BUILDING QUALITY SCHOOL MANAGEMENT THROUGH EFFECTIVE COMMUNICATION

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Abstract: The demand for improving the quality of education has been increasing lately, global competition in the era of the free market is one of the main factors in the education chain, which is related to management. This causes a very strict competence. To be able to participate in this global competition, quality schools are often identified with schools that have high effectiveness characteristics, namely: a positive school climate, a school planning process that involves all school members, high expectations for academic achievement, effective monitoring of student progress, and teacher effectiveness. To create a quality school, many things must be done. Starting from underpinning schools with effective communication in order to agree and build the spirit (values) that underlies the improvement of an educational institution so that it becomes quality. This spirit will be reflected in the school's vision and mission, organizational structure and job descriptions, work systems and procedures, policies and rules, regulations, school facilities and the atmosphere and relationships including the attitudes and behavior of the principal, teachers and other education staff/school residents. It is on this basis that quality school management can be developed. In this context, effective communication plays a role in managing and establishing policies, outreach and implementation in an educational institution. Furthermore, based on the executor, it can organize full/maximum quality (effective and superior) schools. In order for this practice to be realized more quickly, it is hoped that schools will implement this step properly and correctly and always innovate and seek new approaches in an effort to build quality schools.

INTRODUCTION

Education is a universal activity in human life. However simple the civilization of a society in which an educational process occurs or takes place. Education has existed throughout human civilization. Education is essentially a human effort to preserve his life. There is no community life without educational activities. The process of education is changing something into something else. In micro-scale education (school level), the processes referred to are decision-making processes, institutional management processes, program management processes, teaching and learning processes, and monitoring and evaluation processes (H.E. Mulyasa, 2012). More than that, education is expected to equip individuals with the ability to recognize their potential and develop their creativity. That is, the definition of educational quality is related to meeting the needs and expectations of students (Wani & Mehraj, 2014). Its success is measured from two aspects, namely students' cognitive achievement, and ownership of values or character, students' creative and emotional development (Sayed & Ahmed, 2015).

Law No. 20 of 2003 concerning the National Education System, this is a legal product that intends to regulate an aspect of life called education within the Indonesian community or nation and state. The birth of Law No. 20 of 2003 is more fundamentally motivated by the will of the people or this nation to realize the 1945 Constitution as the basic law, which mandates that independence aims to educate the life of the nation and guarantees that all

people are educated. This mandate directly touches on the government's responsibility to strive for and organize a national teaching system that is regulated by law.

The quality of education in Indonesia is currently receiving widespread attention from various groups, not only from the educational community but also from the wider community, many from other circles who want real changes in terms of advancing the quality of education. Many studies have been conducted by education management experts regarding quality schools. In research, quality schools are often called effective schools or excellent schools or superior schools (Sergiovanni, 1987). it can be seen that there are two models of approaches that are very useful in determining quality schools (Hoy & Ferguson, 1985), namely the goal achievement approach model and the process approach model. In the goal achievement approach model, this model based on the traditional view of the organization is said to be effective if it achieves the stated goals (Sergiovanni, 1987). It is known that the level of achievement is marked by the achievement of school graduates. Thus this goal approach model, student achievement is an important role that is used in determining whether a school is good or not.

The process approach model views the organization as an open system, consisting of transformational inputs and outputs (Hoy & Miskel, 1982). This model is seen not from the level of goal achievement but from internal consistency, efficient use of existing resources and the success of its working mechanism (Hoy & Ferguson, 1985). There are two underlying assumptions, namely (1) the organization is an open system that must be able to utilize and reflect the surrounding environment and (2) the organization is a dynamic and large system, so its needs are complex, so it is impossible to define only through a small number of organizational goals. Quality schools (effective or superior) have certain criteria. The basic parameters are (1) high and clear work standards for students; (2) encourage activity, multicultural understanding, gender equality and develop appropriate learning according to potential standards of students; (3) expecting students to take a responsible role in their learning and behavior; (4) have an evaluation instrument and assessment of learning achievement; (5) using learning methods that are rooted in educational research and professional practice; (6) organizing schools and classes to create an environment that supports learning; (7) democratic decision-making and accountability; (8) create a sense of security, mutual respect and accommodate the environment effectively; (9) have high expectations of staff; (10) involving families in helping students to achieve success and (11) working with the community and other parties (Danim, 2006). Almost similar to what was stated by Danim, Sammons (in Macbeath & Mortimore, 2005) analyzed quality schools which determined 11 important factors, namely: professional leadership, shared vision and goals, a learning environment, concentration on learning and teaching, high expectations, positive encouragement, monitoring progress, student rights and responsibilities, teaching with goals, a learning organization, and home school partnerships. While other experts assert that superior schools are characterized by (1) having a strong academic culture; (2) having a curriculum that is always relevant to the development of science and technology; (3) having a school community that always creates innovative learning methods or techniques; (4) oriented towards the development of hard and soft knowledge in a balanced way; (5) the learning process to develop students' potential holistically and (6) develop the process of developing students' communication abilities and competencies globally (Suyanto in Elfahmi, 2006).

While the results of Austin's research found that successful schools show interdependence with respect to certain practices within the school organization. In this regard, the characteristics found in the school are (1) strong instructional leadership; (2) program development, teaching planning; (3) high performance expectations; (4) the belief that all

students can learn basic skills; (5) positive climate; (6) oversight of school functions, curricula and staff development programs; (7) strong staff support; (8) encouragement and (9) student responsibility and participation (Moedjiarto, 2002). A school can be called a quality school if it has high effectiveness characteristics, namely: a positive school climate, a school planning process that involves all school members, high expectations for academic achievement, effective monitoring of student progress, and teacher effectiveness. Other things that must also be fulfilled are instructional leadership oriented towards academic achievement, active involvement of parents in school activities, opportunity, responsibility and high student participation in school. To support this achievement, schools must also implement rewards and incentives in schools, which are based on success, good order and discipline in schools and implementation of a clear curriculum.

Education includes all activities, starting from concept, vision, mission, institutions, curriculum, methodology, teaching and learning processes, educational human resources, educational environment and so on, which are inspired and sourced from the teachings and values that are built in the process of all these activities. These quality educational institutions are educational institutions or schools that reflect the concept of the good school, the effective school, the excellent school. On this basis, Hasan (2005) stated that there are four requirements for quality educational institutions, namely (1) professional educational human resources; (2) effective and professional management; (3) a conducive educational environment and (4) able to build trust in the community.

Education management is expected to play a role in becoming an empowering organization. In organizational empowerment, components must be utilized so that they work together to achieve goals effectively and efficiently. Among these components are curriculum or learning, students, employees, infrastructure, finance and the community environment (De Roche, 1985). In the implementation of the entire management process, efforts are made to rely on the spirit of quality education management as the theoretical findings on various research results, namely quality insight, independence, participation and openness. There are at least four steps in the process of professional education management, namely: planning, organizing, mobilizing (leadership) and controlling (Bafadal, 2002). In forming a school quality culture, an educational institution is an organization. The culture of an educational institution is an organizational culture in the context of an educational unit. Thus the culture of educational institutions can be interpreted as the quality of life of an educational institution that grows and develops based on the spirit and certain values it adheres to. The culture of these educational institutions will be developed through superior educational staff.

The third requirement that must be met for quality institutions (schools) is that these educational institutions must be able to create a conducive educational environment, which provides an atmosphere of peace, cleanliness, order, safety, beauty and kinship. An environment that gives students the freedom to express themselves, develop their interests and talents, interact socially in a healthy and respectful manner, in an atmosphere that creates a religious, ethical and humanist image. Building trust in society is the final requirement. Educational institutions must be able to build public trust in their programs so as to gain support and participation in the form of ideas and funding. Schools are expected to be able to carry out a symbiotic relationship of mutualism with the community in the school environment. This condition will make the school get the full support of the community.

RESEARCH METHODS

A. Quality School Management

In the Big Indonesian Dictionary "quality" means a good or bad measure of something, quality, level or degree (smartness, intelligence) (Poeadar Minta, 2003). Quality is the overall picture and characteristics of goods or services that show their ability to satisfy the expected needs. In the context of education, the notion of quality includes input, process and output of education (Arcaro, 2006). According to Rusman, the process and results of quality education are interrelated. However, so that a good process does not go astray, quality in terms of output must be formulated in advance by the school, and there must be clear targets to be achieved every year or other period of time. According to Hari Sudradjad, quality education is education that is capable of producing graduates who have the ability or competence, both academic competence and vocational competence, which are based on personal and social competence, as well as noble moral values, all of which are life skills, education which is able to produce whole human beings (plenary human beings) or human beings with integrated personalities (integrated personality) who are able to integrate faith, knowledge, and charity. Understanding and views on the quality of education have been very diverse. Parents view quality education as a magnificent educational institution, a solid school building with red brick tiles, a beautiful school garden, and so on. Scientists view quality education as a school where many students become winners in various competitions or Olympiads at the national, regional and international levels.

B. Quality Assurance Management Concept

Education quality assurance is a comprehensive concept for leading and operating an educational institution which aims to continuously improve performance by focusing on customers (community), while addressing the needs of all stakeholders (Benowitz in Purwanto, 2002). Meanwhile, based on the Regulation of the Minister of Education and Culture (Permendikbud) No. 28 of 2016, concerning the Quality Assurance System for Elementary and Secondary Education, that Education Quality Assurance is a systematic, integrated and sustainable mechanism to ensure that the entire process of providing education is in accordance with quality standards (in the BPK Team, 2020). A similar definition is also found in the Minister of Research and Technology Regulation No. 62 of 2016 concerning the Higher Education Quality Assurance System. However, quality itself has a fairly broad field of meaning and must be narrowed down to create a clear scope. As revealed by Sallis (in Purwanto, 2020). Dealing with this ambiguity, Brown (in Purwanto, 2020) explains that quality can be ensured by taking several approaches:

Quality Control.

The initial stage that will determine what a person wants to achieve in terms of goals and objectives. Standards are also required as part of this specification to measure the level of achievement.

Quality Assurance (Quality Assurance).

Quality assurance involves establishing that systems and procedures are in place to ensure that objectives are met consistently and reliably and are reviewed periodically.

Quality Improvement and Transformation (Improvement and Quality Transformation).

Quality improvement can be understood as the next stage and the consequence of each dimension. For example, quality improvement should follow quality control by correcting errors or filling gaps in achieving objectives. At a level beyond this, quality improvement becomes quality transformation.

Thus, quality is an overall quality of a thing that envelops an implementation or production of a thing which in this context is the implementation of education.

Aspects of the Education Quality Assurance System

Within education, there is a general view that there is a need for a quality assurance system provided externally so that the quality control mechanisms in schools (SD, SMP, SMA and tertiary institutions) are adequate and have sufficient quality and standardization. Various aspects of the education quality assurance system according to Paper (in Brown in Purwanto, 2020) include the following:

Quality control or quality control, is a mechanism within schools to maintain and improve quality according to their provisions.

Quality audit (quality audit), is an external oversight that aims to provide assurance that the school has an appropriate quality control mechanism. A quality audit is a way to check whether the relevant systems and structures within a school support its primary teaching mission.

Validation or validation, is a course approval by a validation body for awarding degrees and other qualifications.

Accreditation (accreditation), carried out by delegating to schools that are subject to certain requirements and are responsible for validating their own programs leading to the attainment of quality standards.

Quality assessment or quality assessment, by conducting external reviews and assessments of the quality of teaching and learning in educational institutions.

Definition of Communication

Etymologically, communication comes from the Latin, namely cum, a preposition which means with or together with, and the word units is a number word which means one. These two words form the noun communio, which in English is called communion which means togetherness, union, joint association, association, or relationship. Because to communicate requires effort and work, the word is made for the verb communicate which means sharing something with someone, exchanging something, talking about something with someone, telling something to someone, conversing, exchanging ideas, connecting, and making friends (Saefullah, 2029). Barnett argues that communication acts as a revolutionary discovery or revolutionary discovery which is the result of the discovery of communication technologies such as radio, television, telephone, satellite and computer networks, which at the same time emerge and develop industrialization, business and politics (Barnet, 1989). From the opinion above it can be concluded that communication is an interaction carried out by two or more people that can be received by the recipient of the message conveyed by the sender of the message properly and in different ways, so that later you get a response, the communication conveyed by the sender of the message to the recipient of this message can give warnings, ideas, appeals, advice, questions, answers, so that additional information is obtained to carry out the necessities of life through the media in the form of television, radio, telephone and can also be in the form of newspapers that can provide information.

Fauziah Dangoran revealed that in communication there are several approaches that must be considered, namely: 1) scientific approach, 2) scientific approach, 3) humanistic approach, and 4) social science approach. 3-5. With the following explanation:

Scientific approach

That is an approach in a scientific context which is the basic framework of the various theories produced. Before people use a scientific approach to answer their curiosity, the process of searching for truth in human history always begins with an unscientific

approach. This approach was initially carried out by people: by chance, by trial and error, through someone's authorization and revelation.

Scientific Approach

This type of approach is widely used by exact science disciplines. This approach is also called the social-critical approach or scientific research. This flow uses two processes to find the truth, namely the first process is called the rational-critical thinking process and the second is scientific research.

Humanistic Approach

This approach applies in the context of the social sciences. This school is of the view that knowledge is associated with subjectism which is based on the principle of individual creativity. By prioritizing alternative interpretations to understand responses and individual subjective findings.

Social Science Approach

This approach is a combination of two different streams of principles, namely the scientific stream and the humanistic stream. This approach also holds that knowledge is associated with subjectivity and subject interpretation.

Of the four approaches to communication that have been described, it can be seen that in a communication it is necessary to have some understanding of communication that must be considered, this is none other than so that communication goals can be achieved effectively and as desired.

Factors Affecting Fluency and Barriers to Communication

According to Saefullah, the fluency in communicating orally for each person is different, and is also influenced by several factors, namely as follows:

Knowledge Factor

Knowledge affects the smoothness of communication because if the communicator masters the language and culture of the people invited to communicate, communication will run smoothly. Conversely, if he does not understand the language and culture of the communicant, communication will be hampered.

Experience Factor

Experience is the best teacher. Communication will be hampered if the communicator has very little experience. And vice versa, communication will run smoothly if it is supported by adequate experience. Like communicating with the Baduy people, of course for researchers who are experienced with the Buduy people, communication will be better and run smoothly.

Intelligence factor

People with low intelligence usually don't make sense in speaking because they don't have good vocabulary and language. His way of speaking is disjointed, even between one word and another irrelevant.

Personality Factors

People who are shy, and less sociable, usually speak less fluently.

Biological factors

Paralysis of speech organs can cause abnormalities such as difficulty saying hissing words due to abnormalities in the jaw in the mouth, slurred speech due to inactive jaws and tongue, hesitant speech due to not being able to talk to many people.

Effective Communication and Values as Quality Resources for Superior Schools

One thing that often makes many people conflict is the lack of communication skills. Communication is often taken for granted, even though errors in communication can lead to conflicts that disrupt relationships. In simple terms, the concept of communication is the process of delivering messages from the communicator to the communicant. This process

can generate feedback from the communicant so that communication can take place in two ways between the communicator and the communicant. Each individual can communicate in their own style and way, but not all individuals are able to communicate effectively. Effective communication can be interpreted as communication that can produce changes in attitudes in other people. Attitude change is usually seen during communication and post-communication.

Effective communication has goals to make it easier for others to understand the content or message conveyed by the communicator. The goal is that the information conveyed generates feedback from the communicant. Because of these factors, an effective communication process must be carried out using clear and unambiguous language. Likewise, schools that develop superior schools are required to improve the quality of communication within their organizations. All organizational communication channels are well managed. Organizational communication that needs to be improved can take the form of vertical, horizontal and diagonal communication.

Communication will initiate teamwork in the organization. Effective communication in building quality schools is absolutely necessary considering that everything that is done must be agreed in deliberations. This includes the involvement of educational stakeholders in the area where the educational institution is located. In a situation like this, all lines of effective communication functions can be maximally realized. These functions include information, persuasion, regulative and integrative functions (Hasibuan, 2003).

The communication built at SDN Gelogor in an effort to create a quality school is an effective communication that involves all components both vertically, horizontally and diagonally. With a pattern of healthy communication culture in this organization, it is hoped that the realization of quality schools will be achieved more quickly. The effectiveness of communication will greatly determine the success of school management in building quality schools both in the short and long term. This will also support a work environment in schools that is conducive in a value system to increase morale and performance as well as work motivation of teachers and other educational elements in schools.

CONCLUSION
Quality schools are schools that meet national education standards set by the government. Schools can also be said to be of good quality if schools are always oriented towards education system improvement programs that are carried out in a more creative and constructive manner starting from input, process and performance of school management and output. Quality schools are schools that are able to offer a product, and the uniqueness of the educational institution to the public. A quality school is a school that is able to provide satisfaction to all stake holders. The stages of building a quality school by developing good and effective communication in general include (1) the stage of formulating development goals imbued with spirit and values followed by establishing policies; (2) socialization and implementation and (3) evaluation and follow-up stages. This stage will be reflected in the school's vision and mission, organizational structure and job descriptions of the school, school work systems and procedures, school policies and rules, school rules, physical appearance (facilities) of the school, formal and informal atmosphere and relationships as well as quality culture in superior schools. Because of this, school members and stakeholders including education supervisors and managers need to be equipped with an understanding of the concepts of organizational culture, school quality culture and its development, as well as the concept of quality schools. With a good

understanding of the concept, schools can develop a culture of quality in the framework of developing quality schools systematically.

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