

Strategy Formulation and Implementation of Program Quality Assurance Education by LPMP Jambi

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Abstract: *Institute for Education Quality Assurance (LPMP) as the institution in charge of education quality assurance to improve the quality of education, as mandated by the Ministerial Regulation No.7 of 2008. One very important element in a process of quality assurance of education is through a program planning quality assurance education and implementation of these programs. strategic planning education quality assurance program by the province of Jambi LPMP using models offered Whittaker (1993) which includes; mission, vision, internal analysis, external analysis, assumptions, analysis and options strategies, critical analysis of related factors, goals, corporate strategic objectives, establish accountability implement plan, implement and monitor and provide feedback. The implementation of the Work Program LPMP Jambi Province (1). In order to carry out the work program has been established, LPMP Jambi Province is engaged themselves to further improve its performance. To be able to see the performance LPMP Jambi at least can be viewed from two side, ie the performance of internal and external performance; (2) Within the framework of school mentoring program, LPMP develop a system / pattern mentoring activities involving a variety of structural and functional elements LPMP officials. Mentoring activities can be carried out in two main activities, namely (1) the IHT (In-house Training) or INSET (in-service training), (2) onset (On-service training).*

Keyword: Education Quality Assurance Institute (LPMP), education quality assurance program planning and implementation of programs.

1. Introduction

Education is a necessity for the modern era, this man. With a good education and the quality of all the problems related to human life can be resolved. Therefore, the implementation of quality education and quality is a must to ensure the creation of a generation of educated, knowledgeable and highly competitive.

Institute for Education Quality Assurance (LPMP) as the institution in charge of education quality assurance to improve the quality of education, as mandated by the Ministerial Regulation No.7 of 2008, that to implement quality assurance primary and secondary education, including kindergarten, RA, or other forms equivalent in provinces based policy of the Minister of National Education. In accordance with the Decree of the Minister, the LPMP function is to (1) Mapping the quality of primary and secondary education, including kindergarten, RA, or other equivalent form; (2) The development and management of information systems quality primary and secondary education, including kindergarten, RA, or other equivalent form; (3) Supervision unit of primary and secondary education, including kindergarten, RA, or other forms equivalent to the achievement of national education quality standards; (4) facilitation of educational resources for primary and secondary education units, including kindergarten, RA, or other forms that are equal in quality assurance of education; and (5) Implementation of administrative affairs LPMP.

Quality assurance is the process of setting and meeting quality standards consistently and sustainable management so that the customer, user or users to obtain satisfaction. Quality assurance of education aims to maintain and

improve the quality of education on the level, type and pathways in the educational unit. Quality assurance can be carried out internally by the relevant educational units and can also be done externally by the relevant institutions or both at the level of primary education, secondary education and higher education as well as in non-formal education channels.

Based on the duties and functions, LPMP (Jambi) should continue to improve itself to further improve its performance. With good performance and quality will be able to guarantee the quality of education. One very important element in a process of quality assurance of education is through a program planning and implementation of education quality assurance of these programs. Planning a good program will result in a number of quality programs and the implementation of a quality program is the creation of quality assurance of education. Thus the program planning and implementation is an inseparable unity. Therefore, the focus of this study is to determine how the strategy formulation and implementation of quality assurance programs of education conducted by LPMP Jambi province.

2. Methods

The study used a qualitative approach and descriptive analytic method. Therefore mean, this study seeks to describe strategies for program planning and implementation of education quality assurance. Through this approach, researchers act as a human instrument, and thoroughly adjusting to a reasonable situation with the natural setting based on the state of the environment are entered. (Yuonna S. Lincoln and Egon G. Guba: 1985). Naturalistic approach is seen fit to issue this study, because data on symptoms

from the field more concerning deeds and sayings of respondents.

Collecting data in this study is done by a profound observation (deep observation), namely direct observation and at the center of the object to be studied. In addition, in-depth interviews were conducted related to the topic being studied. Data was also collected through documentation, namely to obtain other data relevant to the object of research.

To maintain the validity of the data or information obtained is done by triangulation techniques with step-by-step analysis of the data that is recommended by Miles and Huberman (1984), namely through data reduction, data

display and verification. Once the data is collected in a holistic manner, then analyzed qualitatively, using descriptive and comparative analysis by explaining and interpreting the objective rational and consistent with the purposes and research problems

3. Results and Discussion

a. Preparation of Planning Work Program LPMP Jambi Province

In preparing the strategic plan, LPMP Jambi using models offered Whittaker (1993) as shown in the following figure:

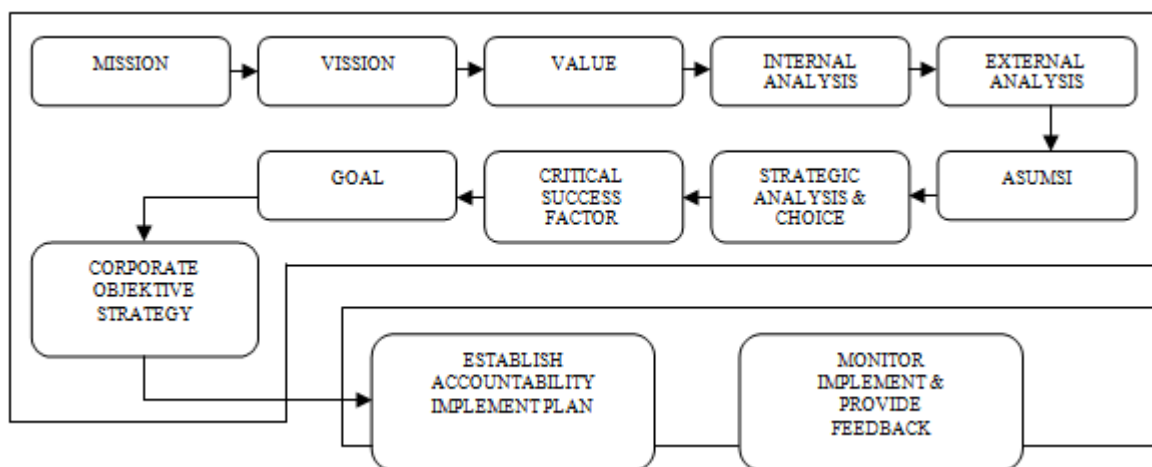


Figure 1: Strategic Planning Whittaker Model

Referring to the above Whittaker models, the strategic planning process begins with the formulation of the organization's mission. The next stage after the formulation of the mission is to formulate a vision, which is a condition to be realized in the future. George L. Morissey (1996: 61) provides a definition of the vision as "a representation of our beliefs about how it should shape our organization in the future in view of customers, employees, owners, and other important stakeholders."

Mission statement and vision should (a) reflects what you want to achieve an organization; (b) provide direction and focus of a clear strategy; (c) capable of being adhesive and unify various strategic ideas contained in an organization; (d) have an orientation towards the future; (e) able to foster the commitment of all ranks within the organization; and (f) is able to guarantee the continuity of the organization's leadership. Therefore, preparation of work programs would have to adhere to the vision and mission to be achieved by LPMP. It is as expressed by the Head of LPMP Jambi (2011), which says that the work program that interchanges in LPMP Jambi Province is an attempt to achieve the vision and mission.

Based on these statements, it appears that the vision and mission of a reference preparation of the work program, as the work program itself is intended to achieve the vision and mission of the organization. Because the vision of the organization is determined based on the strength of the organization's resources, to anticipate the opportunities and

challenges of the future and continue to improve the existing deficiencies. Vision of the organization must be understood by all members of the organization, not only management but also employees, as well as the duty of leaders to translate and share the vision to employees to lower level.

While the mission LPMP Jambi Province consists of six points as follows: (1) Manage and develop the quality of education through the information system data accuracy quality of education; (2) Mapping the quality of education, teachers and through supervision, evaluation and monitoring are programmed and sustainable; (3) To facilitate the improvement of the competence of teachers and other personnel; (4) Develop organizational administration, management and human resources through the implementation of QMS ISO 9001: 2000 in order to improve the performance of the institution; (5) Expanding access through the network with the development of educational institutions in an effort to increase the competence of teachers and education personnel and (6) Promote partnership with stakeholders in order to improve the quality of education in the area of continuous and sustainable.

Referring to the vision and mission statement above, then set the following objectives: (1) Has the data quality of education, teachers and accurate; (2) The fulfillment of quality data services to stakeholders; (3) Knowing the quality of education, educators, and staff in 10 districts/municipalities; (4) Establishment of a program on improving the quality of teachers and relevant in 11 districts

/ cities; (5) Increasing the number of teachers and qualified and competent significantly; (6) It has a solid organizational structure and qualified human resources; (7) The implementation of QMS ISO 9001: 2000 in an effort to improve the quality of education.

The next stage in the formulation of strategic plans that do LPMP Jambi province is doing internal and external environment analysis using the SWOT analysis (strength, weaknesses, opportunity, threat). Through SWOT analysis will be identified strengths, weaknesses, opportunities, and threats and faced by an organization. Moreover, from the results of the SWOT analysis can be also identified factors that will determine the success of an organization to carry out the vision and mission.

Stage which is considered the most crucial LPMP Jambi Province in the preparation of strategic plans is the

formulation of goals and objectives. The objective is the elaboration/implementation of the mission statement. A goal is something (anything) to be achieved or produced in a period of 1-5 years (Presidential Decree No. 7 of 1999). While the target is a description of the purpose, which is something to be achieved/produced by government agencies within the annual, semiannual, quarterly, or monthly. Arranged in the form of quantitative targets that can be measured (Instruction 7, 1999).

LPMP Jambiset goals and targets to be achieved in the period 2008-2012 to the 8 (eight) cultivated fields, namely: Organization and Management, Human Resources, Facilities, Education and Training, Coaching School, Quality Assurance Education, Partnership and network, and Research and Development. The goals and objectives for each field plots areas follows:

Table 4.1: Goals and Objectives Program LPMP Jambi Province

Sector	Purpose	Objectives
Organization & Management	Organization and Management Building Reliable.	<ul style="list-style-type: none"> • Develop organizational structure in accordance with the vision and mission. • Develop job descriptions, responsibilities and authority of the work unit. • Develop STOCK accordance with their duties as a guarantor of the quality of education LPMP. • Develop a Management Information System. • Creating a conducive working environment.
Human Resources (HR)	Strengthening human resource capacity.	<ul style="list-style-type: none"> • Develop a competency map the entire map competence of all employees • Develop a master plan staff development programs. • Increase the competence of all employees. • Improving the work ethic of all employees. • Enhance social-emotional abilities of all employees. • Develop employee career development system.
The facility	Providing facilities in accordance with labor standards.	<ul style="list-style-type: none"> • Develop standard building facility requirements (infrastructure) LPMP Jambi Province. • Evaluate the condition of the facility. • Develop building facilities (infrastructure). • Develop maintenance of building facilities management (infrastructure).
Education and Training Provide education and training	Develop design quality training for teachers and other education personnel.	<ul style="list-style-type: none"> • Develop management training. • Implement relevant training. • Implement monitoring and evaluation (ME) training.
Conducting School coaching	Implement school mapping and potential conditions.	<ul style="list-style-type: none"> • Develop models of quality school. • Facilitate the improvement of school performance. • Implement activities to increase motivation and creativity of students, teachers and principals.
Education Quality Assurance Implement quality assurance primary and secondary education.	Develop a system of testing and certification of quality primary and secondary education.	<ul style="list-style-type: none"> • Ensure the implementation of quality standards of primary and secondary education in schools. • Ensure the effective implementation of the curriculum in schools receiving funds BBE / LSE.
Partnership and Network	Building partnerships and networks.	<ul style="list-style-type: none"> • Build partnerships and networks with two (2) educational institutions at the global level. • Build partnerships and networks with 4 (four) educational institutions at the regional level. • Build partnerships and networking with industry, government agencies and private national level. • Build partnerships and networking with industry, government agencies and private local level.
Assessment and Development	Conducting the assessment and development of primary and secondary education.	<ul style="list-style-type: none"> • Assess and develop the learning performance of primary and secondary education. • Review and developing the quality of school management. • Assess and develop the competence of teachers and other educational personnel in the scope of primary and secondary education. • Review the implementation of primary and secondary education policy. • Assess the relevance and substance of learning materials to students' achievement of competency standards. • Assess and develop models for effective learning • Assessing the impact of SBC to improving the quality of education. • Assessing the impact of the MBS program to improve education. • Assessing the benefits of the subsidy program teacher, KJM, and help teachers to improve education. • Develop models of research.

Source: DocumentationLPMPJambi Province

Based on the goals and objectives of the program LPMP Jambi Province, the authors found a few things that became the starting point in applying the guarantee program and improving the quality of education in LPMP Jambi, including:

- 1). Fixing workflow LPMP Jambi Province by promoting the implementation of the basic tasks and functions of each section sub division in accordance with the Regulation of the Minister of National Education No. 49 Year 2008 on task details in the Work Unit Environmental Education Quality Assurance Agency.
- 2). Based on the above workflow, Jambi Province LPMP distribution plan activities that will be implemented based on the workflow.
- 3). Program Evaluation in implementing and improving the quality assurance program in Jambi Province LPMP planned as follows: (a) Meeting of Sub Section weekly to evaluate the activities of the section every week; (B) weekly leadership meetings to evaluate the activities of the institution every week; (C) monthly meeting of the agency to evaluate the performance of institutions of each month; (D) Establishment of Quality Control Team is synchronized with the Internal Audit team workflow and workflow ISO Internal Control Team institutions in order to achieve assurance and quality improvement efforts in a sustainable manner LPMP Jambi Province.

b. Implementation Work Program LPMP Jambi Province

In order to carry out the work program has been established, LPMP Jambi Province is engaged themselves to further improve its performance. To be able to see the performance LPMP Jambi at least can be viewed from two sides, ie the performance of internal and external performance.

1) Internal Performance

Internal performance is the performance LPMP Jambi Province are into, regarding the administration and management LPMP Jambi Province. The main executor is the head LPMP and Sub Division General. This performance is not directly related to improving the quality of education in the province of Jambi. However, this performance will greatly affect the performance of others, not to mention improving the quality of education. When the internal performance good, the main function LPMP improve the quality of education in the province of Jambi would be better. Likewise, when poor internal performance, improving the quality of education will be difficult to be implemented properly, if not impossible.

2) External Performance

External performance here is intended as a non-administrative performance. This performance regarding the function LPMP Jambi institute as quality assurance of education in the province of Jambi. Here, the performance of the quality assurance of education is divided into three, namely mapping and supervision of education, development and management of information systems education, as well as the facilitation of educational resources. This division, except under LPMP function that broadly targeting all three,

as well as the division sexy in LPMP Jambi Province based on these three areas. Therefore, in addition to answering the question of how the performance LPMP Jambi Province in the third field, the following description also shows the performance of each section in charge of all three.

a) Mapping of Quality and Supervision of Education

Mapping the quality of education and supervision is the task of Quality and Supervision Section Mapping. Each section in LPMPs Jambi province has a vision and a mission that includes the vision and mission of great LPMP Jambi Province. Vision Section Mapping Quality and Supervision, according As'ari, in line with the vision LPMP Jambi Province, the "Institute forefront of quality assurance primary and secondary education nationally standardized global perspective with shades together." While the mission of Quality and Supervision Section Mapping is "Mapping quality of teachers and through supervision, evaluation, and monitoring programmed and sustainable. "

Of the vision-mission, Section Mapping Quality Supervision and sexy formulate three goals, namely (1) provide an overview map of the quality of education is based on the application of SNP data analysis, (2) Provide follow-up mapping through supervision, and (3) Provide technical guidance program (mentoring) supervision of the educational unit.

With this objective, the object of Quality and Supervision Section Mapping is a teacher, principal, school superintendent, and education units. The resulting output is three, namely (1) a report mapping the quality of education through the implementation of Jambi Province National Education Standards (NES), (2) educational supervision reports, and (3) report technical guidance. Meanwhile, the outcome of this section is on the quality of education follow-up mapping of Jambi and recommendations for further action educational supervision Jambi Province.

According to the Head of Quality and Supervision Mapping As'ari, there is some support for the achievement of the work program of sexy, among others, the program planning, organizing, evaluation, and follow-up. In addition, professional resources as well as a support, in addition to a complete infrastructure, leadership motivation, and support of all staff. Mapping Section of Quality and Supervision also implement a complete job description, refer to the ISO management system, and perform mapping prior to preparing a program based on data from Section Program and System Information. However, in addition to supporting these, there are also obstacles such as matching schedules with other sections as well as the activities of lecturers.

In chapter 1 verse 24, Law 19 of 2005 stated that LPMP a technical unit based in the provincial department and duty to assist local governments in the form of supervision, guidance, direction, advice, and technical assistance to units of primary and secondary education and non-formal education, in a variety of school quality assurance efforts to achieve national education standards.

The Steps quality mapping performed by LPMP Jambi done in stages as follows:

1) Preparation

Things are done in the preparation phase are as follows:(a) Initial mapping of school performance This activity is done through observation and school data with reference to educational standards set BSNP. Activities intended to obtain initial data and information about school performance. These data allow mapping quality performance of the school as a starting point in the standard-setting Definition school that refers to the 8th National Education Standards set by BSNP and implementation of quality assurance model of education.(b) Preparation Guide for Quality Assurance. Making quality assurance guidelines are intended to provide guidance to schools in the implementation of quality assurance model of school education conducted with guidance/direction/support by LPMP, Department of Education and all parties stakeholders (stakeholders). These guidelines will help all stakeholders in the perception in the implementation of the model, (c) Preparation of Monitoring Instruments. Once a standard has been applied and implemented in schools, parties LPMP formulate monitoring instrument as a tool for evaluating adherence to established standards. Activities through the stages of preparation of the monitoring instruments; preparation of instruments, testing, processing and analysis, review, and instrument validation. Subsequently validated instrument can be used in monitoring the implementation of these standards.(d) Preparation of instruments SSE. Instruments School Self-Evaluation (SSE) is prepared as a tool for self-evaluation by each school. This activity is arranged jointly between schools, LPMP and the Department of Education and with the support of experts. In preparation SSE instruments and equipment through the stages following activities: preparation of instruments, testing, processing and analysis, review, and validation of the instrument.(e) To facilitate the preparation of the SSE Facilitating the preparation of the SSE is intended to provide guidance to the school so that the school has the necessary competence in performing SSE effectively. This activity is carried out by the LPMP.

2) Implementation of SSE

(a) Implementation of National Education Standards. PP NO.19 of 2005 Article 94 point b states that education unit shall conform to the provisions of this Regulation at the latest in 2012.(b) Monitoring. Monitoring activities carried out the school inspectors regularly (monthly) with reference to the educational standards that have been set, while monitoring conducted LPMP at least once in six months; (c) To facilitate the preparation of the SSE. Facilitating the preparation of the SSE is intended to provide guidance to the school so that the school has the necessary competence in performing SSE effectively. This activity is carried out by the LPMP.The school conducted an evaluation using SSE instrument. This activity is done by the school independently. SSE report submitted to the Department of Education and the school to be used as a follow-up LPMP or school quality improvement program.(d) Internal Audit, Internal audits can be conducted by the school in the form of peer-assessment. In particular, with regard to the learning process, which is a very important component in quality

assurance, peer-assessment can be done in the form of classroom observations of teachers solely between lessons.(e) Formulation of program development/improvement of school quality.The results of an independent evaluation and the results of internal audits conducted by the school used as study materials LPMP, Department of Education and school related to formulate a development program/school quality improvement.(f) The development/improvement of school quality.Implementation of the development/improvement of school quality relates to national standards conducted by schools with the LPMP, Department of Education and Higher Education in accordance with their respective authorities.

LPMP Jambi in facilitating the education units perform quality assurance on these schools, the following school education quality assurance procedures were performed by standard LPMP Jambi Province:

1) Procedure Guarantee

In carrying out this service function, LPMP Jambi Province in collaboration with school accreditation bodies (BAS) BAS provincial and district/city because it's scope of work LPMP covers all levels of education in primary and secondary education environment, while BAS-Province is responsible for the high school level and vocational and BAS-regency/municipality is responsible in kindergarten, elementary and junior high school.

2) The pattern of Quality Assurance Services

In performing their duties and functions, LPMP using two types of patterns of service, namely:

a. The pattern of services that are supervision, guidance, direction, advice and technical assistance. LPMP service pattern which is supervision, guidance, direction, advice and technical assistance to educational units which do not meet the accreditation standards that have been set is used to deal with issues relating to the standards and assessment standards of education. Patterns of quality assurance services that will be developed by LPMP order to achieve standardization of the quality of education is:

(a). There is an agreement between LPMP the educational unit of teacher performance will be improved.

(b) The performance will be improved are aspects of the performance of teachers in the learning process-specific, such as: the preparation of the learning device, creating an active learning process, creative, effective and fun, deepening and mastery of teaching materials, manufacture and utilization of instructional media, conduct action research class, as well as techniques to handle the problem child in learning.

The steps of the process of quality assurance services developed are:

(1) The initial meeting

- Creating a good relationship with a way to explain the meaning of supervision so that the participation of teachers increased.
- Finding what aspects of performance in a learning process that needs to be repaired/ upgraded.
- Finding the repair form on a particular sub-topic of the lesson.

(2) Preparation

- Teachers make Lesson Plan (RPP) in accordance with an agreed form of improvement.
- LPMP making instruments for the benefit of observation and mentoring.

(3) Implementation

- Teachers implementing learning with lesson plans that have been made.
- LPMP assistance to the education unit.

(4) LPMP advocate.

b. The pattern is advisory services through the review.

The pattern is advisory services through the results of this study are used to address issues relating to the content standards, competency standards, standards of educators and staff, facilities and infrastructure standards, management standards and financing standards. LPMP with experts both education experts as well as experts from various disciplines met in a study of the quality of the forum. The study was further recommended to the department of education as a decision that will be implemented by the school. However, if the education authorities feel that these results are still not quite right, the education agency can also provide a forum revision through the study of the quality of education. In addition, LPMP can also provide assistance in the form of advice to the school, and vice versa, the school can also provide evaluation of the results of studies that have been done by LPMP.

3) Assistance in the Quality Assurance System of Education
Within the framework of school mentoring program, LPMP develop a system/pattern mentoring activities that involve various structural and functional elements LPMP officials. Mentoring activities can be carried out in two main activities, namely (1) the IHT (In-house Training) or INSET (in-service training), (2) onset (On-service training).

a. IHT (In-house Training)

Profiles obtained after school quality mentoring, LPMP do programming assistance. This profile has become a base-line data that will be the basis for determining the initial mentoring activities. One of the initial program assistance activities are IHT. All elements of the school which includes principals, teachers and other education personnel in the school need to be well informed about the basic principles that include eight educational standards.

In the IHT teachers are trained to develop the necessary instruments in implementing the curriculum. One of the activities, is developing a syllabus and lesson plans (Lesson Plan). In addition, teachers also receive training and workshops to perform in accordance with the philosophical foundations of learning is learning-based SBC competence development. IHT can be implemented in schools in some of the early meetings regularly. In addition to IHT, the teachers of the school mentoring can be included in relevant training activities in in-service training (INSET) are implemented in LPMP. INSET activities can equip teachers with an understanding of the concept and curriculum development workshops are intensive and deep. IHT activities or in-service training (INSET), principals and teachers and staff are expected to have a true insight on the implementation of school management. Insight and knowledge of the

stakeholders expected to be implemented in eight national education standards properly and smoothly.

b. Onset (On-service Training)

After IHT or INSET school ready to implement educational programs in order to achieve the eight national education standards. Certainly in the first years of implementation of the school program, the school still faces many obstacles and barriers. It is very natural to happen. Therefore, schools should receive direct assistance when practicing the implementation of education programs, both in classroom activities and other managerial activities. This assistance is implemented by various elements in LPMP officials regularly, both at the level of school management conducted by the principal and his deputy, as well as at the level of learning management implemented by the teacher in the classroom. The companion of LPMP is the structural and functional officers/lecturers who come to school regularly and continuously within a predetermined time period. This activity is called on-service training (onset).

4. Conclusion

- a. Preparation Strategy Planning Education Quality Assurance Program strategic planning education quality assurance program by LPMP Jambi province using models offered Whittaker (1993) which includes; mission, vision, internal analysis, external analysis, assumptions, analysis and options strategies, critical analysis of related factors, goals, corporate strategic objectives, establish accountability implement plan, implement and monitor and provide feedback.
- b. Implementation Work Program LPMP Jambi Province
 - 1) In order to carry out the work program has been established, LPMP Jambi Province is engaged themselves to further improve its performance. To be able to see the performance LPMP Jambi at least can be viewed from two angles, ie the performance of internal and external performance.
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