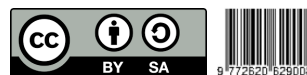


# IMPLEMENTATION OF STANDARDS OF EDUCATION MANAGEMENT IN IMPROVING THE QUALITY OF GRADUATES OF NAHDATUL ULAMA (NU) SMA STUDENTS IN INDRAMAYU REGENCY

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## Abstract

This study aims to describe the implementation of management standards in improving the quality of graduates of SMA NU students in Indramayu Regency which consists of: (1) planning; (2) Organizing; (3) implementation; (4) supervision and evaluation at SMA NU Indramayu Regency. This study uses a descriptive qualitative approach, referring to educational research methods, the research leads to the evaluative type. Sources of information in this study were the Principal, Deputy Principal for the Curriculum, Teachers. Data collection techniques using interviews, observation and scrutiny of documents. The validity of the data was tested by triangulation of sources and triangulation of techniques. The data were analyzed with the stages of organizing data, reducing data, grouping by category, displaying data, and drawing conclusions. The results of the study show the following. (1) Program planning at SMA NU Juntinyuat, SMA NU Kaplongan is in accordance with the Standards for Management of Elementary and Secondary Education because it includes the formulation and determination of the vision, mission, school objectives, preparation of four-year and one-year school work plans, as well as aspects school planning and guidelines. (2) Organizing at SMA NU Juntinyuat, SMA NU Kaplongan. (3) Implementation at SMA NU Juntinyuat, SMA NU Kaplongan is a more dominant aspect compared to other standard components of education management, this is because each program is carried out by each school member with full awareness and in accordance with the assigned task division. (4) Supervision and evaluation of education at SMA NU Juntinyuat, SMA NU Kaplongan, has been carried out in accordance with the rules of education management standards.

**Keywords:** *SMA NU, POAC Implementation, Education Management.*

## INTRODUCTION

In education units, management standards are very important because they take part in the realization of educational goals, management standards will determine how the results of the educational process are carried out. The management of education units at the primary and secondary education levels applies school-based management which is indicated by independence, partnership, participation, openness and accountability. The management standard then becomes

the national education standard relating to the planning, implementation and supervision of educational activities at the district/ city , provincial or national education unit level in order to achieve efficiency and effectiveness in the implementation of education and the management of education units is the responsibility of the head of the education unit. Management of education requires the implementation of all management functions in the implementation of education, namely planning, organizing, actuating and controlling (George Terry, 2010). The components in the education management standard are the School Planning Standards covering the school's vision, mission, goals and work plans. The Implementation Standards include guidelines, organizational structure, implementation of activities, student affairs, curriculum and learning activities, educators and education personnel, facilities and infrastructure, finance and financing, culture and environment as well as community participation and school partnerships. The Standards for Supervision and Evaluation include program supervision, self-evaluation, evaluation and curriculum development, evaluation of the utilization of educators and education personnel as well as school accreditation. Then there are the School Leadership Standards, Management Information Systems and Special Assessments.

Teachers who have a very important position and strategy in developing the potential of students. In the teacher is the glory and future safety of the nation by inculcating noble basic values as the ideals of national education by forming a physically and spiritually prosperous personality, which is pursued through religious education and general education. Therefore, he must be able to educate in various ways, so that he becomes a proportional educator. So that it is able to educate students in creativity and daily life. To improve the professionalism of educators in learning, it needs to be improved. Arcaro (2006: 7) defines quality as an expected degree of variation in the standard used and has a low dependence on costs. In another sense, it is stated that quality is a measure of the good or bad of an object, the level or degree of quality of something. So that quality can be interpreted as the degree or degree of variation of the expected standard used and has a dependence on low costs. Basically, the management of schools or education is carried out to achieve efficiency and effectiveness in the implementation of education as stated in Permendiknas No. 19 of 2007 concerning Education Management Standards. Management of education also requires the implementation of all management functions in the implementation of education which includes planning, organizing, actuating and controlling. Good planning is making decisions that are tailored to the conditions expected in the future, then the organizing process should be arranged in accordance with organizational goals, resources and the environment that surrounds it. In the process of implementing work in schools, it should be carried out based on a work plan that has been prepared and then a control or supervision process is carried out which is essentially a monitoring process carried out to ensure that all activities in the organization go according to plan and are also activities to correct and correct if deviations are found. and deficiencies in achieving school management goals.

School governance can run well if it is accompanied by quality principal leadership. The success of the principal in carrying out his duties is largely determined by the leadership of the principal, because leadership is the most important factor in supporting the achievement of school organizational goals. The success of the principal in managing the school which includes office management, management of school facilities and infrastructure, fostering teachers, and/or managing other school activities is largely determined by his leadership.

From the results of Purnomo's research (2005) in his dissertation, it was found that (1) The basic strategy to maintain quality on an ongoing basis at MTsN Jember Regency is through improving the quality of education personnel (teachers and TU staff), improving the quality of education administration and management services, and increasing the number and the quality of facilities and infrastructure, including learning resources. This basic strategy must be supported by improvements to other factors that also have the support capacity to improve the quality of madrasah-based education in Jember Regency; (2) The synergistic implementation of madrasa-based quality improvement at MTsN Jember Regency can be done by increasing the carrying capacity of the factors: teachers, professional TU staff, improving the quality of madrasa administration and management, improving the quality of facilities and infrastructure, curriculum and learning, use of costs, and improving the quality of community participation.

Furthermore, Suharno (2010) from his research obtained an illustration that school principals have a very large role and a very strong influence in the success of school-based management implementation programs with the application of participatory and transparent management through open, democratic, respectful, open, familial, leadership patterns. and always maintain human relations. The role of the principal's supervision in active, creative, effective, and fun learning has a huge influence in helping teachers realize these active, creative and fun learning activities. The principal plays an active role in involving parents and the school committee in supporting school programs.

The learning process in schools is organized by the teacher as a form of teacher professionalism in schools which has an impact on the activities of the learning process being carried out properly. This can be seen from the timing of the implementation of the learning process on time, disciplined teachers and students going well, and the completion of learning activities on time. That means showing the existence of high discipline in teachers and students at school. This discipline is one of the forms in the success of a good school management program, because the main key in the school management process is self-awareness to be disciplined in carrying out various duties and responsibilities at school for all elements of the school. This high discipline is the driving force in the school management process.

Even though the activities carried out in schools have been well planned and organized, they still have various problems that hinder the school management process. This can be seen from the lack of discipline, being late for work, not being serious in carrying out their duties as teaching staff, teaching teachers are only limited to teaching as a task that must be carried out "the important thing is to have dropped the obligation", not trying to maintain and improve the quality of the learning process, just leave it entirely to the students, so that students are not motivated for the learning process. This phenomenon is seen in several subjects, causing an unfavorable effect and decreasing student achievement.

In addition, the lack of good communication between teachers and principals in schools is a management process in schools. Teachers only carry out established policies, communication between teachers and principals is rare, only when there is a need and during school meetings, informal communication between teachers and principals is very rare. This has resulted in the

absence of a common vision and mission within the school, managing and running school management faces obstacles.

Bachtiar (2021), in his dissertation drew conclusions, namely: (1) Madrasah-Based Education Management, both in the form of the views of educational practitioners and in the form of education experts, until now there has been no refutation of its merits and benefits; (2) Management readiness for Madrasah-Based Quality Improvement (MPMBS) in education offices and branches and community participation (parents of students and Madrasahs from SD, SLTP and SMU) in Bandung City and Regency, seen from organizational, curriculum, HR, student aspects, facilities and infrastructure, financing and participation, all in the category of being quite ready.

Ruswandi Hermawan (2010: 3) states that educational units have resources that can be utilized to achieve educational goals. Educational resources in schools can be grouped into (a) non-human resources, which include school programs, curriculum, (b) human resources (HR) which include principals, teachers, staff, other education personnel, students, parents, and people who care about schools, (c) physical resources (SDF) which include buildings, rooms, equipment, educational aids, study time, and the physical appearance of the school, and financial resources (SDK) which cover the entire management fund. schools, both received from the government and the community. A form of management is needed for each of these resources in order to realize the goals set by each educational unit.

One of the key factors in building the quality of education is the commitment of teachers in responding to the demands of their profession. There is no doubt that in the development of an increasingly advanced society, teachers play a strategic role, especially in shaping the character of students through the development of the desired personality and values. Building teacher commitment is an important effort in the context of education policy and school life that is undergoing continuous change. Any policy choices in the framework of directing the change towards, will only succeed in achieving the target if the teachers have made a firm commitment. Commitment will encourage their self-confidence and enthusiasm for work, as well as will facilitate the movement of schools to achieve the goal of changing the quality of education. Thus, the commitment of teachers will determine the improvement of the quality of the school, both physically and psychologically so that everything becomes enjoyable for all school members.

Implement changes to build the quality of the educational process, not only with regard to the facilities obtained or the problems that are solved, or mastery of great concepts, but which is no less important is the implementation.

Every teacher must display their best behavior as stated by Tommy Belavele (2007) that a good teacher should: (1) have a mission; (2) have a positive belief; (3) recognize that his thoughts and actions have a deep impact on his success; (4) develop problem solving skills that enable teachers to overcome any challenges faced; and (5) knowing the use of time and effort to get the best results and satisfaction outside of teaching.

Based on the results of initial observations made by researchers, at SMA NU Juntinyuat, SMA NU Kaplongan, Indramayu Regency as a school that received an A accreditation predicate. management

standards are quite significant. And not only that, in addition to the increasing number of students every year, the school has a routine agenda in developing the confidence of its students, namely the existence of morning motivation activities, this activity is carried out to train students to dare to speak in public.

Referring to the background of the problem above, the formulation of this research problem is about how to implement education management standards in realizing quality student graduates in Indramayu Regency, by taking the research locus at NU Juntinyuat High School, NU Kaplongan High School Indramayu Regency. So the author feels the need to explore about: (1) planning; (2) Organizing; (3) implementation; (4) supervision and evaluation at SMA NU Indramayu Regency. While the theory that underlies this research is: 1) Management Theory. Terry in Kompri (2018: 2-3) defines management as follows:

Management is a distinct process consisting of planning, organizing, actuating, and controlling performed to determine and accomplish stated objectives by the use of human being and other resources.

## **METHOD**

This study uses a qualitative approach with a descriptive method, making a systematic, factual and accurate description of the phenomenon or the relationship between the phenomena studied.

The basic principle of using the qualitative descriptive method is based on the opinion of Bogdan and Biklen in Hidarya et al. (2020: 229): "Qualitative research is descriptive". Moleong (2007:11) emphasizes that in descriptive qualitative research the data collected is in the form of words, pictures, and not numbers. Then according to Creswell (2016: 4): "Qualitative research is methods to explore and understand the meaning that - a number of individuals or groups that - ascribed to social or humanitarian problems".

Data mining was carried out through observations, interviews, photo shoots, written snippets of documents at the research location which were arranged in a narrative manner, by going through the preparation, implementation and data collection stages. Data collection and observation activities were carried out in the NU Juntinyuat High School, Kaplongan High School, Indramayu Regency, in the period from August 2021 to December 2021. Meanwhile, the resource persons were: Chairperson of the Foundation, Principal, Teachers and Students. Furthermore, data analysis is carried out in the form of a series of activities to manage data from the beginning and throughout the research process. As stated by Bogdan and Biklen in Moleong (2007: 248) that: Qualitative data analysis is an effort made by working with data, organizing data, sorting it into manageable units, synthesizing it, looking for and finding patterns, finding out what is important and what is learned, and deciding what to tell others.

In this study, data analysis was used according to the interactive model of data analysis components. Miles and Huberman in Ilyas (2016: 94) suggest that qualitative data analysis is carried out interactively and takes place continuously (until the data is saturated) which include: (1) data reduction ;(2) display data; and (3) conclusion: drawing/verifying.

## **RESULT AND DISCUSSION**

Planning is essentially a series of process activities for preparing decisions about what is expected to happen and what to do ( Sauri: 2019:3). Planning is the first aspect in the series of management theory. Included in the implementation of educational evaluation.

According to GR Terry (2010 : 16 ) explains that management is a distinctive process consisting of planning , organizing , actuating , and controlling to determine and achieve goals through the use of human resources. and other resources.

Furthermore, Sauri (2019:3), explained that the planning stage is composed of five main tasks, namely: first, involving the planning team and school faculty in defining the specifics of what will happen in the school when improvements are in place. Second , conduct a needs assessment. Third, identify the resources available to support the various lengths of service and repairs. Fourth , develop a five- year plan and deadline for implementing school improvement goals. Fifth, obtain approval for a written school improvement plan. Planning is very important so that every process that will be carried out in accordance with the stages and mechanisms achieves the expected results. Every plan does not have to be in accordance with the process being carried out, everything depends on the conditions that support it, nor does every plan have to fulfill supporting facilities. (Sauri, 2019:4).

The school program planning indicators as referred to in the explanation above are as follows, namely: First, the school has a clear and easy-to-understand vision formulation. The two visions of the school are socialized to all school members and all interested parties by the leadership of the education unit. Third, the school has a mission statement that is easy to understand and easy to understand often disseminated to all school members and all parties involved interested. Fourth, the school has the formulation and setting of four-year, one-year school goals years, and contains aspects of eight national education standards (SNPs) that are easy to understand and socialized to all school members and all interested parties. Fifth, the school has a medium-term (four-year) work plan annual work, RKAS which includes eight SNPs in accordance with the guidelines and socialized by the education unit leader. sixth, school planning and guidelines covering the areas of student affairs, curriculum and learning, management and utilization of educators and personnel education, educational infrastructure, finance and financing, school culture and environment, community participation and partnerships, other fields that support quality assurance and development, as well as the field of supervision and evaluation.

Based on the research results, the planning at SMA NU Juntinyuat, SMA NU Kaplongan can be explained in the section below.

Vision is a goal to be achieved by the school for at least five years which involves academic quality, fulfillment of facilities and infrastructure, and school management. The vision is prepared based on a SWOT analysis of the existing conditions in the school. Involve all stakeholders schools in the process of preparation and socialization.

The preparation of the vision at SMA NU Juntinyuat, SMA NU Kaplongan, is quite good because it has fulfilled the elements of forming the school's vision. Aspects of the affirmation include the vision of each school that is oriented towards the future, namely what the school will achieve over the next five years, a general vision description provides an explanation that it is not prepared on the basis of current conditions, besides the school vision tries to integrate The three main elements are

achievement, religious life, and character building to be achieved by the school. The school's vision is added with indicators that provide affirmation and direction for the school, so that it can spur every member of the organization to participate in improving the achievement of the school's vision.

Mission formulation as a form of tips or ways to achieve the school's vision, mission formulation by involving all school members and various interested parties. After the school mission is prepared, the socialization process This is done through various forums for meetings, discussions and coaching, and is supported by documents or work instructions regarding the school's mission.

SMA NU Juntinyuat, SMA NU Kaplongan have a formulation of four-year and one-year goals that are used to achieve eight SNPs, while based on observations, no form of socialization of school goals has been found. Therefore, a program is needed in order to disseminate goals to all school members, although if you look at the RPS and Operational Plan documents you will be able to find the formulation of the school's goals. The socialization of school goals is carried out through discussion forums, meetings and through guidelines. Based on the results of research on the formulation, determination, and socialization of school goals, it is in accordance with the established indicators, but a more intensive form of socialization is needed regarding the formulation of goals to school residents, such as through a board used to write down the school's vision and mission.

Based on some of the results of the discussion above, the program planning for SMA NU Juntinyuat, SMA NU Kaplongan, is quite good and has complied with policies on school management. School planning includes the formulation and determination of the school's vision, mission, and goals, preparation of four-year and one-year school work plans, as well as aspects of school planning and guidelines. However, there are some notes that need to be considered, including the need for a more intensive form of socialization on school goals so that it can be understood by all school members, the preparation of school work plans is adjusted to education management standards which provide direction that the preparation of the RKJM is the basis for making the RKAS, and the RKT as the basis for making the RKAS. the basis for the preparation of the RAPBS, then in the planning aspect it is necessary to add an explanation of the program plan for students, culture, and the school environment.

Accountable school management requires a leadership pattern that supports it. The person in charge of school leadership is the principal, assisted by the vice principal. In carrying out the duties, the principal can delegate the authority that is his responsibility to the vice principal as well as educators and education personnel who are deemed capable of carrying out the duties of the principal.

The school leadership indicators as described in the section above are as follows:

- a. The implementation of management is carried out by the principal with the assistance of the deputy principal
- b. The principal has the ability to carry out the task
- c. The school has a leadership structure according to the standards of educators and education staff, namely a principal and 1 (one) or more deputy principals
- d. The principal carries out the functions of leading , communication, instruction or directors , supervision and supervision of the implementation of each school activity.

Based on the results of the study, the leadership at SMA NU Juntinyuat, SMA NU Kaplongan can be explained in the section below: School leadership in essence carries out management in an accountable and transparent manner, so as to support the achievement of school quality optimally. Because of its status as a school belonging to the foundation so that the main responsibility is the authority of the principal and assisted by the vice principal, however, the implementation of school leadership is always based on the policies of the foundation. Based on the results of the study, the management aspect of school leadership is in accordance with the established indicators.

The role of the principal in carrying out the leadership function through a visionary attitude and being able to be an example for every school member. The communication function is carried out well in terms of delivering information in a more familial manner, so that when conveying criticism to staff it will be better in the hope of improving themselves so that their performance is improved. The function of instructions or directors is carried out through coordination and briefing activities so that the process of delegation of authority and division of labor can be carried out optimally. Supervision and supervision is carried out through the preparation of a schedule of supervision activities with the teacher by adjusting teaching and learning activities, then carrying out class visits and various other forms of supervision. Based on the results of the study, the aspects of the principal's role are in accordance with the established indicators.

Based on some of the discussions above, the school leadership at SMA NU Juntinyuat and SMA NU Kaplongan includes the responsibility for school management which is the authority of the principal assisted by the vice principal, the principal has a good tendency to carry out tasks, which can provide foresight (visioner) to all staff and employees, the school leadership structure consists of the principal assisted by the deputy principal of the field (students, curriculum, infrastructure, public relations), and the principal has carried out management functions consisting of leadership ( leadership ), good communication, instructions/directories, supervision and supervision.

The implementation of the school program includes the preparation of school guidelines, the creation of a school organizational structure and the implementation of school activities. School guidelines include curriculum 13, academic education calendar, school organizational structure, division of teacher teaching tasks, division of education staff duties, academic regulations, school rules and regulations, school code of ethics, and school operational costs. In the implementation of school activities, it is divided into eight areas, namely student affairs, curriculum and learning, educators and education personnel, facilities and infrastructure, finance and financing, culture and environment, the role of relations community and partnerships, as well as other fields that function as quality improvement and development.

Indicators for implementing school programs as intended explanation in above are as follows, namely:

- a) The school has an organizational structure with clear job descriptions and relationship of each member of the organization.
- b) Implementation of school activities in accordance with strategic plans and plans annual work.
- c) Acceptance of students in accordance with the guidelines that have been formulated



- d) Students are provided with counseling services, extracurricular, achievement development excellence, and tracking of alumni.
- e) Schools prepare Curriculum documents in accordance with the provisions set out in the guidelines.
- f) The school compiles an educational calendar that includes a learning schedule, tests, exams, extracurricular activities, and others. Arranged by semiannually, monthly and weekly.
- g) Schools carry out learning programs that are oriented towards improving the quality of education services.
- h) The school implements a student learning outcome assessment management program which is always evaluated and documented.
- i) Schools have academic regulations that regulate learning activities and provisions for the use of learning facilities and infrastructure.
- j) The school has a program for the utilization of educators and personnel education.
- k) Schools develop programs for recruitment of additional personnel, development careers and achievements, as well as promotions, placements, and transfers.
- l) Empowerment of educators and education personnel includes the implementation of tasks principals, teachers, counselors, library staff, laboratory personnel, administrative staff, and cleaning staff.
- m) Schools develop facilities and infrastructure management programs
- n) The facilities and infrastructure management program can be understood by all school residents.
- o) Schools arrange library space management
- p) Schools prepare cost management guidelines that refer to the SNP
- q) The cost management guidelines are socialized and can be understood by all school residents.
- r) Schools have an effort to create a conducive atmosphere, climate and educational environment
- s) Schools develop rules, school codes of ethics, and awareness programs ethical.
- t) The school has community engagement and partnership programs
- u) Schools have planning, development and quality improvement through acceleration programs, inclusion, and others

Based on the results of the research, the implementation of the program at SMA NU Juntinyuat, SMA NU Kaplongan can be explained in the section below.

The organizational structure is a means to provide an overview of the position of each member of the organization in the school. It is hoped that by looking at the structure, you will be able to understand how the tasks must be carried out, as well as what kind of span of control exists. The form of the

structure arrangement consists of the principal with the assistance of the vice principal in the fields of academics, infrastructure, student affairs, and public relations. The position of the school committee is parallel and independent, meaning that the school and the committee are independent organizations and cannot influence each other. The division of tasks in the administrative division includes the head of administration, BOS treasurer, goods treasurer, salary treasurer, and others. Based on the results of the study, the implementation of the organizational structure aspect is in accordance with the established indicators, however schools need to improve the organizational structure of SMA NU Juntinyuat, SMA NU Kaplongan in order to provide optimal information to school residents and the community.

The implementation of new student admissions (PPDB) at SMA A NU Juntinyuat, SMA NU Kaplongan, at the time of the study was not based on the online PPDB guidelines but only in the form of technical instructions that issued by the Department of Education in each academic year. Philosophically based on various existing education policies, evaluation of PPDB carried out at the end of the activity by observing the results of PPDB then follow up for the next activity. updated every year and schools develop supporting requirements during PPDB activities. Based on the results Based on the research, the implementation aspects of PPDB activities are in accordance with the indicators that have been set, especially SMA NU Juntinyuat, SMA NU Kaplongan are located in a boarding school environment so that students are dominated by students who live in Islamic boarding schools.

Preparation of the NU Juntinyuat Senior High School Curriculum document, NU Kaplongan High School in accordance with the guidelines for preparing the school curriculum. The curriculum according to Law Number 20 of 2003 Article 1 paragraph 19 is a set of plans and arrangements regarding the objectives, content and learning materials and the methods used as organizers of learning activities to achieve certain educational goals. Meanwhile, K 13 is the next step in developing a competency-based curriculum that has been pioneered which includes attitudes, knowledge, and skills in an integrated manner.

The education calendar is an integral part of the 13 curriculum document, the stipulation of the education calendar is the authority of the Education Office. Meanwhile, schools compiled an educational calendar by adding activities for SMA NU Juntinyuat, SMA NU Kaplongan, including self-development activities, mid-semester tests, field trips, camps, and others. Aspects contained in the educational calendar include effective study time, early time of entering the school year, mid-semester tests, exams, distribution of report cards, and others. Activities on the educational calendar are arranged based on semester, monthly, and weekly time. Based on the results of these studies, the implementation of the aspects of the preparation of the educational calendar is in accordance with the established indicators.

The learning program is related to improving the quality of educators at SMP A NU Juntinyuat, SMA NU Kaplongan, carried out through various workshops and training activities as well as through the MGMP. In the process of teaching and learning activities, the program Quality-oriented learning is realized in eye classification lessons that include religious education, citizenship and personality, Indonesian, English, mathematics, natural sciences (physics and biology), social sciences (history, economics, and geography), arts and culture, physical education, ICT, local content, and self-development activities. Based on the results of the study, then the implementation of the aspects of the learning program quality oriented is in accordance with predetermined indicators.

The management of the assessment of learning outcomes is carried out through various kinds of activities, including daily assessment programs, general test programs, class promotions, exams, mid-semester tests, deepening of material and some other forms. Documentation of learning outcomes assessment is carried out through results each assessment is pasted on the bulletin board, returning results each assessment to students, and through the activity of receiving report cards. Based on the results of these studies, the implementation of the management aspect assessment of learning outcomes is in accordance with the established indicators. Academic regulations at SMA NU Juntinyuat, SMA NU Kaplongan, regulate various aspects that includes student graduation requirements, promotion requirements for civil servants, student transfer guidelines, school rules and so on. There are rules for using learning facilities in each room for teaching and learning activities, for example in the laboratory schools, libraries and more. Based on the results of the study, then implementation on aspects of academic regulations is in accordance with the established indicators.

SMA NU Juntinyuat, SMA NU Kaplongan, did not develop a recruitment program for additional personnel, because based on existing regulations there is no will from the principal to add educators and education personnel related to the increasingly uncertain epidemic conditions for face-to-face teaching and learning activities. Aspects of career development and achievement through MGMP activities, workshops, and other activities. Placement and rotation are the authority of the principal after coordinating with the foundation, because it needs to be remembered that the object of research at the NU High School which in fact is a school belongs to the foundation.

Based on the results of the research, SMA NU Juntinyuat, SMA NU Kaplongan, and SMA Ma'arif Lohbener carried out career development and achievements in accordance with the indicators set by the foundation.

The implementation of the principal's duties is generally responsible on school management. The principal also functions as a motivator, leader, manager, unifier, innovator, and as a way of communication with the Service and other agencies. The task of the vice principal is to assist the implementation of school activities, especially in ensuring the quality of education. The teacher's task is to serve students to carry out learning coaching, fulfill the requirements for the implementation of official hours for those with the status of civil servants, carry out tasks that are listed as teachers and civil servants. Learning coaching through planning, implementation, and evaluation of teaching and learning activities. power task education is to assist in the implementation of activities, besides that there are division of internal administrative tasks which includes the head of administration, treasurer BOS, treasurer of goods, treasurer of salary, librarian, cleaning staff and others. Based on the results of these studies, the implementation of the task aspect principals, vice principals, teachers, and education personnel are in accordance with the indicators that have been set. However, the implementation of the counselor's duties cannot be observed and observed because during the research process no data on the counselor's duties has been found.

The facilities and infrastructure program for SMA NU Juntinyuat, SMA NU Kaplongan, and SMA Ma'arif Lohbener includes planning the need for goods, procurement of goods, up to the reporting of goods. On the other hand there is a goods control card through the KIB in every room to monitor use of school facilities and infrastructure, so that the maintenance period for the facilities infrastructure can be intensified. Based on the results of the study, then the implementation of the facilities and infrastructure program aspects is in accordance with the established indicators.

The library has a work program ranging from planning, procurement, and processing of library materials. Procurement of library materials comes from assistance and BOS Books. Circulation services are carried out with use the library membership card given to each student. Based on the results of the study, the implementation of the management aspect the library is in accordance with the indicators, but efforts need to be made to increasing the role of the library as a learning resource center for students including by adding internet service facilities (WiFi) in the library room.

Guidelines for managing costs and finances at SMA NU Juntinyuat, SMA NU Kaplongan, and SMA Ma'arif Lohbener are in accordance with with the regulations set by the foundation , namely collecting fees from BOS funds. The use of the school budget is carried out based on the planned stated in the APBS and DPA. Based on the results of the study, then implementation on aspects of cost and financial management guidelines in accordance with predetermined indicators.

NU Juntinyuat High School, NU Kaplongan Senior High School's efforts in the field of culture and the environment realized through various activities with stakeholders with students, such as cultivation activities, study tours, and outbound. good atmosphere conducive environment is implemented by making rules in the form of school rules and regulations through an appeal to protect the environment. Based on the results of the study, the implementation of the business aspect creates a conducive atmosphere, climate, and educational environment in accordance with the established indicators.

The preparation of the rules for SMA NU Juntinyuat, is used to regulate student activities, school code of ethics to regulate the activities of educators and staff education, ethical awareness programs are carried out to carry out socialization 3S program (Smile, Greet, and Greeting). School rules socialized to each student through an explanation of the beginning of the new school year provided with a document of school rules. The code of ethics is placed on every school room, so that it becomes a reminder for educators and staff education. The ethical awareness program is implemented through the creation of an appeal to all school members related to the 3S socialization, as well as a few other things. Based on the results of the study, the implementation of the aspects of the preparation of school rules, code of ethics, and ethical awareness programs is in accordance with the established indicators.

The public relations program focuses on several things, namely ensuring the quality of education, health, character building, managing facilities and infrastructure, and improving relations with the surrounding community through various social and other activities. Based on the results of these studies, the implementation of the aspects of managing public relations and partnership activities is in accordance with the established indicators.

Planning program to direction of development and improvement of school quality has been implemented, this is due to the status of the SMA NU Juntinyuat high school, SMA NU Kaplongan, which is a private school owned by the foundation, so it has own authority to determine the status as a modern school. Based on the results of the research, then the implementation of other aspects that support development and improvement in general are in accordance with the established indicators.

Sauri (2019:6) explains that supervision is used as an important management function so that every implementation process goes according to plan. Supervision should always be present at every stage of the management function from planning to start. Supervision should always be present at every

stage of the management function, from planning to implementation. Furthermore, it is said that it will be more effective if it is carried out starting from how the input, the process itself, and the output obtained. In addition, Sauri (2019:6), explains that every individual gets supervision, including organizations or institutions, especially educational institutions that are very important in monitoring them. Supervision is a very important agenda as an evaluation material that must be put forward in the long process of implementing activities.

The monitoring and evaluation indicators as described in the section above are as follows:

- a) Schools develop supervision programs that include monitoring, supervision, evaluation, reporting, and follow-up on the results of supervision.
- b) The school documents the supervision program.
- c) Schools conduct self-evaluation on the implementation of learning and programs work carried out periodically and based on data and information Trusted.
- d) Schools develop evaluation programs on the implementation of K13 comprehensive by involving teachers and other elements.
- e) The evaluation program for educators and education personnel is planned systematically comprehensive, which includes the suitability of assignments with expertise, workload, as well as the performance of educators and education staff in carrying out their duties.
- f) The school prepares the materials needed for accreditation, and continues to improve the overall status and quality of the institution.

Based on the research results, the supervision and evaluation at SMA NU Juntinyuat, SMA NU Kaplongan, can be explained in the section below.

Supervision, evaluation, and supervision programs are carried out every semester together with school stakeholders, then the results of the program published so that there is a follow-up in order to improve performance school management. The program is the authority of the head schools to compile, but can be assisted by teachers and staff who appointed by the principal. In addition to the school principal, the supervision program is also carried out by supervisors from the Education Office. Based on the results of this study, the aspects of the supervision program at SMA NU Juntinyuat, SMA NU Kaplongan, are in accordance with the established indicators.

Monitoring program documentation is manifested in the implementation schedule supervision adapted to the course of KBM. So that the monitoring process can run optimally, apart from the schedule that has been prepared Supervision is carried out by the principal through class visits (visitations) which, although rare and do not continue, but the principal often fills in teaching when there is an empty class. Based on the results of the study, the aspects of the supervision program documentation are in accordance with the established indicators.

The K13 evaluation program is carried out every year, when available changes in demands, the curriculum in SMA NU Juntinyuat, SMA NU Kaplongan, can be updated in accordance with the demands of existing needs. K13 evaluation program by involving school stakeholders, especially

teachers and the curriculum. K13 evaluation includes evaluation of student learning outcomes, evaluation of learning implementation and evaluation of learning planning.

Based on the results of the study, the K13 evaluation program was in accordance with the indicators that had been set. The evaluation program for educators and education staff at SMA NU Juntinyuat and SMA NU Kaplongan was carried out including DP3 assessments, supervision and monitoring carried out by school principals, evaluation and supervision, and other forms. There are only two teachers who teach inappropriately, this is due to several things, including the development of teacher competence through further studies in different majors, then subjects that still lack teachers for certain subjects, as well as aspects of other. Based on the results of the study, the evaluation program for educators and education personnel was in accordance with the established indicators.

Based on some of the discussions above, the supervision and evaluation at SMA NU Juntinyuat, SMA NU Kaplongan, (1) preparation of supervision, evaluation and supervision programs by school principals and functional supervisors, (2) implementation documentation of the supervision program for one semester by the principal and agreed upon by the teacher, (3) the school self-evaluation is prepared through the EDS document which contains school profiles for one school year, and is based on data achieved by the school, (4) the K13 evaluation program is carried out every year consists of evaluation on learning planning, implementation, and assessment student learning outcomes, and (5) evaluation of the performance of educators and education staff carried out through supervision and monitoring by the principal, as well as evaluation and supervision.

## **CONCLUSION**

Based on the study, analysis, there are research findings regarding the implementation of education management standards in improving the quality of graduates of SMA NU students in Indramayu district. ( Case Study at NU Juntinyuat High School, NU Kaplongan High School, Indramayu Regency ) it can be concluded that the standard of education management is an aspect that is needed in the educational process. Management standard is `national education standard relating to planning, implementation, and supervision of educational activities at the level of education unit, district/city, province, or national in order to achieve efficiency and effectiveness of education implementation.

In particular, program planning at SMA NU Juntinyuat, SMA NU Kaplongan is in accordance with the Education Management Standards because it includes the formulation and determination of the school's vision, mission, and goals, preparation of four-year and one-year school work plans, as well as aspects of school planning and guidelines. .

Furthermore, the organization at SMA NU Juntinyuat, SMA NU Kaplongan is in accordance with education management standards because it consists of one principal assisted by a vice principal in the fields of curriculum, infrastructure, and student affairs. Then each of these elements is aware of the role and function of each. Planning, implementation, monitoring and evaluation, as well as the development of management information systems will be carried out optimally when all elements are able to carry out their respective leadership functions properly according to the existing division of tasks. The principal is responsible for directing that each component of the implementation of education management standards can improve the quality of schools and increase accountability to the community.

While the implementation of the program at SMA NU Juntinyuat is a more dominant aspect compared to other standard components of education management, this is related because each program is carried out by each school member with full awareness and in accordance with the assigned division of tasks. This contributes to the creation of a quality school atmosphere even though it is in a state that is actually not strategic enough for school management. Another finding is that there are several forms of activities carried out by schools that are incidental and in accordance with directions from the Education Office and the local government, or in other words, are not included in the school work plan.

Next stage of supervision and evaluation at SMA NU Juntinyuat, SMA NU Kaplongan is carried out in accordance with the rules on the implementation of management standards, this is based on the results of research that the form of supervision and evaluation is carried out through the preparation of supervision programs on aspects of K13 implementation and the performance of educators and education personnel by the head school and functional supervision, school self-evaluation that is carried out on an ongoing basis, documentation of the results of supervision given to each school member, as well as optimizing the improvement of school accreditation which is carried out on an ongoing basis.

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