



Quality Management of Education at SMP Negeri 30 Semarang

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ABSTRACT

This study aims to analyze the implementation of educational quality management at SMP Negeri 30 Semarang, the challenges encountered, and the solutions implemented to improve the quality of education. This research was conducted during the School Field Practice (PLP) program using a qualitative approach based on George Terry's management theory, which includes planning, organizing, actuating, and controlling. Data were collected through observation, interviews with teachers and the vice principal for academics, and documentation. The findings reveal that educational quality management at SMP Negeri 30 Semarang has been implemented through planning based on the school's vision, mission, and objectives; the implementation of academic and non-academic programs aligned with the National Education Standards; and continuous supervision through monitoring and evaluation activities. The major challenges identified include teachers' heavy workload, limited funding, and suboptimal human resource competencies. To address these issues, the school applies proportional task distribution, utilizes digital technology, collaborates with school committees and external partners, and improves teachers' and staff competencies through training programs.

 OPEN ACCESS

ARTICLE HISTORY

Received: 28-12-2025

Revised: 13-05-2026

Accepted: 30-06-2026

KEYWORDS

Education,
Management, Quality

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Introduction

Education has such an important role in creating human resources that are competitive in quality. The progress of a nation is determined by its education. One of the efforts made by the government to improve the quality of education is through the implementation of systematic and sustainable quality management at every school level (Supadi, 2021). In accordance with Law Number 23 of 2003 concerning the national education system, the government provides accreditation to assess the feasibility of educational programs or units in the context of education quality assurance. Therefore,

the government established the National Accreditation Board for Schools/Madrasah (BAN-S/M). According to Permendiknas Number 29 of 2005, BAN-S/M is responsible for establishing and supervising various education standards.

Every educational institution depends on quality or quality that is considered the key to compete with other institutions. Therefore, education management must be comprehensive and integrated, regardless of the quality management used. Basically, the expectation with quality management is to meet the needs of consumers and achieve continuous improvement in all aspects of school operations (Ristianah & Ma'sum, 2022). One of the goals of quality management is to improve educational customer satisfaction, which means that education can provide a positive response and change over time. However, it is not enough if the implementation of quality management is only limited to school leaders, all related components including teachers, staff, students, and parents, must be able to work together to implement it.

State Junior High School (SMPN) 30 Semarang as a formal educational institution is required to always improve quality through curriculum management, provision of facilities and infrastructure, improving teacher competence, and fostering students to be able to achieve achievements according to the standards that have been set. The application of quality management in the implementation of education is apparently very much considered by the principal and staff of SMP N 30 Semarang. State Junior High School 30 Semarang, also known as SPEGALUH, is one of the State Junior High Schools in Semarang that has consistently implemented the concept of quality management. The school's track record of achievement, rank achievement, and A accreditation is proof of this.

Although many studies have discussed the quality management of education in schools, most of the research focuses more on excellent schools in general without examining in depth how the implementation of the quality management function is carried out in conditions of limited resources and the complexity of school leadership. SMP Negeri 30 Semarang was chosen as the research location because this school has unique characteristics compared to other public schools, namely being able to maintain A accreditation and school achievements despite facing various obstacles, such as limited funding, high workload of teachers, and the condition of the principal who has to lead two schools at the same time. This condition makes SMP Negeri 30 Semarang an interesting case study in seeing how education quality management is applied in real life in the context of public schools.

To improve the quality of education in a school, all components of the school, including parents and the community, are required to change in seeing, understanding, helping, and acting as monitors who supervise and evaluate school management (Tanjung et al., 2022). All of this must be supported by effective and innovative information system management. The ultimate goal is to create quality educational services for students. In its implementation, a management approach is needed to manage the entire process of

implementing education in a directed and sustainable manner. Therefore, this study not only describes the education quality program, but also analyzes the process of planning, implementing, and monitoring the quality of education, so that it is expected to provide an empirical picture and become a reference for other schools in developing strategies to improve the quality of education in a sustainable manner.

According to George Terry, management is an art, process, and science that includes planning, organizing, movement, and control carried out to determine and achieve goals by using human resources and other resources (Rifaldi Dwi Syahputra & Nuri Aslami, 2023). In its implementation, education quality management cannot be separated from the basic functions of management, including planning (*planning*), Organizing (*organizing*), Implementation (*actuating*), and supervision (*controlling*). The concept then developed in the world of modern education as the basis for quality management of education oriented towards program effectiveness, improvement of service quality, and continuous improvement (*continuous improvement*). Therefore, Terry's theory is used in this study to analyze how management functions are applied in an effort to improve the quality of education at SMP Negeri 30 Semarang.

Quality refers to the level of quality of a product, both services and goods, both real and unreal. In the context of education, quality refers to the educational process and its results. Quality education encompasses many things, such as methodology, teaching materials, administrative support, and facilities and resources, as well as a conducive environment (Rosadi, 2021). Education is one of the important pillars in building a country. The future of a country is highly dependent on the quality of education, so educational institutions need to continue to improve the quality of education in order to be able to produce quality human resources. Therefore, one way to build a high-quality education is to improve the quality of education (Tri Kuntoro Negeri Kalinusu, 2019).

The purpose of this study is to find out how education quality management is implemented in SMP N 30 Semarang, the problems faced when implementing it, and the solutions used to overcome these problems to effectively and efficiently improve the quality of education in the school. In addition, the purpose of this study is to provide a real picture of education quality management practices at the junior high school level. Thus, it can be used as a reference for other schools when making plans in developing a sustainable quality improvement strategy to improve quality.

Methods

This study uses a qualitative approach with a descriptive type of research. This approach was chosen to describe in depth the implementation of education quality management at SMP Negeri 30 Semarang based on data obtained during the 2025 School Field Practice (PLP) activities. The qualitative method is used because it is able to understand social phenomena naturally without manipulating variables and provides a comprehensive picture of the conditions that occur in the field (Scott, 2020). The research was carried out at SMP Negeri 30 Semarang. The research subjects include teachers, vice

principals in academic affairs, and education personnel involved in the implementation of education quality management.

Data collection techniques are carried out through observation, semi-structured interviews, and documentation. Observations were made on school management activities and the learning process. Interviews were conducted to obtain information about the implementation of quality management, obstacles, and efforts to improve the quality of education. Documentation is used to complete data in the form of school work programs and other supporting documents. The data analysis technique in this study uses the Miles and Huberman model which includes data reduction, data presentation, and conclusion drawing (Miles et al., 2014). Data reduction is carried out by selecting data that is relevant to the research. Furthermore, the data is presented descriptively so that it is easy to understand and analyze. The last stage, namely drawing conclusions, is carried out based on the results of the interpretation of the data obtained.

To maintain the validity of the data, this study uses source triangulation techniques and method triangulation. Source triangulation is carried out by comparing interview data from several informants, while method triangulation is carried out by comparing the results of observations, interviews, and documentation. In addition, the researcher also conducted *member checking* of the resource persons to ensure that the data obtained was in accordance with the actual conditions in the field.

Result

The implementation of education quality management at SMP N 30 Semarang is carried out through management functions which include planning, implementation, supervision, and continuous evaluation. All of these processes are carried out based on the school's vision, mission, and goals to support the creation of qualified and competitive graduates. In its implementation, all school resources, including principals, teachers, education staff, school committees, staff, and students, are actively involved to achieve the educational goals that have been set. In addition, evaluation is carried out on an ongoing basis as a basis for improving and developing the quality of education programs at SMP Negeri 30 Semarang.

Education Quality Management Planning

Planning is the first stage in setting goals and strategies to ensure that the organization is moving in the right direction. Planning is the process of choosing what to do and what steps to take to achieve a goal. Furthermore, also choose who will lead and be responsible for the work (Hasan et al., 2022). To make good planning, leaders must identify obstacles, potentials, opportunities, and risks that can affect the achievement of organizational or school goals. Planning must also be flexible so that it can adapt to technological advancements, community needs, and other developments.

According to the results of observations, the quality management of education at SMP N 30 Semarang is based on the National Education Standards (SNP) determined by the National Education Standards Agency (BSNP) to provide superior and competitive standards. Some of the management standards applied at SMP N 30 Semarang include school program planning that is based on the school's vision, mission, and goals. This shows that SMP N 30 Semarang has tried to build an education management system that is systematic, directed, and in accordance with national regulations.

Quality management planning at SMP N 30 Semarang departs from the vision, mission, and goals of the school which prioritizes the creation of graduates with character, achievements, and competitiveness. This planning is carried out in a participatory manner by involving school principals, teachers, education staff, and school committees. This is in line with the results of the research (Tanzeh, 2018) which states that the role of the principal in educational planning is very important to involve all members of the organization. The purpose of this engagement is for all participants to understand the path and goals to be achieved in relation to the vision of the principal and the goals of the school as an educational institution.

The planning documents prepared include the School Work Plan (RKS) and the School Activity Plan and Budget (RKAS), which contain quality development programs both academic and non-academic. And also Standard Operating Procedures (SOP), as well as teacher development and training documents. This planning is oriented towards fulfilling national education standards (SNP), the needs of students, and the challenges of the community's environment.

Implementation of Education Quality Management

Efforts to mobilize or direct the workforce as well as utilize available facilities to systematically perform work are known as execution. The entire educational process, including education administration, is carried out in accordance with the National Education Standards (SNP) procedures that have been determined to ensure that education is of high quality. To ensure that all activities run according to the goals that have been set, the implementation also requires good coordination between all elements of the school, including teachers, education staff, and students. Successful implementation depends on discipline in implementing the program, consistency with the rules, and openness to evaluation (Rosadi, 2021).

The implementation of quality management at SMP Negeri 30 Semarang is carried out by optimizing all school resources. Effective and efficient management of resources, including budgets and facilities, plays a major role in improving the quality of education (Ramayanti et al., 2023). In the academic field, teachers carry out student-centered learning with an active, creative, and fun approach. The learning method uses various digital media, which is starting to be used even though it is still in the development stage. Teachers also regularly participate in training to improve teaching skills and

understanding of learning development. A structured learning process is essential to achieving a sustainable quality of education.

Digital media used in the learning process and school management include *Google Classroom, WhatsApp Group, Google Meet*. In addition to being used to support learning, digital media is also used in the delivery of academic information, teacher coordination, collection of student assignments, and learning evaluation. The use of technology helps schools in improving the effectiveness of communication and the efficiency of the implementation of educational programs even though they are still in the development and adjustment stage with the capabilities of available human resources.

In addition, quality improvement programs are also realized through extracurricular activities, teacher training, and the use of technology in learning. The implementation of this program is always followed by an ongoing evaluation, each activity is reviewed periodically to ensure that they are in accordance with the school's goals, vision, and mission. According to research (Sania et al., 2025) stating that the implementation of a consistent quality management system can encourage innovation in learning and improve the quality of the educational process. To ensure that all quality programs really have a positive impact on the quality of graduates, SMP Negeri 30 Semarang tries to ensure that this program is not only an administrative activity.

The principal plays an important role as a manager and motivator who ensures that the entire program runs as planned. According to research conducted by (Daulay et al., 2020) which states that a quality-based work culture and innovation emerged as a result of effective principal leadership. In addition, SMP Negeri 30 Semarang involves the school committee and parents in supporting quality programs, which shows real participation from all parties involved in Education. Education staff also contribute to supporting the administration, while the school committee supports in terms of school policies. Therefore, the implementation of education quality management is not just about running the program, but also ensuring that every step taken is in line with the vision, mission, and goals of the school.

Discussion

Education Quality Management Supervision

Supervision is the process of observing or monitoring an organization's activities to ensure that operations are running according to plan and achieving organizational goals. In education quality management, school principals and quality assurance groups conduct continuous supervision to ensure that each program that has been planned is carried out properly. Supervision includes the achievement of final results and the implementation of processes in accordance with the Standard Operating Procedures (SOP) and quality indicators that have been set (Sumarto et al., 2019). Academic supervision, monitoring of learning activities, and evaluation of teacher performance are

important components of supervision. Supervision also helps find problems in implementation.

Quality control at SMP N 30 Semarang is carried out through a routine evaluation and supervision mechanism. The principal carries out academic supervision of teachers to monitor the quality of learning. Program evaluations are carried out periodically through school meetings involving all *stakeholders*, so that program achievements and obstacles that arise can be known. The results of supervision are used as the basis for continuous improvement, so that the quality of education is maintained and developed.

In addition, school supervisors have a crucial role in supervising and guiding the implementation of education, especially through systematic and continuous academic supervision. Supervisory academic supervision is able to improve teacher professionalism in the learning process if it is done on a scheduled basis and based on the real needs of the school (Syaputra & Warlizasusi, 2022). Supervisors not only observe and assess teaching and learning activities, but also provide technical assistance and guidance to improve teacher competence. Supervisors help schools improve the quality of education by acting as a control and strategic partner.

Periodically, evaluations are carried out to monitor the quality of the program and its implementation. The school's curriculum is designed to keep pace with technological and scientific advances by involving school committees, alumni, and teacher councils. It is also flexible and thorough. At the end of each semester, an evaluation of employee and educator utilization is also carried out. This evaluation looks at employee and teacher performance, workload balance, and assignment suitability. It aims to ensure that the school's teaching and management meet the set quality standards (Indraswati & Sutisna, 2020).

However, the implementation of supervision at SMP N 30 Semarang still faces obstacles because the principal is rarely at school considering that he has to supervise two junior high schools at once. This condition makes direct supervision of the learning process not running optimally. However, periodic evaluation meetings with teachers and school committees are still held, so that any problems that arise can be immediately followed up to maintain the quality of education.

To overcome the limitations of direct supervision due to the principal supporting two schools at once, SMP N 30 Semarang divides the supervisory role to the deputy principal for academic affairs and the school's internal quality assurance team. The vice principal helps monitor the learning process, teacher discipline, and the implementation of daily academic programs. In addition, routine coordination is carried out through periodic reports and internal discussions so that the principal can still monitor the progress of the program even though he is not always present in person at the school. This mechanism is an important strategy in maintaining the sustainability of education quality supervision in the midst of the limitations of direct leadership.

Obstacles and Solutions in Education Quality Management

In the implementation of education quality management, SMP Negeri 30 Semarang still faces several obstacles that affect the effectiveness of the implementation of education quality programs. These obstacles include the high workload of teachers, limited funds, and the lack of optimal competence of available human resources.

1. *Burden of higher teachers*

Teachers at SMP Negeri 30 Semarang not only teach in the classroom but also carry out extracurricular activities, administration, and reports that must be prepared correctly. This condition reduces teachers' attention to learning innovation and quality improvement. When teachers and administrative staff are forced to complete administrative tasks within a limited time, they often experience a decline in the quality of teaching. This condition is in line with the results of the study (Altarusita & Zuripal, 2025) which shows that excessive workload and administration can reduce teacher performance.

The solution is that the principal and the management team need to divide tasks more proportionally according to the teacher's field of expertise. The use of digital systems in administration can also help ease the burden on teachers so that their time is more devoted to core activities, namely learning. The use of digital technology can be an important solution. One example is the use of electronic-based school information systems, which can reduce manual administrative tasks (Istanto et al., 2022).

2. *Limited funds*

Limited funds at SMP Negeri 30 Semarang are also an obstacle in supporting quality programs, such as the provision of modern facilities, learning media, and teacher training. School needs such as the provision of advanced learning facilities, facility maintenance, technology-based media purchases, and sustainable teacher training programs cannot be adequately met with available funds, either from BOS funds or other sources. This condition is in line with the results of the research (Hasan & Anita, 2024) which found that the limitations of the school budget had an impact on the low effectiveness of the education quality program.

The solution is that schools can save budgets by prioritizing the programs that matter most. They can also work with school committees, alumni, and the business world through CSR programs or educational donations to support quality sustainability. This is in accordance with the results (Fauzia et al., 2024), which emphasizes that cooperation between schools and external parties can accelerate the improvement of the quality of education while expanding alternative sources of funding. With this strategy, funding constraints are no longer a major barrier for schools to achieve their goals.

3. *Not Optimal Available Human Resources Competencies*

Not all teachers and staff at SMP Negeri 30 Semarang have competence according to quality standards, especially in the use of technology and the preparation of quality-based administration. This has an impact on the implementation of quality management programs because some teachers or employees do not have the ability to meet the standards set correctly. This condition can also hinder the achievement of education quality goals, especially in terms of mastery of technology and learning innovation. This is in accordance with research (Daulay et al., 2020) which states that the weak competence of teachers in learning innovation and technology is an obstacle to the quality of education.

To solve this problem, SMP Negeri 30 Semarang needs to improve the capabilities of its employees through continuous training, seminars, and professional development programs. In addition, an internal quality control group can serve as a place to consistently upskill (Istanto et al., 2022). This effort is important because teachers and education staff must always keep up with new technological developments and learning methods.

Some of the solutions described in this study have been implemented in real terms by SMP Negeri 30 Semarang, such as a more proportional division of teachers' duties, the use of digital media in administration and learning, and cooperation with school committees in supporting educational programs. Meanwhile, efforts to expand cooperation with external parties through CSR programs and strengthen the teacher competency development system in a sustainable manner are still development steps that schools continue to strive to support the improvement of the quality of education optimally.

By overcoming these obstacles systematically, SMP Negeri 30 Semarang can carry out education quality management more efficiently. This will allow the school to better achieve its desired vision, mission, and goals. The success of school quality management is highly dependent on the school's ability to find challenges, strategize solutions, and involve all stakeholders in its implementation (Fauzia et al., 2024). Therefore, quality improvement does not only focus on administrative improvement, but also on the development of a school culture that is oriented towards continuous improvement and the quality of graduates.

Conclusion

At SMP Negeri 30 Semarang, the implementation of education quality management shows good results thanks to targeted planning, program implementation based on National Education Standards (SNP), and continuous supervision. Quality management at SMP Negeri 30 Semarang can run effectively, although it still needs to be strengthened, especially in human resources to support performance improvement, because the obstacles faced in the form of high teacher workload, limited funds, and

suboptimal human resource competencies can be overcome by implementing a proportional task distribution strategy, utilizing digital technology, and collaborating with various parties.

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