

## IMPLEMENTATION OF NATIONAL EDUCATION STANDARDS IN IMPROVING THE QUALITY OF EDUCATION

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### ABSTRACT

*Schools become very important to be established in various regions in Indonesia, on the other hand, the schools established must also be quality, the quality of a school is seen by its quality. Quality schools are schools that refer to the National Standard of Education which contains content standards, process standards, graduation competency standards, educator and education personnel standards, facilities and infrastructure standards, management standards, financing standards, and assessment standards. This research aims to determine the implementation of the National Education Standard to improve the quality of education in MTsN-2 Tapanuli Tengah. This research uses qualitative descriptive approach methods that aim to understand circumstances or phenomena using description in the form of words or language and describe real events encountered in the field. Data collection techniques from these studies use methods of observation, interview, and documentation. The data analysis techniques used in this study through 3 activity flows, namely data reduction, data presentation, and data verification. The results of this study are the application of management functions, namely management functions in planning, implementation, and supervision and connecting with the implementation of the National Education Standard on planning, implementation of national education standards on the implementation, and implementation of national standards of education on supervision. According to researchers, MTsN-2 Tapanuli Tengah has implemented 8 National Standards of Education so the head of the madrasah hopes that the accreditation of MTsN-2 Tapanuli Tengah can increase from year to year.*  
**Keywords:** *educational management, national standards of education, quality of education.*

### ABSTRAK

Sekolah menjadi sangat penting untuk didirikan di berbagai daerah di Indonesia, disisi lain sekolah yang didirikan juga harus berkualitas, kualitas sebuah sekolah dilihat dari kualitasnya. Sekolah bermutu adalah sekolah yang mengacu pada Standar Nasional Pendidikan yang memuat standar isi, standar proses, standar kompetensi kelulusan, standar pendidik dan tenaga kependidikan, standar sarana dan prasarana, standar pengelolaan, standar pembiayaan, dan standar penilaian. Penelitian ini bertujuan untuk mengetahui penerapan Standar Nasional Pendidikan untuk meningkatkan mutu pendidikan di MTsN 2 Tapanuli Tengah. Penelitian ini menggunakan metode pendekatan deskriptif kualitatif yang bertujuan untuk memahami keadaan atau fenomena dengan menggunakan deskripsi berupa kata-kata atau bahasa dan menggambarkan kejadian nyata yang ditemui di lapangan. Teknik pengumpulan data dari penelitian ini menggunakan metode observasi, wawancara, dan dokumentasi. Teknik analisis data yang digunakan dalam penelitian ini melalui 3 (tiga) alur kegiatan, yaitu reduksi data, penyajian data, dan verifikasi data. Hasil dari penelitian ini adalah penerapan fungsi manajemen, yaitu fungsi manajemen dalam perencanaan, pelaksanaan, dan pengawasan serta dihubungkan dengan pelaksanaan SNI di bidang perencanaan, pelaksanaan standar nasional pendidikan pada pelaksanaan, dan penerapan standar nasional pendidikan. pendidikan tentang supervisi. Menurut peneliti, MTsN 2 Tapanuli Tengah telah menerapkan 8 Standar Nasional Pendidikan sehingga kepala madrasah berharap akreditasi MTsN 2 Tapanuli Tengah dapat meningkat dari tahun ke tahun.

## A. INTRODUCTION

The school is an institution specifically designed for the implementation of student teaching with the supervision of educators who are supported also by education personnel and parents of students themselves, the school supports the founding ideals of the nation-state in the opening of the 1945 Constitution, namely educating the life of the nation, of course, this requires the availability of schools both in quantity and quality, schools become very important to be established in various regions in Indonesia, on the other hand, the school established must also be a quality one, the quality of a school is seen from its quality.

The need to get a quality education for every citizen has been guaranteed in Law No. 20 of 2003 concerning the National Education System Article 5 paragraph (1) which states that "every citizen has the same right to obtain a quality education" (Juandi, 2019; Kementerian Kesehatan Republik Indonesia, 2015; Kementerian Sosial & Negara, 2014; Pemerintah et al., 2013; Peraturan Pemerintah RI, 2003, 2005, 2009, 2021; RI, 2007, 2015). The National Standard of Education which is the benchmark of the National Accreditation Board in providing accreditation assessment criteria always synergizes to fill each other, the fulfillment of SNP can be reflected in the results of accreditation if the National Standard of Education criteria have been met in the accreditation assessment.

In addition to comparisons from several countries, it is necessary to see how much influence each standard and indicator has on the quality of education, standards, and indicators that have the most influence on the quality of education are seen from the results of the National Examination so that influential standards remain the main supporting icon.

This shows that citizens have the right to get quality educational services about the understanding of quality education, many education experts have different opinions but aim the same in looking at providing quality educational services to students. In the era of globalization which has an impact on the rapid progress of knowledge and technology, the world of education is forced to be able to adjust progress so as not to be left behind with other fields.

Currently, there are still many schools that do not think too much about the quality of education such as, not too focused on the Applicable National Standard of Education so that the school does not experience quality improvement, the school only applies the culture that already exists in the school without renewing it based on the National Standard of Education, such as improving the quality of infrastructure in schools, because adequate infrastructure also includes standardization, it is said that the school is of quality or not. For this reason, one of the above problem-solving offers is that schools must implement the National Standard of

Education in their respective schools, especially in improving the quality of education. Based on the above explanation, the author conducted research at MTsN-2 Tapanuli Tengah to see the extent of the implementation of the National Education Standard implemented in improving the quality of education in MTsN-2 Tapanuli Tengah.

## **B. METHOD**

This study uses a qualitative approach with a descriptive analytical study method. The focus of the research discussion is on the application of national education standards in an effort to improve the quality of education at MTsN 2 Tapanuli Tengah. The data collection process uses observation, interview and review of relevant documents. Furthermore, data analysis uses data reduction techniques, data presentation, and verification. Test the validity of the data using the persistence of observation and triangulation techniques (Assingkily, 2021).

## **C. RESULTS AND DISCUSSION**

Based on research conducted at MTsN 2 Tapanuli Tengah, the results of the research are that MTsN 2 Tapanuli Tengah has been able to follow the rules of education that have been regulated by the government which refers to the National Standard of Education and has implemented it to improve the quality of education in MTsN 2 Tapanuli Tengah which contains content standards, process standards, graduation competency standards, educator standards and education personnel, facilities and infrastructure standards, management standards, financing standards, and assessment standards. The head of the madrasah can implement and supervise educators and education personnel to conduct learning by applying management functions to the planning, implementation, and supervision functions that refer to the applicable National Standard of Education because the head of the madrasah hopes that the accreditation of MTsN 2 Tapanuli Tengah can increase from year to year and MTsN 2 Tapanuli Tengah students can compete academically and non-academically. In the implementation of the National Standard of Education, madrasah heads experience obstacles such as inadequate facilities for the learning process, but madrasah heads continue to make improvements, especially in improving madrasah facilities to create effectiveness of learning in MTsN 2 Tapanuli Tengah.

To be clear, the researcher will provide a description/discussion related to the implementation of the National Education Standard in MTsN 2 Tapanuli Tengah:

### ***School Quality***

Efforts to realize educational development cannot be separated from the problem of school quality. This is because the school is a forum for the teaching and learning process where there is the interaction between teachers and students and the school environment. Everything in the school environment has a role in contributing to the creation of school quality. Quality schools will contribute to the quality of human resources that can compete with other countries (Arbona et al., 2022; Falch et al., 2022; Mathur, 2022; Reynolds et al., 2019).

Quality is a subjective and relative terminology that means that any definition can be supported by equally good arguments. Broadly speaking, quality can be interpreted as an aggregate of characteristics of a product or service that satisfies the needs of consumers/customers. Quality characteristics can be measured quantitatively and qualitatively. In education, quality is a success of the learning process that is fun and provides enjoyment.

Quality schools are essentially always to innovate and evaluate learning to the quality achieved as a way to improve the services provided to customers (learners or parents of learners) (Hughes et al., 2021). The continuous repair process carried out by the school assures customers receive quality educational services (Aburizaizah, 2022; Bogren et al., 2018; Bozbiyik et al., 2020; Didham & Ofei-Manu, 2020; Jesry et al., 2022; Mirasol et al., 2021; U-Sayee & Adomako, 2021).

Schools that have met the 8 National Standard of Education reflect that the school has quality by existing standards. The achievement of this standard is evidenced by the results of accreditation from BAN-S/M, therefore every existing school must have the same reference, namely the National Standard of Education. The school is said to be qualified if the school has met 8 SNP with a minimum of A accreditation scores, besides that other evidence about quality schools is if the teaching and learning process activities have used the specified standards. Thus a quality school is a school that has carried out the teaching and learning process with National Standard of Education references, meaning that the resulting graduate competency standards have been supported by content standards, PTK, management, financing, assessment, and adequate infrastructure.

### ***Implementation of National Standards of Education on Planning***

The first function in management in an organization is planning, planning is the first step that must be done. Educational planning is a rational application in systematic analysis,

the process of educational development with the aim that education is more effective and efficient and follows the needs and objectives of students and the community. Education cannot stand alone without other factors that come with it. Similarly, in planning, education is not only limited to planned learning activities but must also accompany other factors that participate in the educational process. Among these factors include educational facilities and infrastructure, financing, and activities supporting educational success in addition to teaching materials learned in the classroom (Bashan & Kordova, 2021; Díez et al., 2020; Engchun et al., 2018; García-Fernández et al., 2022; Hanghon & Rinthaisong, 2018; Jesry et al., 2022; López-Carril et al., 2022; Magalhaes, 2020; Marmuah & Poerwanti, 2022).

In MTsN 2 Tapanuli Tengah, educational planning for the next year is determined at the end of the new school year, with the entry of new teachings, the maturity of the educational activity process in MTsN 2 Tapanuli Tengah is more than effective and efficient. The planning activities prepared are starting from the selection of education management administrators at MTsN 2 Tapanuli Tengah, learning curriculum planning, determining the number of new learners, planning for the construction of educational facilities, and so on. According to Anggung (interview with Deputy Head of Madrasah MTsN 2 Tapanuli Tengah at MTsN 2 Tapanuli Tengah):

*"to improve the quality of education in MTsN 2 Tapanuli Tengah there is actually a long-term standard plan. So, to realize this, at the end of each semester an evaluation is carried out to see performance based on the established plan. With this long-term plan, at the beginning of each semester, we draw up an operational plan. The importance of this operational plan is because the circumstances faced are not the same as the previous year, specifically, MTsN 2 Tapanuli Tengah compiles operational plans on four aspects, namely education, formal education, non-formal education, and informal education. On each agenda of the structural meeting to compile planning involved madrasah structural and stakeholders".*

Based on this explanation, it can be concluded that the first stage of education planning is carried out through a formative meeting involving madrasah structuralists and stakeholders. Planning is done in the long term which is five years and every beginning of the year. Based on the agenda of the meeting in preparing the first planning determined is the management in the field of management which generally includes 4 things, namely the field of education, the field of student affairs, the field of administration and finance, as well as the fields of facilities and infrastructure and development. The 4 fields are led directly by the head of the madrasah, and the deputy head of the madrasah in charge.

In this planning, after being determined by the board in the madrasah, the next step is to draw up a plan and strategy to improve the quality of education by referring to the National

Standard of Education. The school is said to be qualified if the school has fulfilled and implemented 8 National Standard of Education with a minimum of A accreditation scores, besides that other evidence about quality schools is if the teaching and learning process activities have used the specified standards. Thus a quality school is a school that has carried out the teaching and learning process with National Standard of Education references, meaning that the resulting graduate competency standards have been supported by content standards, PTK, management, financing, assessment, and adequate infrastructure (Abdi & Ananiah, 2017; Alawiyah, 2017; Asmara, 2015; Aziz & Utomo, 2014; Damanik, 2015; Gustini & Mauliy, 2019; Haryono et al., 2019; Naszirwan, 2015; Negara & Perdana, 2012; Zahrok, 2020).

### ***Implementation of National Standards of Education on Implementation***

The implementation of education in MTsN 2 Tapanuli Tengah refers to management activities covering a very broad spectrum because it starts from how to determine the direction of the organization in the future, creating organizational activities, encouraging the development of cooperation between fellow members of the organization, and supervise activities in achieving goals. To achieve organizational goals effectively and efficiently, management must be fully functional in every organization and in the educational organizations that take place in MTsN 2 Tapanuli Tengah. Education in activities under the central control of the head, although autonomously madrasah can manage the activities of its educational organization, still adopts the management that is enforced.

According to Arifin (interview with Deputy Head of Madrasah MTsN 2 Tapanuli Tengah at MTsN 2 Tapanuli Tengah) that:

*"in managing MTsN 2 Tapanuli Tengah which manages educational institutions, the head of the madrasah as the leader sets general policies whose technical implementation is delegated to the deputy head of madrasah so that good coordination is still created. Therefore, to create effective management of educational institutions in the foundation, the head of the madrasah as a top leader plays an important role, especially related to the regulation of physical facilities, health, madrasah environment, and other arrangements".*

Based on the above explanation, it can be explained that in carrying out the above tasks, it can be seen that the head of the madrasah as the top leader gives full confidence to other subsection representatives and their members so that the leadership of the head of the madrasah in MTsN 2 Tapanuli Tengah is carried out, this is one of the important things in the management of madrasahs, the management of the implementation of tasks does not rest on

only one person, Because the management system has worked. That is, the organizational structure carries out its duties and functions under the general policy of the head of the madrasah plus the teaching in the madrasah under the 8 National Standards of Education so that all aspects support to improve of the quality of education in MTsN 2 Tapanuli Tengah, this is what researchers think that in its management based on national education standards.

To improve the quality of education in MTsN 2 Tapanuli Tengah, the head of the madrasah can direct members to carry out madrasah management which refers to 8 National Standards of Education, namely:

### *1. Content Standards*

Content standards are criteria regarding the scope of the material and the level of competence to achieve the competence of graduates at certain levels and types of education. The implementation of the content standard in MTsN 2 Tapanuli Tengah contains several subjects divided into Islamic religious education subjects (Qur'an Hadith, Akhlak Creed, Fiqh, and History of Islamic Culture), Pancasila education and Citizenship, Indonesian, Arabic, Mathematics, Natural Sciences (IPA), Social Sciences (IPS), English, Cultural Arts, Physical Education, and Local Content. Effective Week in one year of lessons (2 semesters) is 48 hours of lessons in one week. MTsN 2 Tapanuli Tengah provides local content subjects, namely *Tulis Baca Quran* and *Tahfidzul Quran and Hadith*. The implementation of this local content subject aims to make students to better understand the content of the Quran and it is hoped that students can become *hafiz Quran and Hadith*.

### *2. Process Standards*

Process standards are criteria regarding the implementation of learning in educational units to achieve graduate competency standards. To achieve educational goals, namely competency standards that must be owned by students and teachers as the spearhead of the implementation of education in the field determines its success. In this regard, the standard of the educational process for teachers serves as a guideline in making learning program planning, both programs for certain periods and daily learning programs, and as guidelines for program implementation in real activities in the field.

### *3. Graduate Competency Standards*

The Graduate Competency Standard is a criterion regarding the qualification of graduate ability that includes attitudes, knowledge, and skills. Graduation competency standards are a benchmark to see the abilities that learners have so that learners can be

approved or not. The criteria for the class increase and graduation at MTsN 2 Tapanuli Tengah refer to the provisions set out by the results of the decision of the teacher council meeting. The completion of student learning at MTsN 2 Tapanuli Tengah is determined by the KKM mechanism which has previously been discussed and determined by the entire Mu'allim / ah board at MTsN 2 Tapanuli Tengah. KKM that must be achieved by students is 7.50. Madrasah targets that the minimum learning completion rate is increasing every year. Therefore, every madrasah citizen is expected to work even harder so that the quality of madrasah education can increase from year to year.

#### *4. Standards of Educators and Education Personnel*

The standard of educators and education personnel is a criterion regarding pre-employment and eligibility and mental education, as well as education in positions. Educators must have academic qualifications as learning agents, as well as physical and spiritual health so that in education students can be maximized. Of the existing teachers and employees, 56.36% were found to have civil servant status, then 27.27% of non-permanent teachers, and 16.37% as non-permanent employees. So far, the data obtained that educators and employees at MTsN 2 Tapanuli Tengah have enough competence support for success in implementing the National Standard of Education in MTsN 2 Tapanuli Tengah learners.

#### *5. Standards of Facilities and Infrastructure*

The Standard of Facilities and Infrastructure is a criterion regarding the study room, place of exercise, place of worship, library, laboratory, workshop, playground, place of creativity and recreation, and other learning resources needed to support the learning process, including the use of information and communication technology. The MTsN 2 Tapanuli Tengah building is generally in good condition, the number of classrooms to support learning activities is quite adequate, but there are some inadequate facilities such as a lack of security facilities because they do not have fences, fewer laboratory facilities, incomplete library facilities, although there are some inadequate facilities, the head of the madrasah still makes improvements to existing facilities and infrastructure so that facilities at MTsN 2 Tapanuli Tengah the middle can be adequate and increase from year to year.

#### *6. Management Standards*

Management standards are criteria regarding the planning, implementation, and supervision of educational activities at the level of educational units, districts/cities,

provinces, or nationally to achieve efficiency and effectiveness of education implementation. The management of MTsN 2 Tapanuli Tengah is based on work program planning, implementation of work programs, and supervision and evaluation.

### *7. Financing Standards*

Financing standards are criteria regarding the components and the number of operating costs of educational units that are valid for one year. The financing budget in MTsN-2 Tapanuli Tengah comes from government funds. The allocation of funds is mainly intended to support intra-curricular and extracurricular activities and also to meet the completeness of student learning facilities.

### *8. Rating Standards*

Educational assessment standards are criteria regarding the mechanisms, procedures, and instruments of assessment of learners' learning outcomes. Assessments are carried out by educator assessments, assessments of educational units, and assessments of learning outcomes by the government. The assessments carried out must be continuous to monitor the progress of daily exam assessments, midterms, semester exams, end-of-semester exams, class ascension exams, and madrasah graduation exams (National Examinations).

According to researchers, MTsN 2 Tapanuli Tengah has implemented the 8 National Standards of Education above, this can be seen from the management of madrasah head management that has been running well and is able to direct members to implement the 8 National Standards of Education in MTsN 2 Tapanuli Tengah, although in the middle of the implementation of madrasah heads there are still many obstacles but madrasah heads are able to minimize the obstacles that exist by collaborating with members of the MTsN 2 Tapanuli Tengah, although in the middle of the implementation of madrasah heads there are still many obstacles but madrasah heads are able to minimize the obstacles that exist by collaborating with members of the Tapanuli Tengah, although in the middle of the implementation of madrasah heads there are still many obstacles but madrasah heads are able to minimize the obstacles that exist by collaborating with members of the MTsN 2 Tapanuli Tengah, although in the middle of the implementation of madrasah heads there are still many obstacles but madrasah heads are able to minimize the obstacles that exist by collaborating with members of the MTsN-2 Tapanuli Tengah, although in the middle of the implementation of madrasah heads there are still many obstacles but madrasah heads are able to minimize the obstacles that exist by collaborating with members of the MTsN 2 Tapanuli Tengah, although in the

middle of the implementation. The problems faced and correcting these mistakes and obstacles so that the implementation of the 8 National Standards of Education runs as expected, the head of madrasah hopes that members will remain enthusiastic in carrying out these 8 National Standards of Education in the future so that the quality in MTsN 2 Tapanuli Tengah continues to improve and MTsN 2 Tapanuli Tengah can be competitive globally both academically and non-academically.

### ***Implementation of National Standards of Education on Supervision***

The next function of management is supervision, supervision is one of the functions that are very important in achieving the management goals themselves. Other management functions such as planning, organizing, then implementation will not be able to run well if this supervisory function is not carried out. However, putting limits on this supervision is still difficult to provide, supervision is the last function of management. Conduct educational supervision in MTsN 2 Tapanuli Tengah is carried out using monthly and annual reports and some are supervised directly in the field by the highest functional positions in each field. In educational activities, madrasa heads conduct supervision through absenteeism of students and absentee teachers on Saturdays every week. Students who do not have enough attendance will be subject to sanctions, sanctions in MTsN 2 Tapanuli Tengah education are punishments that have been set both cleaning madrasah environments and other kinds, while sanctions against formal education in the form of not taking classes. While supervising learning carried out directly by the education department, each teacher will get a fill sheet that lists the material he teaches every time he meets. The sheet is collected by the class leader every week, ahead of the exam through an evaluation meeting in the field of education, teachers who do not reach the target as set out in the curriculum will be given a letter of reprimand. If something like this continues until the next semester, the teacher will be reprimanded.

Among them are the field of education, the field of curricula, and the field of discipline of students who change at several stages of management, namely, the planning, organizing, implementation, and supervision stages (Chiu et al., 2022; Gullo & Beachum, 2020). The head of the madrasah supervises each end of each semester on the achievement of the National Standard of Education which has been applied together such as content standards, process standards, graduation competency standards, educator and education personnel standards, facilities and infrastructure standards, management standards, admission standards, and assessment standards so that school accreditation can continue to increase

from year to year so that MTsN 2 Tapanuli Tengah becomes one of the madrasahs that can be emulated by other schools and can be agents of change.

So the role of management is needed for this in improving the quality of education in MTsN 2 Tapanuli Tengah by implementing the National Standard of Education in all activities. Principals who have a good management system can direct members to be able to improve the quality of education by referring to the applicable national education system (Suttipun et al., 2018).

#### **D. CONCLUSION**

Based on the results of the study, it was concluded that the implementation of management functions, namely the management functions in planning, implementation, and supervision as well as related to the implementation of SNI in the field of planning, implementation of national education standards in implementation, and application of national education standards. education on supervision. According to researchers, MTsN 2 Tapanuli Tengah has implemented 8 National Education Standards so that the head of madrasah hopes that the accreditation of MTsN 2 Tapanuli Tengah can increase from year to year.

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