



Journal of Education, Teaching, and Learning is licensed under
A [Creative Commons Attribution-Non Commercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/).

Improving The Quality of Process Standard Based on School-Based Management

Anang Taufik Karunia¹⁾, Maswardi.M.Amin²⁾, M.Chiar³⁾

¹⁾*Universitas Tanjungpura, Pontianak, Indonesia*
E-mail: anang_taufik@yahoo.co.id

²⁾*Universitas Tanjungpura, Pontianak, Indonesia*
E-mail: maswardi.mamin@gmail.com

³⁾*Universitas Tanjungpura, Pontianak, Indonesia*
E-mail: chiarfkip@gmail.com

Abstract. The purpose of this research is to understand and describe in detail and depth about 1) Planning of standard quality improvement process based on school-based management at State Junior High School 3 Singkawang (SMPN 3 Singkawang); 2) Organizing the improvement of process standard quality based on school-based management in SMP N 3 Singkawang; 3) Implementation of standard quality improvement process based on school-based management in SMP N 3 Singkawang; 4) Supervision of standard quality improvement process based on school-based management at SMP N 3 Singkawang; 5) obstacles and efforts in improving the quality of process standards based on School-based management in SMPN 3 Singkawang. The approach used in this research is qualitative research using case study method. then the results obtained in this study as follows 1) Planning standard quality improvement process based on the school-based management SMPN 3 Singkawang in good categorize; 2) Organizing the improvement of process standard quality based on school-based management of SMPN 3 Singkawang is categorized well; 3) Implementation of standard quality improvement process based on school-based management of SMPN 3 Singkawang is categorized quite well; 4) Supervision of standard quality improvement process based on school-based management of SMPN 3 Singkawang is categorized quite well; 5) Obstacles in improving the quality of process standards based on the school-based management of SMPN 3 Singkawang is the condition of facilities still not meet the standards, especially the land or building, the physical condition of teachers caused by the age factor but the quality improvement of educators developed through certification of educators and other activities that support the learning process as well as the establishment of harmonious relationships between schools, parents and alumni.

Keywords: Quality; Process Standard; School-Based Management

I. INTRODUCTION

The development of science is determined by the world of education because Education plays a very important role in the development and character of a nation. Every human being needs education in his life, either through the learning process or through other means known and recognized by the community. Provision of good education by an educational institution will produce a good graduate quality as well, whereas education that conducts education only at least graduated then less perfect quality One of the educational problems faced by Indonesian nation today is the low quality of education at every level and

educational unit, especially primary and secondary education. Various efforts have been made by the Government to improve the quality of national education, for example, the development of national and local curricula, the improvement of teacher competence through education and training, procurement of books and supporting learning tools, procurement and improvement of educational facilities and infrastructure, and improvement of school management quality. However, various indicators of educational quality have not shown significant improvement. Some schools, especially in the cities, show an encouraging improvement in the quality of education, but some are still of concern. The issue of school quality (quality of education) is not a new issue. For a long time the government and all

stakeholders emphasized the quality of education where it lies in the quality of learning (curriculum), the quality of the learning process, the quality of resources (man, money, and material) as a source of input and supported by the quality of educators and educational personnel to produce a quality output and outcome.

The Law of the Republic of Indonesia No.20 of 2003 on the National Education system states on the management of education that the Government determines national policy and national education standards to ensure the quality of national education. According to Government Regulation, No. 19 of 2005 and Government Regulation No. 32 of 2013 on the amendment are minimum criteria on education system throughout the jurisdiction of the Unitary State of the Republic of Indonesia. Scope 8 (eight) national standards of education in question, include: (1). Standard Content, (2). Standard Process, (3). Graduate Competency Standards, (4). Standards of Educators and Education Personnel, (5). Standard of Facilities and Infrastructure, (6). Standard of Management, (7). Financing Standards (8). Education Assessment Standards.

One of the 8 SNPs is directly related to the quality problem of process standard. Process Standards for Basic and Secondary Education Units stipulated by Permendiknas Number 41 Year 2007 is one of the main references for Education unit in the whole process of learning implementation, starting from planning of learning process, implementation of learning process, learning result assessment and monitoring process control. The enforcement of process standard in educational unit is expected to improve the quality of graduates in achieving the competency standard of graduates which in turn can improve the quality of education.

According to Maswardi M Amin & Yulianingsih (2015: 39) School quality is a school that provides good service, which holds several principles, namely: (1) the input of students must be quality, (2) quality learning process, (3) the content of learning contained in (4) leadership commitment of school principals to support high school academic atmosphere, (5) complete quantity and quality of infrastructure, (6) professional teacher and fulfill teacher qualification standard, (7) education staff (employee) quality, 8) Good quality output seen from high learning achievement, high National Examination score, mental attitude reflecting moral personality, ethics and noble character.

The broad autonomy of the education sector in schools encourages principals and teachers to have a great responsibility in improving the quality of the learning process whose goal is to improve the quality of learning outcomes. Good and bad quality of student learning outcomes is the responsibility of principals and teachers, as local governments only facilitate various educational activities, both infrastructure, manpower, and various planned school learning programs. Schools are required to display the management of resources in a transparent, democratic, non-monopolistic, and responsible manner both

to the community and government, in order to improve the service to learners.

Junior High School has a very important role in providing the foundations for human development. Junior High School provides the foundations for the development of general academic skills and life skills. Junior High School education itself plays a role in providing excellence, moral and hard worker character in the field - field of study and ladder. Thus, the junior high school students can achieve superior mastery of knowledge and skills in the field of study or subjects he studied.

State Junior High School (SMP) 3 Singkawang located on Jl. H.U Bawadi No.48 Singkawang is a school established since 1966. The school always has good achievement, be it achievement in academic field and achievement in non-academic field. With the many achievements of public confidence to be high and affect the public interest to the school given the various achievements of SMPN 3 Singkawang, especially geographically the school is located in the middle of the city and very easy to reach, in 2016/2017 the school has a predicate as a school reference. Of course, having a predicate as a referral school is not easy it must have terms and categories. For 3 consecutive years since the 2012/2013 to 2015/2016 year, it is always ranked as the 1st National Examination result of Singkawang City for both public and private schools, both at Sub rayon level and at Rayon level, even at the provincial level academic year 2014/2015 entered in the top 10.

The output of SMPN 3 always dominates in the excellent schools located in the city of Singkawang like SMA Negeri 1 and SMA Negeri 3. The achievements are achieved by the school are in the field academic and Non academic among them: (1) Academic as the First Winner OSN Mathematics at City level 2016, Second Winner of OSN IPS at City level 2015, Award from Education and Education Minister on high integrity school in UN 2015, (2) Non-Academic such as FLS2N Urban Champion held by Dinas Pendidikan in 2016, the first winner of the short story writing competition about drugs at the city level in 2016, the winner of the competition between Gudep, the first winner of the painting competition on the theme of the friend of the City level in 2014. This achievement cannot be separated from the school management either from the leadership of the Principal as well as how the role of Educators in implementing the learning process in the classroom.

Based on this background, the researcher is very interested to deeply study the improvement of process standard quality based on school-based management in SMP Negeri 3 Singkawang.

II. RESEARCH METHOD

The approach used in this research is a qualitative research using case study method. Therefore, the researcher attempts to explore deeply by doing triangulation methods: interviewing, observing (observing), and collecting documents to describe, analyze, and interpret the standard quality improvement process based on school-based

management. The Standard Improvement Process is based on the school-based management in Junior High School (SMP). This type of research includes case study research with a qualitative approach because the research that produces descriptive data in the form of written or written by the results of observation and documentation.

III. RESULT AND DISCUSSION

A. Result

Improving the Quality of Process Standards based on School-Based Management at SMP Negeri 3 Singkawang implements various aspects of management including planning, organizing, implementing and supervising and explaining barriers to barriers and efforts to improve process standards.

To disclose and know about Quality Improvement of Process Standards based on School-Based Management, researchers meet principals, curriculum affairs, subject teachers, parent students and one student in accordance with prior arrangement. Based on the results of interviews and observations or observations supported by the document, the following research findings are described as follows:

1. Planning standard quality improvement process

Planning is needed as a first step in starting an activity. It aims to risk the failure can be minimized and the final goal to be achieved can be more optimal. Related to the planning of standard quality improvement process at SMP Negeri 3 Singkawang, planning activity of standard quality improvement process based on school-based management have effort to improve the learning process, therefore the teacher is required to prepare the administrative tools like syllabus, RPP, teaching materials, evaluation tool. The tool is made by every teacher but for the syllabus and RPP after the first made my data review by the syllabus review team in order to have conformity between basic competence with the material and see how far the teacher innovation in arranging syllabus.

Based on the results of interviews and observations about the standard quality planning process based on school-based management can be concluded that planning activities related to readiness in learning. Preparation of Syllabus, RPP, Teaching materials up to the evaluation tool made by their respective teachers. But there are also through the MGMP meetings both at the school level and at the City level by looking at the degree of difficulty in the syllabus. The school also sets up a team of syllabus reviewers whose purpose is to verify the syllabus arranged by the teacher in order to be compatible with the latest model, in this case, because of the arbitrary model or format of the syllabus. At the end of the semester activity in the academic year 2017/2018 for evaluation coordinated by the Principal Working Deliberation (MKKS) through the Subject Teacher Consultative (MGMP).

2. Organizing process standard quality

Organizing is necessary to reinforce that every plan works well and as a process of dividing work into smaller tasks.

Based on the results of interviews and observations on organizing the quality of process standards based on school-based management can be concluded that the activities of organizing activities of preparation and formation of relationships - relationships between people so that a unified effort to realize the goals that have been set. Associated with the preparation of working relationships in SMP N 3 Singkawang is set about the curriculum development team that will develop the school curriculum, the division of teacher tasks conducted through meetings, job descriptions, and disciplinary teachers so that in the implementation in line with what the teacher becomes duty.

Teacher distribution activities are organized based on the results of deliberations or discussions so that teachers in carrying out their duties in accordance with what has been planned because through discussion, for curriculum development team function to develop the curriculum and produce a standard formula in developing the school. Teachers also in carrying out their duties need to be outlined their duties and in the implementation of the learning process is also monitored or supervised. Organizing is well underway in accordance with the functions and tasks of the principal by taking into account the element of school-based management.

3. Implementation of process standard quality

Implementation The quality of process standards based on the school-based management in question is a tangible manifestation of the standard quality planning process based on school-based management.

Based on the results of interviews, observation and documentation of the implementation of process quality improvement tend to be better this can be seen from the suitability between the instrument planning and implementation of learning with the conditions in the field. In this implementation, the syllabus based on the content standard has been implemented correctly by each teacher. For the preparation of competency achievement indicator analysis before putting into the RPP first made with reference to the syllabus, the teacher is also able to do analysis SKL, KI, and KD. In the implementation of learning teachers bring the teaching materials that have been made and has been adapted to the characteristics of students in the form of Powerpoint and Student Activity Sheet (LKS). Preparation of Learning Implementation Plan (RPP) has been prepared in accordance with the format established in Permendikbud and made independently or in coordination with the MGMP. In the implementation of the learning process in the classroom is in accordance with the learning scenarios contained in the lesson plan and using active student learning activities or PAKEM method of active learning, innovative, creative, and fun. For the evaluation of the learning process, the emphasis is on three conditions,

namely the preparation of teachers in teaching (syllabus, RPP), the implementation of learning (mastery of the material, methods), and evaluation of learning outcomes (cognitive, affective, psychomotor). After carrying out the evaluation the teacher made an evaluation analysis of the learning outcomes used for the improvement and improvement of learning quality and made in the form of replication analysis (AHU) and to know the level of difficulty of the problem then made in the form of analysis. Follow-up of the results of the analysis of the results of the evaluation of the learning process in use to improve the weaknesses of the students in the nature of certain material, the efforts made in the follow-up of the results of this analysis is to provide remedial/improvement for those who meet the minimum mastery criteria (KKM) and with enrichment of learning materials. From the evaluation of the learning process, the school provides reports in three types: daily valuation report, mid-semester assessment report (mid-semester) and semester final report. For the final report of the semester is given in the form of a report card.

4. Quality Process Standards Supervision

Supervision of process quality improvement based on school-based management is done to identify programs that must be in accordance with the plan. In this case, supervisory activities are conducted in the form of examination of the planning and implementation of learning.

Based on the results of interviews and documentation for supervision of quality improvement process based on school-based management that the academic supervision program has been implemented by the principal by involving a team of senior teachers. Class supervision schedules have been made but not followed consistently due to the effective clock conditions that sometimes many activities. There is an instrument supervise with the aspects of assessment of learning tools and the process of implementation of learning. the results of supervision by the principal are reported to the supervisor to be followed up. Most teachers on supervision have been leading to efforts to improve the quality of learning is to change the style or learning methods that are adjusted with the material.

5. Constraints and Efforts in improving process standards

Every effort to achieve success often faces obstacles or problems Based on the interview results Barriers in improving the quality of process standards based on school-based management in SMP N 3 Singkawang such as effective learning hours are implemented but still not in accordance with the plan, academic ability because of the way of thinking is varied, excellent class. In terms of infrastructure facilities are still addressed such as classrooms that have not standard size, laboratory, narrow open space, the physical condition of an old teacher with very crowded hours and two-story buildings that trigger fatigue for the teacher, the existence of textbooks lessons that are always revised.

6. As for efforts that have been done in improving the quality of standards among others

Establish a solid Work Team that always monitor the development of learning process, parent support to their children in succeeding the learning process is very high, this can be seen from the formation of parents parent who always monitors the development of his son, the community through communication media such as group WA. academic qualifications of educators who mostly have certified and teach in accordance with the field, a harmonious relationship between schools, parents, and alumni.

B. Discussion

Based on the findings of the research, the researcher discusses the results of this study aimed at the findings of the study seen from the improvement of process standard quality based on school-based management in SMP Negeri 3 Singkawang.

1. Standard Process Quality Planning

Planning is an activity to describe before things that will be done later in order to achieve the goals that have been set. Planning activities to improve the quality of process standards based on School-based management is about learning planning by making Learning Design that includes syllabus and lesson plans and teaching tools evaluation tools. The device must be made by every teacher but for the syllabus that has been made first in the review by the syllabus review team in order to have a match between basic competence with the material and see how far the teacher's creativity in preparing syllabus. The policy of forming a syllabus and RPP review team is considered effective in order to review the quality of syllabus and lesson plans developed by teachers. Basically, there are no standard syllabus formats and models. This is because the number of variables that influence the development of the syllabus model, which involves the syllabus is dynamic, in the sense that a model can be implemented well for certain conditions, not necessarily suitable for other conditions, or a model successfully applied by certain teachers, works well if applied by another teacher. Therefore, each teacher is expected to reconstruct the course syllabus that is in accordance with the characteristics of the students and the environmental conditions in which the teacher is in charge as well as the competence and efforts to realize through the learning activities According to the attachment of Permendikbud No 22 of 2016 Chapter III that the syllabus is the reference of the preparation of the learning framework for each subject matter study while the lesson plan is a face-to-face learning activity for one or more meetings.

Planning activities on the implementation of learning in stacking to get a good quality, it is in accordance with his opinion Sobri et al (2009: 8) Educational planning is a series of activities taken to take action in the future, for the implementation of education systems, become more effective and efficient and produce more qualified and expected graduates.

According to Danim (2015: 53) said the quality of learning process means that the ability of school resources to transform multi types of inputs and situations to achieve certain degree of added value for the students. As for before the teachers implement the learning process of administrative readiness must first be prepared in order to facilitate the implementation of learning. This is in accordance with his opinion Sobri et al (2009: 9) regarding some of the planning functions in education, including 1) Planning is the starting point to start activities and will further explain the objectives to be achieved, 2) Planning facilitate adjustments to the situation, if it is deemed necessary to make corrections and corrections, after regular evaluation, 3) Planning is the guidance and direction in the implementation, 4) Planning to prevent at least reduce waste in the form of waste of time, energy and materials, 5) Planning to improve cooperation and coordination, 6) Planning allows regular evaluation, 7) Planning facilitates supervision.

Thus Based on the results of interviews and observations regarding the standard quality planning process based on school-based management can be concluded that planning activities related to readiness in learning. Preparation of Syllabus, RPP, Teaching materials up to the evaluation tool made by their respective teachers. But there are also through the MGMP meetings both at the school level and at the City level by looking at the degree of difficulty in the syllabus. The school also sets up a team of syllabus reviewers whose purpose is to verify the syllabus arranged by the teacher in order to be compatible with the latest model, in this case, because of the arbitrary model or format of the syllabus. Standard process quality planning based on school-based management in SMP N 3 Singkawang tends to be in accordance with the concept of lesson planning.

2. Quality Process Standards Organizing

Organizing is necessary to reinforce that every plan works well and as a process of dividing work into smaller tasks. The important thing to consider in organizing is that each activity must be clear who does the work when it is done and what the target is. Teacher distribution activities are organized based on the results of deliberations or discussions so that teachers in carrying out their duties in accordance with what has been planned because through discussion, for curriculum development team function to develop the curriculum and produce a standard formula in developing the school. Teachers also in carrying out their duties need to be outlined their duties and in the implementation of the learning process is also monitored or supervised. For the sake of implementation of discipline in special organization in the performance has been described the discipline of teachers for the organization goes well. Organizing is well underway in accordance with the functions and tasks of the principal by taking into account the element of school-based management. In line

with his opinion, Sobri et al (2009: 15) Pengorganisasian is an activity of composing and forming relationships work between people so that a unified effort in achieving goals that have been determined. In his book, Sobri et al (2009: 16) Ngalim Purwanto (2002) said in organizing there is the division of tasks, duties, responsibilities, and responsibilities in detail by the fields and parts, so as to create a harmonious and smooth cooperation relationship toward achieving goals that have been set. Therefore, Sobri et al (2009: 17) there are several principles in organizing in education, including 1) Organizing must have clear objectives, 2) There should be division of labor and assignment of work, 3) Principle of command as a unitary unity leadership where every (5) Principle of communication, 6) Principles of continuity, meaning that all work should not be stopped, 7) Coordination principle, 8) The organization must have leaders who are able to mobilize and direct their members and delegate the duties, authorities, and responsibilities of their members in accordance with their talents, knowledge and abilities, 9) Feasibility Principles, 10) Principles of Organizational Code, 11) the work obtained 12) Organizing must be flexible and balanced. Based on the results of interviews and document studies There are several efforts made in organizing in improving the quality of process standards such as by creating a curriculum development team that will develop the school curriculum, preparing the division of teacher tasks, making job descriptions of teachers and make disciplinary teachers so that in the implementation in line with what teachers become teachers.

3. Implementation of process standard quality

Implementation (actuating) is the most important management function. Actuating functions emphasize more on activities directly related to people in the organization. With various guidance and motivation, every teacher can perform activities optimally in accordance with their roles, duties, and responsibilities. In the implementation of the standard quality of the process of implementing the syllabus based on the content, standard has been implemented correctly by each teacher. Preparation of syllabus is in accordance with appendix Permendikbud number 22 of 2016 Chapter III about the design of learning that is Syllabus. The syllabus contains at least 1). School Identity, 2) Core Competence, 3) Basic Competence, 4) Main Material, 5) Learning, 6). Assessment, 7) Time Allocation 8) Learning Resources. For the preparation of competency achievement indicator analysis before putting into the Learning Implementation Plan (RPP) is firstly made with reference to the syllabus, the teacher is also able to perform SKL, KI and KD analysis. In the implementation of learning teachers bring the teaching materials that have been made and has been adapted to the characteristics of students in the form of Powerpoint and Student Activity Sheet (LKS). Preparation of Learning Implementation Plan (RPP) is made in accordance with Permendikbud No 22 of 2016 Chapter

III on instructional design that is RPP which contains: 1) school identity, 2) subject identity, 3). class / semester; 4). subject matter; 5). time allocation, 6). learning objectives, 7). basic competence and achievement indicators of competence; 8). learning materials, 9). learning method, 10). media learning, 11). learning resources, 12). learning steps through preliminary, core, and closing steps; 13). assessment of learning outcomes.

In the implementation of the learning process in the classroom is in accordance with the learning scenarios contained in the lesson plan and using active student learning activities or PAKEM method of active learning, innovative, creative, and fun. For the evaluation of the learning process, the emphasis is on three conditions, namely the preparation of teachers in teaching (syllabus, RPP), the implementation of learning (mastery of the material, methods), and evaluation of learning outcomes (cognitive, affective, psychomotor). After carrying out the evaluation the teacher made an evaluation analysis of the learning outcomes used for the improvement and improvement of learning quality and made in the form of replication analysis (AHU) and to know the level of difficulty of the problem then made in the form of Analysis. This is in line with his opinion Zainal Arifin (2016: 2) that the results obtained from the evaluation can be used as feedback for teachers in improving and perfecting the program and learning activities.

Follow-up of the results of the analysis of the results of the evaluation of the learning process in use to improve the weaknesses of the students in the nature of certain material, the efforts made in the follow-up of the results of this analysis is to provide remedial/improvement for those who meet the minimum mastery criteria (KKM) and with enrichment of learning materials. From the evaluation of the learning process, the school provides reports in three types: daily valuation report, mid-semester assessment report (mid-semester) and semester final report. For the final report of the semester is given in the form of a report card.

Based on the results of interviews, observation and documentation of the implementation of standard quality improvement process have tended well this can be seen from the suitability between the instrument planning and implementation of learning with the conditions in the field. This is in accordance with his opinion George Tery (1986) In his book Hariri (2016: 9), who argued that actuating is an effort to move group members in such a way that they desire and strive to achieve company goals and target members of the company because the members also want to achieve these goals.

4. Quality Process Standards Supervision

Control (controlling) is a management function that is not less important in an organization. All previous functions will not be effective without the supervisory function. Supervision of process quality improvement based on school-based management is done to identify

programs that must be in accordance with the plan. In this case, supervision activities carried out in the form of supervision of planning and implementation of learning. Academic supervision is a coaching activity by providing technical assistance to teachers in implementing the learning process that aims to improve the professional skills of teachers and improve the quality of learning. It is also in accordance with Wahyudi's opinion (2009: 95) that Supervision is a specially designed process to help teachers and supervisors to use their knowledge and skills in providing services to parents, learners, and schools. Meanwhile, according to Maswardi & Yulianingsih (2016: 31) supervision is defined as activities or guide teachers in the form of academic assistance given to teachers according to the needs of the start of planning, careful observation, feedback after the observation of the learning process (PBM) which aims to improve the professional skills of teaching teachers and self-development.

Based on the results of interviews and documentation that For supervision of quality improvement process based on school-based management that the Academic supervision program has been implemented by the principal by involving a team of senior teachers. Class supervision schedules have been made but are not followed consistently due to the effective clock conditions that sometimes have many activities. There is an instrument of supervision with aspects of the assessment of learning tools and the process of learning implementation. the results of supervision by the principal are reported to the supervisor to be followed up. This is in accordance with the attachment of Permendikbud number 22 of 2016 Chapter VI on supervision of the learning process is said that the supervision of the learning process is carried out through monitoring activities, supervision, evaluation, reporting, as well as follow-up on a regular basis and sustainable. Most teachers on supervision have been directed towards improving the quality of learning. This is in line with Wahyudi's opinion (Wahyudi, 2009: 101) that the objective of Supervision is to improve professional and technical skills to teachers, school principals, and other personal schools so that the quality of education in schools is better.

5. Barriers In Improving Process Quality Standards

Every effort to achieve success often faces obstacles or problems. Based on the results of interviews Barriers in improving the quality of process standards based on school-based management in SMP N 3 Singkawang such as effective learning hours are implemented but still not in accordance with the plan, academic ability because of the way of thinking is varied, the prohibition of a superior class. In terms of infrastructure facilities are still addressed such as classrooms that have not standard size, laboratory, narrow open space, the physical condition of an old teacher with very crowded hours and two-story buildings that trigger fatigue for the teacher, the existence of

textbooks lessons that are always revised. From the information can be concluded that from the side of the equipment still need improvements in because it is still not appropriate in standard means of infrastructure.

6. Attempts to Overcome Barriers In Improving Process Quality Standards

Based on the results of interviews about the efforts that have been done in overcoming barriers to Quality Improvement Standards The school process is to form a solid teamwork that always monitors the development of the learning process. This is in accordance with his opinion Yosal & M.Syukri (2017: 200) that the Team is quite instrumental in efforts to improve and improve the quality of education. Quality cannot be separated from one another. Quality is the collective fruit of work, each person contributing his ability to support team performance in realizing the goal of quality improvement in educational institutions. Then another effort is always to improve academic qualifications and improve its professionalism with educator certification. Include teachers in activities that support learning such as training, workshops etc., Recruit teachers honorary teachers, In addition, the school is always a harmonious relationship with parents and alumni. The role of these alumni contributed to the development of one school of rehab Mushola. Then the formation of parents associations who always monitor the development of their children, the community through communication media such as Whatsapp group. In accordance with his opinion Yosal & M.Syukri (2017: 244) that If a good communication climate has been formed, then various communication media, including social media, can be utilized as a communication media leadership. for example, creating a WA group for a quality improvement team can be an effective medium for message exchange. Means can be concluded that the relationship between the school with the parents have been established very well.

IV. CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the results of research and discussion that have been presented in relation to the improvement of process standard quality based on the school-based management of SMPN 3 Singkawang, the following conclusions can be drawn:

1. Planning standard quality improvement process based on school-based management SMPN 3 Singkawang is categorized well because the readiness of teachers in the learning process has been done before the start of implementation. The learning tools such as syllabus first in the study by a review team of the syllabus so get reference framework of learning that can be adjusted to the condition of the school environment.
2. Organizing the improvement of process standard quality based on the school-based management of SMPN 3 Singkawang is categorized well because by creating a curriculum development team that will

develop the school curriculum, arrange the division of teacher task, make job description of teacher and make discipline of teacher so that in the implementation in line with what the teacher becomes duties.

3. Implementation of standard quality improvement process based on school-based management of SMPN 3 Singkawang has categorized quite well the preparation of learning tools are in accordance with the format, while the implementation of learning has been referring to the learning scenario and end with evaluation of learning outcomes later report it to parents.
4. Supervision of standard quality improvement process based on school-based management of SMPN 3 Singkawang is categorized quite well because of the academic supervision is done by the principal by involving several senior teachers as well as an increase in learning methods.
5. Obstacles and efforts In improving the quality of process standards based on the school-based management of SMPN 3 Singkawang is the condition of facilities still not meet the standard of infrastructure facilities especially land or building area, physical condition of teachers who have many weak which caused by the age factor but the improvement of the quality of educators continues to be developed through the certification of educators and other activities that support the learning process as well as the harmonious relationship between schools, parents, and alumni.

B. Suggestions

Based on the research findings can be submitted some suggestions as follows.

1. Planning standard quality improvement process based on school-based management SMPN 3 Singkawang need to be increased again by involving supervisors of educational units to provide input on the development of syllabus.
2. Organizing the improvement of process standard quality based on school-based management of SMPN 3 Singkawang needs to be improved again by adding academic rules into the division of teacher duties.
3. Implementation of standard quality improvement process based on school-based management SMPN 3 Singkawang needs to be improved again by adding various models or learning methods.
4. Supervision of standard quality improvement process based on school-based management of SMPN 3 Singkawang needs to be improved again by using the approach of individual and collegial supervision.

There needs to be a concerted effort between the school, community, and government in an integrated way to overcome the obstacles that arise in relation to improving the quality of process standards based on the SMPN 3 Singkawang. The concrete effort can be a joint discussion of the fund for the development of school facilities to be broader and leafy.

REFERENCES

- Arifin, Zainal. 2016. *Evaluasi Pembelajaran*. Bandung: PT. Remaja Rosdakarya.
- Danim, Sudarwan. 2015. *Visi Baru Manajemen Sekolah "Dari Unit Birokrasi ke lembaga Akademik*. Jakarta: PT. Bumi Aksara.
- Hariri, H. et al. 2016. *Manajemen Pendidikan*. Yogyakarta: Media Akademi.
- Maswardi. M.Amin dan Yuliananingsih. 2016. *Manajemen Mutu, Aplikasi dalam Bidang Pendidikan*. Yogyakarta: Media Akademi.
- RI, Pemerintah, 2005. Peraturan Pemerintah No. 19 Tahun 2005 tentang *Standar Nasional Pendidikan*.
- Republik Indonesia, 2003. Undang-undang No. 20 tahun 2003, tentang *Sistem Pendidikan Nasional*. Setneg.
- RI, Pemerintah, 2016. Peraturan Menteri Pendidikan dan Kebudayaan No. 22 Tahun 2016 tentang *Standar Proses*.
- Republik Indonesia, 2004 Undang-undang No. 32 tahun 2004, tentang *Pemerintah Daerah*; Setneg (www.hukumonline.com) diakses 5 Januari 2018.
- Sobri, et al. 2009. *Pengelolaan Pendidikan*. Yogyakarta: Multi Pressindo.
- Wahyudi. 2009. *Kepemimpinan Kepala Sekolah Dalam Organisasi Pembelajar*. Bandung: Alfa Beta.
- Yosal & M.Syukri. 2017. *Komunikasi Kepemimpinan Pendidikan*, Bandung: PT.Remaja Rosdakarya .