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Exploration of School Management Model in Applying Quality Education

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Abstract. One way to achieve Education Quality Standards is to apply management consistently. This study aimed to determine the school management model in implementing the quality of education and to find out the inhibiting factors at SMP Negeri 2 Bayan. This research uses a qualitative approach with a case study method. Data collection techniques using observation, interviews and documents. The data analysis technique uses an interactive model: data collection, data reduction, data presentation and conclusions. The results of the study indicate that in implementing the quality of education at SMP Negeri 2 Bayan, the principles of independence, partnership, participation, openness, and accountability are the characteristics of the SBM model. In implementing the quality of education at SMP Negeri 2 Bayan by applying the School-Based Management model, the inhibiting factors in implementing quality are: 1) an assessment system that is not implemented properly; 2) a rigid and bureaucratic budgeting system; 3) the professionalism of personnel; 4) environmental conduciveness.

Keywords: model exploration; school management; education quality.

INTRODUCTION

In the current era, education service providers face competitive challenges in providing quality education [10]. The need for quality education is a significant factor for parents [2] with the hope of providing quality education for their sons and daughters.

A long and systematic process is undoubtedly needed to achieve quality in educational institutions. This can be realised by increasing efforts and changing habits. School management gathers all education-related information to concentrate on tips to achieve the specified educational goals [6].

Education quality problems are interrelated in an interactive system of education units. If the school's input is good and appropriately processed, it will produce sound output as well [7].

As stated in Law number 20 of 2003, good education planning is expected to realise the process of developing the personal quality of students as the nation's next generation in the future. This is stated as one of the strategic steps of education in Indonesia, including 1) Equitable quality education; 2) facilitating the development of children

from an early age; 3) increasing the accountability and professionalism of educational institutions; 4) Involving the role of the community autonomously.

In implementing quality education in schools, many obstacles must be overcome. Barriers are due to the need for more commitment of school quality assurance institutions to meeting and improving education quality standards [1]. The above can be seen from the consistency of management and teachers less committed to implementing a quality culture in schools. This is one of the factors that cannot maintain the school's accreditation score in the following visitation process.

From the initial observation process at SMP Negeri 2 Bayan (further - the Bayan), researchers found that in the accreditation visitation process in 2012, the Bayan got a score of 91 with an A (Excellent) Accreditation Rating. Furthermore, in 2019 this school got a score of 95 with an A (Excellent) Accreditation Rating, which means that there has been an increase in quality or this school has been able to maintain the quality of education very well.

The Bayan is one of the favourite schools in the Bayan District, North Lombok Regency. In maintaining and improving accreditation ratings for two periods, this school became a model among junior high school managers in North Lombok. Then, it became interesting to study the management model schools implementing quality education. This study aims to identify the school management model in implementing the quality of teaching and identify the inhibiting factors in implementing the quality of education at SMP Negeri 2 Bayan.

METHOD

The approach used in this study is a qualitative approach with the Case Study method.

The type of data in this study is the type of primary data secondary funds. Preliminary data is information about how schools carry out essential management functions, including planning, organising, actuating, and controlling. So that the management model used by schools can be formulated in implementing the quality of education based on the application of 8 national education standards (known with SNP). And collecting data in the form of information about problems which become an obstacle in implementing the quality of education, the structure of the data is in the form of communication from words, perceptions, opinions and behaviours that occur in SMP Negeri 2 Bayan, North Lombok Regency. Secondary data or supporting data is data about the school management model in implementing the quality of education.

Sources of data in this study are research subjects and informants. The subjects in this study were the principal, the head of the TPMS team, the deputy principal for facilities and infrastruc-

ture, and the Bayan teachers. Informants in this study were school supervisors and the treasurer of the Bayan.

Data collection techniques in this study are observation, Interview, and Documentation Techniques. Data analysis in this study used a qualitative data analysis interactive model with the following stages: data reduction, data presentation, and conclusion drawing/verification.

We were checking the validity of the data, namely: credibility (internal validation); transferability (external validation), dependability (reliability); confirmability (objectivity).

RESULTS AND DISCUSSION

School Management Model in Implementing Education Quality at SMP Negeri 2 Bayan

Based on information from interviews and results of document studies, it is known that schools make program plans to meet achievements in development facilities and infrastructure standards. From the observations, the researchers found a new classroom built in March 2020, sourced from the Special Allocation Fund (known as DAK) of the North Lombok Regional Budget.

The school is renovating the science laboratory and has a complete science practice facility. It is known that the budget is also sourced from the DAK APBD in the same budgeting package. The school is also renovating the school garden and has several sports facilities that are quite complete, such as a basketball court.

Data about the school management model in implementing the quality of education will then be displayed in tabular form (Table 1).

Table 1 – School Management Model in Implementing Education Quality

Subject / Informant	Result Description	Category	Conceptualisation
Subject / 1	The principal explained that to achieve the 2020 education standard, the school formed a special team named TPMS and then analysed the 2019 quality report card. These data are used as references in implementing quality implementation activities in the form of programs in the RKAS or making proposals to the regional or	Principal forming a special team, namely TPMS. TPMS analyses the previous year's quality report card. The principal forms and divides the tasks of implementing activities from the elements of teachers and employees. The primary school programs are the quality implementation plan in the RKAS (School Budget Work Plan).	Independence (implementing quality implementation independently by forming TPMS) Accountable (have a reference document for the application of quality) Participatory (utilise

Subject / Informant	Result Description	Category	Conceptualisation
	central government. The principal then forms and divides the tasks of implementing the activities.		existing resources to participate in implementing quality) Responsible (have a reference document for the application of quality in the form of RKAS)
Subject / 1	The principal explained that the principal and the school committee play an active role in implementing quality, from planning to supervising the entire process to ensure activities are carried out correctly.	The principal and the school committee work closely together, from planning to supervising the entire quality implementation process.	Partnership (partnering with school committees and other stakeholders)
Subject / 1	The principal explained that since 2020, they have been working on several programs, such as the construction of new classrooms, rehabilitation of the park, and improvement of sports facilities and science laboratories, which were budgeted for through the APBD, namely the Special Allocation Fund (DAK).	The school principal used budget assistance from the regional and central governments to fulfil facilities and infrastructure.	Partnership (partnering with the government in terms of the development of supporting infrastructure)
Subject / 2	The chairman of the TPMS explained that he was appointed as the chairman of the TPMS in 2020, with his team, carried out activities to analyse quality report cards, and then made recommendations for actions to achieve quality standards which were the weaknesses of the NSP.	The principal forms a TPMS (School Quality Assurance Team). TPMS makes quality implementation guidelines based on the analysis of quality report cards in the form of weaknesses in SNP achievements.	Independence (implementing quality implementation independently by forming TPMS) Accountable (have a reference document for the application of quality)
Subject / 2	The head of the TPMS explained that based on the analysis of the quality report card, it was found that the school's weaknesses in SNP achievements were then used as a reference in the School Budget Work Plan (RKAS). The TPMS team the quality report card analysis results involving all parties, including the principal, vice principal, TU, teachers, school supervisors and school committees, and discussed the follow-up plan for its activities. The team collects activity proposals that become recommendations to the school principal for implementing quality.	TPMS found weaknesses in the achievement of SNP from the results of the quality report card analysis process, and then became a guide in preparing the RKAS. The TPMS team disseminates the quality report card analysis results to all stakeholders. The TPMS team discusses the plan for follow-up activities and collects proposals.	Accountable (have a reference document for the application of quality in the form of RKAS) Openness (there is communication as a form of transparency to the public) Participatory (stakeholder involvement in providing input)
Subject / 2	The head of the TPMS explained that the principal determines the person in charge of the activities that have been planned. Each person in charge will plan follow-up activities in the form of activities	The principal determines the person in charge of the planned activities.	Participatory (involvement of HR implementing quality implementation)

Subject / Informant	Result Description	Category	Conceptualisation
	that can support the achievement of quality.		
Subject / 2	The head of the TPMS explained that by the results of the analysis of the quality report card, there were areas for improvement in SNP achievements, namely in process standards, facilities and infrastructure standards and financing standards.	TPMS informs policymakers that there are areas for improvement in SNP achievements, namely in process standards, facilities and infrastructure standards and financing standards.	Openness (the school has built communication as a form of transparency to the public)
Subject / 2	The head of the TPMS explained that to analyse the quality report card, the SNP achievement score interval was used from 0-70 with categories. First, if the school's score on a standard (indicator/sub-indicator) was 1-3 stars, it was considered a weakness, and if the score was in the 4-5 stars, it was considered a strength. Second, if the school's score on a standard (indicator/sub-indicator) ranges from 4-5 stars, then four stars are regarded as weaknesses, and five stars are considered strengths. Third, if the school's scores on a standard (indicator/sub-indicator) are all five stars, there are indicators/sub-indicators whose values range from 6.67-6.99. All scores below seven are considered weaknesses.	TPMS analyses the quality report card using the SNP achievement score interval from 0-70.	Accountable (have a reference document for the application of quality)
Subject / 2	The head of the TPMS explained that the principal and supervisors, as well as the school committee, play an active role from planning to supervising the quality implementation process.	The principal and other stakeholders play an active role in planning and supervising the entire process of implementing quality.	Participatory (stakeholder involvement in quality implementation)
Subject / 3	Analysis of the quality report cards showed the standard of facilities and infrastructure is one indicator of the weakness in achieving school quality standards. In 2019, the number of class VII study groups was five groups, while the classrooms owned were four rooms, finally using the science laboratory as classrooms. In 2021 schools will receive APBD funds through the Special Allocation Fund for the construction of new classrooms and laboratory rehabilitation, procurement of sports facilities and garden repairs.	Schools receive APBD funds through the Special Allocation Fund for the construction of new classrooms and laboratory rehabilitation, procurement of sports facilities and garden repairs by proposing to the KLU Regional Government.	Partnership (partnering with the government in terms of the development of supporting infrastructure)
Subject / 3	Activities from planning to quality implementation involved many parties, including school committees.	Principals involve all stakeholders from planning to implementation.	Participatory (stakeholder involvement in planning to monitor)

Subject / Informant	Result Description	Category	Conceptualisation
Subject / 3	The principal carries out activities to meet quality standards directly in the RKAS.	The principal carries out activities to meet quality standards directly in the RKAS.	Accountable (have a reference document for the application of quality)
Subject / 3	During the construction of facilities and infrastructure, the primary supervisor and school committee checked the quality of the building and whether it was being built, whether it was correctly, as shown in the drawings, referring to the building drawings and RAB.	Principals, supervisors and school committees play an active role in assisting and supervising the quality implementation process. The principal superintendent and the school committee check the quality of the building under construction and whether it is correct, as shown in the drawings and the allocation of funds, referring to the graphics of the buildings and their RAB.	Participatory (stakeholder involvement in planning to monitor) Accountable (have a reference document for the application of quality)
Subject / 4	The class teacher explained that during a meeting with the principal stakeholders, the principal showed low achievement of process standards. One of the points was the learning process sub-indicators regarding the differences in student learning needs.	The principal invites stakeholders to a coordination meeting to discuss the weaknesses of the SNP's achievements. The school principal divides the person in charge of each quality fulfilment activity/program.	Openness (communication as a form of transparency to the public) Participatory (involving human resources to solve quality problems in schools)
Subject / 4	The class teacher explained that during the coordination meeting, the principal gave teachers the task of increasing supervision and utilising authentic assessment results.	The principal asks teachers to improve supervision and use authentic assessment results.	Participative (involving stakeholders in decision-making and others)
Information 1	The School Supervisor explained that the Bayan had analysed quality report cards around February 2020.	The Bayan School Supervisor has implemented the implementation of quality education.	Independence (implementing quality implementation independently)
Information 1	The school supervisor explained that the process carried out by the school was in the form of making an activity plan from the weaknesses known from the analysis of the quality report card. During the implementation of activities, supervisors and school committees are involved in monitoring the extent to which the process has been implemented and is correct or not.	TPMS makes an activity plan from the known weaknesses from the analysis of the quality report card. Supervisors and school committees are involved in assisting the implementation of activities.	Accountable (have a reference document for the application of quality) Participatory (involving stakeholders in decision-making and others)
Information 2	The Head of the School Committee explained that in 2020 a quality report card analysis had been carried out involving policymakers in the school. The results were included as a work plan on the RKAS.	TPMS analyses the 2020 quality report card. The results of the quality report card analysis are contained in the RKAS.	Independence (implementing quality implementation independently) Accountable (have a reference document for the application of quality)
Information 2	The Head of the School Committee explained that several programs	SMP Negeri 2 Bayan has received funding from the Regional	Partnership (partnering with the

Subject / Informant	Result Description	Category	Conceptualisation
	were submitted to the Regional Government, such as the construction of new classrooms, rehabilitation of science laboratories, sports facilities, garden arrangements (have been implemented), and sports facilities and park arrangements (have not been implemented).	Government to construct facilities and infrastructure.	government in the development of supporting infrastructure)
Information 2	The Head of the School Committee explained that the principal had planned activities to support quality achievement through the RKAS (such as Class Meetings for students). Some activities that were not prepared in the RKAS are still being carried out. It usually carries out at the time of disbursing BOS funds at each stage by loading them in the RPD (Fund Use Plan).	Principals plan activities to support quality achievement through RKAS and RPD.	Accountable (have a reference document for the application of quality)

National Education Standards (SNP) include graduate competency standards, content standards, process standards, educators and education personnel standards, facilities and infrastructure, management, financing, and assessment standards.

Implementing quality at the Bayan begins by analysing the quality report card from the EDS (School Self-Evaluation) activity in 2020. This activity shows that the weaknesses of quality achievement are contained in three standards: process, facilities, infrastructure, and financing. These weaknesses are found in each indicator and each sub-indicator.

Based on the data on the weakness of the achievement of the school's quality standards above, staff at the Bayan implement quality implementation with the following steps:

Implementing quality at the Bayan was started by forming the TPMS Team (School Quality Fulfillment Team). Based on this, the school has demonstrated the independence of its human resources to implement quality implementation to fulfil the National Education Standards.

The Bayan has built partnerships with the Regional and Central governments to obtain budgetary support through the Special Allocation Fund so that schools can create new classrooms, school parks and sports facilities and others to support the teaching and learning process in the school.

Implementing school quality at the Bayan involves all stakeholders in a participatory manner, such as the principal, school supervisor, teachers, and administrative staff to school committees. This is done to increase the contribution and empower the ability of all school members to implement quality education.

To build public trust, especially with stakeholders on the quality of education, the principal of the Bayan communicates through coordination meetings with all stakeholders, supervisors, teachers, TU and committees.

To support the quality implementation process, the Bayan makes a School Budget Work Plan as a reference in implementing quality implementation. Besides that, the school also makes guidelines for implementing quality implementation activities so that the activities carried out can be accounted for accountable.

The process the Bayan goes through in implementing the quality of education mentioned above emphasises independence in decision-making to meet the needs of improving school quality by involving all stakeholders in the school.

This proves that the school management model in implementing the quality of education at the Bayan tends to be the School-Based Management Model (SBM). Authors [5] explain that School-Based Management is essentially a decision-making process to meet the need to improve

school quality by involving all relevant stakeholders in utilising existing resources independently. This is also in line with the government's mandate (No. 57 of 2021), which states that planning, implementing and supervising early childhood education activities and primary and secondary education levels implement school-based management, as shown by inde-

pendence, partnership, participation, openness, and accountability.

An overview of the inhibiting factors in implementing the quality of education at the Bayan.

Data on the inhibiting factors in implementing the quality of education described above will then be displayed in tabular form (Table 2).

Table 2 – Inhibiting Factors in Implementing Education Quality

Subject / Informant	Result Data	Category	Conceptualisation
Subject / 1	The principal explained that the inhibiting factor in implementing the quality of education was that teachers sometimes needed to carry out authentic assessments in the standard process. Then the learning process could have been carried out correctly. Lacked facilities and infrastructure such as classrooms and school finances needed to be increased. So proposed financing through the Special Allocation Fund or DAK.	Teachers need to carry out authentic assessments. Schools need more facilities and infrastructure due to a lack of budget.	The assessment system is not implemented correctly. Rigid and bureaucratic budgeting system in the government.
Subject / 2	The head of the TPMS explained that the inhibiting factor in implementing quality was the need for more understanding of personnel about their primary duties and functions and how important the process was to be carried out. In addition, the facilities and infrastructure need to be sufficiently supportive, for example, the unavailability of counselling and student rooms and computer laboratory rooms.	Teachers and employees must understand their duties and responsibilities to be less motivated and committed.	Personality Professional
Subject / 3	Currently, the counselling room is still using the teacher's room which is separated into a counselling and student guidance room. In 2021 an application for funds for the development of the BK room was submitted to the Regional Government. Due to budget refocusing due to the COVID-19 pandemic until now, there has been no information regarding the proposal's progress. In addition, the facilities and infrastructure need to be sufficiently supportive.	The COVID-19 pandemic has resulted in a refocusing of the budget at the Regional Government. There needs to be more information regarding the development of the proposal.	Environmental Conduciveness
Subject / 4	Class teachers admit they have not fully paid attention to individual differences in students, be it their intellectual development, background experience, learning style, interests and talents. The class teacher also explained the action plan that had previously been made, but in its implementation, it had not run optimally because of the COVID-19 pandemic.	Teachers need to pay attention to individual differences in students fully. The COVID-19 pandemic has made activities not carried out optimally. The teacher needs to be maximal in authentic assessment.	Personality Professional Environmental Conduciveness Personality Professional
Information 1	The School Superintendent explained that one of the inhibiting factors was the individual factor. Sometimes, this event could have been more enthusiastic due to other activities at school, and because the COVID-19 pandemic entered Indonesia in 2020, all processes in schools were limited.	The organisers of the activities are less enthusiastic because of other activities at school. Due to the COVID-19 pandemic,	Personality Professional Environmental Conduciveness

Subject / Informant	Result Data	Category	Conceptualisation
		all processes in schools have been restricted.	
Information 2	The Head of the School Committee explained that the inhibiting factor was that the School Treasurer was sometimes confused in determining the name of activities for certain activities. So he chose activities that were easy to budget for in the RKAS and did not violate the technical guidelines for BOS funds.	The BOS treasurer needed clarification about the names of activities in the RKAS. So he chose activities that were easy to include in the RKAS, so priority programs were planned outside the RKAS.	Rigid and bureaucratic budgeting system in the government.

Author [8] explained that financing is one of many problems contributing to the low quality of education. Lack of planning and implementation also due to the assessment system that is not implemented correctly to measure the effectiveness of the learning process based on the applied curriculum.

In general, author [8] explains that several things, including 1 causes several factors causing the low quality of education) the curriculum needs to be designed correctly; 2) poor utilisation of facilities; 3) environmental conduciveness; 4) poorly planned management; 5) lesson hours need to be better organised; 6) personality professionalism.

The author [3] identified several factors that hindered the quality of education in Indonesia, including 1) dualism in the organisation of education; 2) management at the junior high school level that is not well centralised; 3) a rigid and bureaucratic budgeting system that is entrenched in several government agencies; 4) school management that does not work well due to the lack of professionalism of the principal.

The inhibiting factors in each process of implementing the quality of education at Bayan are as follows:

1) The assessment system needs to be implemented correctly. Teachers need to fully understand the assessment process and the use of authentic assessment results. 3) Teachers still need clarification about the assessment process that must be done daily to provide an overview of attitudes, knowledge and skills associated with students' real life outside of school.

Permendikbud explains that: "Authentic assessment is an assessment that requires students to

be able to show attitudes, use the knowledge and skills obtained from the learning process in applying tasks in actual conditions".

The results of research [1] showed that implementing authentic assessment in the 2013 MIN 2 Mataram City curriculum experienced obstacles in assessing attitudes, knowledge, and skills. Constraints include insufficient time, many assessment formats and teachers who could be more intensive in conducting assessments.

The same thing is also known from the research results [2] that the obstacle for teachers in implementing authentic assessments is the format that needs to be simplified, and the time for compiling and carrying out accurate estimates is minimal. So teachers could be more optimal in collecting and carrying out authentic assessments. Inspection must be carried out simultaneously with the learning process, thus making teaching and learning less effective.

Based on the two research results above, the problem of implementing authentic assessment does not only occur in Bayan but also becomes an external factor that becomes a weakness in the achievement of quality education in other schools.

2) One of the restrictions on using BOS funds is that schools are prohibited from using BOS funds for infrastructure with moderate and heavy damage categories, building new buildings or rooms. Based on this, schools must refrain from using BOS funds to create new classrooms. So schools must wait for the realisation of special allocation funds from the central and local governments to build new classrooms.

3) Teachers and employees must understand their duties and responsibilities to be less moti-

vated. Competence is a factor in developing the quality and activities of educational staff. Organisational commitment is needed to structure the division of labour and the installation of the working relationship. The author [9] explains that the relationship between competence and work commitment is positive and significant.

4) The COVID-19 pandemic has resulted in a re-focusing of the Regional Government budget. So the application for constructing new classrooms is pending and diverted to handle the COVID-19 pandemic. In addition, the COVID-19 pandemic has resulted in the teaching and learning process failing to run as it should.

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CONCLUSIONS

The school also plans the process of implementing quality in an accountable manner so that it has transparent and responsible guidelines. These characteristics of the School-Based Management Model are indicated by independence, partnership, participation, openness, and accountability.

Inhibiting factors in implementing the quality of education at Bayan include an assessment system that is not implemented correctly, a rigid and bureaucratic budgeting system in the government, professionalism of the personnel, and environmental conductivities.