stakeholders:** Difficulties in managing potentially conflicting demands from students, parents, and local communities.

c. **Difficulties in maintaining consistently high levels of satisfaction:** Challenges in sustaining long-term service quality and stakeholder engagement across changing academic cycles.[11]

To address these challenges, several strategic measures can be implemented: first, enhancing transparency and

[10] Abu Choir, "Urgensi Manajemen Pendidikan Dalam Pengembangan Lembaga Pendidikan Islam," *Jurnal MPI* Vol 1 (2016).

[11] Moh. Yaziidul Khoiiri, "Urgensi Penjaminan Mutu Lembaga Pendidikan" Vol 2 no 1, no. Agustus (2021), https://isokonsultindo.com/peningkatan-mutu-pendidikan/.

communication with stakeholders through regular meetings, discussion forums, and the publication of performance reports; second, conducting periodic satisfaction surveys to gather direct feedback from students, parents, and the community regarding their needs and expectations; and third, actively involving stakeholders in institutional decision-making and strategic planning processes.

3. Accreditation and Recognition, The accreditation process requires clear quality standards as well as collaboration among stakeholders to ensure that educational institutions comply with national education standards. Furthermore, accreditation embodies the principle of autonomous quality assurance, empowering each institution to enhance its educational delivery. However, the implementation of accreditation in formal educational institutions gives rise to several challenges:
   a. **Increasingly stringent requirements:** Ever-stricter criteria needed to secure official accreditation and recognition from educational authorities.
   b. **Complex and time-consuming administrative processes:** Onerous procedures involved in preparing necessary documents, empirical data, and self-evaluations to support accreditation applications.
   c. **Pressure to maintain achieved accreditation standards continuously:** Sustained operational pressure to uphold quality benchmarks over time.[12]

   These challenges can be resolved through several strategies, including: allocating adequate resources to prepare necessary documents and data for the accreditation process, conducting regular internal evaluations to ensure accreditation standards are met while promptly addressing findings or recommendations, and collaborating with other educational institutions to share best practices in achieving and maintaining accreditation status.
4. Managerial Efficiency and Effectiveness. In efforts to enhance school-based quality improvement, internal quality assurance

[12] Khoiiri.

must be implemented incrementally by school authorities. However, challenges persist regarding inadequate infrastructure and sub-optimal learning processes, including:

a. **Challenges in optimizing resource utilization:** Difficulties in maximizing the use of personnel, funds, and facilities to achieve optimal outcomes.
b. **Difficulties in identifying and reducing waste and inefficiencies:** Complexities in eliminating operational redundancies within educational and institutional management.
c. **Time and expertise constraints:** Limitations in applying effective and innovative management practices.[13]

These issues can be addressed by deploying modern information technology and management systems to improve administrative efficiency and resource allocation, identifying and eliminating waste while optimizing human, financial, and physical resources, and conducting periodic evaluations of managerial processes and policies to identify necessary improvements.

5. Continuous Learning, The challenges arising from continuous learning include:
   a. **Challenges in fostering a culture of continuous learning:** Difficulties in cultivating an organizational environment among staff and students focused on ongoing evaluation and continuous improvement.
   b. **Limitations in implementing evidence-based changes:** Constraints in executing necessary modifications derived from evaluation results and quality management feedback.
   c. **Capacity-building constraints:** Obstacles in developing internal capacity to adopt the latest practices in quality management and pedagogy.[14]

---

[13] Muhammad ibn Yazîd Abû 'Abd 'Allâh AlQazawaynî, *Sunan Ibn Mâjah* (Bairut: Dâr al-Fikr, n.d.).

[14] Fariyatul Mukarromah, Nurul, Fahyuni, and Istikomah, "Urgency of Quality Concepts and Total Quality Management (TQM) in Islamic Education Institutions: Urgensi Konsep Mutu Dan Total Quality Manajemen (TQM) Dalam Lembaga Pendidikan Islam," *Islamic Education Institutions* 6 (2020).

These challenges can be resolved through the following measures: first, fostering a culture of continuous learning among staff and students by promoting an openness to feedback, self-reflection, and personal development; second, providing resources and opportunities for ongoing professional development and training for all members of the educational community; and finally, establishing a structured feedback and evaluation system to ensure that continuous learning occurs at all levels of the educational institution

By consistently implementing these steps, formal educational institutions can overcome the issues arising from the imperative of quality management, thereby continuously enhancing educational quality and stakeholder satisfaction.

Conclusion

In an educational context, when an institution is deemed to be of high quality, it implies that its graduates, teachers, physical facilities, and infrastructure meet superior standards. The implementation of quality management is fundamentally intertwined with quality-oriented leadership, ongoing teacher training and education, robust support structures, effective communication among administrators, school heads, faculty, parents, and local communities, as well as formal recognition and evaluation (conducted through accreditation and periodic assessments by supervisors), The urgency of quality management in formal educational institutions centers on several critical dimensions: improving educational quality, enhancing stakeholder satisfaction, securing accreditation and official recognition, achieving managerial efficiency and effectiveness, and fostering continuous learning. To address the challenges associated with these imperatives, institutions can implement strategic solutions, including adopting objective evaluation methodologies, strengthening stakeholder communication through regular engagement, allocating adequate operational resources, integrating modern information technology and management systems, and cultivating a culture of continuous learning among staff and students by encouraging openness to feedback, self-reflection, and professional development.

Bibliography

Al, N Mayasari et. *Perencanaan Pendidikan, Education*. Sada Kurnia Pustaka, 2022.

AlQazawaynî, Muhammad ibn Yazîd Abû 'Abd 'Allâh. *Sunan Ibn Mâjah*. Bairut: Dâr al-Fikr, n.d.

Azwardi, Azwardi. "Konsepsi Mutu Pada Lembaga Pendidikan." *ALACRITY: Journal of Education*, 2022.

Bungin, Burhan. *Penelitian Kualitatif*. Jakarta: Kencana, 2017.

Choir, Abu. "Urgensi Manajemen Pendidikan Dalam Pengembangan Lembaga Pendidikan Islam." *Jurnal MPI* Vol 1 (2016).

Cole, Jacqueline S Goldberg and Bryan R. "Quality Management in Education: Building Excellence and Equity in Student Performance." *Quality Management Journal* Vol 9 no 4 (2002).

Fadhli, M P Dr. Muthahharah Thahir and E M Dr. Rahmat. *Manajemen Mutu Sekolah*. Indonesia Emas Group, 2023.

Haryanto, Luthfi Ans and Budi. "Arabic Language Curriculum Development in Ma'had Umar Bin Al-Khattab Surabaya in Maintaining Middle Eastern CultureBased Educational Institutions." *Academia Open 5*, 2021.

Khoiiri, Moh. Yaziidul. "Urgensi Penjaminan Mutu Lembaga Pendidikan" Vol 2 no 1, no. Agustus (2021). https://isokonsultindo.com/peningkatan-mutu-pendidikan/.

Mukarromah, Nurul, Fariyatul, Fahyuni, and Istikomah. "Urgency of Quality Concepts and Total Quality Management (TQM) in Islamic Education Institutions: Urgensi Konsep Mutu Dan Total Quality Manajemen (TQM) Dalam Lembaga Pendidikan Islam." *Islamic Education Institutions* 6 (2020).

Rosidah, M P Dr. H. Elbadiansyah and Z. *Pengantar Manajemen*. Deepublish, 2023.

Sulaeman, Mubaidi. "Urgensi Manajemen Peningkatan Mutu Berbasis Sekolah Di Lembaga Pendidikan Islam." *Realita: Jurnal Penelitian Dan Kebudayaan Islam* Vol 16 no (2018).

Supadi, M P Dr. *MANAJEMEN MUTU PENDIDIKAN*. Jogyakarta: UNJ PRESS, 2021.