

Profile of School Quality Based on Quality Reports in Elementary Schools in Banten Province



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ABSTRACT: Profile quality school covers various aspects, including academic students' performance, management schools, facilities, infrastructure, and stakeholder participation and involvement. Report card quality is used to collect data about students' performance, teaching effectiveness, and school management. This data is then analyzed To evaluate the performance of schools in achieving learning targets and improving the quality of education. Study This aim To know the quality of educational services provided to schools. Profile quality school-based report card quality can be used for repair sustainability. With a view of the data and analysis contained in report card quality, the schools can identify areas that need to be improved and develop a plan of appropriate action. Steps repair can cover curriculum enhancement, teacher competence, or support program development For students. The research method is quantitative, collecting data through instrument surveys of respondent-related management schools and reporting quality education. Data analysis was performed with the use of technique statistics certain. Research results show that profile quality school-based report card quality education to quality education has an average achievement of 6,67 categories, significant achievement of NES 4 quality high. The acquisition of elementary school quality report cards in Banten province is 6,16. The quality report card profile score in Banten Province is 3,85. Based on Statistical calculation, obtained Sig value. (2-tailed) of 0,034 <0,05, which means category score report quality relates significantly to report quality education. Value contributions received in the study This is 0,034, which means contributions earned by 0,204%.

KEYWORDS: Profile, Quality, Education

INTRODUCTION

Education is an effort made by humans to realize cultural relay, knowledge, and the development of knowledge from generation to generation. With education, generations can develop and innovate along with the times, starting from health, economy, technology, and many other fields. (Rahman et al., 2022:42).

In Indonesia, the functions and objectives of education are regulated in Law Number 20 of 2003 concerning the National Education System. Article 3 of Law Number 20 of 2003 it is stated that national education functions to develop capabilities and form noble national character and civilization in order to educate the nation's life, aiming at developing the potential of students to become human beings who believe and fear God Almighty, having noble character, being healthy, knowledgeable, capable, creative, independent, and being a democratic and responsible citizen.

In this case, Law No. 20 of 2003 concerning the National Education System states that the function of national education is to develop capabilities and form a noble national character and civilization to educate the nation's life. (Rahman et al., 2022:49). One part of realizing national education goals is through formal school education institutions.

School as a formal educational institution that has a role in realizing national education goals is a tool that can be used in building a civilization and national character. In addition, schools can also be used as a tool in developing knowledge so that in the future various kinds of innovations will emerge in various fields of science. Schools that are good at printing the nation's generation, of course, must have good quality as well.

Quality is a process where fulfillment and management decisions are carried out consistently and continuously with the aim of consumers getting satisfaction with the products or services produced (Rosdiana & Soedarmo, 2019). The quality of education reflects the extent to which the education system can provide quality learning experiences to students. The quality of

Profile of School Quality Based on Quality Reports in Elementary Schools in Banten Province

education is not only about achieving high academic achievement but also involves various aspects that affect the holistic development of students.

Dedicated and qualified teachers are the main pillar of a school that focuses on quality education. They possess in-depth knowledge of their subjects, excellent communication, and innovative teaching skills. They encourage students to think critically, foster curiosity, and encourage active participation in the learning process. One way that can be used to see the quality profile of a school is through school quality report cards.

School quality report cards are achievements obtained by schools related to improving the quality of schools that have been carried out. The appearance of the results of the education quality report card begins with the School carrying out quality mapping activities through the School Self-Evaluation and submitting the results of the self-evaluation in the form of data and information by the quality mapping instrument developed by the Directorate General of Elementary and Secondary Education with existing provisions (Nanang and Rusman, 2019: 25). Education quality report cards are also interpreted as an effort to measure quality improvement as outlined in the Education Development Strategic Plan and facilitate quality fulfillment in all academic units (Kemendikbud, 2019: 4). Referring to the description above, it can be understood that the education quality report cards are more interpreted as a result of program achievements planned by the education unit. The achievement of school quality report cards is more directed to the results of the School Self-Evaluation instrument, which is based on the real conditions in the education unit.

THEORETICAL REVIEW

The Nature of the Quality Profile

Quality implies the degree (level) of superiority of a product (work/effort) in the form of goods or services, both tangible and intangible. In education, quality refers to the process of education and educational outcomes. In the "educational process," various inputs are involved, such as; facilities and amenities, teaching materials (cognitive, affective, or psychomotor), teaching and educational staff, management and governance, and other resources, as well as creating a conducive atmosphere both within the scope of academic and non-academic substance in an atmosphere that supports the learning process.

In the Big Indonesian Dictionary, quoted by Onesimus Amtu, it is explained that the meaning of quality is a good or bad measure of an object, grade, level, or degree in the form of; intelligence, skills, and so on. Quality is defined as "the overall characteristics and characteristics of a product or service that affect the ability of the product to satisfy certain needs." This means that we must be able to identify product characteristics and characteristics related to quality and then make a basic benchmark and control method.

This definition clearly emphasizes customer satisfaction or product users. In a building project, the customer can mean the assignor, the building tenant, or the user community. For example, in terms of design, satisfaction can be measured in terms of aesthetics, function fulfillment, material durability, safety, and timeliness. Meanwhile, in terms of implementation, the measurement is on the tidiness of completion, integrity (according to drawings and specifications) of implementation, exact time of delivery and cost, and free of defects.

According to Philip B. Crosby (Noer. Rohmah & Zainal, 2017:205), quality is compliance with what is required or standardized. In simple terms, a product is said to be of good quality/quality if the product complies with predetermined quality standards, which include raw materials, production processes, and finished products. According to W. Edward Deming (Mulyadi, 2010:80), quality is "conformance with market or consumer needs." A product is said to be of quality if the product is to the needs of consumers or customers so that it can provide satisfaction from customers for the product.

From these experts' various opinions or views, it can be concluded that quality is by standards or requirements that can be utilized or used to meet customer needs or provide customer satisfaction through good and sustainable management.

The Nature of Education Quality

In the world of education, quality is seen and interpreted as a program or result of educational management that aims to meet the expectations of education customers by the level of needs and development of society or the world of work (Nurdin & Imam, 2015: 4). According to Aminatul Zahroh (Zahro, 2014:28), the quality of education is the ability or competence of educational institutions in utilizing and managing educational resources, which are used to improve student's learning abilities as optimally as possible.

Education is the quality that must be achieved in carrying out educational activities in schools in a country. According to KBBI, quality is a good or bad measure of an object, quality, level, or degree. At the same time, education is the process of changing the attitude and behavior of a person or group of people to mature humans through teaching and training efforts, processes, methods, and acts of education. The quality of education is very important in determining the quality of a country's education. In addition, good quality education will lead a country in a more advanced direction.

Profile of School Quality Based on Quality Reports in Elementary Schools in Banten Province

The Nature of Quality Reports

The quality of education in Indonesia is assessed based on the performance of academic units according to the National Education Standards (NES). The School Quality Report Card is a description of the condition of the school in the form of a School Quality Profile to achieve the 8 National Education Standards, which consist of Standards, Indicators, and Sub-Indicators, which contain scores of 0-7. Quality Report Card is an internal quality assurance tool in the form of self-evaluation by educational institutions, and its indicators measure the achievement of eight national standards. The data in the Quality Report Card comes from Basic Education Data and is also the result of direct input from educational institutions through the Quality Report Card application.

Quality reports from the results of Mapping Quality of Education help to identify problems, evaluate programs and achieve targets. Schools can identify their strengths and weaknesses and plan for future development. They are strengthening a culture of institutional evaluation and self-analysis. Encourage schools to review outdated policies. Provides information about the status of the school compared to other schools. Schools can have accurate baseline data for future development and improvement. The appearance of the results of the education quality report card begins with the school carrying out quality mapping activities through the School Self-Evaluation and submitting the results of the self-evaluation in the form of data and information by the quality mapping instrument developed by the Directorate General of Elementary and Secondary Education with existing provisions (Nanang and Rusman, 2019: 25).

Definition of Elementary School

According to UUD 1945, elementary school education is something effort to educate and print life a holy, loving, and proud nation to nation and state, professional, creative, virtuous manners and manners as well as capable finishing problems in his environment. School education base is the education of children aged 7 to 13 years as education at the level developed basis by unit education, potential regional and social culture.

At the school base, the student is demanded To control all field studies and how methods finish problems. However, learning is No only done at school, just outside the school. At the same, it is just a lesson.

Objective education at school base, as in destination education national, which also has poured in Law No. 20 of 2003 is as in the description in Article 3 of the UUD 1945 states, "National education function develop the ability and shape character as well as civilization dignified nation in framework educate life nation, aims For development potency students to be a man of faith and piety to Almighty God, morals noble, healthy, knowledgeable, capable, creative, independent, and become democratic citizens as well as responsible answer."

From quote of UUD above, then objective education at school base Alone can outline covers several matters, namely, (1). Have faith and piety to His Lord (2). Direct and guide students to the direction of potential situation positive, soulful big, critical, intelligent and moral noble, (3). Have a sense of love, homeland, pride and capable fill in purposeful things build self Alone nation and state, (4). Bring student school base capable achievement to level next.

Main core education school basic, trying to embed faith in Lord through their respective religions. With hope, naturally, students can embed demeanor and polite between fellow people man without differentiating race, ethnicity, and religion. So that, in the end, students can become responsible individuals responsible, capable, and dedicated tall to their nation and country. Understanding education at school base truly educates and develops knowledge of students at school base For own attitude togetherness in effort print generation responsible youth _ answer.

RESEARCH METHODS

The research method used is method evaluation, using quantitative descriptive statistics with a quantitative approach. Quantitative research is based on collection and analysis with the Produchmomen statistical test Person to explain, predict and control the phenomena of interest. Quantitative research emphasizes its analysis of numerical data processed by statistical methods.

RESULTS AND DISCUSSION

The research results from the data used are the results of all variables, namely school quality report card data from 7 (seven) Public Elementary Schools in Serang Regency and Lebak Regency, which can be seen in Table 2 and Table 3.

Profile of School Quality Based on Quality Reports in Elementary Schools in Banten Province

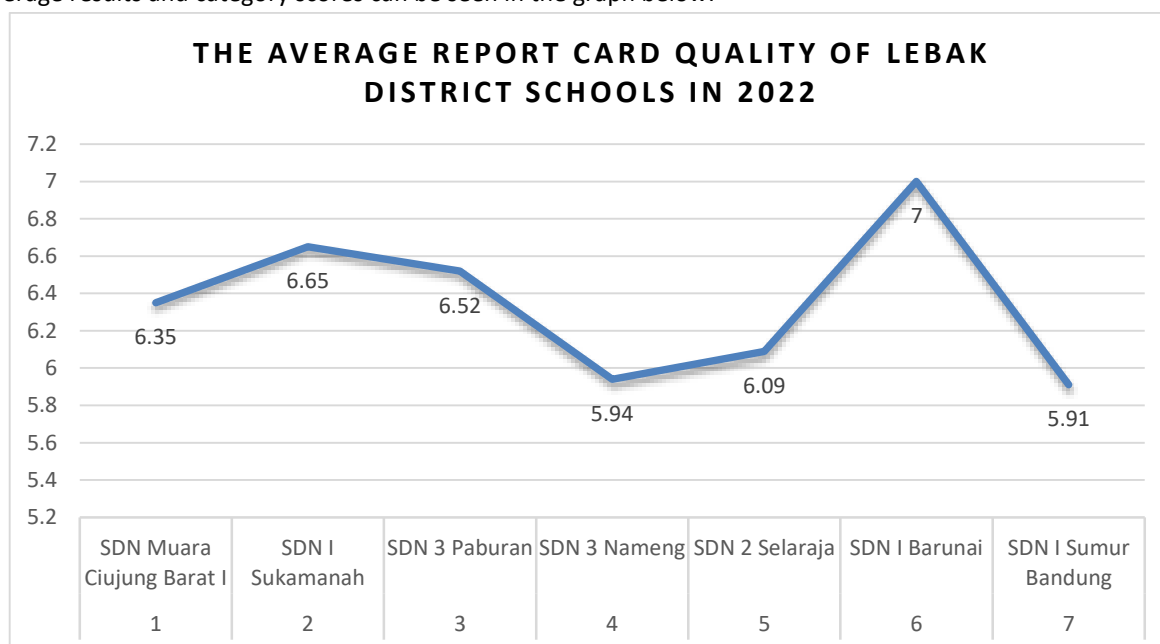
Table 1. Results of school quality report cards for 8 Lebak Regency standards for 2022

No	School name	A	B	C	D	E	F	G	H
1	SDN Muara Ciujung Barat I	6,78	6,28	6,55	6,68	5,19	6,60	6,43	6,28
2	SDN I Sukamanah	7,00	6,68	6,70	6,98	5,19	6,71	7,00	6,90
3	SDN 3 Paburan	7,00	6,75	6,40	6,98	5,20	6,69	6,28	6,88
4	SDN 3 Nameng	6,86	5,61	5,84	6,83	4,64	6,06	6,37	5,32
5	SDN 2 Selaraja	6,02	6,25	5,85	6,48	5,09	6,48	6,00	6,57
6	SDN I Barunai	7,00	7,00	7,00	7,00	7,00	7,00	7,00	7,00
7	SDN I Sumur Bandung	5,80	6,17	5,86	6,53	4,91	5,34	6,13	6,53

A = Graduate Competency Standards; B = Content Standard; C = Process Standard; D = Educator's Standard; E = Infrastructure Standards; F = Management Standard; G = Financing Standard; H = Grading Standard.

SDN = Public Elementary

The average results and category scores can be seen in the graph below:



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Table 2. Results of school quality report cards for 8 standards Serang Regency in 2022

No	School name	A	B	C	D	E	F	G	H
1	SDN Citasuk I	6,44	6,29	6,04	6,62	4,72	6,12	5,81	6,46
2	SDN Kalumpang I	7,00	6,68	6,70	6,98	5,19	6,71	7,00	6,90
3	SDN Tambabakan	6,55	6,13	6,27	6,63	4,76	6,51	5,41	6,48
4	SDN Suarna	6,04	5,81	6,00	6,90	4,90	6,06	6,02	6,29
5	SDN Wirana Pasir	6,03	6,18	6,48	4,76	4,76	6,43	6,12	6,58
6	SDN Bugel	6,20	6,13	4,93	6,52	5,00	5,84	2,59	6,37
7	SDN Pabuaran	5,96	6,20	6,55	4,38	2,91	6,29	6,33	6,61

A = Graduate Competency Standards; B = Content Standard; C = Process Standard; D = Educator's Standard; E = Infrastructure Standards; F = Management Standard; G = Financing Standard; H = Grading Standard.

SDN = SEKOLAH DASAR NEGERI (PUBLIC ELEMENTARY SCHOOL)

The average results and category scores can be seen in the graph below:

Profile of School Quality Based on Quality Reports in Elementary Schools in Banten Province

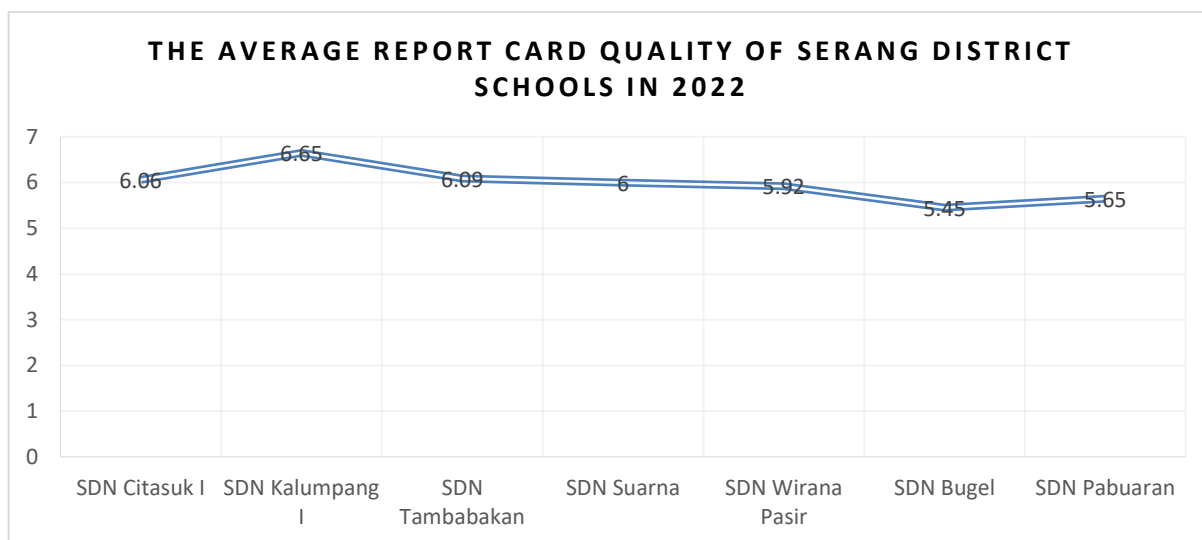


Table 6. Descriptive statistics for quality report cards for schools in Serang Regency in 2022

No	Statistics	Report Value Quality							
		A	B	C	D	E	F	G	H
1	Minimum	5,80	5,61	5,84	6,48	4,64	5,34	6,00	5,32
2	Max	7,00	7,00	7,00	7,00	7,00	7,00	7,00	7,00
3	Average	6,64	6,39	6,31	6,78	5,32	6,41	6,46	6,50

A = Graduate Competency Standards; B = Content Standard; C = Process Standard; D = Educator's Standard; E = Infrastructure Standards; F = Management Standard; G = Financing Standard; H = Grading Standard.

Based on table 6 shows descriptive statistics on school quality report cards in Serang Regency, where each National Education Standard variable is obtained with a minimum score of 5,80 on graduate competency standards, 5,61 on content standards, 5,84 on process standards, 6,48 on educator standards, 4,64 on infrastructure standards, 5,34 on management standards, 6,00 on financing standards, and 5,32 on assessment standards. For a maximum score of 7,00 on graduate competency standards, 7,00 on content standards, 7,00 on process standards, 7,00 on educator standards, 7,00 on infrastructure standards, 7,00 on management standards, 7,00 on the financing standard, and 7,00 on the valuation standard.

Table 3. Descriptive statistics on quality report cards for schools Lebak RegencyYear 2022

No	Statistics	Standard Value Education Quality							
		A	B	C	D	E	F	G	H
1	Minimum	5,96	5,81	4,93	4,38	2,91	5,84	2,59	6,29
2	Maximum	7,00	6,68	6,70	6,98	5,19	6,71	7,00	6,90
3	Average	6,32	6,20	6,14	6,11	4,61	6,28	5,61	6,53

A = Graduate Competency Standards; B = Content Standard; C = Process Standard; D = Educator's Standard; E = Infrastructure Standards; F = Management Standard; G = Financing Standard; H = Grading Standard.

Based on table 7 shows the descriptive statistics of school quality report cards in Lebak Regency, where each National Education Standard (NES) variable is obtained with a minimum score of 5,96 on graduate competency standards, 5,81 on content standards, 4,93 on process standards, 4,38 on educator standards, 2,91 on infrastructure standards, 5,84 on management standards, 2,59 on financing standards, and 6,29 on assessment standards. For a maximum score of 7,00 on graduate competency standards, 6,68 on content standards, 6,70 on process standards, 6,98 on educator standards, 5,19 on infrastructure standards, 6,71 on management standards 7,00 on the financing standard, and 6,90 on the valuation standard.

A quality Report Card is an internal quality assurance instrument in the form of a self-evaluation of educational units, in which the indicators measure the achievements of eight national standards. The data in the Quality Report Card comes from Basic Education Data and the results of direct *input by the education unit through the Quality Report Card application*. Quality reports can provide an overview of the strengths and weaknesses of an educational institution, as well as provide a basis for identifying areas that need improvement or improvement. Information from quality reports can be used by schools, education decision-makers, parents, and the community to improve the quality of education and ensure effective learning for students.

Profile of School Quality Based on Quality Reports in Elementary Schools in Banten Province

Data and information collected from an educational unit profile can ideally be used by various parties as a basis for decision-making because, in essence, a quality transcript must be able to provide information to its users for further use. As a medium of quality transcript information, it must provide convenience for its users, and what is called convenience is the clarity and legibility of the information. For this reason, quality transcripts can be presented in an attractive appearance and language that is easy to understand so that they can be used by all parties appropriately.

In general, quality report cards for education units will be used as baseline data for real situations of achievement and accomplishment of the 8 NES and their indicators, which will help stakeholders prepare program planning and budgeting for quality improvement so that they have defined scope, goals, objectives, and phases. The data source for compiling quality reports in each region is profile data at the educational institution level, which includes quantitative and qualitative information on the status of educational institutions within the scope of national education standards. A table of quality report card achievement categories is compiled by the Directorate General of Early Childhood Education, Basic Education, and Secondary Education (table 4).

Table 4. Quality report card achievement indicator categories in Elementary Schools The Year 2022

No.	Category	Lower limit	Upper limit
1	Go to NES 1	0	2,04
2	Go to NES 2	2,05	3,7
3	Go to NES 3	3,71	5,06
4	Go to NES 4	5,07	6,66
5	NES	6,67	7

Based on the results of research conducted at 7 (seven) State Elementary Schools in Serang Regency and 7 (seven) State Elementary Schools in Lebak Regency regarding school quality report cards, the results showed that 6 (six) schools were in the category "Towards NES 4" and 1 (one) school is in the "NES" category at Public Elementary Schools in Serang Regency (table 9). Meanwhile, the school quality report cards in Lebak Regency showed that 7 (seven) schools were in the "Towards NES 4" category (table 5).

Table 5. Categories of achievement of quality report cards in Elementary School Lebak Regency in 2022

No	School name	Average	Category
1	SDN Muara Ciujung Barat I	6,35	Go to NES 4
2	SDN I Sukamanah	6,65	Go to NES 4
3	SDN 3 Paburan	6,52	Go to NES 4
4	SDN 3 Nameng	5,94	Go to NES 4
5	SDN 2 Selaraja	6,09	Go to NES 4
6	SDN I Barunai	7,00	NES
7	SDN I Sumur Bandung	5,91	Go to NES 4

Table 6. Categories of achievement of quality report cards at SDN Serang Regency in 2022

No	School name	Average	Category
1	SDN Citasuk I	6,06	Go to NES 4
2	SDN Kalumpang I	6,65	Go to NES 4
3	SDN Tambabakan	6,09	Go to NES 4
4	SDN Suarna	6,00	Go to NES 4
5	SDN Wirana Pasir	5,92	Go to NES 4
6	SDN Bugel	5,45	Go to NES 4
7	SDN Pabuaran	5,65	Go to NES 4

Based on Table 5 and Table 6, it can be averaged for the acquisition of quality report cards for elementary schools in Banten province, namely; $44,46 : 7 = (6,35) + 41,82 : 7 = (5,978) = 6,35 + 5,97 = 6,16$, thus the quality profile of elementary schools in

Profile of School Quality Based on Quality Reports in Elementary Schools in Banten Province

Banten Province based on quality report cards is 6,16 . Furthermore, data were obtained based on the questionnaire given to school principals from Lebak and Serang districts. Namely, it is on the score Profile scale of 5

Based on the data above (table 5 and Table 6), 13 (thirteen) schools have headed for NES 4, and 1 (one) school has met the NES category. One of the functions of school quality report cards is as an education quality assurance system (EQAS). The results of his further research are the relationship between the score categories of education quality report cards and the standard report cards for education quality, which can be seen in Table 9.

Table 7. The relationship between the quality report cards and report card categories education quality

correlations			
		X	Y
X	Pearson Correlation	1	-.204
	Sig. (2-tailed)		.485
	The sum of Squares and Cross-products	2,000	-.440
	Covariances	.154	-.034
	N	14	14
Y	Pearson Correlation	-.204	1
	Sig. (2-tailed)	.485	
	The sum of Squares and Cross-products	-.440	2,329
	Covariances	-.034	.179
	N	14	14

Based on Table 9, the value of Sig. (2-tailed) of 0,485 < 0,05, which means that the quality report card score category is significantly related to the quality report card in education. Based on Table 12, the contribution value obtained in this study is 0,204 percent.

Based on Permendiknas Number 63 of 2009 concerning the Education Quality Assurance System article 2, it is stated that the ultimate goal of quality assurance in education is the high intelligence of human and national life as aspired to by the Preamble to the UUD of the Republic of Indonesia in 1945 which was achieved through the implementation of the EQAS. Then, the objectives of minimum quality service standards are: 1) To develop a culture of quality education; 2) Clear and proportional division of tasks and responsibilities among education units, education unit administrators, district/city governments, provincial governments, and central government ; 3) Establishment of quality references nationally in quality assurance of formal and non-formal education; 4) The quality of education is mapped nationally, broken down by Province, Regency/City, and educational units or programs; 5) Development of an information and communication technology-based educational quality information system.

The school quality report cards aim to ensure the quality of schools based on the National Education Standards (NES). The achievement of national education standards (NES) can be seen through the results of school quality report cards issued every year, which are processed based on basic education data processing

In general, quality or quality is a general characteristic of goods or services that demonstrate their ability to meet the expected or implied needs. In the context of education, the term "quality" includes educational input, process, and output (Anwar, 2018 : 23). School quality is the performance of all resources owned by the school as an educational institution to complete tasks in order to achieve school goals based on NES.

School quality is determined by the overall performance of all interrelated school resources, including school leaders, educators or teachers, education staff, students, and school boards or committees. The quality of a school is influenced by the management ability of school leaders who manage all school resources to carry out their duties professionally. A school is an institution provided by the government responsible for providing quality educational services to the community. Concerning these educational services, the government has established National Education Standards (NES) as reference standards for measuring school quality.

CONCLUSION

Overall, quality assurance activities aim to see the implementation of National Education Standards (NES) through school quality report cards. School quality report cards are very useful for internal and external parties within the school environment. The objectives of quality assurance include: a) To facilitate continuous and continuous improvement and improvement through *best practices* and a willingness to innovate based on existing results. 2 Make progress in the target schools more accessible. 3 Provide

Profile of School Quality Based on Quality Reports in Elementary Schools in Banten Province

information to the community consistently on target and on time, and wherever possible, compare the standards achieved with other schools. Guarantee the quality of education in target schools based on the results of school quality report cards.

Based on the quality report card category score results, it is significantly related to the quality report card of education. Based on Table 9, the contribution value obtained in this study is 0,204 percent, more tall report quality than more also high quality of education.

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