

QUALITY IMPROVEMENT MANAGEMENT AT THE SENIOR HIGH SCHOOL MODEL IMPLEMENTING NATIONAL STANDARDIZED SCHOOL CATEGORY (SKM), LOCAL PROMINENCE BASED EDUCATION (PBKL), AND LEARNING RESOURCE CENTER (PSB) IN THE WEST NUSA TENGGARA

(Multi Cases Study at SMAN 2 Mataram, SMAN 1 Narmada and SMAN Central Praya)

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Abstract: The purpose of this qualitative research is to: (1) describing the process of formulating strategic plans in the quality improvement management in school models implementing National Standardized School Category (SKM), Local Prominence Based Education (PBKL) and Learning Resource Center (PSB); (2) describing the implementation of the quality improvement management in school models implementing National Standardized School Category (SKM), Local Prominence Based Education (PBKL) and Learning Resource Center (PSB) (3) describing how to organize the quality improvement management school models implementing National Standardized School Category (SKM), Local Prominence Based Education (PBKL) and Learning Resource Center (PSB) (4) describing the evaluation system in the quality improvement management school models implementing National Standardized School Category (SKM), Local Prominence Based Education (PBKL) and Learning Resource Center (PSB). This research was conducted by using both qualitative and quantitative approach. The data collected using qualitative method was aimed at providing enriched and complete information, as well as emphasizing the quantitative data. Data collection technique used interview instrument, field observation and documentation research. The data sources were the principals, the vice principals, the teachers, the high school models teams, the school boards and the students.

Key words: *Quality Improvement Management, National Standardized School Category, Local Prominence Based Education, Learning Resource Center*

Introduction

Education is the main capital for a nation in an effort to improve the quality of human resources it has. Qualified human resources will be able to manage natural resources and provide services effectively and efficiently to improve people's welfare. Therefore, almost all nations are trying to improve the quality of their education including Indonesia.

The quality of human resources can be seen from the ability or competence of graduates of educational institutions, such as schools (Arcaro, 1995). Schools have the task to develop the potential of learners optimally into the ability to live in society and prosper the community. Schools must know the potential of each learners, and for the next school to design a learning experience that must be followed by learners in order to have the skills that society needs. Thus the potential of learners will develop optimally.

To improve the quality of education requires an integral process of all educational resources, including the improvement of human resources. The government and the private sector have jointly

and continuously strive to implement such improvements through more quality educational development efforts, including with curriculum development and improvement, evaluation systems, improvement of educational facilities, the development and procurement of teaching materials, the enhancement of professionalism of teachers and other education and create regulations that support the creation of a conducive climate for national education practice (Bafadal, 2011).

Efforts made by the government in improving the quality of education for the Indonesian nation is the issuance of Law (Law) No. 20 of 2003 as a refinement of Law No. 20 of 1989 on National Education System. In Article 3 the law explains that the National Education function to develop the ability and form the character and civilization of dignified nation in order to educate the life of the nation, aiming for the development of the potential of learners to become a man of faith and cautious to God Almighty, noble, Healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen.

To realize the educational objectives described above, the Government sets the national standard of education as stipulated in Government Regulation No. 32 of 2013 regarding the amendment to Government Regulation Number 19 Year 2005 regarding National Education Standards. The government regulation explains that the National Education Standards include content standards, graduate competency standards, process standards, educator standards and education personnel, equipment and infrastructure standards, management standards, financing standards and education assessment standards.

Law Number 20 Year 2003 regarding National Education System Article 11 states that the Government and the Regional Government are obliged to provide services and facilities and ensure the implementation of quality education for every citizen without discrimination. Furthermore Article 35 paragraph 2 states that the national standard of education is used as a reference for curriculum development, education personnel, facilities and infrastructure, management, and financing. Therefore, the government and local governments are obliged to provide quality services that refer to the national standard of education.

Government Regulation No. 32 of 2013 as amendment to Government Regulation (PP) No. 19/2005 on National Education Standards has established a minimum criteria policy of education system throughout the jurisdiction of the Unitary State of the Republic of Indonesia in the form of National Education Standards (SNP). SNP policy aims to ensure the quality of national education in order to educate the nation's life and shape the character and civilization of a dignified nation. While its function as a basis in planning, implementation, and supervision of education in order to realize a quality national education.

National Education Standards are intended to encourage managers, organizers, and educational units in order to improve their performance in providing quality education services (Hermino, 2015). In addition, the SNP is also intended as a tool to encourage the realization of transparency and public accountability in the implementation of the national education system. The scope of the SNP includes 8 (eight) standards: content standards, process standards, graduate competency standards, educator standards and education personnel, equipment and infrastructure standards, management standards, financing standards and educational assessment standards.

Life skills education programs developed in SMA refers to two dimensions, namely generic life skills and specific life skills. Generic dimensions include academic skills, self-awareness, thinking and reasoning skills, and cooperative skills. All these skills can be developed on a variety of subjects.

While the specific dimensions, namely the ability to face a particular job or circumstance, in the form of vocational skills. Academic skills are related to the academic content of a particular subject, such as physics, biology, geography and others. While the vocational skills associated with a particular vocational, such as culinary, clothing, graphics and others. For the implementation of this program the Directorate of High School Development (Dikmenum, that time) through the BBE Life

Skill Project Part for three years (2002-2004) has assisted a number of schools with block grant funds.

As the development and expansion of life skills programs, especially those that are vocational as well as improving the quality of high schools in coastal and coastal areas, in 2006 pioneered High School Local Excellence Marine (BKLK). Originally this program is designed that learning activities in high school is marine oriented. This means that teaching materials delivered by teachers taken nuanced marine, for example biological learning materials taken topics related to plants in coastal areas and marine life. Similarly, sports subjects, which are developed are water sports and beaches. In addition there are also vocational programs, such as cultivation of seafood, fishery, seaweed and others. But implementation in schools is different, what happens is almost all activities on the BKLK program contains vocational.

Learning from various experiences in the past shows that the government program in this case Directorate of High School Development, in order to accommodate the various needs and potential of the region in the implementation of education in high school did not necessarily run well. As the implementation of BBE-Life Skill and High School-Based Local Excellence in a number of high schools also have not obtained optimal results and not sustainable. This is because the elements of educators and education personnel have not fully understood the program. In addition, the programs implemented are not a part of the curriculum structure.

From the various opinions and theories on the basis of improving the quality of education, as well as the results of supervision and evaluation of the implementation of educational programs in schools that are addressed by various problems encountered as described above, it is deemed necessary to conduct a deeper study on quality improvement management done by high school. Therefore, the authors do research on "Management Quality Improvement SMA SKM Model, PBKL, PSB in West Nusa Tenggara". This research is expected to get a clarity about the formulation of strategic plan, implementation of quality management, organizing and evaluation of quality management implementation especially at SMA in West Nusa Tenggara.

Method

This research is qualitative research with the focus are: (1) how is the process of formulating the strategic plan of SMA Quality Improvement Management Model of School Implementing Model Independent Category, Local Excellence Based Education and Learning Resource Center; (2) how is the implementation of SMA Quality Improvement Management Model School Implementer Independent Category, Local Excellence Based Education and Learning Resource Center; (3) how to Organize High School Quality Improvement Management Model of School Implementing School Independent Category, Local Excellence Based Education and Learning Resource Center; (4) how is the evaluation process of High School Quality Improvement Management Model of Independent School Implementing School, Local Excellence Based Education and Learning Resource Center.

Findings and Discussion

a. Strategic Planning of Quality Improvement Management

Inventory readiness as the basis for the preparation of the Model SMA program plan in terms of readiness to meet or achievement of 8 national standards as seen from the scores obtained using the school readiness inventory instrument. In the components and aspects and indicators that scored low became the priority target of the program that dikerjaka school.

The strategic planning of SMA quality management model is inseparable from the supporting capacity of internal and external factors, be it learners, educators, education personnel, parents of learners, and communities around the school; physical resources (educational facilities and

infrastructure), financing resources, whether from government, parents, donors, or from other supporting sources.

In addition, the management of SMA Model also deals with aspects related to education that include learning, intellectual, moral, creativity, and leadership. These are all resources in educational management that must be managed and developed by the school. Elucidation of PP No. 19 of 2005 Paragraph 2 and Paragraph 3 states that with the enactment of National Education Standards, then the government has The need to map schools/madrasahs into schools/madrasah that have or almost meet the National Education Standards and schools/madrasah that have not met the National Education Standards (Hermino, 2013). In this regard, the government categorizes schools/madrasah that have met or almost fulfilled the National Education Standards into independent categories, and schools/madrasah that have not met the National Education Standards into the standard category. The above explanation illustrates that category SKM/SSN is based on the fulfillment of the eight National Education Standards (content standards, process standards, competency standards, the standards of educators and education personnel, standards of facilities and infrastructure, management standards, standardized funding and assessment standards of education).

Transitional Provisions of PP. Number 19 Year 2005 Article 94 point b, mentioning also that the educational unit shall conform to the provisions of this Government Regulation no later than seven years since the issuance of such Regulation. This means that by the end of 2012 all schools of formal education, especially in SMA/MA have/almost meet the National Education Standards which means are in SKM / SSN category.

Next policy issued by the Directorate of School since 2010 to schools that already meet the national standards or the so-called school ready SKM, developed the program into high school model, which is organizing the school to meet the eight national education standards are equipped with holding-Based Education Excellence Lokal (PBKL) as well as the implementation of the Learning Resources Center (PSB). PBKL the form of additional skills (life skills) to siswa by prioritizing the use of local potential, either by making a local content subjects, become subjects of skills or substance is integrated into relevant subjects. While the PSB is a form of development of competent educators to utilize technology as a media for making ICT-based teaching materials so as to facilitate the teachers to do the learning process with more quality teaching materials. The activities of the PSB itself begins with the analysis of the syllabus to determine what materia will be made of the teaching materials and set its learning media.

As an elaboration of the technical policy, several SMA Negeri in West Nusa Tenggara from the 2010 budget year through deconcentrated funds receive the allocation of funds to organize the Model SMA. In general, the SMA model pengembangan Model is done with the following objectives: (1) can provide education in accordance with the demands of National Education Standards (SNP) and enriched with the provision of education of local excellence and utilization of ICT through the implementation of learning resource center; (2) establish cooperation and enhance the role of education stakeholders both at the central and regional levels in developing the Model SMA; (3) getting model/referral of SMA Appropriate model according to school objective condition.

Attempts to model schools are certainly not an easy thing (Hermino, 2016). It means planning, organizing, implementing and evaluating the mature and synergy of all education stakeholders. School leaders need to conduct an in-depth study and strive to optimize the process of empowering all the potential resources within their school environment. In other words, we need a school development plan based on the inventory of school readiness and profile analyzes the objective conditions of the school at present coherently, so that any program developed a solution to a problem or an answer to the challenges that have been faced by the school to eventually be Gradually schools can meet the SNP, enrich the program with PBKL and PSB.

b. Implementation of Quality Improvement Management

Implementation of management is done in 3 SMA Model which is the location of research done in several national standard of education, at each national standard that is implemented implemented SKM implementation program, PBKL implementation, PSB implementation and enriched with KTSP implementation. The implementation of SKM in each standard is seen from the achievement of each indicator of national education standard that is categorized into standard I, Standard II, Standard III and ready SKM. From the results of research on three SMA Model shows that the implementation of SKM on all national standards of education is in category III and ready SKM. This means that the implementation of the fulfillment of the 8 national standards of education through the implementation of the Model SMA in NTB is well executed.

Implementation of PBKL is seen in the achievement of scores on several national standards of education related to the PBKL program, including among the content standards, graduate competency standards, process standards and education management standards. The different forms of PBKL implementation programs implemented in one school with other schools are due to the result of the analysis of the environment and the carrying capacity of each school varies. At SMAN 2 Mataram, the implementation of PBKL is done in the form of integrating PBKL competencies on relevant subjects and making PBKL in the form of ornamental plant skills. While at SMAN 1 Narmada implemented PBKL in the form of freshwater fish farming skills, structuring green and beautiful environment, other forms are integrating PBKL on relevant subjects, as well as making PBKL as part of local content with art and cultural competence sasak. Meanwhile, the implementation of PBKL in SMAN 1 Praya Tengah is done in the form of integration on the relevant subjects as well as the cultivation skills of the eel and the oyster mushroom cultivation of rice husk straw.

Implementation of the PSB is also evident from the achievement of scores on several national educational standards that contain ICT-based learning, including the content standards, process standards and education management standards. The results showed that PBKL implementation was done in the three SMA Model in the form of preparation of ICT-based teaching materials with power point applications that were loaded on the web using school intranet network at SMAN 2 Mataram and at SMAN 1 Narmada. Except in SMAN 1 Praya Tengah is not developed in the school web because the school is still constrained by the availability of human resources and adequate ICT facilities. In the context of SMA Model in West Nusa Tenggara, especially at SMA that become the object of research, conceptually already have frame of reference of work although in operational level (organizing, execution, and evaluation) still many things need to be refined. In other words, it can meet the minimum standards of the main elements of strategic management concepts.

Departing from the vision that contains ideal conditions that aspired schools in the long run, systemically derived into mission, goals, targets, strategies to operational programs that serve as a direction for the school in performing its activities (Hermino, 2016; Imron, 2011).

What needs to be noted after the observation process is that the school's ability to transform the vision, mission, goals, values and key strategies to the vice principals, teachers and education personnel is not yet optimally done by SMA Model in West Nusa Tenggara . This is indicated by the implementation of the planning and the program under the coordination of the principal does not seem to be able to translate the grand strategy comprehensively, both in the level of concept and operational level. Nevertheless, in general schools that became the object of relevant research to develop the program into model schools.

c. Organizing Quality Improvement Management

The organizing of quality improvement management at SMA Model in NTB is done by forming a SMA team of Model complete with its task and function, involving subject teachers through MGMP school container, coordination with Education Office of Regency/City as well as

Dinas Dikpora of NTB Province and building partners with external element from world Businesses and industries in the district/city and most importantly is building partners with school committees and communities.

Stakeholders among others include internal parties and external parties. Internal parties, including parents, students, teachers, school officials, school committees, headmasters, village heads, religious leaders and other community leaders, and other community elements (if any), including farmers or fishermen, or ethnic minorities, or employers, etc., according to local circumstances (Hermino, 2014). The external parties consist of BAN S/M accreditation standard, standard of independent school/madrasah/international standard (RM/SBI or M/SBI) criteria, national school/madrasah criteria (S/MSN) criteria, and standard of school/Madrasah and PT favorites at an advanced level.

To obtain accurate and representative information on the views and expectations of stakeholders, it is necessary to consider the following matters: (1) what methods are used to explore their views and expectations; (2) how many of them are in their opinion; (3) when it is done; (4) what is their view of the school/madrasah in its current state; and (5) what their hopes or suggestions are about future school / madrasah development.

The views and expectations of stakeholders should be focused on the eight components of the national education standard, which consist of: (1) content standards; (2) process standards; (3) the competency standards of graduates; (4) standards of educators and education personnel; (5) standard of facilities and infrastructure; (6) management standards; (7) standard of financing; and (8) educational assessment standards.

Once the stakeholder's expectations are fully understood, then describe the challenges faced by the school by analyzing the problem/challenge, the cause of the problem/challenge, the objectives and the handling done based on all the information contained in the result of the analysis of the environmental conditions, as well as the views and expectations/suggestions of the stakeholders. Problem/challenge is the gap between hope and reality faced by this school/madrasah. In other words, the challenge is the difference between the expectations with what is in the school profile (Hermino, 2013).

Once identified and described the challenges facing the school, further identify the causes of the problem/challenge (Ellis, 1995). It finds out what factors or things that cause problems/challenges that need to be solved or must be met according to school standards and expectations. From the results of identification of various factors causing the problem/challenge, the school needs to do priority analysis and determine the various factors that match the goals or expectations in handling or solving school problems. School goals or expectations are the circumstances that schools want to achieve in a given time. To achieve the goal/expectation of the school needed solving or handling (Creswell & Clark, 2007). Handling is the chosen program and target that becomes the solution needed to solve the problem and to achieve the conditions or goals expected by the school either long term, medium or short term. The results can be poured into the context analysis report.

Having obtained a clear picture of the expectations of the school, the prediction a reality in schools and gaps in the form of analysis of the context, then the school can plan resource development school for four years and then created its annual planning. This is done so that the school has a clear direction in preparing the plan and conduct all its activities, especially in an effort to meet the eight national standards of education.

Completing the above view, School Development Net reveals that one of the most effective ways for schools to develop independently is through the sharing of information and ideas. Sharing information and ideas is not only within the school environment, but shared with all stakeholders, namely students, parents and community members, so that a carrying capacity of school development (Sallis, 2008).

The results of research conducted by USAID through the Managing Basic Education program conducted in 2003 in Indonesia stated that the participation of the limited community is mostly on

fund raising for schools, so it has not been involved in school management nor support the learning activities directly. Therefore, based on this program, it is suggested to carry out school management with high accountability and to increase community participation in order to obtain better education result. Thus, School Based Management (SBM) programs that order the concept of decentralization, optimizing the role of stakeholders, and increasing community participation in the management of educational units are very relevant to the USAID research results.

In NTB Province, this community participation is manifested in a district-level council called the Board of Education and at the school, the school committee which is obliged to assist in the smooth management of the school in certain matters that support the implementation of the teaching and learning process. The school committee is a non-political and non-profit entity or body, established by a democratic consultation by education stakeholders at the school level as a representation of the various elements responsible for improving the quality of education processes and outcomes (Smith, 2001).

Can be discussed that the process of organizing is the steps taken to form an organization. The process according to Sonhadji (1996) includes several stages detailing the work, division of labor, unification of work, job coordination, and monitoring and reorganization. In the context of the Model High School that became a reference in NTB Province, the principal held a central role in the implementation of organizing the implementation of SMA Model.

There are some similarities and differences made by SMA Negeri in NTB Province in implementing school management from planning, organizing, implementation, and evaluation. Some similarities are: (1) on the planning aspect: a) implement strategic management measures, albeit with different quality and quantity, b) implementing an inventory of school readiness and internal and external support as a reference in the determination of school programs, c) having a School Activity Plan and Budget (RKAS) referring to the fulfillment of 8 (eight) SNPs, PBKL and PSB programming coupled with external support, d) reorganize the tasks and functions of teachers or minila employees each semester in order to support the effectiveness of the institution's work in this case the school in achieving the goal; (2) organizing aspects: a) a have vision, mission, and school purpose, b) at least has 4 (four) vice principals, which consists of; Wakasek PR, wakasek curriculum, student wakasek, and wakasek facilities and infrastructure, c) carry out financing with cross subsidy system amongst capable and inadequate students, d) have a work program and schedule for all programmed activities, e) implement reporting and evaluation of all activities and financing to the School Committee and the Education Office although with different quantities between SMAs with each other, f) community participation is represented by committee members; (3) aspects of implementation: a) the development of teachers and educators is carried out through activities that often use MGMP facilities, b) provide consolidation and enrichment to students, as well as carry out extracurricular activities as a container for the development of student potential, c) implement the development of facilities and infrastructure more towards the optimization of empowerment and maintenance, due to lack of existing facilities; d) there is no high school with complete facilities and infrastructure, especially if it is related to the national standard of education, that is the standard of educational facilities and infrastructures; (4) evaluation aspect: a) conducting school program evaluation at least 2 (two) times a year; b) conducting meetings and coordination with parents, education office, and other agencies/agencies as needed; c) financial inspection by District/Provincial Inspectorate.

While the differences found are: (1) in preparing the RKAS there are SMAs that involve all representatives of school personnel, some of which involve only small teams with closeness to the principal or school committee; (2) in the acceptance of new students, there are high schools that use interest searches and talents of students both akademis, and non-academic with the previous time; (3) not all high schools have an understanding of the Vision, mission, and objectives of the school; (4) not all high schools have complete data about the school; (5) in carrying out internal evaluations, not all SMAs involve representation of all existing porsonels.

With regard to the similarities and differences mentioned above, the NTB Provincial Education Office still needs to carry out guidance and direction, and provide assistance to all Model SMAs, especially in the process and procurement of facilities and infrastructure.

Based on the interview result obtained information as follows: (1) some districts in NTB province are a pilot in implementing Lesson Study for mathematics subjects in junior high schools, which are also adopted by some high schools. In NTB Province there were also some mathematics teachers who, since the 1990s, became instructors or mathematical facilitators both for the NTB province itself, as well as at the provincial or national level; (2) mathematics group meetings (MGMP) are also conducted routinely, with a regular agenda of discussing the difficulties faced by teachers in the learning or mathematics material itself. At any given time the MGMP group is also a mathematics expert from a college or high school teacher from another school with experience that can be applied in each school; (3) it still considers the National Exam as the ultimate goal, so all efforts are made in dealing with it, among others is by inviting special experts for subjects tested in the National Examination, so that other subjects are still considered "not important"; (4) there are still teachers who do not know the competency standards of graduates (SKL), even though the SKL of the subjects they receive, so that at the time of carrying out the learning process does not pay attention to what the students must understand, but will be taught.

d. Evaluation Process of Quality Improvement Management

The results of the evaluation process on the implementation of the Model SMA program were conducted through the media of formal meetings which were followed by all high school program managers of the Model and all the teachers involved in teaching, especially teachers who teach the competencies of PBKL that are integrated in the relevant subjects. In other words, the evaluation process on the implementation of the Model SMA program is carried out by the principal regularly every month by holding formal meetings or meetings to request input on the progress of the Model SMA management. In the meeting, indirectly, the principal has conducted systematic evaluation process even though not in writing.

In addition to holding such regular meetings, evaluation process activities are conducted in the form of supervision by the principal or entrusted to the coordinator of high school programs and senior teachers (Terry & Leslie, 2000). Supervision by the principal to know the results achieved really in accordance with the plans that have been prepared that obtained through communication with subordinates, especially reports from subordinates or direct observation (Ross, 1993). If the results do not conform to the specified standards, the management may request information about the problem formally .

Evaluation process conducted by the school is structurally already existed with the formation of an evaluation team for the achievement and implementation of various Model SMA programs that are tasked with formulating evaluation and implementation, developing things that support the smooth and successful high school program Model. Can be reinforced that other activities undertaken to conduct the evaluation process on the implementation of the Model SMA program is to form an evaluation team and the development team on the structure of the Model SMA program manager. The team is tasked with carrying out the relevant forms of evaluation and developing the implementation of programs relevant to the purpose of the implementation of SMA Model because the success of the implementation of the program is the responsibility together with the teachers not only focused on the program manager team alone.

The evaluation process for the implementation of the Model SMA program is also carried out by preparing annual progress reports of programs submitted to the government and school committees as funders.

Interpretation that can be drawn from the forms of the evaluation process undertaken in the implementation of the SMA program Model that the implementation of the evaluation process undertaken formulated as the process of determining what should be achieved that is 'standard', what

is being done is the implementation of improvements so that the implementation is in accordance with plans as described by Tilaar (2008).

In addition, the evaluation process activities conducted by the school through monitoring and monitoring are as described by Lewis (1994) is to assess and correct the implementation of the work, measure comparing the conformity with standards, plans or objectives to be achieved, avoid and correct errors, deviations, As well as discrepancies and so on, seeking the truth and not just looking for faults.

In addition, the evaluation process conducted is a controlling activity in accordance with the opinion of Moedjiarto (2001), who cites Snyder's opinion that the evaluation process could be an inspection of a control function required to produce the desired product, which can be used to modify the teaching.

Evaluation process activity in the form of evaluation of learning outcomes is a relevant application from the opinion of Moedjiarto (2001) which confirms the procedure of evaluation process to students must be clearly defined. Test results, value reports, attendance records and other benchmarks on student performance are used to highlight potential problems.

Nevertheless, the evaluation process is still very limited and less thoroughly decomposed because other forms of evaluation process can be done more deeply as detailed by Fattah (2001) in the form of some conditions that supervision must be related to the purpose, and the nature and needs of the organization. Supervision should be steering control without sacrificing managerial autonomy and honor but flexible, the supervisory system indicates when, and where corrective action should be taken and supervision should refer to corrective action, meaning not only disclosing deviations from the standard but providing alternative remedies, determine corrective action.

Closing

a. Conclusion

There are some conclusion: (1) strategic planning of quality improvement management is done through the process of inventory of school readiness into SMA Model, analysis of internal and external potential, then set the Model SMA program; (2) implementation of SMA management The model is conducted on the national standard of education in the form of the implementation of Independent Category School, the implementation of Education Based Local Excellence, the implementation of Learning Resources Center and enriched with KTSP; (3) organizing the management of quality improvement at SMA Model in NTB is done by forming SMA team Model complete with task and function, involving subject teachers through MGMP school container, coordination with Education Office of Regency / City and Provincial Office of Dikpora NTB as well as building partners with external stakeholders; (4) the evaluation process of SMA implementation The model is conducted through the media of formal meetings followed by the high school management team of the Model, supervising the implementation of the Model SMA program, preparing progress reports and accountability of the Model SMA program and monitoring and evaluation.

b. Suggestion

Some suggestion: (1) in the case of the fulfillment of facilities and infrastructure, and financing, the principal is assisted by the deputy headmaster, administration, and other personnel assigned, must be able to optimize facilities and infrastructure, as well as existing financing, in order to support the improvement of the performance of all citizens in improving Quality of education; (2) the Principal should also have sufficient power to negotiate with the Local Government officials through the Education Office and parents of the learners to communicate the program and the needs of the school in improving the quality of education; (3) headmasters who lead SMA Model should have a strong leadership profile and understand the concept of SNP, PBKL and PSB as a whole.

Principals should also have teams that are specifically functioned to implement school resource development programs, facilities and infrastructure, financing, and community participation involvement that can help schools improve their quality; (4) district/city governments should have a school map including resources, in order to help schools targeted according to their own schooling needs. In addition, the Government through the District / City Education Office needs to provide guidance and assistance, as well as monitoring to schools in managing all school resources regularly and sustainably; (5) schools who are high school executives Models, should be portrayed as referral schools by assigning coaching tasks to high school personnel Model to foster other schools by transforming the Model SMA program especially in the fulfillment of the National Education Standards; (6) results of research on SMA quality management This model is still open for follow-up so that it can be obtained and developed new findings that are more contextual and perfect.

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