

STRATEGY FOR IMPROVING THE QUALITY OF GRADUATES

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Abstrak

Tujuan dari penelitian ini adalah untuk mengidentifikasi peran perencanaan strategis dalam meningkatkan mutu kelulusan serta unsur pendukung dan penghambat. Kepala sekolah menjadi narasumber utama dalam penelitian kualitatif ini, dengan perspektif siswa dan instruktur sebagai informan pendukung. Pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi. Reduksi data, penyajian data, dan penarikan kesimpulan adalah tiga dari pendekatan analisis data yang digunakan bersama-sama. Berdasarkan temuan studi tersebut, SMAN 1 Semende Darat Laut telah melakukan persiapan strategis yang baik untuk meningkatkan kualitas lulusannya. Hal ini terlihat dari perencanaan strategis yang telah diselesaikan, termasuk peningkatan kemampuan guru, inisiatif pendidikan baru, peningkatan sarana dan prasarana, dan pertumbuhan ekstrakurikuler. Keinginan untuk mendorong pendidikan berkelanjutan, kepemimpinan yang baik antara pemimpin dan bawahan, dan semua instruktur bergelar sarjana adalah elemen yang mendukung. Kurangnya sumber daya, infrastruktur, dan waktu untuk kegiatan ekstrakurikuler, sebaliknya, adalah masalah yang menghambat siswa untuk lulus.

Kata kunci: Strategi, Mutu, Lulusan

Abstract

The purpose of this study is to identify strategic planning's role in raising graduation quality as well as supportive and impeding elements. The principal of the school serves as the major informant source for this qualitative study, with the perspectives of students and instructors serving as supporting informants. The data was gathered via observation, interviews, and documentation. Data reduction, data presentation, and conclusion are three of the data analysis approaches employed together. According to the study's findings, SMAN 1 Semende Darat Laut has been doing a good job of strategically preparing to raise the quality of its graduates. This is apparent from the strategic planning completed, including a boost in teacher proficiency, new educational initiatives, enhanced facilities and infrastructure, and extracurricular growth. The desire to encourage ongoing education, excellent leadership between leaders and subordinates, and all instructors having college degrees are supportive elements. The lack of resources, infrastructure, and time for

extracurricular activities, in contrast, are the issues that prevent students from graduating.

Keywords: *Strategy, Quality, Graduates*

INTRODUCTION

Every educational institution must desire to improve the quality of graduates with academic or non-academic achievements that can make the educational institution quality (Novita, 2017; Purbaningrum, 2019; Diana Devi, 2021). Every educational institution is expected to improve the quality of qualified graduates (Tien, 2015; Mukarromah, Rosyidah, & Musthofiyah, 2021). By having quality graduates, students from these schools can more easily enter state universities, and the community can be more satisfied with the educational process organized by the school. The school will gain the high trust of the community so that school is in great demand by the community (Az'zis Sanjani, 2018; Aisah, 2022).

The quality of graduates is related to graduates with good grades (cognitive, perspective, and psychomotor) accepted to continue a higher level who are qualified and have good personalities (Yulasri, 2018; Febriyenti et al., 2022; Fery Irianto Setyo Wibowo, 2023). At the same time, the quality of service is related to activities to serve the interests of students, teachers, and employees as well as the community appropriately so that all feel satisfied with the services provided by the school (Marzuki & Irawati, 2018; Rohfitta, 2022). Educational institutions must improve the quality of education so that these educational institutions can develop and produce quality graduates (Arif, 2013; Tiara et al., 2017; Ilham, 2021).

A good education can be an instrument in developing educational institutions and producing quality graduates (Umar & Ismail, 2018; Hadi, 2020; Siswopranoto, 2022). According to Sagala, educational institutions can be said to be of high quality if school achievements, especially student achievements, show high achievement in academic interpretation, namely report cards and passing scores meet the established standards, have the values of honesty, piety, politeness, and have high responsibility, and have skills that are in accordance with the standards of knowledge they receive at school (Sagala, 2013). Output is said to be of high quality if the student's academic and non-academic learning outcomes are high. Outcomes are said to be of high quality if graduates are quickly absorbed into the world of work (Kusnan, 2018).

In improving the quality of graduates, it is inseparable from leadership, teacher performance, fulfillment of facilities and infrastructure, and how the learning process takes place for students (Mukhtar, 2015; Ikram, 2019; Astuty et al., 2021; Mulyadi et al., 2022; Suranto et al., 2022). In improving the quality of graduates, a principal must have good creativity and innovation, can make the school he leads a school that is in great demand by the community, and can make strategies to improve the quality of graduates (Sayuti, 2017). Teachers must have the potential and the ability to create a pleasant teaching and learning process with the help of the availability of facilities and infrastructure to support learning (Indah & Uswatun, 2013; Muliadi, 2021; Maryance et al., 2022).

An education strategy must be implemented so that these activities can support the success of the educational or organizational goals, which is determined by how a manager compiles a plan (Maujud, 2018). As Robson said, strategy is to direct an

important action that a leader takes to effectively implement a plan and emphasize achieving a predetermined goal (Jaya, 2013).

A good strategy can be seen if there is a strategy prepared with educational objectives, right on target, the manager carries out his function as a coordinator, the teacher carries out his function by program planning, there is an improvement in the quality of teacher work, planning succeeds in making an implementer, there is a division of sub-sub-coordination to run a program, if all of that has been in an educational strategy, then it can be said that the strategy has gone well in education (Mukhtar, 2015).

All strategies for improving the quality of graduates in education require quality implementation, which is carried out through the implementation of quality principles. The quality elements that must exist to support education are leadership that leads to quality, education and training, support structures, teaching, and attitudes (Sayuti, 2017). SMAN I Semende Darat Laut is a school that has A accreditation, so SMAN I Semende Darat Laut has many students who have graduated at SMAN I Semende Darat Laut and are widely accepted at state universities and passed the span of PTN, SNMPTN, and SBMPTN.

Based on the results of interviews conducted by researchers at SMAN I Semende Darat Laut conducted with interviews with principals at SMAN I Semende Darat Laut. Researchers are interested in researching at SMA N 1 Semende Darat Laut, where the number of students entering SMAN 1 Semende Darat Laut has ups and downs. SMAN I Semende Darat Laut's input of new students is mostly a regular party, where the scores from UN from SMP or MTS with minimum standards, but some students have achievements above the minimum score. Still, every year SMAN I Semende Darat Laut manages to graduate its students 100% by doing strategic planning. SMAN I Semende Darat Laut not only graduates its students 100%, but SMAN 1 Semende Darat Laut has increased its entrance to state universities yearly. To produce good quality graduates from standard inputs, of course, there are many ways carried out by SMAN I Semende Darat Laut in the strategy to improve the quality of good graduates. Based on the description above, researchers are interested in research conducted to find out how SMAN I Semende Darat Laut formulates strategies to improve the quality of graduates so that this school becomes a school with quality graduates. Hence, the author is interested in conducting a research entitled "Strategies in Improving the Quality of Graduates at SMAN I Semende Darat Laut."

METHOD

This research uses a type of qualitative research. According to Moleong, qualitative research is more concerned with the process than the results because the relationship between the studied parts will be much better if observed (Annur, 2013). According to Siyoto and Sodik, qualitative research is carried out on natural conditions and is discovered to be active. Researchers are required to be able to adapt to the research environment. So researchers must be armed with explicit theories and interviews to conduct interviews directly and analyze the objects studied to be more apparent (Hardani et al., 2020).

RESULTS AND DISCUSSION

In this discussion, the results of the researcher's analysis will be presented, as well as an answer to the problems described in the background and entered into the problem formulation formulated previously. For this reason, in analyzing this problem, researchers related the results of interviews obtained during interviews at SMAN 1 Semende Darat Laut. Researchers will present the description of the data obtained by the author from the results of research in the field. Furthermore, the data obtained by the author will be recapitulated and analyzed, so it is hoped that this analysis will answer the problems that have been formulated in the previous chapter, which discusses strategies for improving the quality of graduates at SMAN 1 Semende Darat Laut, and factors that support and inhibit strategies in improving the quality of graduates at SMAN 1 Semende Darat Laut.

Strategies for Improving the Quality of Graduates at SMAN 1 Semende Darat Laut

Strategy is an activity in formulating plans to build a quality education. A strategy that leads to necessary action by a leader to implement a plan effectively and emphasizes achieving a predetermined goal (Hindun, 2015). While the quality of graduates is graduates or alums who already have the ability or skill both in terms of academic and non-academic. Improving graduates' quality is inseparable from leadership, teacher performance, fulfillment of facilities and infrastructure, and how the learning process takes place for students (Muzakar, 2014). The strategy for improving the quality of graduates at SMAN 1 Semende Darat Laut is carried out through several improvements, including:

1. Improving teacher competence

Educators need to improve their competence because science always develops with the times. Teachers must continue to improve their competence to create good learning for students because it can impact students' learning process. Therefore it is necessary to increase teacher competence (Novauli, 2021).

Based on the results of interviews and documentation conducted by researchers, it can be understood that there are activities carried out to improve teacher competence at SMAN 1 Semende Darat Laut. This can be seen from activities such as MGMP, workshops, and training carried out in schools by inviting resource persons or outside school.



Figure. Teacher training at SMAN 1 Semende Darat Laut

2. Additional learning programs

The main activity of students is learning activities because learning is an important activity that must be done. Judging from the reality between school and outside school learning hours, the time is more outside school hours, and it is expected that students can do additional learning to increase student knowledge (Arianti, 2019). Based on the interviews and documentation conducted by researchers, it can be understood that the additional learning program at SMAN 1 Semende Darat Laut has a Try Out implementation for students to train their abilities and prepare for questions in the final school exam.



Figure. Implementation of Try Out at SMAN 1 Semende Darat Laut

3. Improvement of Facilities and Infrastructure

Facilities and infrastructure as support in the teaching and learning process, facilities and infrastructure must be improved to meet the needs of students in learning activities. Students and teachers will be helped by facilities facilitating the learning process (Bararah, 2020). Based on the results of interviews and documentation, it can be concluded that the facilities and infrastructure at SMAN 1 Semende Darat Laut have been well improved. This can be seen from the facilities and infrastructure equipped for teaching and learning activities for students and teachers. The teacher will be helped in the learning process, and students can easily understand the learning provided by the teacher.



Figure. Computer Laboratory SMAN 1 Semende Darat Laut

4. Extracurricular Development

Extracurricular is an activity provided by the school where this activity is carried out to develop the hobbies, talents, and potentials of students or help students know their talents so that they can know what talents and potentials they have through compulsory activities and choices provided by the school (Inriyani et al., 2020). Based on the observations made by researchers, extracurricular development has been going well, as seen from the many extracurricular activities invited by the community such as drumbands and dance arts are drawn to participate in events such as weddings. Likewise, the results of documentation of this extracurricular activity that researchers found include extracurricular drum bands, dance arts, and scout drum bands SMAN 1 Semende Darat Laut. So based on the results of the interview, four extracurricular activities are featured at SMAN 1 Semende Darat Laut: extracurricular drum band activities, flag-raising troops, dance, and scouts.

Supporting and Inhibiting Factors of Strategies in Improving the Quality of Graduates

In the strategy to improve the quality of graduates at SMAN 1 Semende Darat Laut, several supporting and inhibiting factors take place. Based on the results of interviews conducted by researchers on supporting and inhibiting factors of strategic planning in improving the quality of graduates at SMAN 1 Semende Darat Laut will be described below:

1. Supporting factors

Factors supporting the strategy in improving the quality of graduates at SMAN 1 Semende Darat Laut include 1) establishing good communication, 2) continuing education support programs, and 3) teacher qualifications.

2. Inhibiting factors

In the implementation of activities, however, there are undoubtedly many obstacles. The strategies for improving the quality of graduates at SMAN 1 Semende Darat Laut that face the inhibiting factors are a) lack of funds, b) Lack of facilities and infrastructure to support the graduation program, and c) lack of time for extracurricular activities.

CONCLUSION

Based on the results of research and discussions that researchers have conducted on strategies in improving the quality of graduates at SMAN 1 Semende Darat Laut through interviews, observations, and documentation, conclusions can be drawn, namely 1) Strategies in improving the quality of graduates at SMAN 1 Semende Darat, namely a) Increasing teacher competence; b) Additional learning programs; c) Improvement of facilities and infrastructure; and d) Extracurricular development. 2) Supporting factors for strategies in improving the quality of graduates at SMAN 1 Semende Darat Laut, namely a) good communication between the principal and teachers in the information provided in achieving the quality of

graduates; b) there is a continuing educational support motivation so that students are directed to the future when they have graduated later, and the qualifications of teachers are all S1 strata. 3) Factors inhibiting strategies in improving the quality of graduates at SMAN 1 Semende Darat Laut are a) lack of funds for improvement and improvement in facilities and infrastructure supporting the quality of graduates; b) lack of facilities and infrastructure in supporting graduation programs whose computers are not proportional to the number of existing students and lack of time for extracurricular activities cause students with many hobbies to choose one of the extracurricular activities to be followed.

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