

Control Management of the School's Quality (Implementation at State Senior High School in Parepare)

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Abstract

State Senior High Schools in Parepare are in the competitive era, control management of the quality is a necessary. Management components of schools consist of curriculum and teaching, teacher and the condition of having education, students, facilities and infrastructures, financial affairs, and social interaction are appropriately managed transparently, accountable, and effective. The Support of government and societies is needed for synergy to build independence and quality control will be optimal. Manager of State Senior High Schools in Parepare are ideally having commitment, dedication, compactness, courage and vision in the future so that the quality of the schools will be guaranteed and controlled. Therefore, Schools should have road map of a clear education management development through organizing RIP, Strategic Plan, The Quality of Standard, SOP, and Minimum Achievement. Document of the quality management should be completed and supported by the utilization of management information system as real time. Thus, the quality control can be done effectively and efficiently with the support of the complete quality management system, accountable, and transparent.

Key Words:Management, quality control, senior high school, quality document, and information system.

1. Introduction

Educational Institution of the State Senior High Schools has a strategic role in developing society's quality at the science and technology aspect. Therefore, it is urgent to be developed and being a reference of the valuable education management in the contemporary era. State Senior High Schools, especially in east Indonesia, are getting obstacle in institution management which has a quality. Many aspects are being the cause factor that can be observed, those are natural resource ability, commitment and loyalty, schools infrastructures, quality of the process, education and learning outcomes, management information system, etc.

Syarifuddin (2002) stated that our education standard is low. It is placed at substances of our education system, namely at least at the curriculum factor; employee resource, facilities, schools management, education finance and leadership are factors need to be understood. Besides, the external factors such as a low political participation, economic that is not taking sides toward education, social culture, the low utilization of science and technology are also influencing education standard.

Total of score EDI (Electronic Data Interchange) was got from acquisition summary of the four categories of assessment, those are participation number of basic education, literate number at more than 15 years, participation number based on gender equality, and keep going number of students until class V of elementary school. This global monitoring report is a report used as the outcome of monitoring education quality of the nations in the world.

The discourse is very urgent to do a repeated study about improving quality in Senior High School, So that it can contribute toward the quality of national education. Reflection of education's quality in Senior High School accuses the attention very much, such as Indonesia's child protection commission realized that there were about 150 cases of brawl with the total number of death victims reached 37 people happening in every year of 2012. Absolutely, these data have not been including the brawl happening in the region far from monitoring of mass media. (The glance of the last year note of Indonesian's education is at mjeduction.com/April 2014). This condition is management description of quality in Senior High School had not been showing the good result. The quality was got by Senior High School should be maintained, improved, and controlled, so that it can implement the education program and students development.

The constitution of Indonesian Republic Number 20 year 2003 about "National Educational System" at chapter XVI in the first part about evaluation of chapter 57 verse 1 states that evaluation is done in order to control education's quality nationally as a form of accountability of education implementation toward parties involved. Operationally, quality is determined by two factors, those are

fulfilment of specification that had been determined before namely quality in fact (real quality) and the fulfilment of the expected specification according to demand and need of service user, namely quality in perception¹.

Quality control keeps the quality of educational institution so that it can develop continuously suitable with dynamics and societies need. It is one of the functions of schools accreditation, so that the schools know about power and weakness they owned, in order to compile the development planning continuously. Quality Control Management is very needed at State Senior High Schools in Parepare in order to be competitive in societies and others educational institution. Those things are demanded to control the quality so that State Senior High Schools still exist and survive in societies.

Therefore, quality management is urgent to be formulated at Senior High Schools especially at the area of education's management in School. If those qualities are conceptually ready to be implemented, afterwards quality management system will be developed, so that the quality that had been achieved can be defended and improved continuously.

2. Method

The kind of this research is qualitative with phenomenology approach that is the implementation of quality control at State Senior High Schools, those are management area of Curriculum and Teaching, Teachers and the Condition of Having Education, Students, Facilities and Infrastructures, Finance, Valuation, and Society Relationship. Objects of the research are 5 (five) State Senior High Schools in Parepare city, South Sulawesi. Data collection was done by observing all of State Senior High Schools, interview to the informant and the involved persons, document study of State Senior High Schools, Triangulation (Resource, Time, and Method), training workshop of management formulation of quality control, and focus group discussion. The obtained data is analyzed and tried out in a limited place and times, and then it is evaluated and verified through FGD, and deduction.

Quality Control of State Senior High Schools in Parepare City Curriculum Management and Teaching

Curriculum management and teaching of Senior High Schools in Parepare city explain about a conducted education program, the objective of the program, and the program achievement strategy. Aspect investigated in curriculum management and teaching include yearly program and semester, composing the educational calendar, composing the learning schedule, composing the syllabus and lesson plan, determining the minimum completeness criteria and evaluation system, as well as the obstacles may happen in curriculum process. Furthermore, work target in curriculum management and teaching is providing

¹Sallis, Edward.2008.Total Quality Management in Education: Education Quality Management, terj. Ahmad Ali Riyadi&Fahrurrozi. Cet. VIII; Jogjakarta: IRCiSoD: 7

education calendar, providing teachers and students attendance list, composing the learning time (teaching time of teacher), composing the education's schedule, composing plan of the minimum completeness criteria based on all minimum completeness criteria of subjects, and composing student's evaluation activity.

Curriculum management substance and teaching in State Senior High School above, conducted by doing plan lead by Deputy of Headmaster at curriculum area and involving all teachers. Furthermore, curriculum structure is organized and each person is responsible or accountable. The implementation of curriculum in State Senior High Schools in Parepare city is conducted in teaching form in the class and out of class. Curriculum evaluation is a reflection toward effort in achieving education's goal in schools effectively and efficiently. Evaluation of curriculum implementation and teaching in schools are conducted through approach, those are internal and external. The internal approach is conducted by headmaster and his/her deputy of curriculum area, whereas the external approach is conducted by supervisor, city education official, and school committee.

Quality control in curriculum management and teaching of State Senior High Schools in Parepare city should be repaired. School manager is demanded to compose primary plan of school development (RIP), translated in strategic plan (Renstra), and more technical put into operational plan (Renop). Then, deciding system of the quality assurance in the form of quality standard, operational standard and minimum achievement. The document integrity above is effectively conducted the quality control, because it had has a reference and road map of curriculum development and teaching. Therefore, State Senior High Schools manager ought to build a high commitment and dedication and vision in the future, so that the managed schools can control its quality in the competitive era.

3. Education Management and Educators

Teachers and educators management in school cover work analysis in school, teachers and educators formation composing, teachers and educators supplying, assignment distribution and responsibility, carrier development and safety, reward and punishment, administration system, mutation system, and work relation terminating. Management's functions of teacher and educators, it is started from conversation, selection, appointment or placing, building up, evaluation, works relation terminating and control.

State Senior High Schools in Parepare do the management plan of the teachers and educators based on its authority. Teachers and educators planning who have permanent status only propose to the city government, on the other hand honorary teachers are determined by their school. The admission selection of honorary teachers runs through administration, test and interview. Promotion and Placing of civil servant teachers and honorary teachers refer to the

qualification, competence, and ranking. Development of teachers and educators, whether civil servant or honorary conducted by State Senior High Schools in Parepare city, there is instruction of policy makers and there is an involved teacher's initiation. The development of teachers and educators in schools is the form of joining the educational training activity, further studies and active in occupation organization.

Welfare escalating aspect of teachers and educators of State Senior High Schools in Parepare is being the main priority. Teacher's welfare comes from basic salary, certification allowance, stand allowance, position allowance, and a committee arrangement incentive in school. Furthermore, management evaluation of teachers and educators is conducted to the effective and efficient goal achieving. Evaluation conducted in State Senior High Schools has a process and result. Evaluation is also conducted by headmaster and schools committee based on their authority and government duty of city education. Work relation terminating (PHK) of teachers and educators for school is only having honorary status, whereas civil servant is central government authority. For honorary employee, state schools party in Parepare have rule and personnel ethics code, as being together. Thus, schools party cannot be arbitrarily making a decision to terminate employment of honorary worker without referring to the available regulation.

Management quality of the teachers and educators of State Senior High Schools in Parepare city are very important and relevant. Management quality control can be done if it has a reference standard documented in primary plan of school development (RIP), translated in strategic plan (Renstra), and more technical put into operational plan (Renop), quality standard, SOP, and minimal achievement. Because of it, the schools party can build memorandum of understanding (MoU) with Government duty of city education and involved party in order to see vision, mission, goal, and schools strategy. The support of government duty of city education, so that the management quality control on teachers and educators area of State Senior High Schools in Parepare can be created.

4. Students Management

Students management in schools is started from students first studying until they graduate from the school or student mutation from the school. Students first studying in the school covers receiving system, selection system, mechanism passed by the candidate of student, accepted quota, and also student placement in class. Then, Student's activities, which are urgent to be managed, are intra curricular and extracurricular as well as study completion system or mutation, it should has a clear mechanism. Those domain are well managed in school so that the quality of education can be measured and achieved. Student's management activity in school is divided in the plan, organization, implementation, evaluation and management aspect.

State Senior High Schools in Parepare conduct students plan which includes new student's acceptance, activity program, and completion or mutation. The specific things of students management is planned by schools party. Students organizing in State Senior High School in Parepare includes establishment of organizing committee's structure of new students acceptance and activity stage, students' academic administration is managed based on generation year, learning group, gender, and others identity. Students management realization is based on recommendation from the plan and facility prepared from organization. The implementation of the new students acceptance of State Senior High Schools in Parepare city is done all at once by referring to the regulation of education authorities of Parepare city. The implementation of education program at students management sector either intra or extracurricular.

The evaluation of new student's management implementation of State Senior High Schools in Parepare city is done either internal or external. Internally, it is done periodically which it includes PDB (Product Domestic Bruto) acceptance, administration management, until the study completion. At the external aspect, education evaluation is done by national education minister, sub district educational, school accreditation institution, sub district education council, and other related institutions. The evaluation runs well and natural based on the technical instruction and habitual in evaluation realization and assessment.

Management quality control of State Senior High Schools students in Parepare city is still getting the obstacle, because it has not been supported by quality document. Management quality control of students is based on schools primary plan of school development (RIP), translated in strategic plan (Renstra), and more technical put into operational plan (Renop), quality standard, SOP, and minimal achievement. Then, it is supported by school organizers commitment and backup by management information system to manage the administration management and students' academic, facilitating the interpretation policy, giving first-rate service, and costumer's satisfaction. The development of management sector application of students is being a demand of modern era as form of transparency, accountability, prime service and stakeholder's satisfaction.

5. Infrastructure Management

Education infrastructure management is the corporation process or making efficient use of all infrastructures effectively and efficiently. Infrastructure plan of State Senior High Schools in Parepare city is done carefully and professionally, whether it is related to the needed characteristic which is quantity, kind, utilization, and price. This plan involves schools committee's element and related education authorities. All those are done to synchronization the demand of stakeholder, schools need, and government's estimation. Then, the infrastructure supplying in schools is done by dropping of government, supplying by buying it by asking for donation directly to students representative or to independent social institutes.

Infrastructure inventory of State Senior High Schools in Parepare city is done with entry and arranging schools things systematically, orderly, and regularly based on the determination or obtain orientation. Bafadal (2008), stated that infrastructure inventory of schools can be done in the material receipt book, the not inventory book, the material stock card book; (2) Special code making for the equipment related to inventory thing; and (3) All education equipment's of schools related to the inventory thing should be reported.

Control and maintenance of infrastructure of state senior high schools in Parepare city is done as well as habitual conducted before. Schools party does the control and maintenance of infrastructure periodically, repairs and optimizes its function, and it depends on available estimation. Then, infrastructure abolition in school refers to government's regulation, and schools party is not daring to abolish it without any agreement of district government.

Management quality control of educations infrastructure in State Senior High Schools in Parepare city can be done effectively if it is supported by primary plan of school development (RIP), translated in strategic plan (Renstra), and more technical put into operational plan (Renop), quality document of infrastructure. Therefore, if State Senior High Schools in Parepare city have the document above, so that road map of education's infrastructure development in school will be clear. Important for schools party to behave and repair management system based school by establishing togetherness, awareness, dedication and commitment, and also orienting with the vision in the future. Management quality control becomes effective and efficient in establishing society's self-confidence toward the education's infrastructure quality in school.

6. Financial Management

Financial management activity of State Senior High Schools in Parepare city is to design and decide fund resources, fund utilization, report, investigation, and responsibility in RAPBS form. Estimation's plan decides fund resources that are urgent to do various education programs in school during one year fiscal period. Estimation plan involves: kind of operation activity and treatment, fund resource that is fund from government, students' parents, societies, and operational plan compiling (Renop).

State Senior High Schools in Parepare city get financial aid interns of BOS (School Operating Cost) fund, free funds, DAK (Special Allocation Fund) fund and independent fund. The realization or financial financing is based on RAPBS which has been decided, it involves employee, thing, financial capital and social's aid fund. Then, financial evaluation is control and supervision on estimation utilization, accuracy, effectiveness and efficiency level, so that the school's financial is managed transparently and accountable. Financial evaluation of State Senior High School in Parepare city is done internally and externally. Internal approach is done by a headmaster, related area of deputy of headmaster, school's committee and others elements, and externally, it is done

by Educational Sub District, BPKP (State Development Audit Agency), BPK (Indonesian Supreme Audits Institution), and proper financial institution.

Quality control of financial management of State Senior High School in Parepare city has not been running effectively and efficiently. The sector management, schools party always refers to “Technical Guidelines” and “Implementation Guidelines” of central and district government about financial management. However, State Senior High School in Parepare city has no quality document, translated in strategic plan (Renstra), and more technical put into operational plan (Renop) in maintaining the financial, for it always waits for the regulation of government as estimation giver. Consequently, quality control of financial management is properly supported by primary plan of school development (RIP), translated in strategic plan (Renstra), and more technical put into operational plan (Renop), quality standard, SOP, and minimum achievement, so that the government’s party can consider estimation’s need and road map from year to year. School can be synergy with high dedication in achieving vision and mission, also be inclusive for upgrading continuously.

7. Society Relation Management

Society relation management is very important to be developed by State Senior High Schools in Parepare city. Generally, State Senior High Schools in Parepare city create friendship with societies in terms of Schools Committee as well as government’s regulation Number 17 Year 2010 about management and education implementation. At paragraph 188 (2), it is explicitly explained that societies become resource, implementer, and education outcome user. School corporate inform the program, work, and problem in school to the society, make a strategy and get aid from sponsor or government; and synergy with societies in establishing education’s quality in school.

Organizing society relation, school identifies the societies potential that can be useful for school development, such as friendship with influential figure, business agent, policy taker, and graduate user. At State Senior High Schools in Parepare city, organizing society relation is done through coordination meeting with students’ parents, sub district educational institutions, health department, Resort of Police, business agent, and important party. Every coordination activity by each person is responsible in every school.

The realization of society relation is implemented by State Senior High Schools in Parepare city when new students acceptance, school orientation, extra-curricular program realization, and until the increase of grade or students graduation. Evaluation of society relation management is done by State Senior High Schools in Parepare is how far the contribution of society towards school development. State Senior High Schools in Parepare in doing evaluation is still limited of effectiveness, efficiency, and contribution of school committee and societies support toward education’s quality in school.

Therefore, developing society relation management is important for State Senior High School in Parepare city to. Empower its potential by synergism all society components which are mutual symbioses. Schools party should be inclusive, receive constructive in-put of society, develop sponsor relation, and think schools future together with society. Society relation management can be developed its quality if it has an aimed quality standard based on primary plan of school development (RIP), translated in strategic plan (Renstra), and more technical put into operational plan (Renop), quality standard, SOP, and minimum achievement. Quality management becomes more effective at the society relation sector if it is supported by school's document above agreed by Sub-District Educational and School Committee.

8. An Effective Quality Management Model in Senior High Schools

Management components of education in Senior High School consist of curriculum and teaching, teachers and educators, students, infrastructures, financial management, and society relation management. Those six components are urgent to be formulated its quality management model so that it can be more competitive and get credibility from society.

In National Education System constitution Number 20 year 2003 paragraph 36 verse 2, it explains that curriculum in all level and education's kind is developed with diversification principle appropriate with education unit, region potential and students². Then, curriculum management is a direction process so that the learning process runs well as the measurement of objective accomplishment by students (Depdiknas, 1999). Management and teaching administration is all process of activity implementation in teaching sector aiming in order that all teaching activities are carried out effectively and efficiently, which its process involves; planning sector, organization and coordination sector, implementation, and evaluation/supervision³.

From the curriculum management above, learning program can be carried out on target effectively and efficiently. Therefore, an effective learning focus is at least covering: (1) every teacher review the outcomes of focus and subject every day; (2) teacher manages the purpose and objective of learning; (3) every teacher gives suggestion and model for every learner based on what they hope; (4) they teach various information based organization orderly; (5) they investigate the learners understanding and ask for problem; (6) they give free guidance and experience; (7) they give feedback toward the learners; (8) they keep the learners interest in learning activities; (9) they identify wishes in their

²Arifin, Anwar, 2006, New Format of Education Management: In Sikdiknas' Constitution (Number 20 Year 2000), Jakarta :Pustaka Indonesia: 35.

³Syafaruddin, 2005, Institution Management of Islamic, Jakarta :Ciputat Press: 240.

behavior and use class management tech; and (10) they use various teaching⁴.

Curriculum quality development and teaching in State Senior High Schools is ideally establishing quality control system. School should manage primary plan of school development (RIP), translated in strategic plan (Renstra), and more technical put into operational plan (Renop), quality standard, SOP, and minimal achievement, in order to have reference and basic development of education quality in State Senior High Schools. This sector of quality control becomes very important to optimize schools potential, sustainable upgrading, and also oriented in the future is the main priority of school to be superior and qualified.

The existence of teacher is the main tool in implementing the education's function of national education system⁵. Teacher plays the important role in guiding the next generation who is ready to be used, rely on, competent, and responsive in facing the future. UNESCO (1996:101) explained that teachers in every school becomes key factor in functioning natural resource of others education in achieving education's objective. Repairing education's quality depends on repairing conscription or recruitment, training, social status, and conditions of teachers work, they need suitable knowledge, personal characteristics, professional prospects, motivation and teacher's hope.

Teacher management (teacher and personnel) consists of (1) employee's planning, (2) employee's condition, (3) founding and development of employee, (4) promotion and mutation, (5) employee stoppage, (6) compensation and (7) employee assessment. All those need to be implemented well and correct so that what we hope is achieved, that is available teacher needed with qualification and suitable capability and also can do the best and qualified work⁶.

Senior High Schools ideally built management information system of officialdom based information technology and communication by observing human resource's quality. Quality development of teachers and educators should be clear its road map and note down in primary plan of school development (RIP), translated in strategic plan (Renstra), and more technical put into operational plan (Renop), quality standard, SOP, and school minimum achievement. Teachers and educators development program becomes measurable and can be controlled its quality in school. Quality control is being more effective to do with the completed quality document, developing commitment and high dedication of teachers and educators, and also it is supported by Sub District Educational and schools' committee.

Student's management standardisation to ensure that school has inclination about students' registration rate, the increase class, graduation, and on the

⁴Beach,D.M and Judy Reinhartz, 2000, Supervisory Leadership: Focus in Intruction, Massacusetts: Allyn Bacon: 225.

⁵Syafaruddin, 2005, Institution Management of Islamic, Jakarta :Ciputat Press: 249.

⁶Mulyasa, E., 2005, School Based Managemen: Concept, Strategy, and Implementation, Cet. IX, Bandung : PT. RemajaRosdakarya: 42.

contrary, the decreasing number of dropouts and repeat class. Student's management standardisation is also aimed to make sure that recruitment system of students is based on regulation and its placement in the classroom is not more than 40 people, supplying of activity units of students, especially curricular activity units⁷.

Student's management in school should build a rational, modern, transparent, and visionary management information system. State Senior High Schools should develop student's management which is more relevant and scientific. Primary plan of school development (RIP), translated in strategic plan (Renstra), and more technical put into operational plan (Renop), quality standard, SOP, and minimum achievement should be an assigned priority so that student's development can be measurable and evaluated well. Quality control effectively and incipiently manages the program orderly and responsible along with upgrading continuously.

Education's infrastructure management has a duty to manage and keep the education's infrastructure so that it can give contribution optimally and make a sense in education process. The management activity consists of planning activity, supplying, supervision, inventory saving, abolition and management⁸. Management standardization of infrastructure is purposed to make sure that the availability of infrastructure is suitable with learning need which involves area availability, building, tools/laboratory/media, guide book and sport's infrastructure.

Management quality control of infrastructure should be managed well and visionary, State Senior High School provides primary plan of school development (RIP), translated in strategic plan (Renstra), and more technical put into operational plan (Renop), quality standard, SOP, and minimum achievement as the reference to develop infrastructure's quality as supported education program. Room arrangement of Senior High Schools ideally observes to be an enjoyable environment, class standard, library, laboratory, and others facility. Those are properly motivate students to be happy and glad in studying. Quality control functions are to control supplying, repairing, and continuous upgrading which refers to the quality document and infrastructure planning.

Generally, financial resource of education institutions especially in Senior High School of: (1) Students parents and society (Individual and Business field), (2) Government, either routine fund (state institution) or assist (private institution)⁹. Financial planning is related with financial of school's yearly work program. A planned financial, whether it is acceptance or utilization for one year, is putting in Plan Budget School (RAPBS). In National Education Department (1999)

⁷Arismunandar, 2005, Education Management: Opportunity and Challenge, Makassar: BadanPenerbit UNM: 19.

⁸Mulyasa, E., 2005, School Based Managemen: Concept, Strategy, and Implementation, Cet. IX, Bandung : PT. RemajaRosdakarya: 50.

⁹Syafaruddin, 2005, Institution Management of Islamic, Jakarta :Ciputat Press: 268.

explained that there are several steps in compiling RAPBS, those are: (1) Inventory school's program/activity for the next one year; (2) compiling the program/activity based on work kind and priority; (3) accounting volume, unit price and fund need for every activity's component; (4) Making a paper and work sheet, deciding fund resource and estimation and putting it in the standard format of RAPBS; and (5) Associating an accurate supporting data to be a reference material in order to maintain a prepared estimation.

Senior High School has a duty to account financials need as detail for one year with the real and rational prediction. Compiling the priority scale, estimation utilization's schedule, balancing the estimation proportion (thing and merit), and managed accountability, transparently, and effectively. A good school is if the acceptance presentation of society's fund and others business is higher than the acceptance presentation of government's aid¹⁰. Senior High School is also demanded to develop entrepreneurship so that the financial is higher to be able to pass the independent such as canteen, cooperation, and others endeavouring unit. All those should be clear its road map through primary plan of school development (RIP), translated in strategic plan (Renstra), and more technical put into operational plan (Renop), quality standard, SOP, and minimum achievement. Quality control of school's financial management is more effective if it is integrated with application system (e-budgeting) which is easy to control, validate, correct, and repair continuously.

School and society relation can be seen from two sides, those are: (1) School as society's partner in doing education's function, and (2) school as producer who serves education's orders from society environment¹¹. The objectives of school and society relation are to (1) develop growth and learning quality of child; (2) strengthen the objective, improve the quality of living and society's livelihood; and (3) motivate the societies to keep the relation with school¹².

Therefore, Senior High Schools should manage the society relation, because it is mutual symbioses. Management quality of society relation should describe clearly in primary plan of school development (RIP), translated in strategic plan (Renstra), and more technical put into operational plan (Renop), quality standard, SOP, and minimum achievement. Therefore, quality control can control, correct, and repair continuously on development process of societies relation so that Senior High Schools get optimum contribution. Measurement standard in schools document is very important to be a reference in doing evaluation and quality control so that the societies trust the Senior High Schools.

¹⁰Arismunandar, 2005, Education Management: Opportunity and Challenge, Makassar: BadanPenerbit UNM: 19.

¹¹Syafaruddin, 2005, Institution Management of Islamic, Jakarta :Ciputat Press.

¹²Mulyasa, E., 2005, School Based Managemen: Concept, Strategy, and Implementation, Cet. IX, Bandung : PT. RemajaRosdakarya: 50.

The wide education's management component in Senior High Schools above, the massive effort of school in doing management quality activity should be done which involves: (1) Planning what should be done by organization; (2) Organizing activities of various organizations; (3) Communicating the information; (4) Evaluating the information; (5) Deciding what act should be taken; (6) Influencing people to change their behavior¹³.

Then, schools can compile the taken steps in quality control implementation according to N.S. Sukmadinata, dkk. (2006: 68-75), which are:

- a. Constructing plan or work program.
- b. Monitoring the activity realization
 - 1) Monitoring the activity in the class and practice room;
 - 2) Monitoring founding activity of students and counseling founding;
 - 3) Monitoring curriculum sector activity;
 - 4) Monitoring learning activity in the library;
 - 5) Monitoring an internal and external data collection activity;
 - 6) Monitoring system development activity of education information;
 - 7) Monitoring founding activity and personnel development;
 - 8) Monitoring cost estimation utilization.
 - 9) Monitoring infrastructure development activity, and education's facility;
 - 10) Monitoring cooperation activity, service, and outdoor relation;
 - 11) Monitoring students acceptance activity, study intermediate service and alumnus investigation.
- c. Monitoring the analysis outcomes
- d. Completing

School's document completeness and education management in quality control of schools component can establish transparency, accountability, and effectiveness of quality control system. School is being independent and competitive if it has a whole management control document, so that it can be easy to control, correct, and repair continuously. Initiation, dedication, and schools parties commitment become the main factor in developing management quality of schools component and its control continuously. Political will for school is the main factor in starting education's unit component which has a good quality and it can be restrained.

9. Conclusion

Quality control management in school is very important as responsibility to the government and others stakeholder. State Senior High Schools in Parepare city have not implemented quality control management at the curriculum sector and teaching, Teachers and educators, students, infrastructure, estimation, and society relation. They have not been independent yet in exciting and managing the education's unit and they still depends and refers to the policy of Sub district

¹³ Anthony, Robert N. 2005. Management Control: Management Control System, terj. KurniawanCakrawala. Jakarta: SalembaEmpat: 8-9.

Educational Parepare Institution. Those five things make State Senior High Schools cannot be measured and guaranteed education's quality.

The implementation of quality control in State Senior High School in Parepare city should get the support from party of Sub-district Educational Institution, society, and the internal organizer of education unit. Synergistic of the stakeholder gives a space for education's unit organizer to do creation and take the initiative in constructing vision, mission, and qualified action, transparent, and accountable. Internal school is very important to have a commitment, compactness, braveness, perseverance, and vision in the future to build secure school interns of quality, transparent, accountable, and it can be responsible.

School ideally has a clear road map of education management development through the compiling of primary plan of school development (RIP), translated in strategic plan (Renstra), and more technical put into operational plan (Renop), quality standard, SOP, and minimum achievement Quality management document should be complete and supported by the utilization of management information system as real time. Thus, quality control can be done effectively and efficiently, because it is supported by a complete quality management system, accountable and transparent.

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