

**INTEGRATED QUALITY MANAGEMENT TO CREATE A SCHOOL
AS A CENTER OF EXCELLENCE AT JUNIOR HIGH SCHOOL IN
BANDUNG CITY
(Description Study at SMP Negeri 5 and SMP Negeri 3 Bandung)**

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Abstract

Schools are providers of formal education and centers of excellence for human empowerment. Salis stated that Integrated Quality Management (MMT) is “a philosophy of continuous improvement methodology, which provides a set of practical tools for every educational institution in meeting the needs, wants, and expectations of customers, current and future”. In general, the purpose of this study is to describe and analyze the concept of developing quality schools as MMT-based centers of excellence with the development of excellent services. This study uses a qualitative approach and data sources through interviews, observations and documentation through the principal, vice principal, teachers, and students. The results of data analysis showed that the principal's leadership in implementing MMT in SMP Negeri 5 and SMP Negeri 3 Bandung was quite effective in accordance with school planning. This is marked by the principal's continuous efforts to make improvements and changes as a whole in achieving quality, so that schools are realized as a source of excellence. The general conclusion is that the principal has management capabilities that are implemented in schools as a place for comfortable, harmonious, fun and quality education, as well as being highly competitive and having effective management supported by superior human resources to produce superior human resources with target achievement. set.

Keywords: *School, MMT, center of excellence*

A. Introduction

Junior High School (SMP) is a formal education at the level of Primary and Secondary Education. Mandated in the Government Regulation of the Republic of Indonesia Number 19 of 2005, every education unit in the formal and non-formal channels is obliged to guarantee the quality of education. The education quality assurance aims to meet or exceed the National Education Standards (SNP) (Presiden Republik Indonesia, 2005).

The main role of education providers at every level is to regulate, manage and carry out the educational process to achieve the National Education Goals. To achieve this, management is needed in the management of a school. SMP quality management is a process that consists of various activities in relation to achieving goals efficiently by involving all educational resources such as teachers, educational facilities and infrastructure including libraries, laboratories, and so on to achieve educational goals and objectives. The aims and objectives of education are to educate the nation's life and develop a complete human being, namely a human being who believes and is devoted to God Almighty and has noble character, has knowledge and skills, physical and spiritual health, a strong and independent personality and a sense of social responsibility and nationality.

The realization of flexibility related to schools and encouraging the direct participation of school residents (teachers, students, principals, employees) and the community (parents of students, community leaders, scientists, entrepreneurs and so on), to improve the quality of schools. MMT is a quality assurance process which is a shared responsibility from the top leaders, middle leaders, and lower leaders.

SMP as one of the educational institutions in which the task is so high in building a superior community life order with good characters inherent in it. In the process of achieving the quality of SMP, it becomes one of the most fundamental places as a center of excellence. This is where the young generation who has good character is born, the chosen people (khaira ummah) who will hold the leadership relay in this beloved country. Education management at the junior high school level as a center

of excellence managed in achieving quality targets according to the National Education Standards (SNP) is able to print and accelerate the development of human resources (HR) and graduates who are ready to face challenges and changes. This can be achieved through education.

Improving the quality of education both on a macro and micro scale, especially in junior high school as an educational unit level, can be seen significantly from school management through Integrated Quality Management (MMT), also known as Total Quality Management (TQM). The implementation of MMT places great emphasis on the processes that run on the system in an educational institution. This is very influential on the achievement of the quality targets set and realized in quality schools as centers of excellence.

This is in line with Tilaar's statement in Daeng Arifin (2013: 36) "if management is associated with education, then what is meant by management is the application of management principles in managing educational praxis to be effective and efficient, so that the output of educational organizations has quality tall one".

Integrated quality management in education is a management model for achieving educational quality targets set according to management standards. The management is carried out based on the philosophy that quality improvement is the responsibility of all parties which is carried out in an integrated and sustainable manner to meet customer needs and satisfaction both now and in the future. The MMT approach will produce superior human resources and graduates who are able to compete with the outside world.

Activities are carried out systematically and planned to provide maximum service (excellence services) to school customers. This is in line with the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 28 of 2016 concerning the Quality Assurance System for Primary and Secondary Education which states that "The Primary and Secondary Education Quality Assurance System is a unified element consisting of an integrated organization, policy, and process that regulates all aspects of education. activities to improve the quality of primary and secondary education that interact with each other

in a systematic, planned and sustainable manner” (Permendikbud RI No 28 tahun 2016, 2016).

SMP as a quality school will always prioritize excellent service (excellence service). Excellence service as a form of service that is carried out in full according to the service standards that have been set. Referring to Government Regulation No. 57 of 2021 Chapter II Article 3 concerning Eight National Education Standards in the Republic of Indonesia which are the reference and basis for every education manager in achieving the target of education quality (PP No 57 Tahun 2021, 2021). This success can be achieved through the leadership role of the principal as a manager in each education unit.

The main role of the principal as an organizational leader is to mobilize all school members, both teachers, school administrators and all personnel involved in schools to work together as a team in improving the quality of education and the quality of excellent service so as to give birth to the best services. MMT has an important role in improving the quality of education. The MMT concept applied in schools as educational institutions will provide definite answers to parents as customers through satisfaction in the form of services. The service process that is carried out optimally with the term excellence service is based on the provisions of service standards as outlined in government regulations. This is as stated in Permendikbud Number 32 of 2018 concerning Minimum Service Technical Standards Permendikbud Republik Indonesia, 2018). With the understanding that doing something of such quality must be done seriously. This is stated in the Qur'an Surah Al Mulk: 67 verses 3-4:

Who created the seven heavens in layers. You will not see anything that is not balanced in the creation of the Most Merciful God. So take another look, do you see anything flawed? Then repeat (your) sight one more time (and) one more time, surely your sight will return to you without finding any defects and it (your view) in a state of fatigue (Agama, 2007).

The Mufassirs in this case Quraish Shihab in the interpretation of AL Misbah provide a very clear picture of quality management. The concept that is very easy to digest in integrated quality management is to adhere

to the concept of "zero defect" which is a concept that demands products produced without or without defects.

The MMT concept applied in schools as educational institutions will provide definite answers to parents as customers through satisfaction in the form of services. The service process that is carried out optimally with the term excellence service is based on the provisions of service standards as outlined in government regulations. This is as stated in Permendikbud Number 32 of 2018 concerning Technical Standards for Minimum Education Services Chapter I which states that "Basic services are public services to meet the basic needs of students. As a whole, students have the right to get maximum service organized by the school as a center of excellence.

As a center of excellence, a junior high school is deemed necessary to carry out management that is carried out systemically related to the learning facilities and infrastructure of students in achieving the quality of learning. Highlighting the current conditions of learning in the global pandemic era, the urgency is to emphasize the mastery and use of technology as a means of virtual learning. This requires not only students and teachers but all levels of society to understand and be able to use technology as a form of excellent service in learning. This is an indicator of integrated quality management with the progress of continuous change

Exactly, the program launched by the government of the Republic of Indonesia is related to 21st century learning that carries the "4C" jargon, namely Critical Thinking, Communication, Collaboration and Creativity and Innovation. It is time for all lines including all stakeholders to master communication technology and innovate in the world of education, one of which is by using technology.

The principal's ability to formulate and regulate the learning process is carried out by building communication with his subordinates, as well as the social community in general. This is a very supportive part of the success of excellent service management in schools as a center of excellence.

However, from the authors' observations in the preliminary study, they found several gaps that occurred in the field. Among the problems

that arise are the lack of commitment to responsibility and the desire to make continuous changes (continuous improvement) of the human resources in the school.

In addition, the fulfillment of the eight educational standards that have been set by the government has not been optimal. To overcome this, fast, precise and accurate action is needed from the principal. So the principal task of the principal in this case is to send all human resources to continue to explore and improve competence and complete professionalism. It is based on a commitment to responsibility and motivation to make changes that will have an impact on achieving the overall quality targets set for innovation.

On the other hand, the new student registration system (PPDB) from elementary to junior high school levels is still not optimal. This is marked by the emergence of various problems that arise during its implementation. In addition, PPDB from junior high school to high school / vocational school still shows a number that is not yet significant. In this case, the West Java Provincial Education Office (Disdik) noted that the number of graduates of Junior High School (SMP) students in West Java was estimated at 774 thousand students. However, according to the Head of the West Java Provincial Education Office, only 34 percent of the 774 thousand junior high school graduates can be accepted into public high schools. It seems clear to us that in principle the ideal school is a school that makes new breakthroughs, in the form of innovative works by implementing Total Quality Management through the fulfillment of eight National Education Standards (SNP) as stipulated by the government in providing customer service satisfaction.

Based on the results of the literature study above, school governance as a center of excellence must be supported by the professionalism of the principal in managing an institution. In the end, MMT demands the empowerment of all human resources, both professional educators and education staff, school guards, a conducive environment, integrated curriculum design, school committees, complete facilities and infrastructure as well as an active role and high public trust as partners and customers (customers) education.

B. Method

This study uses a qualitative approach (Qualitative Research), with descriptive methods and certain data collection techniques, namely the method of documentation, observation and interviews. Kerk and Miller in Moleong define that "qualitative research is a particular tradition in social science that is fundamentally dependent on human observation in its own area and relates to people in language and terms" (Moleong, 2019).

The objective of the observation is to reveal data on "Integrated Quality Management to create schools as centers of excellence in State Junior High Schools in the City of Bandung". Interviews were conducted with both primary sources of information, namely people who knew firsthand about the project and secondary sources of information, namely Islamic education experts, management experts and so on. Document studies are used to collect data from non-human sources. These sources can be documents and records. Lincoln and Guba (1985) define "recording" as any writing or statement **prepared by or for an individual or organization** with the aim of proving an event (Lincoln, Y. S. & Guba, 1985).

C. Finding and Discussion

1. Finding

The results of the research findings at SMP Negeri 5 Bandung City are as follows:

Quality Planning (Plan)

Based on the results of the study, that basically the principal always does careful planning in the preparation of a quality improvement strategy plan in the form of a school strategic plan, covering all major agendas that contain the goals to be achieved in accordance with the school's vision and mission and begins with planning activities analysis of the school context by looking at the strengths, weaknesses and opportunities (SWOT analysis). This plays an important role in improving the performance of all HR. Because it can be seen that various factors are very supportive as a force in improving the quality of education. In

addition, it can be seen the location of the shortcomings that are wary of in its implementation so that it becomes the right step in making decisions.

All activities and decisions are always based on the vision as the foundation that must be carried out. The principal always tries to design a careful plan in developing a policy direction related to improving the quality of the school he leads. After planning the quality policy, the principal determines his next activity by making a quality guide as a reference for school development related to the target of achieving the quality of education in creating schools as centers of excellence. part which is an integral part of planning activities, namely making quality improvement documents.

Planning in terms of increasing the professionalism of all teachers and administrative employees is planned for various trainings and workshops tailored to their needs. This refers to the development of schools related to the target of achieving the quality of education in creating schools as centers of excellence. The ultimate goal of these activities is to improve optimal service to school customers so as to create service excellence and improve the quality of education through services to students. Principals always make plans for fund allocations in accordance with their needs and designations and plan comparative studies as an effort to explore knowledge. things that have not been found as well as enriching insights that will be implemented in school organizations to be better in the future.

2) Quality Implementation (Do)

Based on the results of observations and interviews with the principal, basically the principal always carries out what is stated in the quality improvement strategy planning. The school strategic plan is used as a guide for activities covering all major agendas that contain the goals to be achieved in accordance with the school's vision and mission. Its implementation is realized in various activities carried out in a planned and systematic manner.

An equally important part in improving the quality of schools is making a document of improving the quality of realization in the

implementation of integrated quality management. carry out the formation of a curriculum development team as previously planned so that it is carried out systematically and measurably. After that, it is determined the HR who will move in the team. In this case, it will make it easier for school principals to accelerate the implementation of various policies related to improving the quality of education. Then carry out workshops or school development training activities related to the target of achieving the quality of education in creating schools as centers of excellence. This refers to the development of schools related to the target of achieving the quality of education in creating schools as centers of excellence. The ultimate goal of these activities is to improve optimal service to school customers so as to create service excellence.

Among the things that are done in the implementation of quality improvement are: realizing quality planning, carrying out routine controlling, carrying out evaluation management, distributing school performance evaluation questionnaires, and conducting internal audits. The series of these activities are the stages of quality improvement in providing optimal service to school customers in this case including parents. Schools as centers of excellence always prioritize excellent service (excellence service) to their customers. This is a prestige and achievement towards improving the quality of schools.

3) Quality Control/Evaluation (Check)

Based on the results of observations and interviews conducted by researchers with vice principals, it shows that monitoring is always carried out by the principal as a review of the programs that have been rolled out whether implemented, not implemented or even not implemented. In this case, the principal also sees the urgency of his various activity programs to be followed up on a priority scale.

Monitoring and Evaluation activities or what is often known as M&E whose scope starts from the process of data collection, realization of programs/activities, activity reporting, to assessment and evaluation of performance achievements are always carried out by the Principal or

appointed, even though the direction and policies for quality improvement are already known. all school members.

4) Follow Up (Act)

The school as a center of excellence will always reflect a series of successes that are patterned in a system so that it will run continuously. The achievement of successful quality (quality) education is a process that is passed consistently from Integrated Quality Management in a school. The creation of a school as a center of excellence requires all stakeholders to follow up on an ongoing basis.

Based on the results of the study, that follow-up is very necessary in MMT because it will maintain the stability of the management cycle. Programs that are realized with a satisfactory success index will be a reinforcement for other programs. Meanwhile, programs that have not been implemented will be subject to study for more appropriate actions. the follow-up action taken to encourage the acceleration of quality improvement so as to produce superior human resources is to accelerate in response to the rapid flow of information.

Based on the results of the study, schools as centers of excellence can be viewed from various aspects, one of which is superior human resources (teachers, employees and students). Excellent intellectually, religiously, competence and other aspects. An important factor in creating a school as a center of excellence is the religious angle that is implemented in every person.

5) Problems in Integrated Quality Management to Create Schools as Centers of Excellence in Junior High Schools in Bandung.

Based on the results of observations and interviews with the principal, it was stated that the school as a center of excellence was built on togetherness and hard work in the midst of heterogeneous and multi-cultural human resources. Along the way, various significant problems emerged and became an obstacle to the success of achieving the quality that had been set. this relates to commitment and discipline to their respective duties and responsibilities.

Other problems include the lack of complete facilities and infrastructure causing significant impacts and problems on the ongoing learning process, the low quality culture among school members causes poorer performance and has an impact on the quality improvement process, human resource capabilities, related to the professionalism of educators and staff, there are things which need to be improved services in the field of education according to minimum standards (SNP). This lies in the dimension of character education goals. The cultivation of morals, character and morality in accordance with religious and eastern customs needs to get a strong emphasis on the personality of students and all school members and the implementation of PPDB which is still a serious problem in both the system and policy.

6) Solutions in Overcoming Integrated Quality Management Problems

Based on the results of the study, that related to the solution to the problem regarding the weak commitment of human resources is through programmatic guidance, monitoring of all human resources so that they are controlled continuously. Then for problems related to school facilities and infrastructure, apart from procurement that refers to SNP (standard facilities and infrastructure), one of them is with intensive maintenance on a regular basis.

Based on the results of the study, schools as centers of excellence can be supported by various aspects, one of which is the behavior of school residents related to quality culture. Efforts are being made on matters relating to the low quality culture among school residents through improving the quality of teachers (professionalism), improving learning resource materials, improving strategies and methods, improving facilities, and improving the quality of learning.

Based on the results of observations and interviews with school principals, it is stated that services in the world of education (schools) are an absolute thing to do in achieving the best quality (quality) for schools as centers of excellence. However, there are still things that need to be improved services in the field of education according to minimum standards (SNP).

b. SMP NEGERI 3 BANDUNG CITY

Data on research findings obtained at the second locus are from SMP Negeri 3 Bandung City are as follows:

1) Quality Planning (Plan)

SMP Negeri 3 Bandung City makes Quality Planning (Plan) in the Integrated Quality Management wheel a first step that cannot be skipped. Planning is the main key in implementing management or the management of a school. Careful planning, systematically arranged according to the objectives to be achieved in a certain time unit (timely).

Planning is a series of coordinated quality achievement activities to achieve a goal within a certain time through specified stages. This is in line with Deming's opinion: "Quality should aim to meet the needs of present and future customers" (Deming, 2010). Benneyan, J. C., & Chute, A. D., 1993, SPC, Process Improvement, And the Deming PDCA Circle in Freight Administration. *Production and Inventory Management Journal*, 34(1), 35. This shows that to meet customer needs, it must be planned in advance so as to provide its own satisfaction in the form of quality.

This plan is based on the quality improvement standards set by the government in the National Education Standards (SNP). Basically the principal always does careful planning in the preparation of a quality improvement strategy plan in the form of a school strategic plan, covering all major agendas that contain the goals to be achieved in accordance with the school's vision and mission. begins with planning school context analysis activities by looking at the strengths, weaknesses and opportunities (SWOT analysis). the whole series of activities and decisions are always based on the vision as the foundation that must be carried out. This shows a good and thorough perception and understanding in understanding the school's vision and mission.

Based on the results of the study also that school planning determines the next activity by making quality guidelines as a reference for school development to create schools as centers of excellence, planning quality policies, making quality guidelines as a reference for school

development to create schools as centers of excellence, making improvement documents quality, all the plans that have been prepared are socialized to all school members even parents and students, quality improvement is a shared responsibility, thus a curriculum development team is formed as a team that will work together in developing the quality of education, quality improvement is a responsibility Shared responsibility, thus a curriculum development team is formed as a team that will work together in developing the quality of education, supporting the professionalism of all teachers and employees/administration in planning workshops or training activities. t.

Then to improve the quality of education for students, school principals always plan the allocation of funds according to their needs. School governance that makes students comfortable, at home and friendly is one of the prime services according to the service standards set out in the SNP. Furthermore, the principal plans a comparative study as an effort to enrich the knowledge that will be implemented in the school organization so that it will be better in the future.

2) Quality Implementation (Do)

Quality development and improvement carried out with the Integrated Quality Management model are carried out together in achieving the school's target as a center of excellence, carried out in collaboration by involving all teachers, employees, administration, so that achieving quality is a shared responsibility. Supported by the school committee/parents of students, implementation of various programs in schools,

The implementation of quality improvement, the activity guide is the school strategic plan which includes all major agendas that contain the goals to be achieved in accordance with the school's vision and mission, carried out various quality improvement activities based on the vision by designing various development activities on the achievement of the school as a center of excellence, the quality guide is used as a reference in the implementation of school development with the target of achieving the quality of education to create a school center of excellence and the

principal forms a curriculum development team so that activities are carried out systematically and measurably.

Implementation of quality policy and quality improvement is a shared task and responsibility, increasing the professionalism of all teachers and administrative employees. Through workshops or training activities that are tailored to the target of achieving the quality of education, always running the allocation of funds according to their needs and designations. so that schools are well organized and fun, students are comfortable, comfortable and friendly and carry out comparative studies to build synergistic partnership relationships so that fresh thoughts and ideas emerge in improving the performance of all human resources.

Several things related to the implementation of quality improvement are: making plans, realizing quality plans, carrying out routine controlling, carrying out evaluation management, distributing school performance evaluation questionnaires, and conducting internal audits. The school as a center of excellence always prioritizes excellent service (excellence service) to its customers.

3) Quality Control/Evaluation (Check)

Based on the results of the study, the principal conducts money on the programs that have been rolled out, monitors various programs intently to find out which parts of the program need strengthening.

Monitoring and Evaluation Activities or what is often known as M&E whose scope starts from the process of collecting data, realization of programs/activities, reporting of activities, to assessment and evaluation of performance achievements are always carried out by the Principal or appointed.

4) Follow Up (Act)

Based on the results of observations and interviews with teachers, it was stated that the follow-up to programs that had not been realized was to improve the system by making re-planning of programs that had not been implemented properly.

Based on the results of the study, that the school as a center of excellence always provides excellent service (excellence service) to its

customers. Schools as centers of excellence are not only superior in service but are reflected in superior human resources (both teachers, employees or students). Superior HR is reflected in intellectuality with a holistic and futuristic framework of thinking. In addition, it has a high religious character so that it reflects the nobility as a noble human being.

Based on the results of observations and interviews with administration, it is stated that schools as centers of excellence can be viewed from various aspects, one of which is superior human resources (teachers, employees and students). Excellent intellectually, religiously, competence and other aspects. Involvement in various activities An important factor for creating schools to show the sides of excellence.

5) Problems in Integrated Quality Management to Create Schools as Centers of Excellence in Junior High Schools in Bandung.

Among the problems that often occur is the strength that is built in commitment. Weak commitment to quality improvement is a very serious impact on work ethic. Other problems include the lack of complete and adequate facilities and infrastructure causing significant impacts and problems on the ongoing learning process, the low quality culture among school members causes poorer performance and has an impact on the quality improvement process, problems that arise among teachers or others and hinder the success of achieving the quality that has been set, the commitment of human resources weakens, motivation begins to slack and enthusiasm begins to disappear.

Then the professionalism of educators and staff becomes a very complicated problem in the quality improvement process to realize schools as centers of excellence. This is a gap between the standards required by the government in the SNP and the facts on the ground.

Based on the results of observations and interviews with school principals, it was stated that the Bandung city government (especially) rolled out the PPDB Zoning system for effectiveness and efficiency as well as education equity. However, in its implementation there are still serious problems both in the system or some policy points that regulate it.

6) Solutions in Overcoming Integrated Quality Management Problems to Create Schools as Centers of Excellence in Junior High Schools in Bandung

Based on the results of observations and interviews with teachers stated that do not be satisfied with one success. The success achieved should continue to be followed up with activities that support success in other fields so that there is continuity. for schools that have high achievements and reputations supported by good enough human resources with high commitment are the main capital in improving the quality of schools that develop into schools as centers of excellence.

Service in the world of education (schools) is an absolute thing to do in achieving the best quality (quality) of schools as centers of excellence. However, there are still things that need to be improved services in the field of education according to minimum standards (SNP). With the enactment of the zoning PPDB system which has been rolled out for several years in the city of Bandung, there are significant changes to the quality or quality of education in schools, one of which is the absence of high and low cluster schools, so all schools have the same position. But what makes the difference is the management or managerial process.

2. Discussion

This section presents a discussion of research results that describe various information related to the process of improving the quality of education in junior high schools in Bandung City based on MMT with its characteristics in creating schools as centers of excellence. This discussion is reviewed based on the theory put forward by Deming with the Deming Cycle, namely Plan, Do, Chech, Act (PDCA). The discussion is as follows:

a. Quality Planning (Plan) in Integrated Quality Management to Create Schools as Centers of Excellence in Junior High Schools in Bandung City.

Based on the results of research in the field that the implementation of management functions in SMP Negeri 5 and SMP Negeri 3 Bandung, starting from the preparation of program planning, implementation and supervision as well as follow-up has been going well. This is carried out in a series of achieving optimal quality of education.

Planning in these two schools includes planning in managing human resources, finance or financing, raw materials, machines and work procedures (man, money, materials, machines, and methods). Activities undertaken to optimally manage these five elements in the process of transforming inputs into outputs. This is in accordance with Harrington Emerson, that "management has five elements (5M), namely: Men, Money, Materials, Machines, and Methods" (Emerson, 1960). The five elements are management fields that must be planned properly and appropriately to get satisfactory results.

Based on the results of observations obtained in the field, the two schools where the research was carried out always made quality plans for each activity program. Planning for quality improvement programs in junior high schools must be determined as a whole, total, comprehensive, integral, and sustainable. Principals are required to always make quality planning by involving all stakeholders ranging from teachers, employees, administration, school committees, parents, students and school guards supported by other agencies and the Education Office. School supervisors as elements of the Education Office play a very important role in providing assistance to determine the direction of achieving quality targets in schools.

One of the quality improvement plans is to understand and analyze the school's strategic plan (Renstra) which includes all major agendas that contain the goals to be achieved in accordance with the school's vision and mission. This is as was done in the school where the research took place. Thus quality improvement in schools always begins with planning school context analysis activities by identifying various internal and external strengths. In addition, it also takes an inventory of various weaknesses and opportunities that may be achieved. This activity is carried out through a SWOT analysis. In quality planning in junior high schools, especially where this research takes place, SWOT analysis is a very important part in the stages of quality improvement.

The strengths of the school where the research takes place include human resources consisting of teachers, employees, and students. Judging

from the educational qualifications of all teachers are in accordance with the regulations required in the Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies. In the regulation Article 1 paragraph 1 it is stated that "Every teacher is required to meet nationally applicable standards of academic qualifications and teacher competence" (Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 16 Tahun 2007 Tentang Standar Kualifikasi Akademik Dan Kompetensi Guru Dengan Rahmat Tuhan Yang Maha Esa Menteri Pendidikan Nasional, 2007).

Quality planning (quality planning), which is carried out by the principal is oriented to customer identity and determines customer needs in the form of educational services. Quality improvement at the planning stage is carried out by planning a quality policy with clear and directed indicators as a bridge to determine the course of action of all school members.

The next quality improvement plan is to make a quality guide that will be used as a reference for school development related to the target of achieving the quality of education in creating schools as centers of excellence. This is an integral part of the quality improvement document.

The next stage in quality planning carried out in the two schools where the research took place was the socialization of the quality improvement program. All the plans that have been prepared are used as a joint agenda which is socialized to all school members, even parents and students. This is seen as very necessary because quality improvement is a shared responsibility. The next stage in planning for quality improvement is to form a curriculum development team.

The next planning stage is the principal planning activities that support the professionalism of all teachers and employees/administration. These activities can be carried out on-site or outside the school in the form of workshops or training tailored to the needs. Then planning to improve the quality of education through education funding. Among the plans that support quality improvement

made by school principals are comparative studies. This activity is one of the efforts to explore knowledge and things that have not been discovered and enrich the insight of all school members.

b. Implementation of Quality (Do) in Integrated Quality Management to Create Schools as Centers of Excellence in Junior High Schools in Bandung City.

Activities carried out in collaboration involving all personnel ranging from teachers, employees, administration and even school guards. In its implementation, the principal plays a very important role so that the target of achieving quality can be achieved optimally. Activities carried out at the school where the research takes place at the implementation stage (do) include carrying out the activity agenda contained in the quality improvement strategy planning. The school strategic plan is used as a guide for activities covering all major agendas that contain the goals to be achieved in accordance with the school's vision and mission. the principal together with teachers and the school committee/parents conduct a SWOT analysis in a series of quality improvement in schools. Starting with the school context analysis activities by identifying the various factors that become strengths in the school, taking an inventory of various shortcomings or weaknesses and seeing various opportunities and implementing it based on the vision as the foundation that must be carried out, the implementation of the quality policy that has been previously planned.

Among the things that are carried out in quality improvement are: realizing quality planning, carrying out routine controlling, carrying out evaluation management, distributing school performance evaluation questionnaires, and conducting internal audits. The series of these activities are the stages of quality improvement in providing optimal service to school customers, in this case, including parents. The school as a center of excellence always prioritizes excellent service (excellence service) to its customers. This is a prestige and achievement towards improving the quality of schools. The quality improvement referred to is as stated in the eight standards according to the National Education Standards (SNP).

c. Quality Monitoring/Evaluation (Check) In Integrated Quality Management To Create Schools As Centers of Excellence in Junior High Schools in Bandung City.

Monitoring and Evaluation Activities or what is often known as *monev*. This activity covers various things starting from the data collection process, realization of programs/activities, activity reporting, to assessment and evaluation. Monitoring and evaluation activities ensure various performance achievements that have been carried out. This activity can be carried out by the principal or a designated person so that the activity runs on an ongoing basis.

Monitoring/evaluation activities are carried out in the development of quality management related to improving the performance of teachers and all employees/administration. Monitoring carried out by the principal serves as a review of the programs that have been rolled out whether they have been implemented, have not been implemented or even have not been implemented. This activity is carried out continuously to form a cycle that is interrelated with one another. In relation to various program activities that have not been achieved, follow-up actions and urgency are classified based on a priority scale.

The principal monitors and evaluates the presence of all teachers and employees whether they are standardized according to the SNP or not. Teachers/employees who do not meet the required qualifications are given the opportunity and motivation to make adjustments as needed. This is intended to align teachers at a higher level both in professionalism and in qualifications. So that teachers are expected to have high potential and work culture.

d. Follow Up (Act) In Integrated Quality Management

At this stage, various new innovations were developed as a follow-up to the success of quality achievements to keep the management cycle ongoing (continuous improvement). From all the results of research conducted at the two loci, it shows that the integrated quality management process has been implemented based on SNP as a reference for quality improvement. Therefore, various programs to improve the

quality of education that have been implemented are followed up with activities that refer to the SNP in eight standards, namely the Graduate Competency standard, content standard, process standard, assessment standard, teacher and education staff standards, management standards, facilities and infrastructure standards. and financing standards.

e. Problems in Integrated Quality Management

The problem that often arises is the commitment of some human resources is weak, The low quality culture among school members causes poor performance. This becomes a gap between the standards required by the government in the SNP and the facts on the ground. One of the problems that arise in schools as centers of excellence is due to the principal's leadership factor. The principal's leadership style greatly influences the climate and conditions of the school environment, the comfort and harmony of school residents. Harmonization among school members shows the health of an organization with no significant conflict (zero defect). The lack of complete facilities and infrastructure causes significant impacts and problems on the smooth learning process. The lack of complete facilities and infrastructure causes significant impacts and problems on the smooth learning process.

f. Solutions in Overcoming Integrated Quality Management Problems

Many problems were found in the field when the research took place, the authors noted that the first solution was to build synergy between HR and motivation and foster enthusiasm in the organization through awareness of their respective duties and responsibilities. This is built through reforming the frame of mind so that commitment grows within each of them. Another aspect that supports improving the quality of schools as centers of excellence, one of which is a quality culture that must underlie and be rooted in the behavior of all school members.

Furthermore, the principal collaborates with all school members in various activities, appreciating and providing optimal services in every situation. Harmonization among school members shows the health of an organization with the realization of excellence service internally within the school organization.

Indirectly, the principal is able to adapt to various programs. The emergence of new programs is a follow-up to various programs that have been implemented. With the enactment of the PPDB zoning system which has been rolled out for several years in the city of Bandung, there are significant changes to the quality or quality of education in schools, one of which is the absence of high and low cluster schools, so that all schools have the same position. But what makes the difference is the management or managerial process.

E. Conclusion

In general, the conclusion is that the principal already has the capability of management which is implemented in schools as a comfortable, harmonious, fun, and quality, and highly competitive educational place. The principal already has effective management (management) supported by superior human resources to produce superior human resources with the achievement of predetermined targets. Among the indicators are (1) implementing management transparency in both school and financial management, which is reflected in the various decisions taken by the principal of a participatory nature. (2) the principal's strategy to improve the quality of education through increasing the professionalism of teachers as reliable educators and education personnel, (3) the principal's strategic steps in empowering the participation of school committees and the community in education by establishing familial relationships in improving quality education that is realized in the preparation, implementation, and evaluation of school programs. (4) make breakthroughs and innovations to improve the quality of education through an empowerment process that involves all school members so as to create a harmonious school in service as a center of excellence.

Acknowledgment

I solemnly declare that the article entitled Integrated Quality Management to Create Schools as Centers of Excellence (Descriptive Studies at SMP Negeri 5 and SMP Negeri 3 Bandung City) and its contents are my own work and I do not copy and quote in ways that are not accordance with the ethics that apply in the scientific community.

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