Quality of Education Services in Schools

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Abstract. This paper aims to explain the quality of education services in schools referring to the principles of school governance. Using qualitative methods with secondary data, because it comes from literature data sources. The Milles&Huberman model interactively analyzed with data reduction steps, data display and conclusion drawing. The final result is known that; 1) the phenomenon at SMPN Lembang, transparency and accountability are not optimal because they are only delivered through ceremonies, not yet accompanied by access for parents and students to obtain information about the implementation of school governance; 2) there is a gap in facilities and infrastructure between MI Darul Ulum Bima, SDN 29 Jambi, SMA YASPORBI Jakarta which have an effect on differences in the efficiency of school management and have an impact on the quality of education; 3) a phenomenon in one of the Kab. Sambas who did not prepare information about the school's passive assets, so that it has the potential to be dysfunctional; 4) a phenomenon that occurs in 3 SMA and 3 SMK in DI Yogyakarta that have implemented a SIM and feel the benefits in the form of increasing access to information with speed and accuracy for the effectiveness of academic services.

Key words: quality; education services; governance.

INTRODUCTION

The results of mapping acts of corruption conducted by Indonesia Corruption Watch in 2018 showed that, there were 11 cases of corruption in schools with state losses reaching 7.5 billion with the majority of the perpetrators being school principals. Among them is the abuse of authority over the School Operational Assistance (BOS) fund by the former head of SMAN 3 Depok which cost the state Rp. 349,790,000,- in addition, at SMAN I Pelaihari Banjarmasin with losses reaching Rp. 576,131,780,-. (Hapsari and Seta, 2015: 16)

This act of abuse of authority by means of corruption is a very detrimental thing, as revealed by Rao & Georgas (2016, p1851) that *"Corruption is an insidious issue that does not lend itself easily to clear and full disclosure, so perceptions are easier to come by than actual figures. "Like an elephant, while it may be difficult to describe, corruption is generally not difficult to recognize when observed".* Furthermore, Koffi Anan also conveyed losses due to corruption issues, *"Corruption hurts the poor disproportionately – by diverting funds intended for development, undermining a government's ability to provide basic services, feeding inequality and injustice" and discouraging foreign investment and aid"*

This implies that corruption is a dangerous problem, and it is even more sad when corruption occurs in a school environment that should be a place to develop the potential of students to have good character and be responsible. In addition, cases of corruption in schools are evidence that schools as organizations in the education sector have not been able to provide services that are in accordance with educational service standards.

The poor quality of education services in schools is also shown by the survey results *International Education Achievement* (IEA) which shows that the reading ability of Indonesian students is ranked 38th out of 39 countries, and also reported by the Third Mathematics and Science Study (TIMSS) that the mathematics and science abilities of Indonesian junior high school students are respectively 34 and 32 out of 38 countries (Mukhid, 2007:121). This shows that the quality of Indonesian human resources is still low and requires improving the quality of education staff/teachers to achieve intelligent and dignified human resources/students.

This phenomenon shows that education services in schools have not run optimally, because education services the good will be impact on the quality of education in schools that are getting better. As revealed by Supriyanto, Aswandi and Chiar (tt: 3), that educational services have an important role for schools as educational institutions that provide services in order to be able to compete in today's global era. In line with that Ahmed & Nath (2003: 13) revealed that "Education was provided according to the needs of the community, however culture

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Based on this description, the problem in this paper is how the quality of education services in schools refers to on the principles of education governance which include; 1) Transparency and Accountability; 2) Efficiency; 3) Management control system; 4) Management information system. Therefore, the purpose of this paper is to explain the quality of education services in schools referring to the principles of education governance which include; 1) Transparency and Accountability; 2) Efficiency; 3) Management control system; 4) Management information system.

LITERATURE REVIEW

The purpose of national education according to Law Number 20, Article 3, 2003 is to develop the potential of students, so that they become human beings who believe, fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens. answer. This is relevant to Johan and Harlan (2014: 52) about the main purpose of education "*The main purpose of education is to bring human beings to enlightenment, so that they know what is right and what is wrong. We must remember that intelligence is not enough*".

From this it can be seen that education has a glarious goal to develop the potential of students to become human beings with glorious character, can distinguish between good and bad and become responsible citizens. This glorious goal is one of the goals of the school in teaching students, in connection with its capacity as an institution where the educational process takes place.

The educational authority in schools listed in the regional autonomy authority provides opportunities for schools to be able to freely regulate everything that happens in schools so that school authority can be implemented properly (Law No. 32 of 2004). In this case, the school has the autonomy to regulate administrative financial management based on the decentralization carried out by the government. According to Mantovani, Borocz & de Hert (2020:5) "School autonomy means, on one hand, the existence of formal decision-making procedures to perform tasks vested in each school status of public authority; on the other, school autonomy means that the school decides to participate in research activities without external evaluation, for instance from ethics committees"

This condition allows school organization administrators to commit irregularities and abuse of authority or dysfunctional. Therefore, according to Cassano (2017: 20) schools must be able to evaluate educational institutions as a whole "*The school must provide a system of social accountability able to undertake an evaluation of the educational institution as a whole, in coherence with the new status of autonomy*".Therefore, governance principles are needed to be an indicator of the quality of education services in schools

Principles of Transparency and Accountability

Transparency and accountability are conceptually related. This is in line with the description of Chavez et al (2017:16), that "Transparency shares a special relationship with accountability because, simply, a democracy requires accountability and accountability requires transparency". Transparency means openness in decision-making and the process of presenting information, while accountability means a form of accountability from the mandated party to the one giving the mandate. Transparency and accountability are one of the requirements for the realization of good governance (Iswahyusi, Triyuwono & Achsin, 2016:158)

Efficiency Principle

Efficiency will always be associated with input and output (output-input). In a general sense Wilson et al (2018:267) define efficiency as follows: "Efficiency is defined as the ability to do something or produce something without wasting materials, time, or energy: the quality or degree of being efficient (technical) and *also as the power to produce the desired result*". In line with that Mihaiu, Opreana, and Cristescu (2010:132) define efficiency as follows: "*In general sense, the efficiency can be achieved under the conditions of maximizing the results of an action in relation to the resources used, and it is calculated by comparing the effects obtained in their efforts*"

From this it can be seen that efficiency is an effort to minimize expenditure (energy, cost and time) to obtain maximum results. The principle of efficiency in governance in schools will be seen from the efforts made by schools in achieving a goal, without neglecting supporting facilities and infrastructure, such as qualified teachers, proper school buildings, tools/media supporting the teaching and learning process and others.

Management Control System Principle

The management control system can be interpreted as administrative control that aims to minimize various potential abuses of authority. This is in line with the argument of Hiebl (2016: 22) which states that "*Administrative controls can influence the achievement of organizational ambidexterity by balancing exploratory and exploitative activity".* From this it can be seen that management control can affect the achievement of an organization's goals. Likewise in the school environment, management control is an integral part of every school service.

Principles of Management Information Systems (MIS)

Information systems, whether we realize it or not, are things that have helped humans a lot in completing work. In the educational environment, computer applications for school administration have been started since the late 1970s, but began to be developed in the early years after. Shah (2013: p2800) "In the early1980s, several loose, non-integrated clerical and administrative applications were developed but these applications limited the possibilities for management support as the relationships among data could not be analyzed"

Management information system according to Nafiudin (tt: 4), grows from three elements, namely system, information and management which shows the relationship between information and management in terms of a system. Management information system is a formal computer-based system to provide information for decision making in organizations. The characteristics of the management information system are comprehensive, rationally coordinated, converting data into information, increasing productivity, according to the characteristics of managers, and using quality criteria. In addition, a management information system can also be regarded as a human and machine system that is integrated in providing information to support management operations functions and determining alternative actions in an organization's system.

METHODS

This paper uses a qualitative method which according to Anggito and Setiawan (2018:8) is collecting data in a natural setting with the intention of interpreting the phenomena that occur and emphasizing meaning rather than generalizations where the position of the researcher is the key instrument. The data produced is secondary data, because it is historical data that has been previously collected and compiled by other parties (Hermawan, 2005:168). Therefore, the data sources in this study are from various literatures, such as books, journals and textual documents. Data analysis uses the Miles and Huberman method, which is interactive and continuous analysis until it is complete so that the data is saturated. The steps are data reduction, data display, and conclusion (Sugiyono, 2013:337).

RESULTS AND DISCUSSION

1. Implementation of Transparency and Accountability

A research finding conducted by Herawan (2008) shows that transparency in schools (SMP Negeri Lembang) does not escape the role of principals in school management. The transparency process is carried out through regular briefings every Monday at 07.15-07.45 which is coupled with a flag ceremony. All information can be conveyed during the briefing, while the ceremony becomes a media between the school and the students.

From these findings, it can be analyzed that the principle of transparency has not been implemented optimally, because only through briefing during the ceremony with the duration of the ceremony only 30 minutes. 30 minutes is considered insufficient, because transparency is the provision of clear, detailed, and as much information as possible to relevant parties, which ideally will take more than 30 minutes. This is in line with Kompri's theory (2017: 156) which explains that transparency in educational institutions must provide accurate and adequate information for school residents, government, students, and parents, must be described in detail about financial sources, amounts, details and the responsibility. Obtaining this transparent information will increase the confidence of parents in the school.

Still with the findings of Herawan (2008) from

SMPN Lembang on the principle of accountability. Although work accountability is considered important by school members, the understanding of accountability is still limited to funders or program providers, while accountability to students and parents is rarely carried out. In this case, mediation through notebooks has not yet become a mediator for parents to provide information about their child's development.

This finding indicates that the principle of accountability has not been implemented properly, because the parents and the students have not had access to receive information about the implementation of governance in schools. Whereas according to Government Accounting Standards in Government Regulation No. 24 of 2005, transparency means providing open and honest financial information to the public (in this case parents and students) based on the consideration that the public has the right to know openly and thoroughly the accountability of the government (schools). in managing the resources he trusts and in complying with the laws and regulations.

In line with that, Wicaksono (2015: 4) reveals that accountability is a concept that refers to public sector organizations that have the capacity to provide accountability to interested parties, in connection with the tasks that have been carried out by these public sector organizations. In this case, the public sector organization in question is the school (SMPN Lembang) and the interested parties are school residents, government, students and parents.Kompri (2017: 157) also reveals that accountability in financial management means that the use of school fees can be accounted for to parents, the community and the government in accordance with established plans and applicable regulations.

2. Implementation Efficiency Principle

The results of Vito, Krisnani and Resnawati's research (tt: 247) found that the condition of a Madrasah Ibtidaiyah Darul Ulum located on the coast of Mawu Village, Ambalawi District, Bima Regency, stood with a very poor building condition, namely woven bamboo walls and earth floors, which was built since 2007 without government assistance. Nevertheless, the founders and teachers are still strong today. Furthermore, Vito et al (tt: 248), described their findings that, there was a hut that almost collapsed in Bukit Subur Village, Tabir Hilir District, Merangin Jambi which was used by local

community children to study and was named SDN 29 class far away. This school is far from worthy of being called a school, and very different from most schools.

On the other hand, there is a senior high school, SMA YASPORBI, located in the Pancoran area of South Jakarta, which has very different facilities from Madrasah Ibtidaiyah Darul Ulum and SDN 29 distant classes. According to (Wibosona, 2017:45), this school has complete facilities, comfortable school buildings, sports fields and a large parking lot, a green and pollution-free school environment, classrooms using air conditioning, clean and specially managed toilets. by good outsourcing institutions, canteens and libraries.

From these findings, it can be analyzed that there are differences in educational facilities and infrastructure between schools in cities and schools in remote areas which are feared to have an impact on the gap in the quality of education. Because, according to Apriana (2017: 292) school facilities and infrastructure are one of the components that have the greatest contribution in improving the quality of education. From this it can be seen that the problem of facilities and infrastructure is something that must be considered by the government.

In addition to the problem of facilities and infrastructure, the Indonesian government should also pay attention to the uneven distribution of teachers in urban schools and schools in rural areas in terms of quality, as revealed by Heyward et al (2017: 243):*"Based on student–teacher ratios, Indonesia has a substantial oversupply of teachers. The current ratio is 16:1 for primary schools compared with a global average of 23:1. However, the distribution is uneven. Urban schools are often overstaed, and schools inrural and remote areas are understaed. This situation is both inecient and inequitable. Many classes in Indonesia, especially in poor and marginalized communities, are taught by under-qualified and uncertified temporary teachers"*

This fact will certainly affect the results of the education itself, as revealed by Rahman (2017: 94), that differences in the quality of the process will result in differences in the quality of graduates. The quality of education when examined in terms of the process implies effectiveness or accuracy and efficiency implies the overall factors or elements that play a role in the educational process. From this it can be seen that the teacher is one element that plays a very important role in education, therefore the

accuracy of teacher placement must be a concern to produce quality graduates. Due to the management of different levels of efficiency, different completeness of facilities and infrastructure, different teacher qualifications, and unequal learning atmosphere, the educational process in elite areas will be far superior and will naturally produce different products compared to schools in rural areas (Apriana, 2017: 293).

3. Implementation of Management Control System Principles

The results of research by Sari, Warneri and Ulfah (tt: 5) in one of the Vocational High Schools in Sambas Regency found that there was no record/information available in each classroom regarding the recording of inventory in the classroom. Thus, reports from each teacher to the administration as written in the school's internal control procedures are inaccurate and have an impact on the quality of governance, especially in managing assets, becoming difficult to obtain. In addition, control activities in schools have not been effective, because the principal does not review the performance of teachers and administration in controlling fixed assets.

From the results of this study, it can be analyzed that the management control system has not been running optimally, because there are no records/inventory available which are tools to observe the management carried out by the school. This is in line with Sunaryo's theory (2018: 1) which reveals that the management control system is a tool to monitor or observe the implementation of company management, which tries to direct the organization's goals within the company so that the performance carried out by the company's management can run effectively and efficiently. The management of the company in question is school management which in this case, the function of the management control system cannot run properly, because the performance carried out by the school administration is not in accordance with the objectives to be achieved.

Other studies also reveal phenomena in Zimbabwean Primary Schools, regarding the unavailability of standard instruments used by schools "*The study found that there is no school self-evaluation framework, let alone a standardized instrument used to evaluate the quality of education in schools. School administrators revealed that they do not have a standardized instrument, but they are expected to develop their own instruments for such purposes.*

On the other hand, teachers and school administrators felt that there was an urgent need for such an intervention as they thought that it was long overdue if quality of education is to be effectively evaluated for improvement purposes"(Garira, 2020: 4).

This phenomenon is as feared by Sunaryo (2018: 5), that there are often behavioral deviations or violations of management control system rules and procedures that are intentionally carried out by implementers in the organization which are called dysfunctional behavior. Therefore, the main purpose of the management control system is to direct each member of the organization to always act (behave) in accordance with the goals of the organization according to the principle of goal congruence. For this reason, the management control system acts as monitoring and regulating the behavior of managers in the organization.

4. Implementation Principles of Management Information Systems (MIS)

The results of Wijaya and Risidiansyah's (2020:131) research conducted in six public schools in DIY Province with a distribution of three high schools (SMA) and three vocational high schools (SMK) concluded that using this management information system provides convenience in managing academic activities. and make it easier for teachers to make decisions regarding students' academic grades. This is very different from the conditions before using a SIM, especially when there are frequent errors in inputting grades made by the teacher and resulting in inappropriate final grades for students, and the worst condition is when notes/documents are lost, so you have to start from the beginning.

Another phenomenon related to management information systems is that the Hong Kong government education department has invested 70 million US dollars in 5 years to develop an integrated computer network (Information System Strategy) by connecting more than six hundred primary and secondary schools with the education department (Visscher, 1999). :11). This effort shows how important management information systems are in schools. It is further explained that "The purpose of the project is to use computers to support individual school administration and management, and to transfer data electronically between schools and the Education Department."

Regarding the management information

system, a research in China has even found, developed, built and implemented a new education information system at East China Normal University (ECNU). As revealed by Yang et al (2020: p1382) that "The DevOps practice for information system establishes that it is so convenient for developing, testing and release of education information systems, and it also improves reliability, availability and scalability of information platform especially considering the guarantee of efficiency".

From this it is clear that education management information systems can increase reliability and ensure work efficiency in order to produce better education. The management information system is also very helpful for teachers and school administration staff in processing data quickly and accurately. As expressed by Shah (2013: p2799) that "These systems can assist the school manager in determining the aims of the school, formulating strategic plans, distributing resources, and evaluating staff performance as well as organizational success". This is supported by Wijaya and Risidiansyah (2020: 130) that a management information system will be very much needed by educational institutions, because it will increase access to school information with speed, accuracy and an integrated approach for effective and efficient academic services.

CONCLUSION

Based on the description of the background and discussion, it can be concluded several things as follows:

In the provision of education services, schools must refer to the principles of governance/management based on the principles of 1) Transparency and Accountability by providing access for parents and students to obtain information regarding the accountability of the school to the implementation of governance/management in schools; 2) Efficiency; the availability of school facilities and infrastructure has an impact on the educational process in each educational unit, namely sQualitatively, the educational process in elite areas will be higher because of the accuracy, completeness and efficiency of more perfect management. Excellence in the educational process by itself will produce different products;3) Management Control System; schools must prepare a record sheet containing information on the fixed assets available in each classroom. In addition, the principal must review

the performance of teachers and administration in controlling fixed assets; 4) Management Information System: schools that implement management information systems in school academic activities will find it very helpful when compared to before using a SIM. Such as the Hong Kong government education department which has implemented in more than six hundred elementary and secondary schools the Information System Strategy (SSI), with the aim of increasing the efficiency and effectiveness of education in Hong Kong.

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