# Continuous Improvement In Improving The Quality Of Education At SMP IT Abu Bakar Yogyakarta

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## Abstract

**Introduction to The Problem:** Education is the main foundation for developing human potential and improving living standards. However, implementing high-quality education requires quality components, including good system planning, suitable educational materials, and teacher competence in delivering materials. SMPIT Abu Bakar Yogyakarta, an integrated Islamic school, is committed to being a school of excellence in terms of international character and science. This study aims to analyze the application of continuous improvement to improve the quality of education at SMPIT Abu Bakar Yogyakarta. **Purpose**: This study explores how SMPIT Abu Bakar Yogyakarta applies the principle of continuous improvement in four dimensions: organizational management, administration and finance, human resources, and learning. The aim is to find out the strategies and methods used by this school in improving the quality of education and how they impact the achievement of educational goals. **Design/methods/approach**: Qualitative descriptive research methods are used, with observation, interview, and documentation techniques. Data is collected, reduced, presented, and conclusions drawn. Data triangulation techniques were used to verify the validity of the research data. **Findings**: SMPIT Abu Bakar Yogyakarta has successfully applied the principle of continuous improvement in organizational management, administration and finance, human resources, and learning. The school has implemented an education and financial management system, improved teacher competence, and used an industry-based technology learning model. The results showed that applying TQM in educational organizations made a real contribution to improving the quality of education. **Research implications/limitations**: The results of this study provide insight into how schools can apply the principle of continuous improvement to enhance the quality of education. However, this research is limited by the scope of study specific to SMPIT Abu Bakar Yogyakarta and may not be universal for all school conditions. **Originality/value**: This study adds knowledge on how schools can apply the principle of continuous improvement in education, especially in the context of integrated Islamic schools. The results can be used as a reference for other schools looking to improve the quality of their education.

**Keywords:** continuous improvement, quality improvement, education

## Introduction

The development of skills and competencies in human resources relies heavily on education. Education is essential to provide all citizens with the information, abilities, and attitudes they need to advance society and improve living standards in the country. Education allows everyone to reach their full potential and fulfill their social obligations. Education is defined as "a planned and coordinated effort to build a learning environment and learning process that enables learners to develop their potential and gain spiritual strength" by the Indonesian National Education System(Hasan et al., 2022).

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The quality of education will be formed from educational institutions that can do a sound planning system (planning system), good material made from governance (governance system), and teacher competence in delivering material (teacher competence). Implementing course educational institutions requires several quality components, especially from the energy of educators/teachers(Mulyasana & Fauzia, 2015).

The words "quality" and "education" relate to the quality of an educational institution or school's output. In other words, it can be determined by counting the number of students who excel academically, extracurricular, and graduates who meet the objectives. (Komariah & Triatna, 2006)

Based on the above understanding, a quality school has several indicators: First, the number of students is significant, indicating the community's enthusiasm for the education forum is very high. 2nd has academic and non-academic achievements. Third, graduates are relevant to the objectives of the education forum, which follows existing standards and has been determined by the school. Quality education is education that can fulfill expectations and meet the wants and needs of citizens. To realize the expectations of the people, schools and teachers must have high expectations of their students.

Being one of the determinants of success in realizing the title of a superior school and leading in achievement is good management that involves all stakeholders. The whole school community has a significant role in improving the school education it leads. The performance of the school community will determine whether or not the educational objectives realize the school's vision and mission and whether or not it can recognize a superior school, using one of the indicators to achieve the title A (superior school) on accreditation. Based on the Law of the Republic of Indonesia number 20 of 2003 discourse on the National Education System (Sisdiknas):

"The purpose of education is to develop the potential of students to become human beings who are faithful and devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and as citizens of a democratic and responsible country. In other words, education aims to create religious, character, and skilled human beings".

These objectives are listed in the school assessment, which becomes the instrument included in the school evaluation or accreditation. These national education goals are also the original goals of SMPIT Abu Bakar Yogyakarta (SMPIT ABY). Since its inception in 2001, SMPIT Abu Bakar Yogyakarta has been one of the schools designed to be a school of excellence and quality both in character / noble character and science and world / international insight, which is also expected to be the primary choice of the community in the Yogyakarta area and its surroundings, even throughout Indonesia. SMPIT Abu Bakar Yogyakarta is an integral part of an integrated Islamic school. It falls under the auspices of the Yogyakarta D.I. education office or follows the legal system implemented by the Ministry of Education and Culture, which, in addition to implementing the national education system, also carries the integration of Compaq and science and technology (Fuadi & Suyatno, 2020)

Therefore, this study aims to analyze the application of continuous improvement to improve the quality of education at SMPIT Abu Bakar Yogyakarta.

## Literature Review

The literature review of the text covers several main topics relevant to the development of competence and quality of education, especially in the context of Abu Bakar Junior High School for Information Technology Integration (SMPIT) Yogyakarta. These topics include the definition of education, school quality indicators, national education goals, implementation of total quality management (TQM) in education, and the use of technology in teaching and learning.

Education is considered a planned and coordinated effort to create a learning environment and learning process that allows students to develop their potential and gain spiritual power. The quality of education is formed from educational institutions that can carry out a sound planning system, good material from the government system, and teacher competence in delivering material. School

quality indicators include many students, academic and non-academic achievement, and graduates relevant to educational goals.

Total quality management (TQM) is implemented in education to improve the quality of education through improved organizational management, administration and finance, human resources, and learning processes. TQM is integrated with international quality standards such as ISO to create a more suitable approach to quality management implementation. Using technology in the teaching and learning process, such as the factory learning model of teaching through information technology media, is one way to improve the quality and effectiveness of the learning process.

In the context of SMPIT Abu Bakar Yogyakarta, this school is committed to creating the best Islamic generation that achieves the glory of Islamic civilization. The school applies the principle of continuous improvement to adapt to change and meet society's needs. The study results show four dimensions of quality that focus on restoration: organizational management, administration and finance, human resources, and the learning process. Implementing TQM and using technology in the teaching and learning process are expected to improve the quality of education at SMPIT Abu Bakar Yogyakarta.

## Methods

The method used in this research is descriptive qualitative, which aims to explain and understand the object under study, specifically as a case. So, in this case, the object of research is the principal. At the same time, the research technique uses observation interviews and documentation. Each data collected is reduced, namely sorting, concentrating, and grouping to find specific patterns or themes, then drawing conclusions and presenting data descriptively narrative in direct quotes from interviews. Data triangulation techniques were used to test the validity of the research data.

Qualitative data analysis techniques include three activities that occur before, during, and after data collection in parallel to build analysis: data collection, data reduction, data presentation, and conclusion drawing/verification (Miles & Huberman, 1984).

Data collection is reduced by sorting, concentrating, and grouping to find exclusive patterns or themes. Then, conclusions are drawn, and data is presented descriptively narratively in personal interview quotes. Data triangulation techniques are used to test the validity of research data. The interview process with the SMPIT Abu Bakar school and observation/document study were conducted on December 21, 2022.

## Result

SMPIT Abu Bakar Yogyakarta is an integrated Islamic school. Based on the author's observations and documentation, SMPIT Abu Bakar Yogyakarta has a clear vision and mission formulation. The school's vision is to "create the best Islamic generation to achieve the glory of Islamic civilization." The school's mission is "Implementing Integrated Islamic Education based on a healthy school organization, integrated curriculum, and superior human resources. The formulation of the vision and mission can be interpreted as the school's efforts to meet the needs of its customers. The school objectives are: (1) integrating *kauniyah* and Aaliyah verses, faith, knowledge, and charity; (2) integrating fikriah, ruhiah, and jasadiah; (3) graduating students who have straightaqidah, worship correctly, and have a noble character, think scientifically, have independent personality, creative, disciplined and robust body; (4) encouraging students to be passionate, empathetic and act wholeheartedly and realizing a generation of Muslims with knowledge, global insight, and valuable for the advancement of Islam of the Muslims. The principle of continuous improvement is expected to eliminate the gap in school quality due to the various demands of society.

The principle of continuous improvement is applied so schools can adapt to changes through continuous restoration of governance to satisfy customers (customer satisfaction). Continuous

improvement is reviewed from the school's ability to meet and create quality standards. Formulate work events according to school goals, program implementation, and constant assessment of event implementation. A sustainable quality approach is applied to achieve targets effectively, efficiently, creatively, and innovatively to improve quality (Fattah, 2013). After a series of data collection and analysis activities, it is known that four dimensions of quality are the focus of the restoration, namely: the organizational management dimension, the administrative and financial dimensions, the human resources dimension, and the learning dimension:

## 1. Dimensions of Organizational Management

In the management aspect, good improvements are made by increasing the control of the excellence of school managers through a series of activities, specifically training on school work plans, preparation of annual work programs, implementation of programs according to policies, and consistent and unrelenting evaluation. Assessment of the results of observation, based on the study of comments and documentation, it is known that the school already has a transparent program system that is clean and directed with each application of understanding. Program applications are developed in line with the vision and mission of the business, which is carried out continuously through the involvement of all school personnel. The preparation of the program is carried out as a form of commitment of all school participants to understand the quality of the school satisfactorily on an ongoing basis. As revealed in the interview with the school principal:

"Because SMPIT ABY is a foundation, there is a program from the foundation, namely a medium and long-term work plan, so later we will break down the foundation program so there is a school work plan, then the medium is about 4-5 years. So, the 4-year program is lowered per year and called the school work plan (RKS); now, the RKS will plan what the program will be in a year, what curriculum, and for what students. So SMPIT ABY starts from the foundation's policy first, then the school is how to adjust the vision and mission of the school. We have to keep up with the competition. Currently, the management system uses the International Standard Organization Quality Management System (SMM ISO). We also have LSP P1 education, which is an institution that certifies the work competence of students" (Ustadzah Eko, 2022).

In realizing customer expectations, the school implements quality standards such as ISO that show the school can meet them. TQM in education formulated by Sallis can be integrated with other quality standards. The study's results align with Sang's (Talapatra et al., 2018), who found that mutually affiliated integration between TQM philosophy and other quality standards similar to ISO 9001 can create a more suitable approach to quality management implementation. ISO 9001 contributes to educational institutions in polypositive ways (Celik, 2018). That is, integrating TQM examples with ISO quality standards or other quality standards can benefit the implementation of quality management. In other words, TQM example management with the principle of continuous improvement can support the achievement of quality standards that schools have influenced.

The annual school work program is prepared as a reference for determining priority policies and as a measuring tool for goal achievement. It involves teachers, staff, and cooperation partners from business and industry. In management, the school has a work program related to the Certification Institute Development Assistance Work Program (Suaeb, 2022).

## 2. Administrative and Financial Dimensions

Effective and efficient school financial management is essential in realizing transparent and accountable financial governance. Schools that manage finances well will increase public trust amidst the increasingly low public confidence in state financial management institutions or organizations. Financial management skills, such as mobilizing school funds, monitoring, budget evaluation, and auditing skills, are essential for school financial management (Amos et al., 2021). Effective, efficient, and transparent school financial management can be implemented with a modern school financial management model

The author's interviews and observations show that SMPIT ABY uses the Education Management Information System (EMIS) and Financial Management Information System (FMIS) for administration and finance. The principal said, "For financial management, we at SMKN 1 Kota Bima use the EMIS/FMIS system for all financial data and administration."

EMIS is a set of school information that is organized as material for schools to plan and make decisions. (Sina et al., 2020) revealed that EMIS is a formal management method for providing accurate and timely educational information so the decision-making process, planning, project development, and other educational management functions can be carried out effectively.

## 3. Resource Dimension

Human and material resources are fundamental to supporting performance in the quality field. The results of this study show that the school has sufficient resources, both human and material resources. Quantitatively, the school has 915 students spread across two study programs, with 55 teachers, 12 administrative staff, and more than 51 facilities and infrastructure supporting learning activities. The number of teachers and staff has met the required ratio. It has expertise competencies based on the standards specified in Law Number 14 of 2005 concerning Teachers and Lecturers, Government Regulation Number 2 concerning Minimum Service Standards (MSS), and Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 32 of 2018 concerning Minimum Service Technical Standards (MSS) Education.

The advantages of this school with its young staff are that it can become productive because the human resources are energetic, enthusiastic, broad-minded, and able to move quickly in responding to issues of progress in education. The pattern of teacher development is carried out as follows: periodically with programmed material, for exact science teaching staff prepared shariah. In contrast, the denial science teaching staff prepared shariah patterns and learning methods. Potential development is carried out for teachers by upgrading and scheduling training. Guidance was given to teachers about religious knowledge related to classical science and mastery of fardhu Ain and Kifayah, which deepened child psychology. This coaching aims to foster high commitment and dedication to teaching and professionalism in completing theoretical and practical tasks.

The components of human and physical resources support the creation of quality education in schools. The results of this study align with the results of (Albaker, 2017), which revealed that the quality of education is influenced by the infrastructure owned by schools, parental involvement, and the use of technology in education. In addition, the successful implementation of TQM in schools is supported by the leadership style of the principal, good communication between stakeholders of educational institutions, appropriate rewards and punishments, and continuous quality measurement both internally

and externally (Rahmah, 2018). Based on the study's results, SMPIT ABY has teachers and education personnel following the competencies needed, as well as facilities and infrastructure to support learning activities. Teachers with competence and complete learning facilities affect the quality of learning and student learning outcomes. (Alif et al., 2020) found that competent teachers affect student learning motivation, learning facilities affect learning motivation, learning readiness affects learning motivation, and learning motivation affects learning achievement. Measuring the quality of a school can be done by looking at the competence of teachers in teaching, education and teaching methods, vision and mission, curriculum, achievements, and supporting facilities (Timor et al., 2018).

## 4. Dimensions of Learning

Children who enter Abu Bakar IT Junior High School are selected according to a. Sufficient basic general and religious knowledge, b. Sufficient reading of the Qur'an and takhfidz, c. Sufficient English and Arabic language skills, d. Ahlakululimah e. The involvement and participation of parents/guardians. Ahlakul karimah e. Involvement and participation of parents/guardians. Then, the raw input is analyzed for characteristics; learning contracts are made, talents are identified, and motivation to learn. The analysis results are submitted to the teacher, and study groups are created. With this data, the teacher can plan each group's coaching pattern. A teacher accompanies each group.

The educational process provided to students is principled. All time is a learning process; teachers accompany students to reflect on their knowledge, creating a conducive situation in the dormitory for learning. For example, students are included in qurban worship activities, bazaars, social services, regular recitation with the surrounding community every Friday night, *takziah* and Ramadan activities, etc.

Learning is one of the essential activities that determines the achievement of school goals. The quality of national education can be achieved through a quality learning process at school. Transforming knowledge and skills can be done by creating an active, creative, innovative, effective, and fun learning atmosphere. Based on the results of observations and interviews, the learning process at SMPIT ABY is carried out actively and innovatively using the teaching factory learning model through information technology (IT) media. The results of an interview with one of the teachers revealed: "We use the teaching factory model. We carry out learning activities by implementing interactive learning and using technology. There are digital classes (e-classes), including learning evaluations conducted with online exams.

Innovation in the field of learning has become an urgent need for schools that pursue quality. Schools cannot avoid the advancement of information technology. Schools must adapt quickly to technological advances. Utilize these advances to improve learning quality. (Bejinaru, 2019) revealed that digitization in education can be implemented at the administration level, teaching and learning, evaluation, research, and school development. Utilizing technological advances directly influences the quality and effectiveness of learning. Technology has revolutionized the world of education, and the application of technology in schools cannot be ignored; facts show that with the advent of computers in education, it has become easier for teachers to impart knowledge and for students to acquire it, so the use of technology has made teaching and learning more enjoyable (Ratheeswari, 2018).

## Discussion

In this discussion, we will discuss the implementation of Total Quality Management (TQM) to improve the quality of education in Abu Bakar Integrated Islamic Integration Junior High School Yogyakarta (SMPIT ABY). SMPIT ABY is designed to be a superior and good-quality school in terms of character/nobility and world / international science. The school is under the auspices of the Ministry of Education and Culture of the Republic of Indonesia and implements an International Quality Management System (ISO) to meet quality standards.

Total quality management (TQM) at SMPIT ABY is implemented through four main dimensions: organizational management, administration and finance, human resources, and learning. The organizational management dimension involves increasing control over the quality of school management through various activities, such as training on school work plans, preparation of annual work programs, implementation of programs according to policies, and consistent and tireless evaluations. For administrative and financial dimensions, SMPIT ABY uses Education Management Information System (EMIS) and Financial Management Information System (FMIS) to manage financial and administrative data effectively and efficiently.

The human resource dimension involves improving the competence of teachers and staff through competency certification and improvement of facilities and infrastructure. SMPIT ABY has sufficient human resources regarding the number of teachers and staff, facilities, and infrastructure that support learning activities. The learning dimension involves improving the teaching and learning process quality with a technology-based teaching factory learning model, which creates an active, creative, innovative, effective, and fun learning atmosphere.

The implementation of TQM at SMPIT ABY has succeeded in improving the quality of education in the school. This is reflected in improving the quality of organizational management, administration and finance, human resources, and learning processes. In addition, the application of technology in the teaching and learning process has become an urgent need for schools pursuing quality. Technology has revolutionized the world of education, and its use in schools cannot be ignored. Thus, SMPIT ABY has successfully implemented the principles of TQM to improve education quality. This is a clear example of how applying TQM in educational organizations can make a real contribution to improving the quality of education.

## Conclusion

The application of the principle of continuous improvement at Abu Bakar Integrated Islamic Junior High School Yogyakarta is realized through improvements in four dimensions, namely: (1) the organizational management dimension, namely through changes in governance, opening study events with two systems, and strengthening the quality organizational structure; (2) the administrative and financial dimensions, namely through improving the school's administrative and financial systems using the Education Management Information System (EMIS) and Financial Management Information System (FMIS) systems; (three) the resource dimension, which is carried out through improving the competence of teachers using competency certification events and improving the quality and quantity of facilities and infrastructure; and (4) the learning dimension, namely through improving the quality of learning using the teaching factory learning model based on technology news. This conclusion confirms previous research that applying TQM in educational organizations makes a real contribution to improving the quality of education at Abu Bakar Integrated Islamic Junior High School Yogyakarta.

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