

## The Contribution School Management Based on Educational Quality Report to Increase the Quality of Basic Education Banten Province



Prof. Dr. Sudadio, M.Pd<sup>1</sup>, Juliastuti<sup>2</sup>, Nada Shofa<sup>3</sup>, Muhammad Arif Rahman<sup>4</sup>, Subai<sup>5</sup>

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**ABSTRACT:** The government has consistently attempted to enhance education quality. Effective school administration is required to improve educational quality by focusing on Competency, Content, Process, Educators, Infrastructure, administration, Funding, and Assessment standards. The purpose of this study is to examine the contribution of school administration on educational quality based on quality of education reports. The quantitative research approach was utilized to obtain data from respondents using survey instruments about school management and education quality report cards. Statistical approaches were used to analyze the data. Based on the data, school administration contributed 32.7% to the quality of education.

**KEYWORD:** Report, Quality, Education

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### INTRODUCTION

The administration has long worked to address the issue of quality education. Education quality control is essentially the quality control of the system's human resources (HR). To develop excellent human resources, information on the students' conditions, if there have been changes, whether the instructor is operating, and whether the school supports the implementation of educational programs is required. The single most critical issue to be addressed in the present national education policy is the integrity of the teaching profession. Setting defined goals and criteria for teaching abilities is one strategy to improve the integrity of the teaching profession. The most often utilized approach for determining quality in the classroom is through evaluation (grading). (Díez et al., 2020: 6).

One of the primary aims in the development of education systems in many nations is to improve educational quality. Effective school administration is critical to improving educational quality (Ayeni & Bamire, 2022: 49-63). Quality report cards are one of the tools used in schools to assess and monitor educational quality. Quality report cards are reports that offer a comprehensive view of a school's success in a variety of areas, such as student academic achievement, school management, buildings and infrastructure, extracurricular activities, and parental involvement. This quality report card can help school administration evaluate strengths and problems in school management and prepare necessary remedial measures. (Utami et al., 2021: 1).

Report cards for educational quality serve a vital part in ensuring educational quality improvement. A quality report card is a tool for measuring and monitoring student accomplishment, the efficacy of teaching and learning, school management, and the participation of other stakeholders. The government, schools, teachers, parents, and the general public all benefit from quality report cards (Wardah Hanafie, 2007:951–952). Quality report cards detail student accomplishment in a variety of areas, including academic achievement, social skills, life skills, and engagement in extracurricular activities. Schools and other stakeholders can evaluate the success of educational programs and activities and make required modifications by reviewing this data on a regular basis (Utami et al., 2021: 1) (Siti, 2020 : 1-23).

Quality reports aid in identifying the educational system's strengths and deficiencies. Schools can discover areas that require more attention by evaluating data, such as topics that require improvement, the need for teacher training, or upgrades to school infrastructure (Nuryenda & Dapung, 2021: 49). This enables better planning to suit the requirements of students and increase educational quality. Quality report cards hold schools and teachers accountable for meeting educational goals. It is intended that by constant review, schools and instructors would be able to improve their performance and give a better education to kids (Wardah Hanafie, 2007: 951–952). Monitoring quality report cards also gives transparency to the public and allows them to participate in improving educational quality. Quality reports give reliable and impartial information to aid in evidence-based

## The Contribution School Management Based on Educational Quality Report to Increase the Quality of Basic Education Banten Province

decision making. Quality reports can be used to inform decisions about curriculum enhancement, teacher professional development, resource allocation, and policy changes. This ensures that activities are based on correct and relevant data (Anangsyah & Ardiansyah, 2022: 1).

Previous study has found a link between effective school administration and higher educational quality (Díez et al., 2020 :6); (Junindra et al., 2022:88-94); (Makmur Jaya et al., 2021: 41-47); (Utami et al., 202:1); (Wilian et al., 2020: 216–219). Effective school administration may establish a learning atmosphere, manage resources effectively, encourage parental engagement, and design successful learning practices. As a result, further study is required to have a better understanding of the role of school administration in increasing educational quality as measured by quality report cards.

The purpose of this study is to examine the role of school administration in increasing educational quality as measured by quality report cards. The data from the quality report cards will be analyzed to discover the elements that contribute to enhancing the quality of education in schools. As a result, this study is anticipated to give a more in-depth knowledge of the link between school management and enhancing educational quality, as well as tangible recommendations for improving effective school administration in supporting educational quality improvement. It is intended that this research would make a significant contribution to the establishment of improved school management policies and practices, as well as give beneficial suggestions for education practitioners in enhancing the quality of education.

### LITERATURE REVIEW

#### Education Management and Its Function

Education management is the planning, arranging, managing, and supervising of educational activities. Education management's primary job is to achieve educational goals in an effective and efficient manner. Through the planning, organizing, implementing, regulating, and evaluation functions. Education management aids in the creation of an effective learning environment, the improvement of educational quality, the efficient administration of resources, and the achievement of established educational goals (Mulyasa, 2019: 160).

According to Yasmin (2017: 1-18), education management entails a process of systematic, systemic, and complete collaboration in order to achieve national education goals. Education management may also be defined as everything linked to the management of the educational process in order to achieve stated goals, including short-term, medium-term, and long-term goals (Afifudin, 2017:56). The key functions shown by educators in the management process are as follows (Aedi, 2018: 34), **1) Planning** ; In education administration, the planning role entails setting educational goals, designing curriculum, scheduling activities, and assigning appropriate resources. A well-planned education assures that all components are well-designed and efficiently interconnected, **2) Organizing**; The organizing function is responsible for deciding on tasks, dividing work, and grouping human resources and instructional materials. Establishing an organizational framework, allocating roles, and coordinating amongst different components of the education system are all part of this. Effective organization contributes to the efficiency and efficacy of the learning process, **3) Actuating**; The implementation function is responsible for carrying out the specified educational plan. This involves planning learning activities, employing effective teaching methods, and assessing educational outcomes. Good implementation ensures that the learning process proceeds smoothly and in accordance with the objectives established, **4) Controlling**; Monitoring and evaluating educational activities are part of the control role in education management. This involves maintaining track of the performance of instructors, students, and the educational system as a whole. Effective controls aid in the identification of problems and the implementation of essential remedial actions, **5) Evaluation**; Evaluation is a critical role in educational administration that involves evaluating and assessing the performance of students, instructors, curriculum, and educational programs. Evaluation aids in identifying the extent to which educational objectives have been met and gives critical information for the reform and growth of the educational system.

#### The Quality of Education

Education quality is a measurement or standard of quality used to assess how well an educational system fits the requirements and expectations that have been established. It addresses a variety of issues, including as student learning outcomes, teaching effectiveness, curriculum, physical facilities, human resources, management, and a variety of other elements that contribute to a positive learning experience. (Arcaro, 2018:75). Quality evaluation in education may be carried out along four primary dimensions: input quality, process quality, output quality, and outcome quality. The quality and characteristics of students and human resources participating in the educational process are referred to as input quality. This comprises the student's past educational history, IQ, cognitive and non-cognitive talents, motivation, and other characteristics that impact student learning capacity. Good quality input will serve as a solid foundation for generating good educational outcomes. The implementation of learning activities

## **The Contribution School Management Based on Educational Quality Report to Increase the Quality of Basic Education Banten Province**

in the classroom or other learning settings influences the process's quality. This includes the teaching techniques utilized, relationships between instructors and students, the use of educational materials, the use of technology, and a variety of other elements that contribute to learning effectiveness.

Quality procedures will guarantee that students are actively engaged, that deep learning is encouraged, and that appropriate skills are developed. The learning results attained by students in the form of information, abilities, attitudes, and understanding acquired during the educational process are referred to as output quality. This includes assessing student learning outcomes via tests, examinations, assignments, projects, and other means. The attainment of predefined skills and learning objectives will be reflected in high output quality. The long-term influence of education on students and society at large is referred to as outcome quality. This involves long-term monitoring and evaluation of students' progress after they leave the educational system, such as their capacity to seek higher education, enter the labor force, contribute to society, and confront life's problems. Good quality results will demonstrate the relevance of education to society's needs as well as students' future ability to adapt and develop. (Mulyasa, 2016 : 9).

The input, process, output, and outcome of education are all generally measured. In terms of educational quality, 13 characteristics are evaluated, namely: Performance, that is, determining how well education meets the aims and criteria specified. Timeliness, that is, determining the amount to which instruction is supplied on a predefined timetable. Reliability, that is, evaluating the consistency and dependability of education in producing the intended results. Durability refers to analyzing education's potential to give long-term and sustained advantages to pupils. Aesthetics, that is, evaluating the visual and aesthetic qualities of student learning experiences. Personal interface, specifically analyzing the relationship between instructors and students as well as education's capacity to satisfy the requirements of individual pupils. Ease of use, or the degree to which education is simple to use and accessible to students and other users. Features involves evaluating the additional benefits or characteristics provided by education. Conformance to specifications, specifically analyzing how well education fits established standards and specifications. Consistency, specifically examining consistency in the delivery and execution of education on a regular basis. consistency, specifically measuring consistency in the delivery of education in different locations or settings. Serviceability, that is, measuring education's ability to satisfy demands and deliver adequate services to pupils. correctness, specifically analyzing the correctness of information and knowledge imparted to pupils via education (Nasir, 2019: 2).

### **The Quality of Education Based on Educational Quality Report**

School management based on educational quality report cards is an organizational approach that uses data and information from educational quality report cards to make decisions and enhance quality in schools. Quality report cards for education are an essential device for examining, monitoring, and improving educational quality in school administration. (Afifudin, 2017:56). The school's management bases its decisions on educational quality report cards, primarily gather data and information about student accomplishment, teacher performance, educational programs, and other elements that impact educational quality. Exam scores, formative assessments, teacher performance assessments, and input from students, parents, and school personnel are all included in this data. The data is then evaluated in order to discover trends, strengths, weaknesses, and issues in educational quality. (Siti, 2020: 1-23).

Schools identify areas for improvement that need to be addressed based on data analysis in school management based on quality report cards. This might involve enhancing student performance in certain areas, instructional methods, student participation, or communication with parents. (Anangsyah & Ardiansyah, 2022: 1). This designation enables schools to focus their efforts and resources on the areas that require the greatest attention. To address the identified areas for improvement, the school develops concrete and quantifiable remedial measures. Teacher training, curriculum creation, the adoption of new teaching methods, the establishment of remedial or enrichment programs, and enhanced contact with parents are examples of such initiatives. Planning should contain specific goals, roles, and dates for implementation. The proposed remedial activities are carried out by the appropriate school personnel. To improve learning, teachers adopt innovative teaching techniques, involve students in remedial or enrichment activities, or use more resources. School administrators ensure that remedial actions are implemented effectively and track their progress. (Nuryenda & Dapung, 2021: 49).

The school continues to monitoring and evaluating the outcomes of the corrective steps that have been taken. This evaluation includes tracking student accomplishment, class observations, input from students and parents, and data analysis. This review supports the school in analyzing the success of remedial efforts and determining whether changes in approach or strategy are required. Report-based school quality management is an ongoing effort. The school makes the required modifications and improvements based on the findings of the evaluation and monitoring. This enhancement is part of a continuous cycle to increase

## The Contribution School Management Based on Educational Quality Report to Increase the Quality of Basic Education Banten Province

educational quality. Schools may rectify shortcomings, capitalize on strengths, and improve educational quality holistically by using a school management method based on educational quality report cards. (Makmur Jaya et al., 2021: 41 - 47).

### RESEARCH METHOD

Quantitative approaches are used in research on the role of school management based on quality report cards to increasing educational quality. Quantitative research methods entail the gathering and analysis of numerical data connected to the report card on educational quality and the enhancement of educational quality. The independent variable is the implementation of school management based on quality of education reports, and the dependent variable is the improvement in educational quality as measured by indicators such as student exam results, graduation rates, or student attendance rates. The variables in this study have the following operational definitions: **1)** The school management variable based on the quality of education report card, namely the implementation of school management based on the quality of education report card, is measured using a questionnaire that comprises school management statements, **2)** Improving Education Quality is a variable that is measured by quality standards, which include Standards of Competence, Content, Process, Educators, Infrastructure, Management, Financing, and Evaluation.

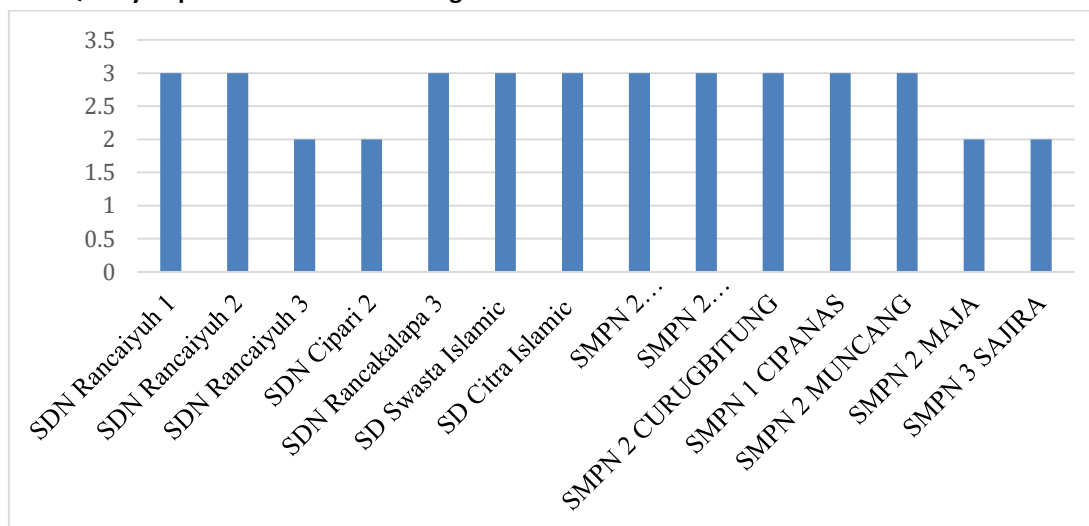
This study's population is Basic Education in Banten Province. Purposive sample selection and identification of seven primary schools, as follows SDN Rancaiyuh 1, SDN Rancaiyuh 2, SDN Rancaiyuh 3, SDN Cipari 2, SDN Rancakalapa 3, SD Swasta Islamic, SD Citra Islamic dan 7 sekolah menengah pertama yaitu SMPN 2 Rangkasbitung, SMPN 2 Panggarangan, SMPN 2 Curugbitung, SMPN 1 Cipanas, SMPN 2 Muncang, SMPN 2 Maja, SMPN 3 Sajira. The data is collected in accordance with a predefined study plan, which includes the use of questionnaires and other measurement tools to acquire numerical data on the variables under consideration. After gathering the data, do statistical analysis to answer the study questions. This can include procedures such as hypothesis testing and regression analysis.

### FINDINGS AND DISCUSSION

#### 1. The Implementation of Education Quality Report-Based School Management

As an improvement on the previous quality report card, Education Report Card is a platform that gives report data on the outcomes of the evaluation of the education system. The new education system evaluation policy emphasizes an emphasis on education quality and an integrated system. The following are the findings of basic education study conducted in Banten Province:

**Table 1. Education Quality Report-Based School Management**



Information : SDN ( Public Alementary School )

Based on graph 1, it can be seen that the implementation of school management based on the quality of education report cards or school management in Banten has only reached a score of 3 which indicates that the school management is very well organized, meaning that schools in Banten have a structured and effective arrangement in implementing education quality report card based management. This indicates that schools in Banten have adopted and implemented management principles related to the use of education quality report cards for decision making and quality improvement. They may have developed tasks, practices, and procedures that are clear and easy to perform in order to benefit from the quality of education reports during the school

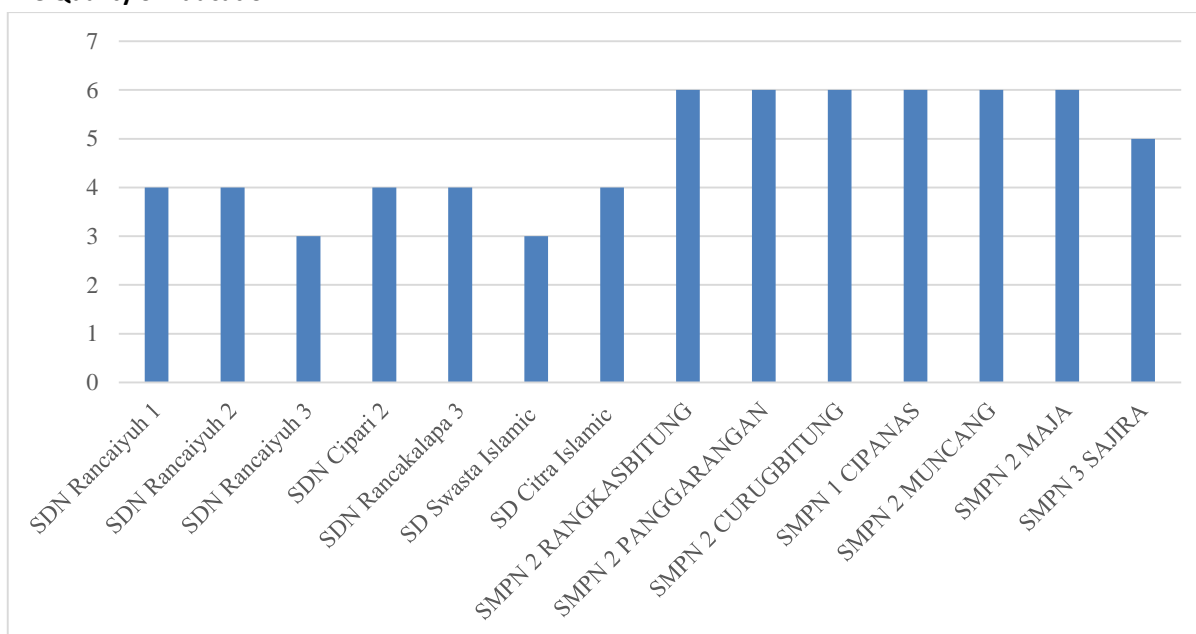
## The Contribution School Management Based on Educational Quality Report to Increase the Quality of Basic Education Banten Province

administration process. It is also important to note that schools in Banten can use data from the quality of education reports to identify deficiencies and strengths, as well as to improve planning and the development of interdisciplinary projects, as well as to facilitate systematic improvement efforts. This will help to improve the quality of education in Banten's schools.

### 2. The Quality of Education

A complete method to evaluate the quality of education of an educational institution or system is commonly referred to as assessment of the quality of education based on Competency, Content, Process, Educators, Infrastructure, Management, Funding, and Assessment criteria. According to the findings of study in basic education throughout Banten Province, the average score obtained was 5, indicating that accomplishment is generally excellent or above average. Despite the fact that it has not yet attained its maximum score, an average score of 5 shows that the majority of the indications or standards reviewed have been satisfied correctly, as illustrated in graph 2 below.

**Table 2. The Quality of Education**



Information : SDN ( Public Alementary School )

### 3. Education Quality Report-Based School Management Contribution to Education Quality

According to the findings, school management contributed 32.7% to the quality of education based on the quality of education report cards, as indicated in Table 3 below:

**Table 3. Education Quality Report-Based School Management Contribution to Education Quality**

#### Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.572 <sup>a</sup>	.327	.271	1.01448

a. Predictors: (Constant), Report - Based School Manajement

According to table 3, the value of r is 0.572, indicating that school management based on quality of education report cards has a considerable effect on the quality of education. This suggests that school administration based on educational quality report cards has a 32.7% effect on enhancing overall educational quality. This demonstrates that school administration elements such as planning, coordinating, executing, and overseeing instructional activities have a major influence on educational quality. However, variables other than school administration might have an impact on educational quality, and the contribution of these factors is not included in the 32.7%.

Quality report-based school management is a strategy that can help to enhance educational quality. Reports on student success, teacher performance, and the efficacy of educational initiatives in schools are examples of quality report cards. School administrators may utilize quality reports to evaluate strengths and flaws in their educational system and plan necessary remedial

## The Contribution School Management Based on Educational Quality Report to Increase the Quality of Basic Education Banten Province

activities. Quality report cards contain specific information regarding student accomplishment, such as topic mastery and individual improvement. (Anangsyah & Ardiansyah, 2022: 1). By analyzing this data, school administrators may identify the needs and obstacles that children and instructors experience, as well as devise suitable methods to address them. Quality report cards also reveal teacher performance in terms of subject content and effective teaching tactics. This information may be used by school administration to give appropriate training and assistance to instructors in order for them to enhance their teaching abilities and student learning results.

Through analysis of quality reports, school management can evaluate the effectiveness of existing education programs. They can identify successful programs and those that need to be improved or changed. By conducting continuous evaluations, school management can ensure that the educational programs they offer meet the needs of students and meet established quality standards. Quality reports can also be an effective communication tool between schools and parents. By providing detailed information about students' progress, school management can encourage parents' involvement in their children's education. Engaged parents are more likely to understand their child's needs and can work closely with the school to achieve better educational goals. Quality report-based school management may assist in making decisions. School administration may make choices based on actual facts if they have thorough and dependable data. This reduces speculative or perceptual judgements, enhancing effective management and adaptability to change. As a result, school administration based on quality report cards may be a significant instrument for increasing educational quality. Schools may detect problems, implement remedial actions, and enhance overall student learning outcomes by utilizing the information offered in quality reports.

### CONCLUSION

Based on the findings of a study that showed that school management contributed 32.7% to increasing the quality of education based on the quality of education report cards, it can be concluded that excellent school management plays an essential role in enhancing the quality of education. Other issues, however, have a considerable impact on educational quality, thus these components must be addressed holistically. The findings of this study contribute to education science by increasing awareness of the significance of school administration based on educational quality report cards in enhancing educational quality. The implications may encourage more study into building successful and creative school management models, as well as provide a firmer theoretical foundation for understanding the link between school management and educational excellence. The findings of this study have practical consequences for research locations in Banten, such as areas or educational institutions. This study demonstrates the significance of using a school management method based on educational quality report cards to improve education quality. This implication has the potential to drive educational decision makers, such as school principals and education administrators, to pay more attention to areas of school administration and to include education quality reports into decision making and strategic planning.

Furthermore, the findings of this study can serve as an initial basis for the development of education policy in Banten, with a focus on strengthening school administration and the use of education quality report cards as a tool for comprehensively assessing and controlling educational quality.

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