

## THE DEVELOPMENT OF QUALITY MANAGEMENT STRATEGY TO SENIOR HIGH SCHOOL (A Case Study at Some Public Senior High Schools and Vocational High School in Bandung City)

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### Abstract

This study aimed at developing a strategy of quality management of senior high schools in Bandung City through education services satisfying students. Qualitative and quantitative methods were used. Results of the study showed *first* satisfaction index score of secondary education service in Bandung City was 1.74 (unsatisfactory). *Second* Quality management strategy developed through five strategic elements covering arena, vehicle, differentiation, stage and economic logic. *Third*, Balanced Scorecard mapped the strategy result through four perspective comprising learning and growth, internal process, customer, and financial. The study suggested several recommendations. *First* to assure teachers' competencies, system of quality management needs to be developed with quality standard and use of Information and Communication Technology (ICT) in order to add learning resources for teachers and students, besides, school management will be able to conduct partnership and networking for continuous quality improvement. *Second* policy concerning with development of blue print for quality improvement of senior high schools in Bandung need to be issued. *Third* performance contract between headmaster and Bandung board of education in dealing with fulfillment of the blue print based on key performance indicators need to be organized. *Fourth* Quality Award Program for achievement of secondary education quality that will make school proud and create new conducive climate for secondary school need to be arranged.

**Keywords:** Strategy, Quality, Balanced Scorecard

### Introduction

Two most important things that are background this research. Firstly, the challenges deal by secondary education institution in the globalization era. As the impact of globalization many problems can only deal by knowledgebased solution. Therefore, Porter defined "a country's share of world markets for its products" [Porter,

2002]. The challenge that heading the importance of knowledge as the growth main stimulator of a nation has never been experienced by human kind previously. Competitiveness is not only depending again to the rich of natural resources and cheap labor, but also more depending on the knowledge own and mastered by a nation. The knowledge can facilitate a nation in benefiting and

processing natural resources before give to global market. **Secondly**, in Renstra Sistem Pendidikan Nasional of 2010-2014, that national education system should able to secure the equality of educational opportunity, improving quality also relevance and efficiency of educational management to deal challenges based on changing demand life of local, national and global. Therefore, it needs an education renewal that planned, directed and continuous. Education is the rights of each Indonesian citizen and therefore each Indonesian citizen rights to have qualify education based on the demand and talent owned without looking social status, economy status, races, ethnic, religion and gender. The equalization of access and revealing education quality will make Indonesian citizens have life skills thus stimulates the development of whole human also modern and peace society that spirit by Pancasila<sup>1</sup> values, as amended in Laws No 20 of 2003 on National Education System.

Educational development implemented referred on National Mid Term Development Planning (RPJMN) of 2010-2014 and National Long Term Development Planning (RPJPN) of 2005-2025. Such as contain in Permendiknas Number 32 of 2005, on Strategic Plan (Renstra) Kemendiknas of 2005-2009. RPPNJP had outlined in four theme of education development, that is development theme I(20052009) with focus to improving capacity and modernization; development

theme II (2010-2015) with focus to strengthening service; development theme III (2015-2020) with focus to strengthen regional competitiveness; and development theme IV (2020-2025) with focus to strengthen international competitiveness.

The paradigms of conducting education based on some universal paradigm that need to pay attention are as follow:

1. Empowering Human Wholly
2. Long Life Learning Centered To Student
3. Education for the development, developing and or continuous development.

In order to solve many educational problems in Indonesia, the government had made many innovation in educational field, such as educational autonomy policy, Management Based School, the establishment of Laws No.20 of 2003 on National Education System, Laws No. 14 of 2005 on Teacher and Lecturer, **PP. NO 19 of 2005** on Educational National Standard and Socialization of KTSP dikeddasmen level. In addition, “the improving of teachers’ professionalism through certification and competency test will be done (**Suparno, 2006:1**) and “educational renewal through strategic plan” (**Nandika, 2006:2; Depdiknas, 2005**) and “ planning and innovation of education also had done by Depdiknas” (**Riyadi, 2045:1**).

Various reforms in education mentioned above, should be implemented into the lowest levels of education, namely the class. In the system of school level education in

<sup>1</sup> The five basic principles of the Republic of Indonesia

the classroom, there are three major components that make up the education system, namely the component input, process and output (**Hamalik, 2003**). In order for the educational process that occurs in class products in the form of learners according to the specifications or the needs of society and the world of work, then there are two steps that need to be done according to **Sallis, 1994 (in Hamalik, 2003)**

In the environmental education system, particularly the world of schooling, “the demand for the development of quality assurance is a normal symptom, because the implementation of quality education is a part of “public accountability” (**Jam’an Satori, 2006:15**). Each component of “stakeholders” of education, both parents, the community, the workplace, and government in the role and capacities, each with its own interests against the implementation of quality education.

Quality education needs to show that education became one of the stronger institutions of social life and dignity. Education has a strategic role in the development of civilization of the Indonesian nation. Education to transform the knowledge, skills and expertise and technology needed to fill Jobs and to empower the resources in the community.

**J. Alan Thomas (1972)** there are three approaches to measuring the success of a productive educational institutions, namely:

a. The administration’s production function, focus on administration to make education capable of

responding to the challenges and needs faced by public education. In this case, the solution is to service. More and more units of service that can be given to students, employees or the public institutions are improvingly more productive the institution.

b. The Psychologist’s production function is raised issues pertaining to the study of students in an effort to meet the needs of learning, learning effectiveness is measured by how far the changes in the behavior of students according to their needs.

c. The economist’s production function, this function focuses on the effectiveness of investments “in human capital through education, education funds should be invested to produce the desired benefits.

Various studies and experience show that education give broad benefits for the life of a nation. Able to create an educated public education and morality that became the main pillar in building a prosperous society. Education also raise public awareness so that they can live in harmony and tolerant pluralism, while strengthening social cohesion and strengthening national insight to realize a democratic society. On the other hand, education also contributed significantly to economic growth through the provision of labor knowledge, mastering technology, and has the expertise and skills.

The challenge of human resources (HR) to the future faced by very global strategic environment. One of the main supporting factors

of globalization is growing very fast information technology. Through the advantages of information technology is the communication that occurs between a person with another person who no longer have clear boundaries. Lately, the means to bridge the concept of globalization is growing again, which is known to the world of Information, Communication & Telecommunication (ICT).

In an effort to improve the quality of education is necessary to develop strategies to improve the quality limited resources, can be used in the educational process in an efficient, effective, productive of quality of education that is expected to be achieved and the impact on the prosperity of a country.

## **RESEARCH METHOD**

Before describing the research method, it argued the meaning of research, as expressed by **John Best** (1977:14) that “research is more systematic activity directed towards discovery and the development of an organized body of knowledge”. Research is a systematic activity directed to the disclosure and the development of an organized knowledge structure.

This research was carried out with the “Mixed Method” which is a qualitative method that is supported by quantitative data namely through, survey analysis research, education service satisfaction to know how the service condition, from this research developed a strategy to enhance the quality of education in Bandung City

Government. In other words, this study aims to describe the nature of something that was happening during the study.

## **THE DEVELOPMENT OF QUALITY MANAGEMENT STRATEGY**

At present the application of quality management in service industries, such as educational institutions has become a necessity, if the service industry wants to compete in global markets as well as in the domestic market. Consumer demands on the service level has been increased service industry. Service industry can survive is that can provide quality service. There are several dimensions or attributes that should be considered in improving the quality of service (**Gasperz, 2005:235**), namely:

1. Timeliness of service
2. Accuracy of service, relating to the reliability of service and free errors.
3. Courtesy and hospitality in providing services.
4. Responsibilities associated with the acceptance of orders and handling complaints from external customers.
5. Completeness, concerning the scope of services and availability of supporting facilities.
6. The variation of the service model, associated with innovation to provide new patterns in the ministry.
7. Private service, associated with flexibility, handling special requests.
8. Convenience in obtaining services.

9. Attribute support services, such as the environment, cleanliness, room and other facilities.

Conceptually quality management can be applied both in goods and services, as outlined in the application of quality management is to improve the system, not just #nprovinQ the Quality of goods and / or services. Thus the need to be considered in the development of quality management is the development of quality system which consists of planning the Quality system, Quality system control, and improvement of the quality system. In developing a quality management within an organization, we need to know that there are elements in quality management organization. Gasperz (2005:225) suggests elements of quality management. as follow:

- a. Vision organization, provides a framework that requires a value and trust companies that are known and trusted by every employee to be able to successfully implement the company's vision required total involvement of every level of organization, effective communication, eliminate barriers that exist and continuously evaluating and improvement.
- b. Eliminate barriers that exist. Steps that can be made between: (1) identification of existing barriers, (2) categorize the barriers, (3) setting priorities to be resolved, and (4) solve problems by finding the cause of problems.
- c. Communication. Conducted among the components in the organization (internal) and by

inhibition of both our suppliers and customers.

- d. Continuous evaluation, based on feedback is a key element for continuous improvement. Key factors that need to be considered in giving feedback is the information must be received on time by the right people so that appropriate corrective action against irregularities.
- e. Continuous improvement. These can be done by using USEPDSA model.
  - U. Understand quality improvement needs.
  - S. State the quality problem (s)
  - E. Evaluate the root cause (s)
  - P. Plan the solution (s)
  - D. Do implement the solution (s)
  - S. Study the solution result
  - A. Act, standardize the solution (s)
- f. Supplier-customer relationships. This relationship is made to connect them with the organization's vision of customer satisfaction, and identifying the internal and external customers.
- g. Employee empowerment. The process is done by giving authority to employees to make more decisions regarding the duties and responsibilities.
- h. Education and training. This activity is done to increase the ability of all members of the organization, from top management to the lowest employee.

In addition to considering the elements above, in developing quality management there are a number of principles and concepts that must be considered (**Gasperz, 2005:232**),

among others: 1. Orientation process, not solely the result of orientation, 2. Involving everyone, 3. Commitment from top management, 4. Vertical and horizontal communication is effective, 5. Continuous improvement of all processes and internal and external products, 6. Consistency goals, 7. The principle of customer is king, 8. Human resource development, 9. Quality management begins with ends with education and training, 10. Remuneration system is fair, 11. Cooperation, 12. Implementation goals through participation idea-idea.

Successful development of quality management of an organization should consider in addition to the above principles, is also highly dependent on two main points, namely (1) the desire of top management expected the principles of Quality in organizations, and (2) the principles that Quality accommodated into the quality management system. Associated with quality management development **Juran** (in **Gasperz, 2005: 9**) suggested several other major issues related to quality management, among others: first, the product development cycle should be shortened through Participatory planning, concurrent engineering and training to the planners in the methods and tools- Quality management tool, 2. Relationships with suppliers should be improved. Number of suppliers should be reduced, 3. Training should be results-oriented and not oriented to the appliance. The main goal of training should change the behavior of employees, and not merely to train or educate.

Paving attention to the development of quality management strategies above, it appears that the role of leadership is so important. Leaders must have a commitment to implement quality management and is able to empower personnel and personnel development efforts **Gasperz (2005:265)** stated that most quality improvement programs fail because one of the following two reasons: the programs have a quality management system but there is no great desire of muncak management to implement it, or have a huge desire to implement it but there is no quality management system. Based on studies of various quality management literature, Masters (in **Gasperz, 2005:205**) put forward the barriers of quality management system development, as follows: 1. Lack of commitment and management, 2. The absence or lack of knowledge about quality management, third. Inability to change the corporate culture, 4. Inappropriateness of quality planning, 5. The absence of continuous education and training (ongoing), 6. The inability to build a learning organization that provides continuous improvement, 7. Incompatibility of the organizational structure as well as departments and individuals who are isolated, 8. Inappropriateness of the award system and fringe benefits for employees, nine. Inappropriateness of adopting the principles of quality management into the organization, 10. Ineffectiveness of measurement techniques and lack of access to data and results, 11. Shortterm focus and want the right result, 12. Inaccuracies in giving

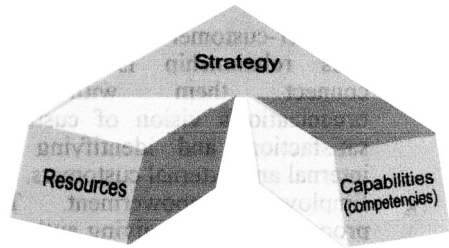
attention to the internal and external customers, 13. Incompatibility of the conditions for implementing quality management, 14. Inappropriateness of using empowerment and teamwork.

## RESEARCH RESULTS

Research results generally show that the “value of service satisfaction index for secondary education in Bandung are not satisfactory”, that is 1.74 which is considered satisfactory greater than or equal to : 1.82. According to the classified service is still below the satisfactory rate. By the standards of the State Minister of Administrative Reforms Number: KEP / 25/M.PAN/2/2004 General Guidelines for Preparation of Community Satisfaction Index Service Unit Government Agencies, Service Unit Performance categorized excellent when reaching a minimum of 81.26; in general education services that need to be corrected for secondary education (high school / vocational school), namely: infrastructure facilities curricular & non-curricular, curricular activities and non-curricular activities. Realistic quality improvement strategies must be developed through improved quality, selected for priority / enhanced or maintained through five elements of the strategy are: Arenas, Vehicle, differentiation, Staging and Economic Logic. The results of these strategies are categorized into four perspectives, namely: Learning and Growth, Internal Process, Customer (students & stakeholders) and Financial.

Furthermore, each element of

the above defined strategy, resources required and subsequently identified the need “Organization Capability” (the ability of organizations to execute the strategy) as the following picture below.



Resources that you have and or you need Organization’s capabilities (skills etc) in the resources / resources to produce services

**Figure 1.** Strategies, Resources & Capabilities

The 5 (five) elements of the strategy are as follows:

- Arena: It is an educational arena where we will compete.
  - Education with quality graduates who excel above national standards and Rood character. The growth of interest in students to the school.
  - Field competition we want to have
  - Characteristics of our education, care systems, the characteristics of prospective students, characteristics of graduates.
- Vehicle: Equipment or methods used.
  - Quality management systems.
  - Use of Information Technology, Building Partnerships, Benchmarking.
  - How do we enter and compete

- in selected Arena
  - Technology / education system that we use
  - A strategic cooperation with other institutions, with other educational
  - Differentiator: What is a differentiator from competitors or other schools.
    - Competence of graduates, the Quality Management System; Utilization of IT for learning and extracurricular activities.
    - What is our differentiator (both educational products, services, etc.) that can help us win the competition.
  - Staging: Stage selected for quality improvement
    - Improving the quality of the education process
    - Increase the competency of teachers.
  - Stages achievement (qualitative measure) in the period
  - Economic Logic: The result or impact that will be obtained
    - Trust, Role Model, Sponsorship,
    - Fund Endowment.
    - Anything that we can get from the value we give.
- The Development of Quality Improvement Strategy for secondary education (senior high school / vocational high school) is assumed that:
- Vision : To become a superior school of high quality
- Mission : To be able to build an intelligent human being and competitiveness, quality and relevant to the needs of the community (local and global).
- Value : Excellence and Character
- From things as mentioned above, then the strategy can be developed through the following strategy elements:

**Table 1.**  
**Identification of Element Strategy for Secondary Education**  
**(senior high school / vocational high school)**

Five Elements	Strategies	Capability that should be own by School
<p><b>Arenas</b> Where will we be active? Which product categories?</p>	<p><b>Preparing superior school</b> Improving Educational services (facilities, curricular activities, non curricular and personal relationships)</p>	<ul style="list-style-type: none"> <li>• Strategic &amp; operational plan</li> <li>• Improvement of teachers and educators' competency</li> <li>• Procurement of ICT, facilities</li> </ul>
<p><b>Vehicles</b> How will we get there?</p>	<p>Government policies will improve the quality of Quality Management System Utilization of IT for education</p>	<p>Capability of schools operating based - ICT Building partnerships of stakeholders with schools</p>



<b>Differentiators</b>	Attraction, motivation of students learning	<i>Service Excellence</i>
<i>How will we win?</i>	Education system service of graduation competency	<i>Solusi Best Practice</i>
<i>Image?</i>		<i>IT service</i>
<i>Promotion?</i>		<i>Training of teachers and educators</i>
<i>Styling?</i>		
<i>Product reliability?</i>		
<i>Product quality?</i>		
<b>Staging</b>	Building a quality management system (academic service, administrative, extracurricular) Partnership, Networking, Benchmarking	<i>Training of teachers &amp; Educators</i>
<i>What will be our speed and sequence of moves?</i>		Networking capabilities, collaboration
<i>Speed of promotion?</i>		Infrastructure
<i>Sequence of initiatives?</i>		Procurement, Human Resources, & Technology
		Marketing programs, manage the website
<i>Economic Logic</i>	<i>Trust</i>	Management of educators and education of School
<i>How will we obtain our returns? Best product quality (value for money)</i>	<i>Fund Endowment</i>	Promotion Students
	<i>Reimaging</i>	Recruitment System
	Interest	
	<i>Sponsorship</i>	

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<i>Action</i>	<i>Strategy</i>	<i>Key Performance Indicator (KPI)</i>
Building a Quality Management System for School Excellence	Using the Quality Standards	Recognized with ISO 9001 Quality Standard
1. Building a school organization		Certification, QA, MBNQA, SQA
2. Identifv the processes of school services ranging from budget planning to graduate tracer study		ICT-based administration system
3. Creating SOPs / procedures using specified standard service vrocess (PP 19 years in 2005, National Education System Strategic Plan 2010 -2014)		Student satisfaction
4. Dividing responsibilities throughout the process of organization / school on the existing personnel		
5. Developing Communication System between sections, including teacher-student.		

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                     |                                                                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|-----------------------------------------------------------------------|
| <ol style="list-style-type: none"> <li>1. Leader’s commitment to encourage and motivate educators and education to run the process efficiently and effectively</li> <li>2. Evaluating &amp; Monitoring the whole process towards achieving the standards set</li> <li>3. Bringing the results of the evaluation to the forum meeting to obtain improved solutions based on the fact</li> <li>4. Policy Making repairs or improving the quality of implementation</li> </ol> | Using Audit System Internal Quality | Students’ satisfaction Stakeholders’ satisfaction Changes / Quick Win |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|-----------------------------------------------------------------------|

**Procurement of medium and facilities**

- |                                                                                                                                                                                                                                                                                                      |                                                 |                                                                                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|--------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> <li>1. ICT Facilities</li> <li>2. School Website</li> <li>3. The ability of ICT access for students, teachers</li> <li>4. Building the ICT service administration</li> <li>5. ICT Learning System</li> <li>6. Other facilities that require to improve</li> </ol> | Cooperation with other institutions, the lease. | Website of life Student satisfaction in ICT services ICT-based Learning System |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|--------------------------------------------------------------------------------|

**Curricular activities and service improvement**

- |                                                                                                                                                                                                                                                                       |                                                                           |                                                        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|--------------------------------------------------------|
| <ol style="list-style-type: none"> <li>1. Competency-based curriculum includes the knowledge, skills and attitudes that must exist on every subject / Bloom’s Taxonomy</li> <li>2. Student Evaluation System and monitoring students’ academic performance</li> </ol> | Using National Education Standards, Requirements in Schools Accreditation | Educator certification Quality graduates Teacher blogs |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|--------------------------------------------------------|

**Non-curricular activities and service improvement**

- |                                                                                                                                                                |                                 |                                                                                   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|-----------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> <li>1. Preparing relevant extracurricular activities</li> <li>2. School Promotion</li> <li>3. Recruitment System</li> </ol> | Cooperation Using ICT (website) | The growth of students’ interest to enroll Interested of extracurricular activity |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|-----------------------------------------------------------------------------------|

**Internal Management**

- |                                                                                                                                                                                                                                                                                                        |                                                                             |                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|-------------------------------------------------------|
| Activities of training for educators and education in ICT<br>Educators, and educational management<br>Appreciation Systems<br>Career System / certification Recruitment and contract performance<br>Cooperation with school other institution for educators& Educational Sponsorship<br>Fund Endowment | Competency as a requirement of professionalism National Education Standards | HR Performance Sum of cooperation Sum of partnerships |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|-------------------------------------------------------|

From Vision to Strategy to Action which was categorized into four perspectives, the need to implement a “management system” that uses high quality standards, this is going to generate synergistic forces and strengthening the quality of school organization that is based on the quality of processes or behaviors that quality grows flower “Quality Culture.” So that in carrying out the strategy, educators and educational staff have the capital “soft competency.” To ensure the success of quality improvement which was developed in order to improve educational services in an integrated, and monitored through Key Performance Indicators a clear target, so the cost is used more efficiently but effective and have an impact on improving quality. For the implementation of quality improvement in secondary education in the city of Bandung to the stacking Blue Print quality improvement and achievement need to be developed Quality Award. With an assured quality of schools, hence competitiveness, creativity, growth rhythm of quality, professionalism of educators and education in accordance spirit of the Act No. 19/2005 on National Education Standards, which serves as

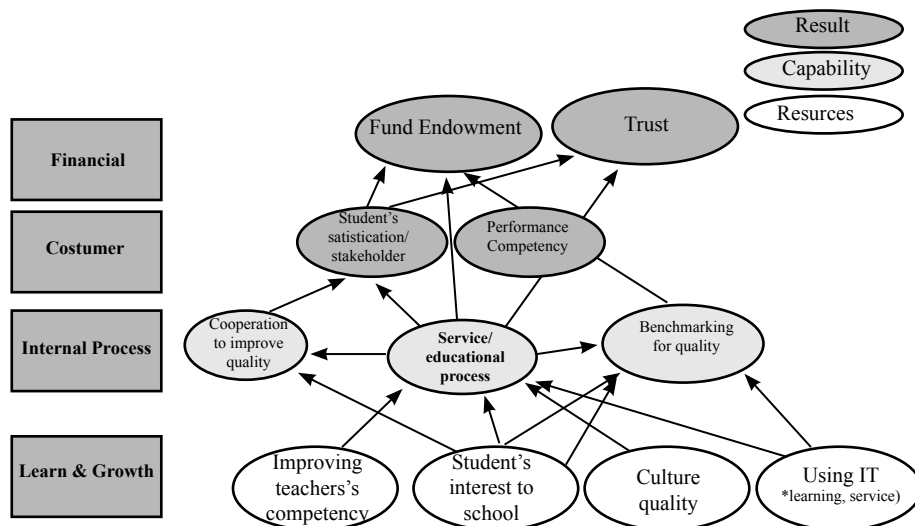
a basis for planning, implementation and supervision of education in order to create a national education quality which in turn could have implications for welfare. Thus improving the quality of secondary education through the ministry of education is satisfactory, then this may contribute to the Human Development Index (HDI) as well as improving the quality of education which in turn lead to the nation’s competitiveness.

Organizational capabilities required to execute these strategies can be specified as follows:

- Teachers’ Competency
- Educators Competency
- Quality Management System for schools
- Quality Standards
- Developing ICT for the Website, learning, school management
- Partnership and networking to stakeholders with improved quality and resource requirements

From the identification of organizational strategies and capabilities, can be prepared a framework strategy for improving the quality of secondary education with Balance Scorecard approach that includes a financial perspective, internal processes, customers and growth as follows:

### Strategy Maps: The Research Strategy of Quality Improvement



**Figure 2. Model Strategy Secondary Education Quality Improvement (Results Mapping Strategy into the Model Balanced Scorecard)**

#### Data Processing Results of Student Satisfaction in Education Services:

From the data processing services for the education of secondary education student satisfaction, overall

satisfaction index can be drawn that the total per-service aspects of education for secondary education in Bandung, as listed in Table 2 are as follows:

**Table 2.**  
**Value of total er-as ect Satisfaction**

Aspects	Result of Rating	Standardized Weight	Index
Facilities of curricular	1,646032	0,3153382933	0,5191
Facilities of non- curricular	1,736797	0,1669489737	0,2900
Activies of curricular	1,547619	-0,0092474524	-0,0143
Activies of non curricular	1,782143	0,2282637492	0,4068

From the results of Table 2, aspects of education that students are not satisfactory secondary education (high school / vocational school) is the number ratings below 1.81 are: Curricular Support, Support

Noncurricular, curricular activities, and Non-Curricular Activities. The weight of the interests of the respondents to a satisfying every aspect of Standardized Weight shown with numbers, where the greater its SW improvingly important

for improved because it is a satisfying thing. Whereas a negative number (-) mean less or not important to be improved.

These students' lack of satisfaction can be understood and need to improve the quality of educational services in accordance with an understanding of quality by **Edward Sallis (1993)**, that "quality is slippery concept", which means the quality is a dynamic or continue to be pursued to improve. Educational services which is currently not necessarily more satisfying students can satisfy or meet the expectations of students according to the definition of quality by **Kaoru Ishikawa (1992)**: "Quality is Customer Satisfaction"; "Quality Assurance" describes quality, such as quality conformance with specifications and pricing are the responsibility responsible producer and consumer rights; Quality does not just mean the ability to use, but in a more specific meaning, reliability, safety, maintainability, repairability, status, etc.; Quality is the totality of all and the characteristics of the product or service as a condition, needs, and expectations. Results of this study both from a review of secondary education, there are factors of infrastructure, facilities, student-teacher relationships, curriculum activities and extra-curricula activities that can satisfy students and students are not satisfactory but the school has tried to comply, it is suitable statement from **Zeithaml, Parasuraman (1994) and Tenner and De Toro (1992:64-65)** that not only the availability of

a facility, but only if the quality of services to meet the criteria of reliability (reliability), Assurance (security), Tangible (physical appearance), Emphaty (relationship closeness) and responsiveness (responsiveness).

**Dyah Kusumastuti (2001)** that the  $Quality = Q1 \times Q2 \times Qn$ ,  $Quality = Q1 + Q2 + \dots + Qn$ , means the quality is not the accretion of the elements of quality such as Q1, Q2, etc., or the curriculum, teachers, facilities, but the quality is the functioning of elements with good quality elements.

The strategy was developed with the approach of the strategy of Donald C. J.W. **Hambrick & Frederickson (2001)** which includes Service Strategy, Branding Strategy & Acquisition Strategy and to develop a strategy has five elements as described above. With these five elements to enhance the quality of secondary education, the strategy developed by the institution more clearly so the Organization Capability needs will be identified and not put through the training of human resources training. Then the next key performance index (key performance indicator) can be identified and monitored during the period specified reached and repaired. The resources required can be calculated with certainty and prepared as needed, the selected strategy. Based on the data were mapped in the OCA matrix in Figure 3.

From the results of this mapping can be chosen which factors that have an interest on student satisfaction, but the fact its performance was not good, then the factors that are at this

quadrant can be prioritized for repair as in Figure 2.

From the depiction of the strategy into actions can be divided into four sides of which can be used to measure the performance of school organizations, especially in achieving the quality measurement of quality

of school organization developed by the Balanced Scorecard approach of Kaplan (1993), where Model Balance Scorecard is a performance measure organizational view of four factors: growth, internal processes, customer and financial. It can be depicted in Figure 4.

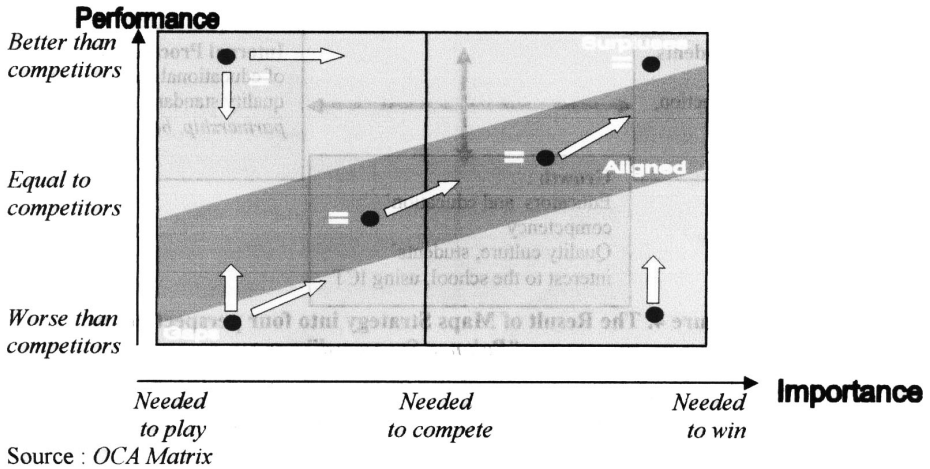
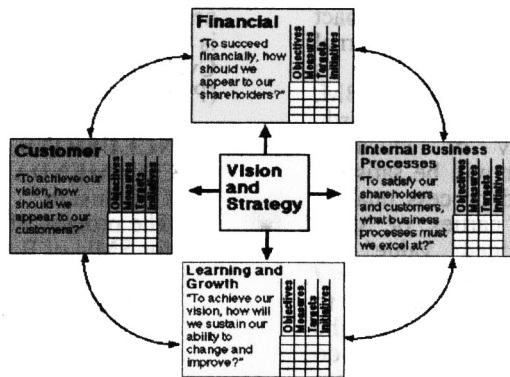


Figure 3. Performance & Importance



Sumber: Kaplan, Balance Scorecard (1993)

Figure 4. Model Balance Scorecard (Kaplan)

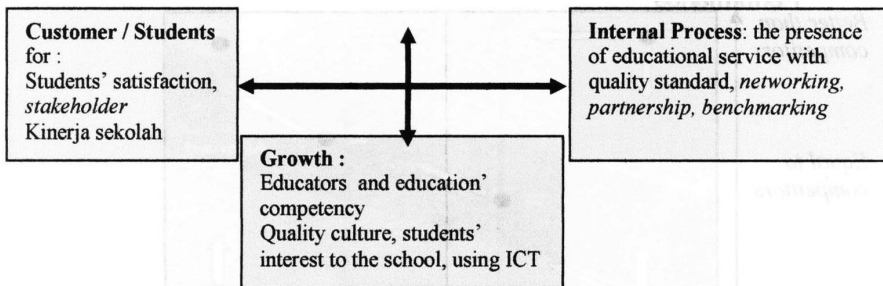
In the school organization of four sides of the scorecard approach to the improvement of education quality can be identified as follows:

- Growth can be identified as: Staff Competence educators and education, interest in students to the school. Quality culture, use of IT to education.
- Internal Processes can be identified as: Service ministry of education,

cooperation, partnership, quality benchmarking

- Customers can be identified as: Student & Stake holder satisfaction (internal and external customer) and the competence of students due to the quality of education
- Finance can be identified as: Efficient Financing, Trust, Total Students, Fund Endowment.

From things as mentioned above, it can be shown a picture as follows:



**Figure 4. The Result of Maps Strategy into four perspectives of “Balance Scorecard”**

To improve the quality of the educational process or the growth of the growth of education services must occur as the competence of educators and educational staff- the development of quality culture change. as well as the use of IT to education due to these outcomes. Furthermore, this will impact on the quality of care or internal processes within the school. such as educational services, curriculum. PBM. the process of cooperation and so forth. Because the quality of education services. the customer will be satisfied to receive Guaranteed process quality. satisfaction. student parties

or stake holders is the “added value” of education which in turn customer / learners will be more “willingness” to participate in promote the school. the personnel of the school for do participate and provide improvement feedback and consequently followed the financial perspectives. ie the number of students increased because of the trust of parents against the school. and will have an impact on education funding for school donations from the public (Endowment Fund).

All process either from the perspective of growth, internal processes. customer or finance are

carried out with commitment\_ the stage and the standards first set in accordance with government regulations such as Regulation 19 Year 2005 on National Education Standards and Regulation 14 of 2005 on Teachers and Lecturers according to the definitions auality that is satisfying customer through the Cvcle: Plan, Do, Check and Action (PDCA).

## **CONCLUSIONS. PROPOSITION RECOMMENDATIONS**

### **Conclusion**

The orocess of educational services for SMU of Bandung City which is viewed from the asi)ect of curricular facilities. means of non-curricular. curricular activities and noncurricular activities are not vet satisfactory then the need for imorvements in the auality of education by develooin e auality imorovement strategies to be more focused and efficient. effective use of available resources through the auality management svstem by using the standards of education.

### **Research propositions:**

1. The process of education can ensure service quality when considered as a standard of quality.  
Keyword: next process is a customer
2. The establishment of educational services into the quality management system in schools will be svnergies to produce a quality assurance **Keyword: "Ouality PDSA" (Plan - "Do - Studv & action).**

3. School organization, school performance will be excellent by considering following key factors: Leadership, Process, Technology, & People

**Keywords: Leadership, Process, and Technology & People.**

4. Strategies improving the quality of secondary education developed through four perspectives, those are: Growth, Internal Processes, Customer & Financial (budget available). Growth which includes: Educators' Competency and Educational Staff, Culture quality, Using of ICT (Incident Critical Technique). Internal Process: The processes of educational, Cooperation. Customer: Value added, Competence, Satisfaction. Financial include : Efficient Budget, Trust, Total Students, Fund Endowment **Keywords: Performance Excellence, Learning & Growth, Internal Process, Customer & Financial.**
5. Development of quality improvement strategies oriented to "value innovation" or something new with low-cost so the impact on emotional improvement or new functionality.  
Kevwords: Quality Stratesic, Creating Value, New Emotional.
6. Accelerating the achievement of quality can be done by completing the strategy and Key Performance Indicator (KPI) targets, the measurement, the measurement period, the monitoring method. Resources they need, organizational capability that must exist due to the strategy.



**Keywords: Quality Strategy, KPI, Resources & Organization Capability.**

7. Quality management system will make teachers professionalism assurance impact to Quality Culture, Trust & Endowment Fund.  
**Keywords: Quality Management System, Professionalism, Quality Culture, Trust & Fund Endowment.**

### **Recommendation**

Recommendations proposed by Educational Department of Bandung City: (1) to improve teachers' competencies by supplying training programs of guided teachers implemented routinely, fulfilling school facilities that qualify and competent based on National Education Standard, monitoring the implementation of extra curricular, also evaluating the effectiveness of Learning and Teaching Process in each school (2) It need to develop Mayor's Policy and or the author party in order implicated to Educational Department of Bandung City to make Blue Print improving quality education. This Blue Print will be vehicle of school to improve quality assurance. (3) It need to have performance contract between Headmaster with Educational Department Bandung City toward the reaching of Blue Print, the reaching of quality monitored by Head of Educational Department Bandung City (4) Developed "Quality Award" program toward the reaching of secondary education quality thus will make school proud and good new

emotional for the secondary education.  
**Keywords: Strategy, Quality, Balanced Scorecard.**

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