

# EXPLORATION OF SCHOOL MANAGEMENT MODEL IN APPLYING QUALITY EDUCATION

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**Abstract:** One way to achieve Education Quality Standards (NSP) is to apply management consistently. The purpose of this study was to determine the model of school management in implementing the quality of education and to find out the inhibiting factors at SMP Negeri 2 Bayan. This research uses a qualitative approach with a case study method. Data collection techniques using observation, interviews and documents. The data analysis technique uses an interactive model, namely data collection, data reduction, data presentation and final conclusions. The results of the study indicate that in implementing the quality of education at SMP Negeri 2 Bayan, the principles of independence, partnership, participation, openness, and accountability are the characteristics of the SBM model; The conclusion is that in implementing the quality of education at SMP Negeri 2 Bayan applying the School-Based Management (SBM) model, the inhibiting factors in implementing quality are 1) an assessment system that is not implemented properly, 2) A rigid and bureaucratic budgeting system in the government, 3) Professionalism of Personnel, and 4) Environmental Conduciveness.

**Keywords:** Model Exploration, School Management, Education Quality

## INTRODUCTION

In the current era, education service providers are faced with competitive challenges to provide quality education (Winarti, 2018). The need for quality education is a major factor for parents (Fadhli, 2017) with the hope of providing quality education for their sons and daughters, namely schools that are known to have good credibility and quality.

A long and systematic process is certainly needed to achieve quality in educational institutions, this can be realized by increasing efforts and changing habits that are focused on the application of quality. School management is a process of gathering all things related to education so that they are concentrated in tips to achieve the specified educational goals (Pidarta, 2011).

Education quality problems are interrelated in an interactive system of education units. If the school's input is good, processed properly, it will produce good output as well (Priansa, 2014). Thus, the extent to which students' abilities must be influenced by several factors, including the process and quality of teaching and learning.

As stated in Law number 20 of 2003, that with good education planning, it is expected to realize the process of developing the personal quality of students as the nation's next generation in the future. This is stated as one of the strategic steps of education in Indonesia, including: 1) Equitable quality education; 2) facilitate the development of children from an early age; 3) increase the accountability and professionalism of educational institutions; 4) Involving the role of the community in an autonomous manner.

Quality problems in the education system have a very strategic meaning, this shows that the success of education must depart from the quality that is handled professionally (Tabrani, 2013). Thus, the quality of education must be achieved and maintained properly by educational institutions, of course with professional handling.

In implementing the quality of education in schools, of course, there are many obstacles to be overcome. Obstacles in implementing quality in schools are thought to be due to the lack of commitment of school quality assurance institutions in meeting and improving education quality standards in their schools (Dewi, 2020). The above can be seen from the consistency of management and teachers who are less committed to implementing a quality culture in schools, this is one of the factors that cannot maintain the school's accreditation score in the next visitation process.

From the initial observation process at SMP Negeri 2 Bayan, researchers found that in the accreditation visitation process in 2012, SMP Negeri 2 Bayan got a score of 91 with an A (Excellent) Accreditation Rating which was then carried out by BAN S/M NTB Province, then in the accreditation visitation process Furthermore, in 2019 this school got a score of 95 with an A (Excellent) Accreditation Rating, which means that there has been an increase in quality or this school has been able to maintain the quality of education very well.

SMP Negeri 2 Bayan is one of the favorite schools in Bayan District, North Lombok Regency, in maintaining and improving accreditation ratings for two periods this school became a model among junior

high school managers in North Lombok at that time, so it became interesting to study in order to find out the management model. schools in implementing the quality of education. So it becomes relevant to conduct a research with the title "Exploration of school management models in implementing the quality of education in North Lombok Regency" as a study to provide an overview of the quality of education in general in North Lombok Regency. The purpose of this study is to identify the school management model in implementing the quality of education, and identify the inhibiting factors in implementing the quality of education at SMP Negeri 2 Bayan.

## METHOD

The approach used in this study is a qualitative approach with the Case Study method. The use of qualitative methods aims to explore problems freely with a direct approach to the object observed in this case the school management model in implementing the quality of education in North Lombok Regency.

The type of data in this study is the type of primary data secondary funds. Primary data is in the form of information about how schools carry out basic management functions including planning, organizing, actuating, and controlling, so that the management model used by schools can be formulated in implementing the quality of education based on the application of 8 national education standards (known with SNP), as well as collecting data in the form of information about problems. which becomes an obstacle in implementing the quality of education, the form of the data is in the form of information from words, perceptions, opinions and behaviors that occur in SMP Negeri 2 Bayan, North Lombok Regency. Secondary data or supporting data is data about the school management model in implementing the quality of education.

Sources of data in this study are research subjects and research informants. The subjects in this study were the principal, the head of the TPMS team, the

deputy principal for facilities and infrastructure, and the teachers of SMP Negeri 2 Bayan. Informants in this study were school supervisors, treasurer of BOS SMP Negeri 2 Bayan.

Data collection techniques in this study are Observation, Interview, and Documentation Techniques. Data analysis in this study used qualitative data analysis interactive model with the following stages: data reduction, data presentation, and conclusion drawing/verification.

Checking the validity of the data, namely: (1) credibility (internal validation), (2) transferability (external validation), (3) dependability (reliability), and (4) confirmability (objectivity).

## RESULTS AND DISCUSSION

### School Management Model in Implementing Education Quality at SMP Negeri 2 Bayan

Based on information from interviews and results of document studies in the form of RKAS documents and proposals for funding applications addressed to local governments, it is known that schools make program plans, especially to meet achievements in development facilities and infrastructure standards. From the observations, the researchers also found a new local classroom that was built in March 2020, sourced from the Special Allocation Fund (known with DAK) of the North Lombok Regional Budget. In addition, the school is also renovating the science laboratory and has a fairly complete science practice facility, it is known that the budget is also sourced from the DAK APBD in the same budgeting package. In addition, the school is also renovating the school garden and has several sports facilities that are quite complete, such as a complete basketball court and other sports equipment,

Data about The school management model in implementing the quality of education described above will then be displayed in tabular form, it is intended to make it easier for readers and get the gist of the data. The data in question can be seen in Table 1.

**Table 1.** School Management Model in Implementing Education Quality

Subject/ Informant	Result Description	Category	Conceptualization
Subject-1	The principal explained that in an effort to achieve the 2020 education quality standard, the school started by forming a special team named TPMS, then analyzed the 2019 quality report card. These data are then used as references in implementing quality implementation activities in the form of programs in the RKAS or making proposals to the regional or central government. The principal then forms and divides the tasks of implementing the activities.	<ul style="list-style-type: none"> <li>a. Principal Forming a special team, namely TPMS.</li> <li>b. TPMS analyzes the previous year's quality report card, from the process it is known the weaknesses of the SNP achievement on certain indicators.</li> <li>c. The principal forms and divides the tasks of implementing activities from the elements of teachers and employees.</li> <li>d. The school principal programs the quality implementation plan</li> </ul>	<ul style="list-style-type: none"> <li>- Independence (implementing quality implementation independently by forming TPMS)</li> <li>- Accountable (have a reference document for the application of quality)</li> <li>- Participatory (utilize existing resources to participate in implementing quality)</li> <li>- Accountable</li> </ul>

Subject/ Informant	Result Description	Category	Conceptualization
		in the RKAS (School Budget Work Plan).	(have a reference document for the application of quality in the form of RKAS)
	The principal explained that the principal and the school committee play an active role in implementing quality implementation, from planning to supervising the entire process to ensure activities are carried out properly, and making certain decisions needed.	a. The principal and the school committee work closely together from planning to supervising the entire quality implementation process.	- Partnership (partnering with school committees and other stakeholders)
	The principal explained that since 2020, we have been working on several physical programs such as the construction of new classrooms, rehabilitation of the park, improvement of sports facilities and science laboratories, which we have budgeted for through the APBD, namely the Special Allocation Fund (DAK)".	a. The school principal proposes budget assistance to the regional government and the central government in the fulfillment of facilities and infrastructure.	- Partnership (partnering with the Government in terms of development of supporting infrastructure)
Subject-2	The chairman of the TPMS explained that he was appointed as the chairman of the TPMS in 2020, together with his team carried out activities to analyze quality report cards, then made recommendations for activities to achieve quality standards which were the weaknesses of the NSP".	a. The principal forms a TPMS (School Quality Assurance Team). b. TPMS makes quality implementation guidelines based on the results of the analysis of quality report cards in the form of weaknesses in SNP achievements.	- Independence (implementing quality implementation independently by forming TPMS) - Accountable (have a reference document for the application of quality)
	The head of the TPMS explained that based on the analysis of the quality report card, it was found that the school's weaknesses in SNP achievements were then used as a reference in the School Budget Work Plan (RKAS). The TPMS team disseminated the results of the quality report card analysis involving all parties, including the principal, vice principal, TU to teachers and school supervisors and school committees, as well as discussing the follow-up plan for its activities. The team collects activity proposals which then become recommendations to the school principal as suggestions for implementing quality.	a. TPMS found weaknesses in the achievement of SNP from the results of the quality report card analysis process, then became a guide in the preparation of the RKAS. b. The TPMS team disseminates the results of the quality report card analysis to all stakeholders. c. The TPMS team discusses the plan for follow-up activities and collects proposals.	- Accountable (have a reference document for the application of quality in the form of RKAS) - Openness (there is communication as a form of openness to the public) - Participatory (Stakeholder involvement in providing input)
	The head of the TPMS explained that the principal determines the person in charge of the activities that have been planned. Each person in charge will plan follow-up activities in the form of activities that can support the achievement of quality.	a. The principal determines the person in charge of the planned activities.	- Participatory (Involvement of HR implementing quality implementation)
	The head of the TPMS explained that in accordance with the results of the analysis of the quality report card, there were weaknesses in SNP achievements, namely in process standards, facilities and infrastructure standards and financing standards.	a. TPMS informs policy makers that there are weaknesses in SNP achievements, namely in process standards, facilities and infrastructure standards and financing standards.	- Openness (The school has built communication as a form of openness to the public)
	The head of the TPMS explained that to analyze the quality report card, the SNP achievement score interval was used from 0-70 with categories: first, if the school's score on a standard/indicator/sub-indicator was in 1-3 stars, then it was considered a weakness and if the score was in the 4-5 stars, then it is considered strength; second, if the school's score on a standard/indicator/sub-indicator ranges from 4-5 stars, then 4 stars are considered as weaknesses and 5 stars are considered strengths; and third, if the school's scores on a standard/indicator/sub-indicator are all 5 stars, but there are indicators/sub-indicators whose values range from 6.67-6.99	a. TPMS analyzes the quality report card using the SNP achievement score interval, which is from 0-70.	- Accountable (have a reference document for the application of quality)

Subject/ Informant	Result Description	Category	Conceptualization
	then all scores below 7 are considered weaknesses".		
	The head of the TPMS explained that the principal and supervisors as well as the school committee play an active role from planning to supervising the quality implementation process.	a. The principal and other stakeholders play an active role in planning and supervising the entire process of implementing quality.	- Participatory (stakeholder involvement in quality implementation)
Subject-3	Waka Sarpras explained that from the results of the analysis of the quality report cards, the standard of facilities and infrastructure is one indicator of the weakness in achieving school quality standards. In 2019, the number of class VII study groups was five groups, while the classrooms owned were four rooms, finally using the science laboratory as classrooms. In 2021 schools will receive APBD funds through the Special Allocation Fund for the construction of new classrooms and laboratory rehabilitation, procurement of sports facilities and garden repairs, all of which we propose by making a proposal to the KLU Regional Government, for the 2021/2022 academic year the number of study groups is in accordance with the number of classrooms we have and other facilities are also available.	a. Schools receive APBD funds through the Special Allocation Fund for the construction of new classrooms and laboratory rehabilitation, procurement of sports facilities and garden repairs, all of which we propose by making a proposal to the KLU Regional Government.	- Partnership (partnering with the Government in terms of development of supporting infrastructure)
	Waka Sarpras explained that the implementation of activities from planning to quality implementation involved many parties, including school committees.	a. Principals involve all stakeholders from planning to implementation.	- participatory (stakeholder involvement in planning to monitoring)
	Waka Sarpras explained that to carry out activities to meet quality standards, principals directly budget in the RKAS.	a. The principal carries out activities to meet quality standards directly in the RKAS.	- Accountable (have a reference document for the application of quality)
	Waka Sarpras explained that the planning and supervision were carried out by the principal superintendent and the school committee. During the construction of facilities and infrastructure, the principal supervisor and school committee checked the quality of the building and it was being built, whether it was correct as shown in the drawings and the allocation of funds, referring to the building drawings and RAB. -his.	a. Principals, supervisors and school committees play an active role in assisting and supervising the quality implementation process. b. the principal superintendent and the school committee check the quality of the building and is under construction, whether it is correct as shown in the drawings and the allocation of funds, referring to the drawings of the buildings and their RAB.	- Participatory (stakeholder involvement in planning to monitoring) - Accountable (have a reference document for the application of quality)
Subject-4	The class teacher explained that during a meeting with the principal stakeholders, the principal explained about the low achievement of process standards where one of the points was the learning process Sub Indicators regarding the differences in student learning needs.	a. The principal invites stakeholders to a coordination meeting to discuss the weaknesses of the SNP achievements. b. The school principal divides the person in charge of each quality fulfillment activity/program.	- Openness (communication as a form of openness to the public) - participatory (involving human resources to solve quality problems in schools)
	The class teacher explained that during the coordination meeting the principal gave the task of teachers increasing supervision and utilization of authentic assessment results.	a. The principal gives the task of teachers to improve supervision and use of authentic assessment results.	- Participative (involving stakeholders in decision making and others)
Information-1	The School Supervisor explained that SMP Negeri 2 Bayan had carried out an analysis of quality report cards around February 2020.	a. SMP Negeri 2 Bayan School Supervisor has implemented the implementation of quality education.	- Independence (implementing quality implementation independently)
	The school supervisor explained that the process carried out by the school was in the form of making an activity plan from the weaknesses known from the analysis of the quality report card. During the	a. TPMS makes an activity plan from the known weaknesses from the analysis of the quality report card.	- Accountable (have a reference document for the application of quality) - Participatory

Subject/ Informant	Result Description	Category	Conceptualization
	implementation of activities Supervisors and school committees are involved to monitor the extent to which the process has been implemented and is correct or not.	b. Supervisors and school committees are involved in assisting the implementation of activities.	(involving stakeholders in decision making and others)
Information-2	The Head of the School Committee explained that in 2020 a quality report card analysis had been carried out, involving policy makers in the school, the results were included as a work plan on the RKAS which we also signed.	a. TPMS analyzes the 2020 quality report card. b. The results of the analysis of the quality report card are contained in the RKAS.	- Independence (implementing quality implementation independently) - Accountable (have a reference document for the application of quality)
	The Head of the School Committee explained that several programs were submitted to the Regional Government such as the construction of new classrooms, rehabilitation of science laboratories, sports facilities, garden arrangements and others, which have been realized such as RKB, sports facilities and park arrangements, and what has not been the BK room and several other facilities.	a. SMP Negeri 2 Bayan has received funding from the Regional Government for the construction of facilities and infrastructure.	- Partnership (partnering with the Government in the development of supporting infrastructure)
	The Head of the School Committee explained that the Principal has planned activities to support quality achievement through the RKAS such as Class Meeting activities for students, some activities that were not planned in the RKAS are also still being carried out, we usually carry out at the time of disbursing BOS funds at each stage by loading them in the RPD ( Fund Use Plan).	a. Principals plan activities to support quality achievement through RKAS and RPD.	- Accountable (have a reference document for the application of quality)

Government Regulation Number 32 of 2013 has regulated the National Education Standards (SNP) including: Graduate competency standards, content standards, process standards, educators and education personnel standards, facilities and infrastructure standards, management standards, financing standards and assessment standards. Based on the foregoing, the quality of education refers to the eight standards and then has its respective sub-indicators and is arranged in the form of an instrument to determine the extent to which the educational quality standards have been achieved in certain schools. This is what is applied at SMP Negeri 2 Bayan as a process to measure quality achievement in schools, starting from quality mapping which produces quality report cards, the quality report report analysis process which produces quality weaknesses and strengths in schools, making recommendations and action plans,

The process of implementing quality at SMP Negeri 2 Bayan begins by analyzing the quality report card from the EDS (School Self-Evaluation) activity in 2020. From this activity, it is known that the weaknesses of quality achievement contained in three standards, namely process standards, facilities and infrastructure standards and financing standards, where these weaknesses are found in each indicator and each sub-indicator.

Based on the data on the weakness of the achievement of the school's quality standards above, human resources at SMP Negeri 2 Bayan implement quality implementation with the following steps:

- a. The process of implementing quality at SMP Negeri 2 Bayan was started by forming the TPMS Team (School Quality Fulfillment Team). Based on this, SMP Negeri 2 Bayan has demonstrated the independence of its human resources to implement quality implementation as an effort to fulfill the National Education Standards.
- b. SMP Negeri 2 Bayan has built partnerships with both the Regional Government and the Central Government to obtain budgetary support through the Special Allocation Fund, so that schools can build new classrooms, school parks and sports facilities and others so that they can support the teaching and learning process in schools.
- c. The process of implementing school quality at SMP Negeri 2 Bayan involves all stakeholders in a participatory manner such as the principal, school supervisor, teachers, administrative staff to school committees, this is done to increase the contribution and empower the ability of all school members in an effort to implement quality education.
- d. To build public trust, especially to stakeholders on the quality of education, the Principal of SMP Negeri 2 Bayan builds communication through coordination meetings with all stakeholders, both supervisors, teachers, TU and committees as a form of openness to the condition of the school, namely socializing the results of the analysis of quality report cards where there are weaknesses. Weaknesses in the achievement of the quality of education so that together we seek solutions.

e. To support the quality implementation process, SMP Negeri 2 Bayan makes a School Budget Work Plan as a reference in implementing quality implementation, besides that the school also makes guidelines for implementing quality implementation activities so that the activities carried out can be accounted for in an accountable manner.

The process that SMP Negeri 2 Bayan goes through in implementing the quality of education mentioned above emphasizes independence in decision making to meet the needs of improving school quality by involving all stakeholders in the school. This is enough to prove that the school management model in implementing the quality of education at SMP Negeri 2 Bayan tends to be the School-Based Management Model (SBM). Mulyono, (2009) explains that School-Based Management (SBM) is essentially a decision-making process to meet the needs of improving school quality by involving all relevant stakeholders in utilizing existing resources independently.

This is also in line with the government's mandate through Government Regulation No. 57 of 2021 concerning National Education Standards, article 27, which states that planning, implementing, and supervising early childhood education activities and basic and secondary education levels implement school-based management as shown by independence, partnership, participation, openness, and accountability

### **An overview of the inhibiting factors in implementing the quality of education at SMP Negeri 2 Bayan.**

Data on the inhibiting factors in implementing the quality of education described above will then be displayed in tabular form, it is intended to make it easier for readers and get the gist of the data. The data in question can be seen in the following table:

**Table 2.**Inhibiting Factors In Implementing Education Quality

Subject/ Informant	Result Data	Category	Conceptualization
Subject-1	The principal explained that the inhibiting factor in implementing the quality of education, in the standard process, teachers sometimes did not carry out authentic assessments, then the learning process was sometimes not carried out properly. At the standard of infrastructure, at that time we lacked facilities and infrastructure such as classrooms and others, to build facilities such as new classrooms or RKB, school finances were not sufficient, and technically it was also not allowed, so we proposed financing through the Special Allocation Fund or DAK to local and central government.	a. Teachers do not carry out authentic assessments. b. Schools lack facilities and infrastructure due to lack of budget.	- The assessment system is not implemented properly. - Rigid and bureaucratic budgeting system in the Government.
Subject-2	The head of the TPMS explained that the inhibiting factor in implementing quality was the lack of understanding of personnel about their main duties and functions and how important the process was to be carried out, so that the motivation to implement them was lacking. others are more priority. In addition, the facilities and infrastructure are also not sufficiently supportive, for example the unavailability of counseling and student rooms and computer laboratory rooms."	a. Teachers and employees do not understand their duties and responsibilities, so they are less motivated and committed.	- Personality Professional
Subject-3	Waka Sarpras explained that currently the counseling room is still using the teacher's room which is separated into a counseling and student guidance room, in 2021 an application for funds for the development of the BK room has been submitted to the Regional Government, but due to budget refocusing at the Regional Government due to the Covid-19 Pandemic until now there has been no information regarding the progress of the proposal. In addition, the facilities and infrastructure are also not sufficiently supportive, for example the unavailability of counseling and student rooms as well as computer laboratory rooms.	a. The Covid-19 pandemic has resulted in a refocusing of the budget at the Regional Government so that until now there is no information regarding the development of the proposal.	- Environmental Conduciveness.
Subject-4	Class teachers admit that they have not fully paid attention to individual differences in students, be it their intellectual development, background experience, learning style and interests and talents. The class teacher also explained about the action plan that had previously been made but in its implementation it had not run optimally because of the Covid-19 pandemic. In addition, the class teacher explained that the average teacher friends were not maximal in carrying out authentic assessments, because in addition to the complicated process with many formats that we had to fill in, it also required sufficient time for teachers to understand and assess student development.	a. Teachers have not fully paid attention to individual differences in students. b. The Covid-19 pandemic has made activities not carried out optimally. c. The teacher has not been maximal in Authentic assessment.	- Personality Professional - Environmental Conduciveness - Personality Professional
Information-1	The School Superintendent explained that one of the inhibiting factors was the individual factor, sometimes this event was less	a. The organizers of the activities are less	- Personality Professional

Subject/ Informant	Result Data	Category	Conceptualization
	enthusiastic, due to other activities at school, and because the COVID-19 pandemic entered Indonesia in 2020, all processes in schools were limited.	enthusiastic, because of other activities at school. b. Due to the COVID-19 pandemic, all processes in schools have been restricted.	- Environmental Conduciveness
Information-2	The Head of the School Committee explained that the inhibiting factor was that the School Treasurer was sometimes confused in determining the name of activities for certain activities, so he chose activities that were easy to budget for in the RKAS and did not violate the technical guidelines for BOS funds.	a. The BOS treasurer was confused about the names of activities in the RKAS, so he chose activities that were easy to include in the RKAS so that priority programs were not planned in the RKAS.	- Rigid and bureaucratic budgeting system in the Government.

Soedijarto, (2011) explained that the financing factor is not the only problem that contributes to the low quality of education, lack of planning and implementation, also due to the assessment system that is not implemented properly to measure the effectiveness of the learning process based on the applied curriculum.

In general, Sallis, 1984 (In Syafaruddin 2002) explains that several factors causing the low quality of education are caused by several things, including: 1) The curriculum is not designed properly; 2) Poor utilization of facilities; 3) Environmental conduciveness; 4) Poorly planned management; 5) Lesson hours are not well organized; 6) Personality Professionalism.

According to Mulyasa(2002) identified several factors that hindered the quality of education in Indonesia, including: 1) Dualism in the organization of education; 2) Management at the junior high school level that is not well centralized; 3) A rigid and bureaucratic budgeting system that is entrenched in several government agencies; 4) School management that does not work well due to the lack of professionalism of the principal.

The factors that cause the quality of education has not been achieved based on several National Education Standards (SNP) experienced by SMP Negeri 2 Bayan are known from interviews and document studies at SMP Negeri 2 Bayan. The inhibiting factors in each process of implementing the quality of education at SMP Negeri 2 Bayan are as follows:

a. The assessment system is not implemented properly.

Teachers do not fully understand the assessment process and the use of authentic assessment results. Teachers are still confused in the authentic assessment process that must be done every day to provide an overview of attitudes, knowledge and skills associated with students' real life outside of school.

In Permendikbud number 104 (2014) it is explained that: "Authentic assessment is an assessment that requires students to be able to show attitudes, use the knowledge and skills obtained from the learning process in applying tasks in actual conditions".

The results of research conducted by Marlina, (2020) at MIN 2 Mataram City showed that the implementation of authentic assessment in the 2013 MIN 2 Mataram City curriculum experienced obstacles both in the assessment of attitudes, knowledge, and skills. Constraints faced include insufficient time available, many assessment formats and teachers who are not intensive in conducting assessments.

The same thing is also known from the results of Husain's research (2017) at SDN 9 Telaga Biru, Gorontalo Regency that the obstacle for teachers in implementing authentic assessments at SDN 9 Telaga Biru is the assessment format that is too complicated, besides that the time for compiling and carrying out authentic assessments is very limited, so that teachers are less than optimal in compiling and carrying out authentic assessments. Assessment must be carried out simultaneously with the learning process, thus making the teaching and learning process less effective.

Based on the two research results above, it can be seen that the problem of implementing authentic assessment does not only occur in SMP Negeri 2 Bayan, but also becomes an external factor that becomes a weakness in the achievement of quality education in other schools..

b. Rigid and bureaucratic budgeting system in the Government.

Quoted from compas.com that one of the restrictions on the use of BOS funds is that schools are prohibited from using BOS funds for school infrastructure with moderate and heavy damage categories, building new buildings or rooms. Based on this, of course, schools cannot use BOS funds

to build new classrooms, so schools must wait for the realization of special allocation funds from both the central and local governments to build new classrooms.

c. Personality Professional

Teachers and employees do not understand their duties and responsibilities, so they are less motivated to work. Competence is a factor to develop the quality and activities of educational staff. Organizational commitment is needed for the structure of the division of labor and the structure of the working relationship. Sujana, E (2012) explains that the relationship between competence and work commitment shows a positive and significant relationship.

d. Environmental Conduciveness.

The Covid-19 pandemic has resulted in a refocusing of the Regional Government budget, so that the application for the construction of new classrooms is pending and diverted to handle the Covid-19 pandemic. In addition, the Covid-19 pandemic has resulted in the teaching and learning process not running as it should.

## CONCLUSION

The school also plans the process of implementing quality in an accountable manner so that it has clear and accountable guidelines. These are the characteristics of the School-Based Management Model (SBM) which is indicated by independence, partnership, participation, openness, and accountability; (2) Inhibiting factors in implementing the quality of education at SMP Negeri 2 Bayan include: an assessment system that is not implemented properly, a rigid and bureaucratic budgeting system in the government, professionalism of personnel, and environmental conductivities.

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