



Education Quality Control Concepts and Applications

Musriadi

¹Universitas Bina Bangsa Getsempena, Banda Aceh, Indonesia

* Corresponding email: musriadi@gmail.com

ABSTRACT

One of the problems faced by the government in the development of national education is the problem of quality. To improve the quality of education, it is necessary to improve the control function carried out by school principals and education supervisors. Control that will be able to provide significant benefits in improving quality if it is aimed at the input-process-output aspects of education. Control aimed at these components is called quality control. Quality control is an action that contains measurement or assessment and improvement activities. Controlling is a process that consists of planning (setting performance goals and standards), measuring actual performance, comparing performance and making improvements. Education quality control is aimed at aspects of the learning curriculum, student development and management aspects. These three target areas all refer to the optimal development of student competencies.

Keywords: *quality, education, control*

INTRODUCTION

One of the educational problems faced by the Indonesian nation is the low quality of education at every level and type of education and educational units. Several facts show that the quality of our education is still low, this can be seen when compared to other countries. November UNESCO report

In 2007, Indonesia's ranking in the field of education dropped from 58th to 62nd. In the ranking of 130 countries, Malaysia was in 56th place and South Korea's 5th. The low quality of education in Indonesia is also reflected in the difficulty of finding workers. Indonesia's competitiveness according to the World Economic Forum 2007-2008 was at level 54 out of 131 countries. Far below the competitiveness ranking of fellow ASEAN countries, such as Malaysia is in 21st place and Singapore is in 7th.

Various attempts have been made to improve the quality of education, both carried out at the national and regional levels, including through training and increasing teacher competence, improving educational facilities and infrastructure, procuring books and learning tools. However, various indicators of the quality of education have not shown significant improvement. Based on this problem, in an effort to improve the quality of education apart from the methods above, it is also necessary to improve the quality of school management, one of which is to increase the effectiveness of quality-oriented control implementation. This activity can be carried out by the school principal or by the education supervisor.

METHODS

The research method used is descriptive qualitative method. According to Sugiyono, descriptive qualitative is a method used to examine the condition of natural objects where the researcher is the key instrument (Mahardika et al., 2022). The data collection technique used is a literature/documentation study.

The research method that the author uses is a data collection technique with literature study involving collecting, reviewing and summarizing information from various sources, such as magazines, books, articles, research reports or other sources that can provide insight and deeper understanding of the subject being studied. relation to the problem being solved (Iswantiningtyas & Wulansari, 2019). This technique is used to obtain the basics and opinions in writing which is done by studying various literature related to the problem under study. This is also done to obtain secondary data that will be used as a basis for comparison between theory and practice in the field. Secondary data through this method is obtained by browsing the internet, reading various literature, results of studies from previous researchers, lecture notes, and other relevant sources.

RESULTS AND DISCUSSION

A. The Concept of Quality in Education

The issue of quality developed rapidly in the educational environment at the end of the 20th century, especially in Indonesia as a developing country. One of the reasons is because from year to year, graduates from high school and university as a labor force do not get more and more job opportunities. Identification of these conditions is addressed to the low quality of graduates, in the sense that the knowledge, skills and expertise mastered are not in accordance with the qualifications demanded by existing jobs or very low ability to be independent in work.

Beeby (in A. Sabur, 1998: 33) sees the quality of education from three perspectives, namely:

economic, sociological and educational perspectives. Based on an economic perspective, quality is education that has a high contribution to growth

economy. Education graduates can directly fill the workforce in various economic sectors. With their work, economic growth can be pushed higher. According to the view of sociology, quality education is education that is beneficial to the whole community seen from the various needs of society, such as social mobility, cultural development, wealth growth, and liberation from ignorance. In the context of quality education is seen as the ability of schools to respond to and meet the needs of students and the community, this is as stated by Phillip (1977:57): 'quality in school is, in part at least, defined by the school's ability to respond to and satisfy these needs.' Furthermore, "schools are not only about meeting the needs of children; they must meet the needs of society as well. Meanwhile, according to an educational perspective, looking at the quality of education from the enrichment side (richness) of the teaching and learning process and in terms of the ability of graduates in terms of problem solving and critical thinking. According to Beeby (in A. Sabur, 1998: 35) quality in education must examine the meaning of the very basic essence that gives certain characteristics to education. quality that is different from education that is not quality. To get to With this concept, quality can be studied both in terms of process and product as well as from the internal side and fitness or suitability.

Quality in terms of process implies the effectiveness or accuracy and overall efficiency of the factors or elements that play a role in the educational process. Schools located in slum areas and schools operating in elite areas, for example, even though they accept the same prospective students, due to teacher qualifications, completeness of facilities and infrastructure, different learning conditions, different levels of management efficiency, the educational process in schools in elite areas will be much better because of the factors of accuracy, completeness, and more perfect management efficiency. Excellence in the educational process by itself will produce a different product. The level of

ability of graduates in terms of mastery of knowledge, skills and experience of elite school graduates whose educational process is better, the quality will be different from schools in slum areas. Thus the quality of the process will produce different quality graduates.

Quality can also be assessed from the point of internal efficiency and fitness, internally efficiency, Quality education is when institutional and curricular objectives are met previously set can be met or achieved. While the quality of education in terms of fitness or suitability is when the graduates produced meet the needs of the workforce, in the market, both in the industrial sector and in the domestic activity sector.

From Beeby's view above, it can be concluded that the quality of education can be seen from the process side and the graduates it produces. Quality education from sis I process is measured by the accuracy, completeness and efficiency of managing those factors

involved in the educational process and students experience a meaningful learning process, which is supported by an effective teaching and learning process. While the quality of education is seen from the product side, that is, if graduates/students (1) are able to complete studies with a high level of mastery of science and technology as stipulated in the educational goals in schools, (2) obtain satisfaction with their educational outcomes because there is compatibility between mastery science and technology with the necessities of life, (3) able to functionally utilize science and technology as a result of learning for the betterment of his life; and (4) can easily obtain job opportunities according to the demands and expectations of the world of work.

Edward Sallis (1993:22) put forward the concept of quality in relation to Total Quality Management (TQM). where according to him quality must be seen as a relative concept not an absolute concept. This relative definition looks at quality, not as something ascribed to the product or service. Quality got is said to exist if a service meets existing specifications. Quality is a way to determine whether the final product is in accordance with the standard or not. Products or services that have quality, in this relative concept do not have to be expensive and exclusive. This relative definition of quality has two aspects. The first is conforming to specifications and the second is meeting customer needs. The first method, adjustment to specifications, is often summed up as 'in accordance with objectives and benefits'. Sometimes this definition is often called the manufacturer's definition of quality.

Quality for manufacturers can be obtained through products or services that meet predetermined specifications in a consistent style. Quality demonstrated by manufacturers in a system known as a quality assurance system, that is

enable the consistent production of products and services to meet certain standards or specifications. If the product or service produced meets the specifications or standards that have been set earlier, then the product or service is of high quality. Sallis (1993:38) identifies and classifies education consumers or customers into two major groups, namely internal customers and external customers. Internal customers include educators and support staff. Whereas external customers include the main external customers are students; secondary external customers are parents, government and employers; as well as external customers tertiary is the job market, government and society. Sallis suggested that education is seen as a service industry, and efforts to meet the needs of students must be the main focus in managing quality. Even so, according to him, it does not mean that we have to ignore the views of other customer groups.

Meanwhile, Philip H. Coombs (in A. Sabur, 1998: 53) sees the concept of educational quality not only as measured by learning achievement, as it is associated with the curriculum and only the standard, but quality must be seen in terms of relevance and the extent to which what is taught and learned is in accordance with current and future learning needs. It was further stated that the problem of the quality of education should be associated with all dimensions of systemic quality that change from time to time. The quality of education in a broad sense is determined by the level of success of all the factors involved in achieving educational goals. In addition, the quality of education is not only determined by the school as an educational institution, but must also be adapted to what is the view and expectation of the community which tends to always develop along with the progress of the times. Along with this trend assessment community about the quality of school graduates is constantly growing. To answer this question, schools must continuously improve the quality of their graduates, adapting to developments in societal demands. From the several opinions about the quality of education stated above, it can be concluded that quality is the degree of something that results from evaluation activities or assessments of producers and or users. So that the degree of quality of something can be determined, then the attributes of something along with standards or criteria quality must first be determined. The quality of education is multi-dimensional which includes aspects of input, process and output (output and outcomes). Therefore, education quality indicators and standards are developed holistically starting from input, process and output. thus which What is meant by Quality of Educational Institutions is the quality of the various services provided by educational institutions to students and teaching staff for a quality learning process to occur so that graduates can be useful and can be utilized to the maximum extent possible by the community according to their fields. Various educational institution services can be divided into five main types of services, namely (a) educational administration services (administration services); (b) learning services (curriculum services); (c) co-curricular services (co-curriculum services); (d) research services (research

services) and (e) educational information services (information system services).

As stated earlier, the concept of quality for different customers is different. Robert and Prevost (in Cristopher, 1996), based on their research results prove the existence of differences in quality dimensions which include:

1) For users of educational services, the quality of educational services is more related to the dimensions of responsiveness of educators in meeting the needs of students as customers, concern, smooth communication/relationship between students and officers

Education

2) For education providers, the quality of education services is more related to the suitability of educational services held in the development of science and the autonomy of the teaching profession.

3) For education service funders, service quality is more related to the efficiency of the use of funding sources and the fairness of financing.

Other opinions that support the statement about the quality of educational services are: 1) The quality dimension of a customer (students) is associated with competence knowledge, speed of service, satisfaction with the physical environment, friendly, skilled, professional lecturers and affordable tuition fees. The most important perception of quality for students is satisfaction. 2) The dimensions of the quality of a teacher/lecturer are the completeness of equipment, teaching support facilities and teaching methods as well as the results of the teaching and learning process.

In the position analysis model of the education system developed by Abin (1996:19-21), the quality of education can be identified from the set of system components and the set of performance indicators. System component devices include: objectives, threshold requirements, process input sets, output sets and stakeholder sets. While the performance tools consist of efficiency, productivity, effectiveness, relevance, accountability, organizational soundness, adaptability and the spirit of innovation.. According to Umaedi's view (1999:7) in the context of education the notion of quality refers to the educational process and educational outcomes. In the educational process, that is quality involves various inputs, such as: teaching materials (cognitive, affective or psychomotor), methodology (varies according to the ability of the teacher), school facilities, administrative support and infrastructure and other learning resources and the creation of a conducive atmosphere. School management, class support functions to synchronize the various inputs or synergize all components in the teaching and learning process, both between teachers, students and supporting facilities in the classroom and outside the

classroom; both curricular and extra curricular contexts. Meanwhile, quality in the context of educational outcomes refers to achievements achieved by the school in any given period of time. Achievements achieved can be in the form of results of academic ability tests (results of tests or exams), can also be achievements in other fields, such as: sports, arts, even school achievements can be in the form of intangible conditions such as an atmosphere of discipline, familiarity, cleanliness, etc.

B. Quality Control Concept

Quality control or Quality Control in quality management is a system of routine technical activities designed to measure and assess the quality of products or services provided to customers. Control is needed in quality management to ensure that activities are in accordance with predetermined plans, so that the products produced meet customer expectations. Quality control tasks can be carried out by measuring differences such as planning, designing, using appropriate procedures or equipment, checking, and taking corrective action on these deviations, between in terms of products, services, or processes, outputs and specific standards. Therefore quality control is an effort to keep the activities carried out according to plan and produce output that is in accordance with predetermined standards, this is as stated by Amitava Mitra (2001: 9): "quality control may generally be defined as a system that is used to maintain a desired level of quality in a product or service." Tzvetelin Gueorguiev (2006) states Quality control–processes are monitored to ensure that all quality requirements are being met and performance problems are solved

The same view was put forward by Ishikawa (1995) who stated that quality control is the implementation of planned steps in a controlled manner so that everything takes place as it should, so that the quality of the planned product can be achieved and guaranteed. The definition put forward by Ishikawa above is a new thought about quality control. According to the definition above, it appears that quality control covers the entire process or activity in producing or producing products and services namely since the process of developing a new product until the product is used by customers satisfactorily. In the meaning above it is also implied that quality control is carried out with an orientation towards consumer satisfaction. It means the whole process organized by the company aimed at meeting consumer needs. In line with the above concept of quality control. Control over the quality of education does involve elements of input, process and output. This is indeed in line with the concept of educational quality seen from the elements of input, process and output. Therefore, in carrying out education quality control, control is focused on the input, process and output elements of education. The principal can plan and carry out quality control of education from the moment students enter, then are educated at

school to graduate from school. Thus, in carrying out quality control, the principal or supervisor should see the school or the educational process as a system.

In quality control to run effectively requires planning clear, complete and integrated in order to implement an effective and efficient monitoring system. Clear, complete and integrated planning is needed so that leaders such as school principals, vice principals, administrators, and other unit heads can carry out and control activities properly. Besides that, control requires a clear structure, meaning who is responsible for the deviations that occur and what corrective actions need to be given and by whom the corrective actions are taken. Quality control activities include general methods such as accurate checking of data obtained and processed, and using procedures standard and recognized. Performed to perform calculations on expenses in the process of activities, make measurements, estimate uncertain things, and archive various information and reports. Control

Quality is an activity that can provide guarantees for the products produced to meet customer expectations. Thus, there are many benefits to be gained from this control, both for the institution and for the supervised personnel because through supervision a performance improvement process occurs, as well as benefits for the customer himself because he will get a quality product. In more detail Amitava Mitra (2001) suggests several advantages of quality control.

- 1) And foremost is the improvement in the quality of products and services
- 2) The system is continuously evaluated and modified to meet the changing needs of the customer
- 3) A quality control system improves productivity, which is the goal of every organization.
- 4) Such a system reduces costs in the long run
- 5) With improved productivity, the lead time for production parts and subassemblies is reduced, which results in improved delivery dates

C. Purpose and Function of Quality Control

Control is an organizational tool, carried out to produce quality products or services so that customers and those who produce them feel satisfied. S.Sukmadinata (2006:52) states: The purpose of control is to measure and improve so that what has been planned can be achieved optimally. The same view was expressed by J.M.Juran (1988:166): which states "the main goal of control is to minimize this damage, with quick action to restore the status quo or better." Quality control is basically a tool needed to achieve goals. Willian M. Lindsay (1997:5) states: Control, the fore, is doing whatever is needed to

comply with what we want to do as an organization. In more detail, quality control is designed to:

- 1) Provide routine and consistent checks to ensure data integrity, correctness, and completeness
- 2) Identify and address errors and omissions;
- 3) Document and archive inventory material and record all QC activities (in IPCC2007 :)

D. Quality Control Process

Control cannot be separated from planning. The leader makes a plan, and the plan is a standard, meaning that a number of activities can be carried out and can be measured or assessed by comparing the standards with the activities carried out. Control systems and techniques can be developed from the plans that have been made. In control is a process because it consists of a series of systematic activities, J.M.Juran (1988:165) states quality control as a management process in which we: 1) evaluate real performance, 2). compare real performance with goals and 3) take action against difference. Control activities are carried out to ensure that the process of activities goes according to plan, so that the goals can be achieved. This is because not as long as the behavior of personnel or various events can support the expectations or plans that have been set. Meanwhile, according to N.S.Sukmadinata (2006:52) the process of quality control includes: 1) planning, namely setting goals and standards, 2). Real performance measurement, 3). Comparing the performance of the measurement results with standard performance, 4) improving performance. Almost the same opinion was expressed by Boone and Kurtz (in Turney 1992: 242) who put forward four stages of control:

- 1) Establish performance standards based on organizational goals,
- 2) Monitor actual performance,
- 3) Compare actual performance with planned performance,
- 4) Take corrective action, if necessary.

Paying attention to the quality control steps above, so basically in every quality control system there are four components, this is as stated by N.Syaodih (2006), namely:

- 1) an observation tool that detects, observes and measures or describes controlled activities.
- 2) assessment tool that evaluates the performance of an activity.
- 3) behavior modification tools to change performance if necessary
- 4) tools to disseminate information to other tools.

The success of the school principal or supervisor in implementing quality control, besides having to do it systematically, there are also several pre-conditions that must be considered and fulfilled by the school. This condition is manifested in the attitude, commitment and thoughts of all elements involved in the implementation of education in schools. According to Nanang F and Ali (2006) the pre-conditions that schools must fulfill include:

- 1) changing the mindset of the school as a production unit into a service unit
- 2) focusing attention on the process systematically.
- 3) apply long-term thinking patterns/strategies
- 4) have a strong commitment to quality
- 5) attach importance to the development of human resources.

Principals or other educational leaders in carrying out quality control can do several ways, one of the ways that is widely used in implementing quality control is the Certo model (in Sofyan Syafri 2001) which includes (1) pre-feedfowerd control, which is control carried out before work started, for example to realize quality education only selecting teachers who have good competence. (2) Concurrent Control, namely control is carried out in line with the implementation of the work, and (3) Feedback Control, namely conducting assessments or measurements, and repairs after the activities are carried out.

E. Educational Quality Control Targets

At the operational level of school institutions, quality control targets are aimed at aspects of educational input, process and output or educational outcomes. According to Djajuli (in Nanang and Ali (2006) the substance of educational supervision in an educative way is: (a) supervision of curriculum implementation, teaching, teacher understanding of the curriculum, teacher elaboration of assessment techniques, elaboration and adjustment of curriculum (b) supervision of teaching and learning activities. Meanwhile according to Syaodih (2006) the field of control is aimed at the main fields of education, namely curriculum, student guidance and education management. The field of curriculum is related to the formulation of educational goals, teaching materials, teaching processes, and evaluation, both as a whole of educational programs in schools and for each field study. The field of student guidance is related to student development programs and guidance and counseling, while the management field is related to efforts to regulate and utilize all educational resources and funds in schools. This field includes the management of personnel, students, facilities and infrastructure, educational facilities, costs and cooperation with the community or parties outside the school j. These three fields have the same target direction, namely optimal student development.

CONCLUSION

Control is a management function. This activity is carried out to assess and provide improvements to the performance of teachers or other personnel involved in the educational process to ensure that these activities are carried out. According to a predetermined plan. The purpose of control is to measure and improve so that what has been planned can be achieved optimally. In accordance with the concept of quality in education which includes input-process-output elements. So the control of the quality of education is also directed at the aspects of input, process and output. In more detail, control over the quality of education is aimed at aspects of the learning curriculum, student development and aspects of school management related to the management of educational resources and funds, such as: personnel, students, facilities and amenities, costs and school cooperation with the community. These three target areas all refer to the optimal development of student competencies. Control is a systematic process, which consists of planning (setting goals and performance standards), measuring real performance, comparing performance and making improvements.

REFERENCES

- Abdul Tholib (2009) Strategi Implementasi Kebijakan Manajemen Peningkatan Mutu Berbasis Sekolah dengan Pendekatan MMT, Penerbit Dewa Ruci Bandung.
- Arcaro, Jerome (1995) Pendidikan Berbasis Mutu, Penerbit Pustaka Pelajar, Yogyakarta.
- Isikawa (1998) Pengendalian Mutu Terpadu,
- Mitra, Amitava (2001) Fundamentals of Quality Control and Improvement Second Edition, Prentice Hall, Upper River, New Jersey.
- Nanang Fattah dan Mohammad Ali (2006) Manajemen Berbasis Sekolah, Penerbit Universitas Terbuka.
- Nana Syaodih (2006) Pengendalian Mutu Pendidikan Sekolah Menengah, Penerbit Refika Aditama, Bandung.
- Sabur A (1998) Pengendalian Mutu Pendidikan Tinggi, Thesis Tidak Diterbitkan IKIP Bandung
- Sallis, Edward (1993) Total Quality Management, London. Kogan Page.
- Sofyan Safry (2001) Sistem Pengawasan Manajemen, Penerbit Quantum Jakarta.
- Umaedi (1999) Manajemen Peningkatan Mutu Berbasis Sekolah, Ditjen Dikdasmen Depdiknas. Endang Herawan adalah Dosen Jurusan Administrasi Pendidikan