Effectiveness of School Resources Management in Improving the Quality of Education

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ABSTRACT: This study aims to describe the effectiveness of school resource management in improving the quality of education. The quality of education includes a description of the ability of education in schools in accordance with the standards and objectives to be achieved. This study uses a descriptive type of research and a qualitative approach. The results of the study indicate that the quality of education is the ability of the education system to increase the added value of input factors in order to produce quality outputs. Implementation of School-Based Management (SBM) requires the involvement of all resources who have the ability to empower to be empowered by schools on an ongoing basis by applying an integrated problem-solving approach to management.
Keywords*: Effectiveness, School Resources, Quality of Education, School-Based Management*

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INTRODUCTION

The effectiveness of school resource management is the level of achievement of management goals and utilization of existing resources, both educators, educators, infrastructure, and so on to achieve school goals and have a school environment that supports learning activities and the outputs produced by schools can be beneficial to the community (Nurkolis & Sulisworo, 2018). Quality education is the hope of a country that wants to develop itself towards a better country. Education has a very important role in improving the quality of human resources (Rafiei & Davari, 2015; Prestiana & Sugito, 2021; Qutni et al., 2021). The goal is to improve the quality of education related to the quality of schools that are focused on output. Human resource management is very important for education in managing, regulating, and utilizing educators so that they can function productively to achieve a goal.

Human resource management is a tool used to utilize individuals to achieve organizational goals (Silva & Lima, 2018; Boon et al., 2019). The purpose of human resource management is to increase individual productive contributions. In this case, human resources are assets that must be managed carefully and in line with the needs of the organization. The organization in question is education. Education has a very important role in improving the quality of human resources (Rahmi et al., 2020). Education fully influences the economic growth of a nation. In improving the quality of Indonesian people, the government does not use a system that is independent of the private sector and the community. An inseparable relationship in its role to improve equity and the quality of education. To improve human resources in line has been done by the government. The goal is to improve the quality of education related to the quality of schools that are focused on output (Sumiati & Ahmad, 2021). The quality or quality of the school can be identified from the number of students who have achievements, and the graduates are relevant to the objectives. Through students who excel can be traced to school management, such as the profile of human resources, learning resources, and the environment.

The effectiveness of school resource management is the level of achievement of management goals and utilization of existing resources, both educators, educators, infrastructure, and so on to achieve school goals and have a school environment that supports learning activities and the outputs produced by schools can be beneficial to the community. The role of education is a strategic means to improve the quality and human dignity as well as a measure of the dignity of a nation. The benchmark for the quality of a nation can be seen from the extent to which the success of implementation faced by the Indonesian nation is the low quality of education at every level and an education (Hasudungan & Kurniawan, 2018). As a policy in order to improve the quality of education has

also been made by the government as outlined in Law no. 20 of 2003 concerning the national education system, Law no. 14 of 2005 concerning teachers and lecturers, Permendiknas No. 13 of 2007 concerning teacher competence, Permendiknas No. 19 of 2007 concerning management standards. Human resource management is very important for education in managing, regulating, and utilizing educators so that they can function productively to achieve a goal (Nababan et al., 2022). Human resource management is placed as an important element in the organization. In the aspect of HR management (Human Resources) will result in high company performance without neglecting other aspects. Human resource planning is the most important part that must be implemented in the organization.

HR planning is a certain step taken by management in order to be able to occupy HR management and as a contributor to the strategic planning process of the organization, considering that HR planning not only helps organizations in determining the human resources needed to achieve goals, but also determines which ones are really needed achieved within the available human resources. Basically, human resource management is fully realized that it has a very large influence and is considered the main key in improving the quality of education (Dedi et al., 2021). This can be understood from the fact that all the resources contained in an organization, HR is the only resource that has reason, feeling, desire, ability, skill, knowledge, drive and initiative. The role of HR management has increased to a strategic role in recent times and is even very important to support the progress of education in the future. All aspects of planning, organizing, delegating, leadership, and controlling are also needed to direct human resource management in improving the quality of education.

THEORETICAL REVIEW

School Based Management

One of the educational problems faced by the Indonesian people is the low quality of education (Sukasni & Efendy, 2017). For students, quality is manifested in the form of academic achievement and behavior change. As for managers, quality will be reflected in their work behavior that can reach standards and even exceed standards. Human resources must be able to take advantage of strengths and opportunities with the courage to take risks (Siska & F Komla, 2020). The quality of human resources is not enough only to be seen from the ability that can be directly measured through the services provided, but also in the form of the ability to come up with ideas that are more innovative, creative, sustainable, and with high accountability.

In the field of education, quality services cannot only be static. The perception of customers as stakeholders will continue to develop along with the continuity of the interrelation provided between the human resources of service providers and customers as stakeholders who need services. Thus the interaction is a process of moments of truth in education quality management and the perception of quality will develop dynamically. Various factors are suspected to be the cause of the quality of education, among others, are policies and the implementation of education that uses input-output analysis but is not implemented comprehensively and focuses too much on input aspects even though the education process greatly determines the achievement of expected educational outputs. The next factor that is often an obstacle in the process of providing education is the participation of the community in the implementation of education. Community participation in general is still identified with input support (funding), not in the education process.

School-Based Management (SBM) or School Based Management is one of the government's efforts to achieve community excellence in mastering science and technology as stated in the GBHN at that time (Usman et al., 2016; (Mawanda et al., 2018; Istijarti et al., 2019). SBM is a concept that offers schools autonomy to determine school policies in order to improve the quality, efficiency, and equity of education in order to accommodate the wishes of the local community and establish close cooperation between schools, communities, and government. SBM is one form of education reform that offers schools to provide better and adequate education for students. In the SBM system, schools are required to independently explore, allocate, determine priorities, control, and be responsible for empowering resources, both to the community and the government. The authority that rests on the school is the core of SBM which has high effectiveness and provides advantages in (Rini et al., 2020; Arar & Nasra, 2020): 1) School policies and authorities have a direct impact on students, parents, and teachers; 2) Utilizing local resources; 3) Effective in coaching students; 4) There is a shared concern for decision making, empowering teachers, school management, school redesign, and planning changes.

METHODOLOGY

In the effectiveness of school resource management in improving the quality of education using descriptive research types and qualitative approaches. Descriptive method is a method in research on a group of people, objects, systems of thought or an event in the present which aims to obtain information about the event (Sugiyono, 2017). While the qualitative approach is an approach whose findings are not obtained through statistical procedures or other forms of calculation.

The target or target of this research is to find out the management and utilization of existing resources, both non-human resources such as the school environment, school programs, infrastructure, and human resources such as educators and educators, school principals that affect the quality of education. The subject of this research uses purposive sampling, namely the determination of informants who can provide information in the study. In this study, the informants were deputy principals, teachers, Deputy Principal for facilities and infrastructure and infrastructure, counseling guidance teachers, administrative staff, and students. The researcher determines the informant based on the consideration of the informant in accordance with the object to be studied and the assumption that the informant can provide information that is in accordance with the object of the research (Creswell & Creswell, 2018).

The procedure in this study researchers used data collection procedures with observations and interviews (Rijali, 2019). Researchers used observation techniques to see and observe directly the environment and school infrastructure. Interview is a method of collecting data by means of direct question and answer to informants who are considered to know about the object under study to obtain accurate information.

The data analysis technique used in this study is a qualitative descriptive technique using an interactive model by conducting interviews (Miles & Huberman, 1994). The data analysis procedure in qualitative research consists of 3 (three) streams of activities that take place simultaneously, namely data reduction, data presentation, and drawing conclusions. Data reduction is a type of data analysis used to select, sort, discard, and organize data so that a verified conclusion is obtained. Data reduction can be called by summarizing and selecting important things or the main points of the object under study. The reduced data is then presented in the form of narrative text.

RESULTS

The development of science, technology and culture today has a great impact in the world of education. One of these impacts is causing intense competition between school organizations. This requires school organizations to improve the quality of schools. Quality of education is a description of the ability of the education system that is directed effectively to increase the added value of input factors in order to produce the highest possible output. From this understanding, the quality of education includes a description of the ability of education in schools in accordance with the standards and objectives to be achieved. Improving the quality of schools can be done by managing school resources effectively. Effectiveness comes from the verb effective which means the achievement of success in accordance with the goals to be achieved.

Effectiveness is the level of how far a social system achieves its goals. Effectiveness of school resource management is the level of achievement of management goals and utilization of existing resources, both educators, educational staff, infrastructure, and so on to achieve school goals and have a school environment that supports activities learning and the outputs produced by schools can benefit society.

In this case, the school's resources include human resources and non-human resources. These human resources include school principals, educators, and education staff. Non-human resources include infrastructure, environment, school programs, and other programs. The study of school effectiveness in situational leadership is one of the fundamental issues in managing other school resources. This is because the school's situational leadership is held by the principal. The principal has the responsibility to organize and influence a group of people involved in education to work together in achieving the school's goals. From the function of the principal, the principal is in charge and responsible for all school activities, both technical activities and certain programs by managing existing school resources so that school goals are achieved.

In improving the quality of education, principals can create certain programs that can achieve the school's goals to be achieved. These programs can be in the form of cooperation programs, learning improvement programs, as well as programs to improve the quality of educators and students. School facilities and infrastructure are one of the school's resources that can be used to improve the quality of education. The availability of school infrastructure is one of the supporting factors in achieving school goals.

In this case, infrastructure is equipment and learning support equipment, so that it can achieve school goals. The indicators of infrastructure facilities are said to be effective in their utilization, which can be seen from the achievement of objectives, available infrastructure, relevant use of media and discussion of material. Educators and education staff are human resources who have an important role in creating a good environmental climate during the learning process. In this case, educators are teachers, while education staff are administrative staff and other non-teaching employees. Educators and education personnel who comply with standards and perform their duties effectively will create a learning process that is in accordance with the school's goals to be achieved. Characteristics of a good school quality can be seen from the school output.

Good output is the result obtained from managing school resources effectively so as to create student characteristics that are in accordance with school goals. an example of school output is the achievements of students in both academic and non-academic fields. From this description, to determine the

quality of education in a school, research is needed on the level of effectiveness of school resource management. The effectiveness and quality of education has several indicators, namely input (principals, teachers, expert employees, infrastructure, students), process (teaching and learning activities, management), output (satisfactory learning outcomes, graduation rates), and outcome (graduates can working in the field).

Partnership is a formal cooperation between individuals, groups, or organizations to achieve certain goals. From this understanding, partnerships contain aspects of formal cooperation between individuals or groups in order to achieve certain goals that are mutually beneficial between the two parties. In this case, the partnership program is a program or plan that is prepared to carry out formal cooperation, both between individuals and certain groups in order to achieve certain mutually beneficial goals.

Partnership programs carried out by school organizations generally have the aim of improving the quality of education in these schools. Partnership programs in schools can be in the form of partnership programs with other schools in the country or schools in other countries. The partnership program is carried out in various fields such as education, culture, research, etc. Facilities and infrastructure are two different things. Facilities are equipment and supplies that are directly used to support the educational process, especially the teaching and learning process, while infrastructure is a facility that indirectly supports the course of the education or teaching process. From this definition, examples of facilities include tables, chairs, and other tools such as LCDs and air conditioners, while examples of infrastructure include school land and parks. Based on Law Number 20 of 2003 Article 39 concerning the National Education System, educators are staff in charge of carrying out administration, management, development, supervision, and technical services to support the education process in education units.

DISCUSSION

Teachers and educators are professionals who are tasked with planning, implementing, and guiding students during the learning process in the classroom, and are tasked with providing assessments of learning outcomes, conducting research, especially for educators in higher education (Keiler, 2018; (Darling-Hammond et al., 2020; Rapanta et al., 2020). From this definition, educators are people who educate or manage learning for students, while education personnel are people who assist in the course of education by managing administration, supervision, and organization. School quality has a relationship with the effective management of school resources. Good management of school resources can produce good outputs so as to improve the quality of schools (Johnes et al., 2017;

Salahudin et al., 2018; Matorera, 2018). School output is the result of the school resource management system. In this study, researchers have output indicators of good school quality in three indicators, namely: the achievements of students in both academic and non-academic fields, graduation rates, and acceptance of alumni in State Universities and Private Universities.

The quality of service in schools can be seen from the learning process through improvement programs on the components that interact in it. Improvements in the quality of these components include improving the quality of the curriculum, increasing the quality and quantity of teachers, expanding student opportunities to participate in learning and gaining better access to learning resources, increasing the adequacy of learning infrastructure, as well as improving the school environment. The quality of a good learning process will improve the quality of learning outcomes. Quality learning outcomes can be measured from the mastery of knowledge of the students both in the mastery of a lot of information, mastery of certain scientific fields, as well as on their ability to solve the problems they face (Pratiwi et al., 2019).

In terms of service quality, from the learning process to the learning methods carried out by teachers in schools, it should be where every morning the children make habituation first, starting from the row in front of the class, and when meeting the teacher. In the learning process, each teacher has their own way of building motivation to learn so that children are enthusiastic about learning so that the goals of learning are achieved (Cahyani et al., 2020). Judging from the quality of good and targeted services at schools, many have been accepted and succeeded in making many graduates of children who will continue their education be accepted in state schools. So there is no doubt that many schools in human resource management in making quality services and graduates know this, of course every year a lot of children enroll in school.

Human resource management, especially in educational institutions, is an indispensable element to develop and improve the quality of education for the realization of educational goals. because one of the elements of achieving the quality of education is determined by human resources has a very urgent role in improving the quality of education this can be felt by educational institutions, especially in schools. The presence of management in an effort to improve the quality of education is no longer indisputable. Management is an important part of activities for the improvement and relevance of the quality of education. For this reason, all stakeholders in the world of education can understand their role and can even implement it.

Graduate quality is related to graduates with good grades. While the quality of service is related to activities to serve the needs of students, teachers and employees as well as the community appropriately so that all are satisfied with the

services provided by the school (Fadhli, 2017; Munir, 2020). To improve the quality of education, educators in schools carry out programs and activities to improve and develop 4 teacher competencies, such as participating in seminars organized by local and central governments, as well as participating in online training activities. Programs and activities to improve managerial, entrepreneurial, supervisory and entrepreneurship abilities of principals in schools in the field of entrepreneurship are in the form of school cooperatives, while for the supervision of principals they supervise once a month even up to once a week according to the available schedule. Things such as collecting lesson plans, daily agendas, semester programs, annual programs are still being carried out. Based on the results of an interview with one of the teachers, the school has students who have a high interest in learning, this can be seen from the student's achievement in academic and non-academic fields and the enthusiasm of students in following the programs and regulations in the school.

That the effectiveness of human resource management in order to improve the quality of education in schools is good enough (Rajaloa et al., 2017). So it can be said that the implementation of human resource management in order to improve the quality of education in schools has been carried out quite well, where the head sends teachers to attend training in schools. outside of school such as by attending online education and training and seminars. And supported by educators who carry out a good quality culture in the classroom to students, so that it has good effectiveness to improve the quality of school education.

Empowerment of School Resources Through Implementation of School-Based Management

Substantively, the provisions on regional autonomy based on Law no. 32 of 2004 is expected to bring about changes in various fields of education. Education development, including its financing, is highly dependent on local government policies as part of the authority delegated to city and district governments. Efforts to improve the quality of education are carried out by setting goals and standards of educational competence, namely through national consensus between the government and all levels of society. Competency standards that may differ between schools or between regions have resulted in national competency standards at the minimum, normal (mainstream) and superior standard levels. Meanwhile, the management of education is directed at school-based management which gives wider trust to schools to optimize the available resources to achieve the expected educational goals (Serdyukov, 2017). School-Based Management (SBM) as one of the government's efforts to achieve excellence for the Indonesian people appears as an alternative to the new paradigm of educational management offered (Modelu & T Asiah, 2019).

In an effort to implement it, a high level of community involvement is required, including integrity and commitment to implementing the programs that have been jointly prepared in the school's strategic plan (Renstra). Thus, not only schools and the government are involved in providing clean and accountable education, but also the community which is expected to play a role as a function of control and control. Based on the background described above, it is important to conceptually examine how to empower school resources through the implementation of SBM in the field so that the quality of education can achieve the expected results.

SBM as a form of decentralization of education, views schools as the basic unit of development and relies on redistribution of decision-making authority. SBM is a strategy to improve the quality of education through the transfer of decision-making authority from the central government to the regions and to individual schools, so that principals, teachers, students, and parents of students have greater control over the education process. In addition, schools also have more responsibility for making decisions regarding financing, personnel, and the school curriculum.

SBM is a democratic school system. Decisions related to school management are not only determined by the school and its superior unit, but also by the community as users of the school's services (Muzaki, 2020). The formation of the school committee as an independent body that has the obligation to assist schools, especially in terms of school funding, basically reduces the burden on principals in meeting their needs. There is no reason for schools, especially schools with state status, not to implement SBM as part of the process towards democratization of education. School Committee based on Kepmendiknas No. 044/U/2002 serves to create a transparent, accountable, and democratic atmosphere and conditions in the implementation and service of education. participatory decisions that involve all school members and stakeholders (community).

School management is based on the real needs and circumstances of the community (Hutchinson, 1948). From this concept, the objectives of SBM are directed at efforts to improve the quality of education through independence and school initiatives in managing and empowering resources, increasing awareness of school residents and the community in the provision of education through joint decision making, and increasing healthy competencies between schools to build quality that is sustainable. better. Efforts to improve quality in educational institutions need to start with the activity of preparing a strategic plan that involves all stakeholders in the school or stakeholders who are able to be empowered by the school. The school's strategic plan (Renstra) is a comprehensive plan to optimize the utilization of all available and possible resources in order to achieve

the desired goals in the future. The school's strategic plan must be forward-looking and clearly define how to bridge the gap between the current conditions and the expectations to be achieved in the future.

The school strategic plan is a plan that comprehensively pays attention to the mandate, mission, values, opportunities and threats from the external environment, takes into account internal strengths and weaknesses, and then formulates strategies to overcome existing strategic issues and establish programs by taking advantage of the opportunities and strengths they have. overcome the existing challenges and weaknesses, in order to achieve the desired vision. The concept of strategy is doing the right thing (doing the right things). That strategy is a philosophy related to tools to achieve goals. Etymologically, strategy can be interpreted as the main tips, methods and tactics designed systematically in carrying out management functions, which are directed at the strategic objectives of the organization. Without a strategy, the organization will lose its way. Being able to formulate a strategy for the organization, the managers within the organization are able to develop competitive advantages that will lead the organization towards the expected quality improvement.

In summary, the stages of quality development in schools can be carried out by establishing a quality work culture; identify real challenges; clarify mission, situational goals and objectives; identify functions to achieve goals; perform a SWOT (Strength, Weakness, Opportunity, and Threat) analysis; determine alternative problem solving steps; develop plans and programs for quality improvement; implement quality improvement plans; carry out implementation evaluations; and formulate new quality objectives. The stages that have been stated above are carried out on an ongoing basis considering that all functions in the activities carried out are three universal quality management processes. The three processes in their implementation are often faced with unpredictable risks. That, the organization's ability to manage risk by identifying risks, analyzing and evaluating them to ascertain whether the risk needs to be treated so that it meets the acceptable risk criteria or not, does not seem to be negligible. This condition makes it clear that any organization, including educational institutions, needs to anticipate deficiencies in achieving the expected quality. For this reason, stakeholders need to carry out a process of communication, consultation, monitoring, and assessment in order to control risk.

CONCLUSIONS AND RECOMMENDATIONS

The dynamic change in the educational environment demands that the human resources in it continue to develop the ability to adapt to the environment in question. Improving the quality of institutions as one of the management

efforts needs to be planned, managed, and controlled professionally with the right strategy. An organization/institution needs management and leadership to be effective. Leadership is needed to create change, while management is needed to create order. Management and leadership can create orderly change, and leadership with management will keep the organization in tune with its environment. The implementation of quality management needs to be carried out comprehensively, sustainably, and responsively to a constantly changing environment through planning, controlling, and improving quality (PDCA cycle) with several principles that underlie the achievement of efficiency and effectiveness. The implementation of effective management requires a variety of strategies that will synthesize knowledge and art, which is a mixture of rational objectivity and intuitive views. SBM is one form of education reform that offers schools to provide better and adequate education for students. Quality improvement in educational institutions needs to be started with strategic planning activities involving all stakeholders in the school or stakeholders who are able to be empowered by the school by emphasizing learning to know (learning to know), learning to work (learning to do), learning to live together (learning to know), learning to work (learning to do), learning to live together (learning to live together), and learning to be yourself (learning to be). The preparation of a school's strategic plan that involves stakeholders both internally and externally needs to implement risk management based on ISO 31000 and blue ocean strategy. In implementing SBM, strong leadership is needed, namely having the ability to mobilize resources to achieve learning goals by implementing the "Four E's of Leadership" (Energy, Energize, Edge, & Execution), creating a safe and orderly environment, being able to manage effective education personnel, has a quality culture, has a solid, intelligent and dynamic "teamwork". In addition, it is necessary to involve human resources who have authority (independence), high participation, have management openness, have the ability to change, carry out evaluations and improvements on an ongoing basis, are responsive and anticipatory to needs, good communication, have accountability and have the ability to determine quality improvement tools that are in accordance with the conditions being faced by the school. The implementation of SBM requires the involvement of all resources who have the ability to empower and the willingness to be empowered by the school on an ongoing basis by applying a quality problem solution approach.

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