

## QUALITY MANAGEMENT OF PACKAGE C GRADUATES THROUGH NON-FORMAL EDUCATION ACCREDITATION PROGRAM (Case Study on PKBM Ghidaul Athfal and SKB Lembursitu in Sukabumi City)

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### **Abstract**

The background of this research is that the synchronization between the results of the accreditation assessment and the quality of the graduates of Package C is not optimal. The focus of the problem in this study is that the management of the learning process is still not optimal in accordance with the eight national education standards. This happens because of the lack of interest in learning from students, non-linear competence of tutors and tutors, unrepresentative infrastructure, lack of funding, and management discipline. This study aims to determine the quality planning of graduates, implementation strategies, evaluation, potential, obstacles, controls and outcomes for the quality of graduates. The theory that underlies this research is integrated quality management. The approach used in this research is a qualitative approach and data collection techniques through observation, interviews, documentation studies, and literature studies. The conclusion of this study is that the management of the learning process has not been able to meet the eight national education standards so that the quality of graduates is not optimal.

**Keywords:** Management, Graduate Quality, Accreditation.

### **A. INTRODUCTION**

Improving the quality of education requires a clear and strong policy basis, so the Government Regulation of the Republic of Indonesia Number 32 of 2013 is issued which is an amendment to the Government Regulation of the Republic of Indonesia Number 19 of 2005, concerning National Education Standards which explains the components used as standards in the management of national education and becomes a measuring instrument for guaranteeing the quality of education carried out by programs and/or education providers at the central and regional levels. The function of education must be considered properly so that the desired national education goals can be achieved. Because the goal will serve as a giver of the right direction for the implementation of education (Government of the Republic of Indonesia 2005). According to Suhaenah, the implementation of education should be directed to: (1) Education is held in a democratic and fair manner and is not discriminatory by upholding human rights, religious values, cultural values, and national pluralism. (2) Education is organized as a systemic unit with an open and multi-meaning system. (3) Education is held as a process of civilizing and empowering students that lasts a lifetime. (4) Education is held by setting an example, building the will, and developing the creativity of students in the learning process. (5) Education is held by developing a culture of reading, writing, and arithmetic for all members of the community. (6) Education is carried out by empowering all components of society through participation in the implementation and quality control of education services (Suhaenah 2016).

A quality education process requires the involvement of all components in the implementation of a predetermined program, so careful planning must focus on empowering potential supporters in achieving goals. Muhammad Nur et al., said that "The desired quality of education does not just happen, but quality needs to be planned. Careful planning is one part of efforts to improve quality." (Nur, Harun, and Ibrahim 2016).

The notion of quality in the context of education includes the management of inputs in the form of students, teaching materials, methodologies, and other supporting resources, which are processed through the management of a well-standardized learning process so as to produce quality output of graduates, namely having a good understanding of the ability in believing in something based on the right knowledge, having reliable

management, and having superior leadership so that the quality of graduates has high competitiveness. According to Mulyasa that, in general "quality is defined as the overall description and characteristics of goods and services that show the ability to satisfy the expected or implied needs. In the context of education, the notion of quality includes input, process, and output of education.(Mulyasa 2013).

Quality also has an understanding of conformity with consumer needs so that the quality of the graduates of package C students produced can meet customer needs and satisfaction, for example, package C students can continue their education to a higher level, can be accepted in companies to work and students can become entrepreneurs with armed with the skills he has after participating in the learning and training process during his schooling in equivalency education package C. The existence of the value of a quality will be related to customer needs, because the user of the value of a quality is the customer. Customer satisfaction will show the high and low quality of a product. According to W. Edward Deming in Mulyadi, quality has the meaning: Conformity with market or consumer needs. A quality company is a company that dominates market share because its production is in accordance with consumer needs, thereby creating satisfaction for consumers. If consumers are satisfied, then they will be loyal in buying the company's products in the form of goods and services (Mulyadi 2010).

Quality requires certain standards so that the value of a quality can be measured by customers. The clarity of quality reference standards will convince and satisfy customers, therefore the value of a quality must exist starting from raw materials, production processes and when it becomes a finished product. According to Philip B Crosby, in Hadith, Abdul and Nurhayati, quality has the following meanings: Conformance to requirements, which is in accordance with what is required or standardized. A product has quality if it is in accordance with predetermined quality standards or criteria, these quality standards include raw materials, production processes, and finished products. (Hadis and Nurhayati 2010).

From the explanation above, quality is a satisfied customer or customer need with full compliance with customer needs. Quality is a measure that has determined standards and criteria, including input of raw materials, production processes, and output in the form of finished production. Package C students as inputs are processed through good learning process management, which will produce good quality graduate outputs.

The quality of graduates who are not qualified can cause various problems, such as not being able to continue their studies, being unable to work, and being unproductive. The quality of education and the quality of graduates require government policies so that educational institutions have the correct standard provisions. The accreditation program in non-formal education provides conditions for the implementation of education in managing the learning process, which must refer to national education standards. Permendiknas of the Republic of Indonesia Number 30 of 2005, concerning the national accreditation body for non-formal education. Considering: whereas in the context of implementing Article 87 paragraph (3), Government Regulation Number 19 of 2005, concerning National Education Standards, it is necessary to stipulate a Regulation of the Minister of National Education concerning the National Accreditation Board for Non-Formal Education. Accreditation is an assessment activity carried out by the government and/or independent institutions authorized to determine the feasibility of programs or educational units in the formal and non-formal education pathways at every level and type of education based on predetermined criteria as a form of public accountability carried out objectively, fairly, , transparent, and comprehensive by using instruments and criteria that refer to national education standards. According to Achmad Sanusi, the products of the National Education Standards Agency are very strategic in giving direction to the quality of education: educational institutions and educational bureaucracies with full awareness, understanding and real steps in the field, are still full of questions (Sanusi 2015).

Non-formal education accreditation is an assessment activity carried out by the government or independent institutions authorized to determine the feasibility of a program or educational unit in improving the quality of education in a systematic way, especially for non-formal education, such as equivalence education package C, because it requires comprehensive socialization and education. for the effective implementation of the non-formal education accreditation program which is expected to produce quality graduates who are able to think

and act productively and usefully. For this reason, it requires the cooperation of all parties, the government and the community to carry it out with full discipline and responsibility (professionally).

## **B. METHOD**

This research is entitled Quality Management of Graduates of Package C Through the Non-Formal Education Accreditation Program (Case Study on PKBM Ghidaul Athfal and SKB Lembursitu in Sukabumi City). The approach used in this research is a qualitative approach and data collection techniques through observation, interviews, documentation studies, and literature studies (Moleong 2001).

Furthermore, the method used in this research is a case study, namely research conducted on a case in the form of a program, event or phenomenon carried out by a group of individuals who are bound by a certain place and time directed to collect data and take meaning. (Sugiyono 2010).

## **C. RESULT AND DISCUSSION**

### **a. Fundamentals of Quality Management Theory**

In this study the theoretical basis used is the theoretical basis of integrated quality management as Philip Crosby's opinion says that, there are 14 steps that must be taken to achieve a quality of products and services. (Crosby 1980), namely: The first basic step in a quality program, according to Crosby, is Management Commitment. This is crucial to success and is a point that all quality experts agree on. Quality initiatives should be directed and led by senior management. Crosby emphasized that this commitment should be communicated in a quality policy statement, which should be concise, clear, and achievable. The second step is to build a Quality Improvement Team on the basis of commitment. Because every function in the organization is a potential contributor to quality defects and failures, every part of the organization must participate in quality improvement efforts. The quality improvement team has the task of organizing and directing the program to be implemented, improvement is the responsibility of the team in each department. The plan designed by the quality improvement team must be accepted and supported by senior management. An important task of the quality improvement team is to determine how to specify failures and quality improvements, and this leads to the third step, Quality Measurement. It is necessary to measure current or future non-conformities, by means of evaluation and improvement. These forms of measurement differ between production organizations and service organizations, and they depend on inspection data, inspection reports, statistical data, and customer feedback data. The main contributors to the measurement of quality are given in the fourth step by measuring the Cost of Quality (The Cost of Quality). Quality costs consist of error costs, rework costs, disassembly costs, inspection costs, and inspection costs. Identifying the cost of quality and paying more attention to it is an important thing to do. The fifth step in Crosby's steps towards quality is building Quality Awareness. That is a step to raise the awareness of everyone in the organization about The Cost of Quality and the necessity to implement the program launched by the Quality Improvement Team. This requires regular meetings or meetings between management and employees to discuss specific issues and aim at resolving them. Information about the quality improvement program should be communicated. Crosby also did not use a massive sudden approach in introducing quality. He argues that quality awareness should be the basic key and be linked to a constant sequence of events.

When this Quality Awareness is successfully grown, then the sixth step can be applied, namely, Corrective Actions. Inspectors must work with staff to correct low quality. A systematic methodology is needed to address the problem. Crosby advocated the formation of task teams with carefully crafted agendas of activities. Reports from the task team should be seriously discussed in a series of regular meetings. To determine which problem should be tackled first, he recommends using the Pareto rule. This rule states that 20 percent of processes cause 80 percent of problems. Big problems should be tackled first, then followed by the next problem and so on. One way to highlight the quality improvement process is through step seven, Zero Defects Planning. He

argues that a flawless program should be introduced and led by a Quality Improvement Team which is also responsible for its implementation. Crosby believes that all staff must sign a formal contract to achieve flawlessness in their duties and work. The eighth step emphasizes the need for Supervisor Training. This training is important for managers so that they understand their role in the quality improvement process and this training can be done through formal training programs. This training is also important for staff carrying out middle management roles. Next, the ninth step is to organize Zero Defects Day. This is a full day activity that introduces ideas flawlessly. Basically, it's a party to highlight and celebrate the flawless implementation of the method and to emphasize Management's Commitment to the method. The tenth step is Goal Setting. Once a work contract for flawless execution has been drawn up the ideas have been launched in Flawless Day, it is very important to have a complete plan of action. The goals that the team wants to achieve must be specific and measurable.

This goal setting leads to the eleventh step, namely Error-Cause Removal. This step should be intended so that staff can communicate to management about certain situations that make it difficult to implement a flawless method. This can be achieved by designing a standard form that fits the management line. All forms must receive answers within a certain period. It is important to give appreciation to those who participate in quality improvement exercises, Crosby states in the twelfth step, namely Recognition. According to him, people don't work for money, because when their salary is stable, there is something more important to them. And this is an award for their achievements and contributions. Crosby argues that the award should be linked to the design objectives. The award can be in the form of a gift or a certificate. What matters is recognition, not money. Crosby's thirteenth step was to establish Quality Councils. This is an institutional structure that Juran also advocates. Involving quality professionals to determine how problems can be handled appropriately and properly is an important step. Inspection and quality control officers need a consistent and professional approach to their work. Part of the role of the Quality Council is to oversee the effectiveness of the program and ensure that the improvement process continues. As Crosby emphasized in step fourteen, Do it Over Again. Quality program is a neverending process. When the program objectives have been achieved, the program must be started again.

b. Quality Management of Graduates of Package C Through the Non-Formal Education Accreditation Program at PKBM Ghidaul Athfal and SKB Lembursitu in Sukabumi City

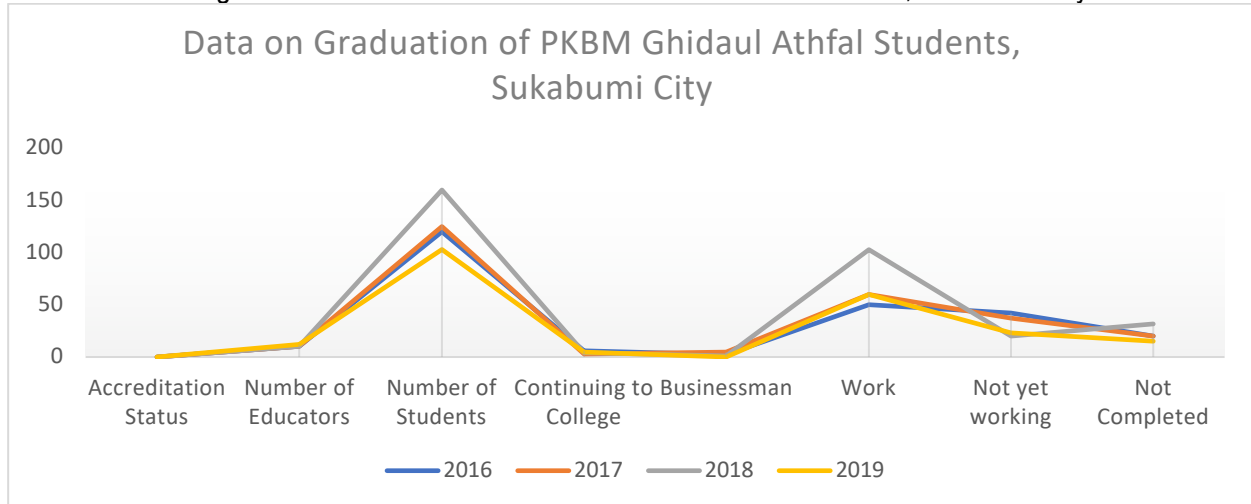
Basically, the purpose of non-formal education accreditation, such as the implementation of equivalence education package C, is to be able to determine the feasibility of implementing educational programs at the institution whose standards refer to eight national education standards. With the existence of an accredited educational institution and the learning process has been adjusted to the eight national education standards, it is hoped that quality graduates will be born. The following data is processed from the PKBM and SKB documents that show the potential and results of the learning process.

Table. 1 : Data for Graduates of PKBM Ghidaul Athfal Students, Sukabumi City

No	Description	Year				Ket
		2016	2017	2018	2019	
1	Accreditation Status	B	B	B	B	
2	Number of Educators	10	10	10	12	
3	Number of Students	120	125	160	103	
4	Continuing to College	6	3	4	5	
5	Businessman	2	5	1	-	
6	Work	50	60	103	60	
7	Not yet working	42	37	20	23	
8	Not Completed	20	20	32	15	

Source: Ghidaul Athfal PKBM Document, Sukabumi City

Image 1 :Data on Graduation of PKBM Ghidaul Athfal Students, Sukabumi City



Source: Ghidaul Athfal PKBM Document, Sukabumi City

From the description of the data above, it can be understood that students who graduated from PKBM Ghidaul Athfal with accreditation status B (good), from 2016 to 2019 showed an increasing number of students from 2016 to 2018 but in 2019 decreased. Students who continue to higher education have decreased from 2016 to 2017, but have increased again from 2018 to 2019.

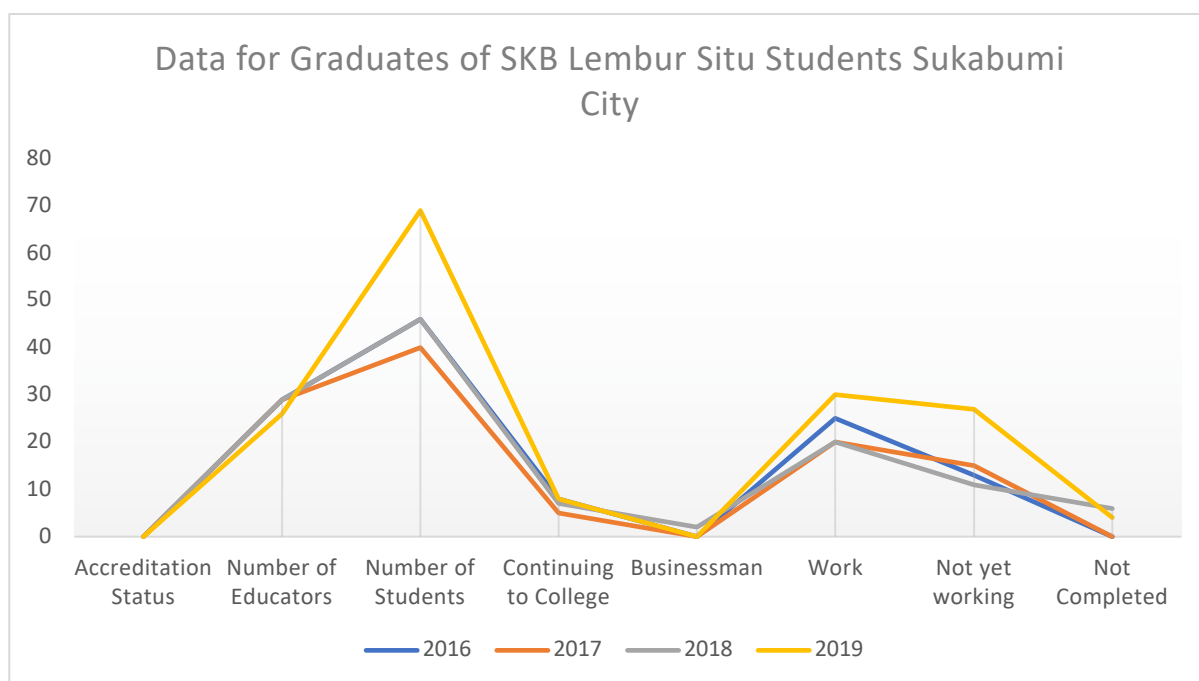
Entrepreneurial students have decreased from 2017 to 2019. Students who work have increased from 2016 to 2018, but in 2019 there has been a decline. Students who have not worked or are still unemployed have decreased from 2016 to 2018, but in 2019 they increased again. Students who have not completed have increased in 2018 and decreased in 2019. The graduate student data described above shows that students have not been absorbed or accepted by the business world and the industrial world, all of them even though they are already equipped with skills. There are still very few educated participants who go on to college and entrepreneurship.

Table 2: Data for Graduates of SKB Lembursitu Students, Sukabumi City

No	Description	Year				Ket
		2016	2017	2018	2019	
1	Accreditation Status	A	A	A	A	
2	Number of Educators	29	29	29	26	
3	Number of Students	46	40	46	69	
4	Continuing to College	8	5	7	8	
5	Businessman	-	-	2	-	
6	Work	25	20	20	30	
7	Not yet working	13	15	11	27	
8	Not Completed	-	-	6	4	

Source: SKB Lembursitu Document Sukabumi City

Image 2 : Data for Graduates of SKB Lembur Situ Students Sukabumi City



Source: SKB Lembursitu Document Sukabumi City

The implementation of package C at the SKB Lembursitu that has been accredited A (very good) shows a description of the data that can be understood as follows: Graduate students from 2016 to 2019 show an increasing number of students from 2016 to 2019. Students who continue to college has increased from 2018 to 2019.

There are very few entrepreneurial students, there are only 2 people in 2018. Students who work have an increase from 2017 to 2019. Students who have not worked or are still unemployed have increased from 2016 to 2017, but in 2017. 2018 has decreased and in 2019 it has increased again. Unfinished students experienced an increase in 2018 and decreased in 2019. The graduate student data described above shows that students have not been absorbed or accepted by the business world and the industrial world. even though they are already equipped with various skills and already have a certificate of competence. There are still very few students who go on to college and who are entrepreneurs. Non-formal educational institutions that have been accredited should be able to produce quality graduates in accordance with graduate competency standards. The quality of package C graduates through non-formal education accreditation programs should have shown better results, because they are legally protected by law and government support, such as financial assistance, facilities and infrastructure, training in educational programs for their human resources and accreditation programs.

Based on the results of research in the two PKBM, the authors get the following results:

- 1) Quality management planning for graduates of package C has taken steps which include; planning by making a syllabus developed in the lesson plan and conformity to the applicable curriculum but not all disciplined. The implementation of planning has been carried out in the learning process with students, but has not resulted in an optimal learning process. The learning process has not been able to meet national education standards, the competence of educators has not been linear and low work discipline causes a gap between program planning and its implementation in the learning process, therefore students do not get the quality of learning as it should. In making a learning plan, management-based discipline is needed, where planning must refer to the targeted goals. For this reason, the readiness of human resources must be relevant between competence and commitment to the tasks they are mandated to do. Thus planning will be carried out properly and directed at the goals to be achieved.
- 2) The strategy for implementing quality management for graduates of package C has been carried out with various strategic steps through; training, coaching, guidance, technical advice, test-community, and

- motivation for educators and education staff to improve their competence. For students, PKK and PKW training, motivation, counseling, and home visits have been carried out to foster interest in learning, but the strategies that have been carried out have not shown results that are as expected, especially in handling the management of the learning process that has not been able to meet the eight national standards of education and the interest of students is still low. weak as evidenced by the presence of students in teaching and learning activities is still small. The formulation of the right strategy and the seriousness of the managers and educators in its implementation in the field will make the strategy that is carried out right on target and solution.
- 3) Evaluation of quality management for graduates of package C for planning learning programs has not been disciplined in making syllabus and lesson plans. The implementation of the learning process has not been able to meet the eight national education standards. The results of academic scores through daily tests, giving independent assignments, UTS, UAS and UNBK have shown an impact but are still not optimal. For the absorption of the quality of graduates as listed in table 1.2. and table 1.3. PKBM Ghidaul Athfal and SKB Lembursitu have not been absorbed optimally, it is proven that there are still many unemployed students, very few students are entrepreneurs and continue to go to college even though they have been equipped with learning and skills, this shows the quality of students has not received high trust from consumers users and at the same time shows that the learning and training process provided has not been able to fully meet the requirements of the user's consumer needs. It takes commitment and improvement of competence from managers and educators in making program planning, organizing human resources, implementing programs and professional control by making continuous improvements in various aspects of quality in order to create quality graduates who are qualified in knowledge, skills, attitudes and personality. professional one.
  - 4) Potential supports and barriers. The potential supporters, such as the large number of students, educators who have a degree, infrastructure, and financial assistance have not been optimally empowered. Existing obstacles such as student interest is still low, educators who are not linear and have not focused on teaching because some are still working in other places and delays in financial assistance have an impact on the constraints of the learning process so that the quality of qualified graduates cannot be achieved optimally. Existing obstacles have not been responded to properly in the sense that they have not taken management steps and disciplined strategies so that obstacles become obstacles to the smooth running of the program, especially in the learning process in an effort to produce quality graduates..
  - 5) Controlling potential supporters and controlling obstacles. The control of supporting potentials that have been carried out through the implementation of strategies such as training, test-taking, technical advice, guidance and motivation for educators and education personnel, the results are not yet optimal, therefore breakthrough steps are still needed from the education manager to carry out more professional control so that the existing potential can be empowered by optimally so that it can help in controlling problems that become obstacles. Controlling the potential of students through training, motivation, counseling, home visits for the PKK and PKW programs has not had an optimal impact because there are still many students who are still unemployed. Control of infrastructure facilities through optimizing functions cannot be carried out optimally because the presence of students is still minimal. Controlling the problem of funds through administrative improvements has not been optimal because education personnel still need to increase competence and discipline. It takes the provision of training and motivation by professional motivators so that it is appropriate for educators to increase their competence, procurement of clear modules, orderly administration of dapodik data to facilitate fund assistance from the center, skills training for students who are implementable and have selling points and their distribution to the world business and industry to prevent unemployment. The control of obstacles has been carried out through the implementation of strategies by enabling the existing potential but still needs to be improved, because the control that has been carried out in the form of providing training, coaching, guidance, motivation and counseling has not resulted in optimal improvements. Improvements in quality management and leadership in the management of the learning process are needed, the facts on the ground that the presence of students in the learning process is still

small and educators do not have all linear competencies and attendance discipline, as well as discipline in making syllabus and lesson plans must be improved so that the learning process runs according to the program. Don't think only as long as you graduate and students get a diploma to apply for jobs, but it must be remembered that students are our next generation who must have superior and competitive abilities in order to live independently, productively and have benefits.

- 6) The results of the quality management of graduates of package C have shown an impact but are still not optimal as listed in table 1 and table 2. There are students who continue their education to a higher level, are accepted in the business and industrial world, are entrepreneurs, are still unemployed and have not passed. There are only a few students who are entrepreneurs and those who continue to college. Education providers have not been able to carry out the learning process according to national education standards as a whole so that they are not optimal in producing quality students. The accreditation program cannot guarantee the birth of quality graduates if the management of the learning process is not disciplined according to the specified program. The competence of educators is not all linear. The interest of students in the learning process is still weak. Training and competency testing, managers, educators and education staff have been carried out in an effort to increase the competence of human resources, but the results have not been optimal. The results of the learning process that have not been optimal, show that the efforts they are doing are not in accordance with the program planning. If the goals to be achieved are not accompanied by good program planning and strategies, the process carried out will not lead to program objectives and the quality of graduates will not be in accordance with the requirements of the user's consumer needs.

## D. CONCLUSSION

The findings of the research show that; The quality of package C graduates through non-formal education accreditation programs is not optimal. (1) Graduate quality planning in practice is still not disciplined in program planning. (2) The strategy for implementing the quality of graduates through training for the competency test of educators has not shown professional commitment and discipline. (3) The evaluation has not shown professional management discipline and the fulfillment of quality aspects has not been optimal. (4) The potential has not been functionally empowered and the obstacles have not been well controlled so that the program does not run optimally. (5) Control of potential and obstacles has not been effective. The accreditation program does not guarantee to produce quality graduates if the management of the learning process is not in accordance with national education standards so that the synchronization of the results of the accreditation assessment with the quality of graduates is not satisfactory. (6) The results of the quality of graduates have shown an impact, but the management of the learning process, the handling of student interests and the competence of educators must be improved according to the program. The conclusion of this research is the management of the learning process has not been able to meet the eight national education standards so that the quality of graduates is not optimal. The implementation of the accreditation program has not been accompanied by linear competence by educators. Based on the results of this study, recommendations are proposed for the central government, education offices, and managers of equality education providers to make continuous improvements, especially in the management of the learning process to comply with the eight national education standards. The interest of students is still low and the competence of educators who are not linear need special handling through targeted training and guidance so that the learning process is in accordance with the eight national education standards and the quality of graduates is better.

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