

PLANNING AND PROBLEM SOLVING IN IMPROVING THE QUALITY OF EDUCATION

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Keywords:

Planning, solving, quality
of education.

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Abstract: Education is an important and fundamental sector because education is a vehicle for the development and formation of human resources, for this reason it needs to be maintained and continuously improved in quality which is carried out in stages, planned and systematic, directed and intensive so as to be able to prepare Indonesian human resources to be able to compete in the era of globalization which is full of competition in various fields of life.

PRELIMINARY

The problems that arise in the world of education are very complex, many factors influence these problems, both coming from within and from outside which result in the education process being ineffective and inefficient.

Education is an important and fundamental sector because education is a vehicle for the development and formation of human resources, for this reason it needs to be maintained and continuously improved in quality which is carried out in stages, planned and systematic, directed and intensive so as to be able to prepare Indonesian human resources to be able to compete in the era of globalization which is full of competition in various fields of life. Implementation of the Management Function in improving the quality of education is a real solution that is the hope of being able to manage indicators of quality of education to synergize with each other in efforts to improve the quality of Education.

THEORETICAL STUDY

Some of the opinions of education experts regarding the problem of education quality, namely:

1. According to DR. Soedijarto, MA that the low quality or quality of education is not only caused by the giving of a disproportionate role to schools, inadequate planning,

implementation and management of the curriculum system, and the use of cognitive learning achievement as the only indicator of educational success, is also caused because the evaluation system is not planned to be positioned as an educational tool and an integrated part of the curriculum system (Soedijarto).

2. In general, Edward Sallis (1984) in *Total Quality Management in Education* states, conditions that cause low quality of education can come from various sources, namely poor curriculum design, incompatibility of building management, non-conducive work environment, incompatibility of systems and procedures (management), insufficient study hours, lack of resources, and staff procurement (Syafaruddin, 2002).

Meanwhile, according to the World Bank report, there are four factors identified as constraints on the quality or quality of education in Indonesia, namely:

- a. The complexity of organizing education between the Ministry of National Education (responsible for educational materials, evaluation of textbooks and the appropriateness of teaching materials) and the Ministry of Home Affairs in the fields (manpower, material resources and other resources). In addition, the Ministry of Religion is responsible for fostering and supervising state and private religious schools. This dualism has fatal consequences because of the ambiguity in the division of responsibilities and managerial roles, the delays and the separation of the financing system, and the struggle for authority over teachers.
- b. Centralized management practices at the junior high school level. Funding and planning by the central government involving many departments. This impedes the achievement of the goal of compulsory basic education.
- c. Split and rigid budgeting practices. The complexity of the organization that prepares the development budget becomes the complexity of managing education. Bappenas, the Ministry of National Education and the Ministry of Home Affairs, including the Ministry of Religion, in preparing the education budget. As a result, this has a negative impact, namely there is no clear responsibility between units, there is no regular evaluation of real needs, and there is no guarantee that funds will be allocated correctly and evenly.
- d. Ineffective school management. As the main actors, many school principals are unable to improve the quality of their schools because they are not equipped with

good leadership and managerial skills. Lack of training and recruitment of school principals that are not yet based on leadership skills and professionalism (E. Mulyasa, 2002).

RESEARCH METHODS

The methods used should be accompanied by references, relevant modifications should be explained. Procedures and data analysis techniques should be emphasized in the literature review articles

DISCUSSION AND RESEARCH RESULTS

As human beings, students have characteristics. According to Sutari Imam Barnadib, Suwarno, and Siti Mechaty, students have certain characteristics, namely:

1. Do not yet have a moral adult personality so it is still the responsibility of educators.
2. Still perfecting certain aspects of maturity, so it is still the responsibility of educators.
3. Has basic human characteristics that are developing in an integrated manner, namely biological, spiritual, social, intelligence, emotion, ability to speak, limbs to work (legs, hands, fingers), social background, biological background (skin color, shape body, and others), as well as individual differences (Syaiful Bahri Djamarah, 2000).

By understanding the characteristics of the students above, it is hoped that the teacher will be able to carry out the teaching and learning process properly so as to create an increase in the quality of education desired by the school.

1. Educator

The problem of the quality of education seems to have greatly intrigued the world of education today. Not only for professionals, but also for the general public there is a movement that wants changes right now in terms of efforts to improve the quality or quality of education (HA R Tilaar). By looking at the low quality of education, efforts have been made to improve the quality of education. Therefore, to improve the quality of education, the central goal to be addressed is the quality of teachers and the quality of teacher education (Zamroni, 2001).

In an effort to improve the quality of education, it is necessary to carry out activities in an effort to improve the quality of teachers, namely:

- a. Teacher Absenteeism and Discipline

This greatly determines the quality of teacher education, because teacher attendance and discipline are very influential for the smooth running of the teaching and learning process. If the teacher is rarely present or is not disciplined, it will hamper the teaching and learning process and will result in students becoming lazy. However, if the teacher is always on time and never late in teaching, then this is what will motivate students to learn. And teachers should always have a commitment as educators to improve the quality of education.

b. Forming Teacher Meetings

Teacher Meeting can be interpreted as a teacher meeting or meeting which is one of the supervision techniques in an effort to improve the teaching and learning situation in schools (Dirawat, 1983).

The purpose of this Teacher Meeting is to bring together opinions about work methods that will bring them together towards achieving maximum teaching goals and help teachers, both individually and collectively to meet their needs, analyze their problems, their personal and occupational development (Treated, 1983).

c. Follow Upgrading

Upgrading is one of the right suggestions for improving teacher quality, especially in terms of professionalism. As expressed by Djumhur and Moch Surya in their book entitled "Guidance and Counseling in Schools": Upgrading is an educational effort and experience to improve the quality of teachers and staff in order to align their knowledge and skills in accordance with the abilities and development of knowledge in their respective fields Djumhur , Moh. Surya, 1975).

These upgrading activities are intended to:

- Enhancing the quality of officers in their respective professional fields
- Improving work efficiency towards achieving results

The courses attended by teachers are those held by MORA, Depdikbud and other institutions. In this upgrading, not all teachers can take part, but only certain teachers and after the teacher attends the upgrading, the results will be conveyed to other teachers.

a. Take an Education Course

By taking the course will add insight and knowledge of the teacher. This will also be able to increase the professionalism of teachers to be more qualified. This course activity can be done individually or collectively.

b. Organize workshops or workshops

Workshops or workshops are an "in-service" educational activity in the context of developing the professionalism of educational staff (NA Ametembun, 1981). The workshop is an effort to develop the ability to think and work together both on theoretical and practical issues, with the aim of improving the quality of life in general and the quality of work.

With this workshop, it is hoped that teachers will gain new experiences and be able to foster creativity and be able to produce useful results from the teaching and learning process. Besides that, teachers can cultivate deeper social feelings towards students, fellow educators, and employees as well as towards the community.

c. Organize Study Tours

Activities like this are usually carried out by teachers who teach similar subjects and gather together to study the problems of the lesson, or a number of other sciences. The locations chosen are usually related to places of entertainment or places of historical value, so that the implementation is always interesting and uplifting.

2. Facilities and infrastructure

Talking about facilities and infrastructure, this understanding does not only concern the building, but also includes various components and facilities in the school. With the existence of adequate facilities and infrastructure can support the teaching and learning process so as to improve the quality of education. Educational facilities are all equipment, materials and furniture that are directly used in the educational process at school. Educational facilities can be viewed from several perspectives, namely:

First, in terms of whether it is used up or not (equipment that is immediately used up and equipment that lasts a long time). Second, in terms of moving or not. Third, in terms of its relationship with the teaching and learning process. While educational infrastructure is all basic equipment that indirectly supports the teaching and learning process in schools (Burhanuddin et al.).

Facilities are a very important component in every educational activity, so their existence is an important factor in efforts to achieve the educational goals that have been formulated. Meanwhile, the notion of a means or a tool is something that not only contains conditions that make it possible to carry out educational work, but that educational tool has manifested itself as an act or situation, with which actions and situations, it is firmly aspired to, to achieve educational goals (Abu Ahmadi Nur, Uhbiyati, 1991).

Educational infrastructure in schools can be classified into two types, namely: First, educational infrastructure that is directly used for the teaching and learning process, such as: library rooms, theory rooms, skills practice rooms, laboratory rooms. Second, educational infrastructure whose existence is not used for the learning process, but really supports the implementation of the teaching and learning process such as: office space, school office, land and road to school, toilet, school health business room, teachers room, principal's room, and vehicle parking space.

3. Environment

What is meant by the environment here is everything that is outside of human beings, both in the form of living and dead things. Included in this environment are humans, animals, plants, geographical conditions, books, pictures/paintings, and other human cultural products. All of this has a major influence on the formation of the personality of students as living beings.

There are two kinds of environment, the physical environment and the social environment. The physical environment is the atmosphere and circumstances in which education takes place. While the social environment is the climate and atmosphere of education. A conducive climate will facilitate the achievement of educational goals (Haidar Putra Daulay, 2004).

CONCLUSION

Education is an important and fundamental sector because education is a vehicle for the development and formation of human resources, for this reason it needs to be maintained and continuously improved in quality which is carried out in stages, planned and systematic, directed and intensive so as to be able to prepare Indonesian human resources to be able to compete in the era of globalization full of competition in various fields of life. According to Permendiknas number 63 of 2009 the quality of education is the level of intelligence of the nation's life that can be achieved from the implementation of the national education system.

In general, Edward Sallis (1984) in Total Quality Management in Education states, conditions that cause low quality of education can come from various sources, namely poor curriculum design, incompatibility of building management, non-conducive work environment,

incompatibility of systems and procedures (management), insufficient school hours, lack of resources, and staffing.

In order to improve the quality or quality of education, various activities have been carried out including: developing curriculum, procuring basic textbooks for students, procuring teaching aids, upgrading teachers and, procuring healthy and quality reading books through the school library.

SUGGESTION

Many factors affect the educational process where one component with the other components is very interdependent and requires, to achieve a good educational process and achieve maximum results, intense attention is needed to the several components described in the writing above.

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