STRATEGIES FOR IMPROVING THE QUALITY OF EDUCATION IN THE TWENTY-FIRST CENTURY: REVIEW OF THE EDUCATION SYSTEM IN FATIH BILINGUAL SCHOOL ACEH

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Abstract
Improving the quality of education is a must to meet the needs of the school and community. This study aims to determine the planning, implementation, monitoring, and evaluation of programs to improve education. The method used in this research is a descriptive method with a qualitative approach. Data collection techniques: observation, interviews and documentation study. Subjects were Principal, Vice Principal, committees and supervisors. The results of the study will describe how Planning, Implementation, and Evaluation of education quality improvement programs are carried out by Fatih Bilingual School in Aceh every year, but also conducted on a monthly and semester basis. includes internal evaluation and external evaluation as a reference for improving the quality of schools in Aceh.

Keywords: Strategy, Quality Improvement, Education

INTRODUCTION
The presence of a quality education institution is highly expected by all parties. Because quality education is one of the answers to the challenges faced by a nation to be able to compete globally. According to Mukbulloh (2011), the urgency of developing the quality of education by looking at the conditions of developing reality cannot be delayed anymore. Science is growing. Education in Indonesia needs to internalize quality so that it is in line with the progress of nations in the world. In the development of education a quality management system is needed, so as to be able to achieve the best achievements. The strategy is a plan or action that is designed in such a way as to achieve a goal, a good strategy depends on how neatly the steps taken in preparing the plan. The same thing was also expressed by Ismail (2000) who said that in the 21st Century was the era of rapid development of technology and information. The latest developments in open sky technology have implications for human life in the world and bring people to race faster to catch up.

Therefore, in the 21st Century known as the century of industrial revolution, it also demanded the world of education to race to catch up with lagging. The first direction, of course, is that educational institutions must conduct self-evaluations by carrying out good quality management and in accordance with the times. According to some education experts said that schools in Indonesia still use many old pattern systems, because times have changed and continue to change so rapidly, then if the system model continues to be applied it will have an impact on unsuccessful education, because it is no longer compatible with needs of the age in the 21st Century. For this reason, schools must have new strategies in designing good quality management so
they are able to reach global standards. Sukmawan (2010) argues that strategy is a pattern or plan that integrates the main objectives, policies, and sequences of organizational actions into one in a good overall. The strategy to improve the quality of education is the first step to respond to the development of the times, with a concept that is able to produce graduates with competent and professional, noble and high competitiveness.

According to Mulyasa (2010), efforts are now being made to improve the quality of education by various parties in order to develop human resources and develop national character. Improving the quality of education is a development target in the field of national education and is an integral part of efforts to improve the quality of Indonesian people as a whole. Education is an important factor that must be realized in the education process. Good quality education must be supported by a number of factors, both internal and external factors. Quality or quality is a dynamic condition that relates to products, services, people, processes, and environments that meet or exceed expectations. Zahroh (2014) states that quality is a structured process to improve the output produced. The quality of education in question is the ability in which educational institutions use educational resources to improve their learning abilities as optimally as possible. Whereas, according to Rivai (2012) that quality management is defined as a system approach to management that aims to continuously improve value for customers by continuously designing improving system processes.

The importance of research on the quality of education is based on that quality is not something that happens suddenly and arises automatically in the presence of teachers, administrative staff, and principals. However, quality must be planned, through the quality trilogy, namely quality planning, quality control, and quality improvement. In improving the quality of education can be influenced by educational input factors and educational management process factors. Educational input is everything that must be available because it is needed for the process to take place. Educational inputs consist of all available school resources. This is what at present in our educational institutions is still not well implemented. It is a high expectation for schools to encourage the participation of school people (principals, teachers, students, employees, school committees and communities around schools and stakeholders) directly to be able to improve school quality based on national education policies and applicable laws and regulations. that, schools must be more serious in conducting comprehensive and continuous reform of school development and future orientation.

The Fatih Bilingual School is one of the international private schools in Aceh. This foundation is under the Fatih Indonesia Foundation. This school was also present after the tsunami of Aceh in 2004 to call Aceh in the development of quality Human Resources (HR). The institutions/institutions organize education in several fields, namely: 1) Elementary School (SD Fatih Bilingual School, 2) Fatih Bilingual School Middle School (SMP), and 3) Fatih Bilingual School High School. From 2005 to 2018, the Fatih Bilingual School was one of the schools that contributed positively to the development of the advancement of education in Indonesia, especially in Aceh Province, and became one of the school models that are very active in improving towards high quality and competitive schools, which began with reform in all fields. The role of the Fatih Bilingual School is very felt when it is able to become a globally
competitive school with good achievements. This achievement is certainly nothing else caused by the quality of education that is applied based on integrated quality management (Total Quality Management) and is able to run it properly and maximally.

LITERATURE REVIEW

In the constitution number 20 of 2003 concerning the National Education System states that the National Education System is the whole educational component that is interrelated in an integrated manner to achieve national education goals, namely to develop capabilities and improve the quality of life and human dignity of Indonesia. Furthermore, in the constitution of the Republic of Indonesia Number 23 of 2014 about Concerning Regional Government, it is mandated that education is a matter of basic services that must be carried out by the Regional Government. To carry out this education affair, in the appendix of the law it is stated clearly the division of authority of education affairs between the Central Government, Provincial Regional Government, and Regency/City Regional Government.

Guarantee and improvement of the quality of primary and secondary education is the responsibility of the education unit that must be supported by the provincial and regency/city governments in accordance with their respective authorities and community participation. At the Central Government level (hereinafter referred to as the Government) the guarantee and improvement of the quality of primary and secondary education is carried out by the Ministry of Education and Culture through the Directorate General of Primary and Secondary Education, the Ministry of Religion, and the Ministry of Home Affairs and other relevant agencies. At the level of the Provincial Government carried out by the Provincial Education Service, LPMP and the Regional Office of the Ministry of Religion, while at the district/city level the government is carried out by the District/City Education Office and the District/City Ministry of Religion Office.

Andi and Ishak (2017, p. 1) say that the 21st Century is a century that is very different from previous centuries. The development of extraordinary science in all fields. In this century, especially the sophisticated and sophisticated fields of Information and Communication Technology (ICT) make this world increasingly narrow, because of the sophistication of ICT technology, various information from various corners of the world can be accessed instantly and quickly by anyone and from anywhere, interpersonal communication can be done easily, cheaply anytime and anywhere. These changes are increasingly felt, including in the world of education. Teachers currently face challenges that are far greater than in the previous era. Teachers face clients who are far more diverse, subject matter that is more complex and difficult, standard learning process and also demands the achievement of students' higher thinking skills, for those teachers who are able to compete, are no longer capable of intelligence but act creativity and intelligence (hard skills-soft skills).

According to Susanto (2010), there are 7 teacher challenges in the 21st century, namely: 1) Teaching in multicultural society, teaching in communities that have diverse cultures with multi-language competencies, 2) Teaching for the construction of meaning, teaching to construct meaning (concept), 3) Teaching for active learning, teaching for active learning, 4) Teaching and technology, teaching and technology, 5)
Teaching with new views about abilities, teaching with new views about abilities, 6) Teaching and choice, teaching and choice, and 7) Teaching and accountability, teaching and accountability. To solve the above problems, the teacher is required to be able to read every challenge that exists today. The teacher must be able to search for solutions to problems that arise from the impact of the progress of the times because not all the advances of the times have a good impact, negative impacts must also be taken into account.

The effort to guarantee and improve the quality of education is difficult to be released from its relation with quality management, where all management functions carried out are directed to the maximum extent possible to provide services that are in accordance with or exceed national education standards. In this regard, efforts are needed to control quality (quality control). Quality control in the management of education is faced with the constraints of limited educational resources. Therefore a quality control effort is needed in the form of assurance or assurance so that all aspects related to the education services provided by the school are in accordance with or exceed the national education standards. The concept associated with this in quality management is known as Quality Assurance or quality assurance. Guarantee and improvement of the quality of education is the responsibility of the education unit that must be supported by the government, the provincial government and the district/city government in accordance with their respective authorities and community participation. At the Government level carried out by the Ministry of National Education, Ministry of Religion, and the Ministry of Home Affairs and other relevant agencies. At the Provincial Government level, the Provincial Education Office, LPMP and the Regional Office of the Ministry of Religion are carried out, while at the district/city level the government is carried out by the District/City Education Office and the Office of the Ministry of Religion.

The implementation of guarantee and improvement of the quality of education up to now still faces various kinds of problems, including: (1) not yet fully socialized the National Education Standards as a reference for education quality, (2) the implementation of guarantee and improvement of the quality of education is still limited to monitoring the quality component in the education unit, (3) quality mapping is still in the form of data collection on the achievement of unified education quality from various education providers, and (4) follow-up on the results of education quality data collection that has not been coordinated by organizers and implementers of education at various levels. Based on the foregoing, it is necessary to have legal aspects regarding guaranteeing and improving the quality of education including (1) understanding and scope of guarantee and quality improvement, (2) proportional division of tasks and responsibilities in guaranteeing and improving the quality of education, (3) achieving National Education Standards, and (4) developing an effective education quality information system for management, decision making in guaranteeing and improving the quality of education.

For this reason, Mukhid (2007, p. 133) states that improving the system towards quality education has become a demand and need that must be fulfilled by every non-negotiable educational institution, starting from the elementary level to higher education. The realization of the demands and the need for quality must refer to agreed quality standards. By reference to these standards will be measured and
determined and determined the quality or not of each education provider. One component that determines the quality of education is to see the extent to which the learning system is implemented. If the elements that are interrelated and dependent on them are all involved, both in the form of people, messages, materials, tools, and environment, then the learning system can be categorized as good/right or effective, which directly impacts and positively correlates in shaping and improving quality education. The education quality assurance system according to the Ministry of Education and Culture includes the internal and external quality assurance systems, including the following:

Figure 1. Internal and external quality assurance system cycles
Fadhli (2017, p. 216) said that efforts to improve the quality of education are a continuous issue that will be a conversation in education management/management. Improving the quality of education is an effort that must be pursued continuously so that the expectations for quality and relevant education can be achieved. Quality education is the hope and demand of all education stakeholders. Everyone will certainly prefer to study the institutions that have good quality. On this basis, schools/educational institutions must be able to provide good service and quality so
that they are not left behind and are able to compete with other educational institutions. To measure quality education, of course, criteria/indicators are needed. Sallis (2005, pp. 1-2) revealed that there are many good quality indicators in educational institutions. Among other things: 1) high moral values, 2) excellent examination results, 3) the support of parents, business and the local community, 4) plentiful resources, 5) the application of the latest technology, 6) strong and purposeful leadership, 7) care and concern for pupils and students, and 8) a well-balanced and challenging curriculum. This view explains that good and quality schools must have: 1) high moral/character values, 2) excellent test results, 3) support of parents, businesses and local communities, 4) abundant resources, 5) the implementation of the latest technology, 6) strong leadership and purpose (vision), 7) care and attention for students, and 8) a balanced and relevant curriculum.

From a number of opinions above, it can be concluded that schools must implement strategies to improve the quality of education to create good quality in the education system. For this reason, the school must form a team called the School Quality Assurance Team in order to control at any time the quality of the education. Schools must plan, implement, control and develop an Educational Quality Assurance System by preparing quality improvement planning documents as outlined in the School Work Plan to implement quality fulfillment in the management of the education unit and the learning process and develop quality improvement strategies based on the results of monitoring and evaluation. If the school implements a system and a strategy to improve good quality education continuously, the result of the Quality Assurance System is the improvement of the quality of education at the school level from time to time to be better and ready to compete globally, supported by the results of monitoring and evaluation.

METHOD
This research uses the descriptive method, qualitative approach. According to Moleong (2007), qualitative research is a research procedure that produces descriptive data in the form of written or oral words from people and observed behavior. The subjects in the study were the Principal, Deputy Principal, School Committee and Supervisor. Data collection techniques are carried out by observation, interviews, and documentation. Observation techniques are used by researchers in order to observe the school environment, the availability of existing facilities and infrastructure in order to improve the quality of education. Furthermore, documentation is needed to view various archives and records that have relevance to the writing of this thesis, such as school profiles, strategic plans and school activities programs, proposal activity archives and procurement of school facilities, data on students, teachers, infrastructure data, staff data and employees, education calendar and so on. Furthermore, interviews were conducted to collect data through information from related parties and involved in the implementation of education related to strategies to improve the quality of education both in planning, implementation, and evaluation systems for education quality improvement programs.

Data are analyzed qualitatively with the following stages Sugiyono (2010): (1) Data Reduction (data reduction), namely simplifying the data that has been collected in accordance with the formulation of research problems, (2) Data Display (Presentation of Data), data that has been obtained through data collection techniques will be
organized, arranged in table form, so that it will be easily understood, (3) Triangulation, namely checking the credibility of data from various data collection techniques and various data sources. Triangulation technique is a technique of checking the validity of data that uses something else, outside of the data for checking purposes or as a comparison of the data obtained, and (4) Conclusion Drawing, this step according to Miles and Huberman in Sugiyono (2010) is drawing conclusions and verification, namely drawing conclusions from the data that has been obtained regarding the strategies carried out by schools in improving the quality of education.

RESULTS AND DISCUSSION
Educational Quality Planning
The results of the study show that the planning strategy for improving education quality was carried out by the Principal by establishing a School Quality Development Team. Then, Fatih Bilingual School conducted the preparation and formulation of the school's vision and mission. Then a number of vision and mission and school objectives that were successfully formulated are then discussed in an Annual School Work Meeting involving the School Quality Development Team consisting of all Teachers, Committees, Supervisors, Experts / Resource Persons and Community Leaders to develop education quality improvement programs. The School Quality Development Team is a non-formal working group formed to help and support the implementation of education in schools, especially related to efforts to improve the quality of education. From these results a Strategic Plan was born as a reference for making work plans or programs, starting from general programs or long-term programs to programs or daily work plans.

The focus of the planning program consists of four parts, namely: planning in the field of curriculum, development of educational staff, development and guidance in the field of student affairs, and planning in the fields of finance, public relations and infrastructure. The management strategy for improving the quality of education here is based more on the ability of the Principal as the main factor in compiling, running the program in addition to significant support from the board of teachers, school administration staff and the community in the school environment. This is indicated by the existence of various activities involving all stakeholders which include programs to improve the quality of education through the addition of school hours, improving the quality of teachers through upgrading, training, supervision and further education, student education through special programs to prepare students for the International Science Olympiad in overseas. In addition, the Fatih Bilingual School Middle School also prepared a good time in the 'Extra-Curricular Program,' which in addition to the formal curriculum, students were given the opportunity to attend special classes such as multimedia, scouting, and painting. There are also school doctor services and various clubs such as Art Clubs, Language Clubs, Sports Clubs, Science Clubs, etc. As well as an increase in funding programs through the participation of Committees, Guardians of Students, Communities, Entrepreneurs, and agencies that support the financing of school quality improvement programs.

Strategy for Implementing Education Quality
The strategy for implementing education quality improvement programs carried out with the management of school-based quality improvement is more directed at the establishment of effective schools, where schools place work professionalism and
empowerment of all school personnel, which is the main reference for the authenticity of all school quality improvement programs. The strategy for implementing the program to improve the quality of education is carried out by empowering all existing components to implement the programs that have been determined in the annual school working meeting (RAKER), namely (1) annual program, (2) semester program, (3) weekly and daily programs, (4) sieving and remedial programs, and (5) Self-development program. In implementing the education quality improvement program, the Principal does not work alone but is also assisted by the School Quality Development Team (TPMS) related to efforts to achieve the vision and goals of the school. programmed in RAKER such as: stipulating the provision of teaching assignments and curricular activities, providing support and motivation for teachers to continue their education to a higher level (Masters), strengthening UAN/UAS, strengthening facilities and infrastructure to bring in outside speakers, holding regular meetings and empowering School Committees and Alumni as a forum and media to establish relations with the surrounding community.

The School HR Preparation Strategy includes students, teachers, principals and supporting staff. Fatih Bilingual School Middle School requires new students to have high competence and intelligence. This is based on the demands of the curriculum, which requires students to be able to compete globally. Therefore, in recruiting students this must be taken into consideration. As stated in the constitution Number 1 I in 2005 about Teachers and Lecturers Act, the implications of the teacher's main duties in international schools are to educate, teach, guide, direct, train, assess, and evaluate students with international standards. Some of his main tasks in general at Fatih Bilingual School Middle School include the following: (a) developing curriculum, syllabus and lesson plans, (b) implementing international standard PBM so teachers must have English language skills, (c) implement various learning methods in accordance with the demands of the national and international curriculum, (d) being able to use ICT tools for the learning process, or for the development of their profession, (e) applying various methods of assessment or evaluation in learning, (f) developing various learning media in accordance with the demands of a standard curriculum international, (g) and so on.

**Strategy for Educational Quality Evaluation**

The results of the study indicate that the supervision strategy of the education quality improvement program is carried out by the Principal to the personnel at the beginning and end of the semester, this is done to determine the level of Supervision carried out periodically covering all the scope that exists in the school and carried out thoroughly. With this assessment, the school will be able to provide for students' needs, determine educational programs that are suitable for their students and produce graduates who have good knowledge and skills. In addition, assessments in educational organizations in schools can detect personal deviations at school, so that the deviations do not expand. Another advantage in conducting assessments is that they can find out whether the methods that have been implemented have been practiced properly and successfully, whether student learning progress continues to increase, whether the graduates get good knowledge, whether the difficulties and weaknesses in the school can be overcome, do you need to change the method you have used, and anything else.
The process of evaluating the quality improvement program was not only carried out by the Principal and Deputy Principals alone but also assisted by the School Quality Development Team (TPMS) consisting of Supervisors, Committees, Teachers and External Teams. Evaluation is carried out every year, but it is also conducted monthly and semester. Implementation of evaluation to determine the level of program achievements and constraints encountered in the implementation of programs that have been planned. Evaluation of quality improvement programs is carried out by referring to quality control programs and educational evaluation guidelines, complemented by their instruments, by including evaluating results, implementation processes and managerial factors supporting the educational process. There are two types of evaluations carried out, namely: (1). Internal evaluation, namely evaluation carried out by the Principal and TPMS. This type of evaluation tends to be subjective because it is influenced by the desire to be successful. But this evaluation is easy to implement and the personal evaluation is very understanding of the details of the activities at the school, and (2). External Evaluation, namely an evaluation carried out by an independent body or an assessment body from outside the school. This evaluation is more objective. For example, a team from the Indonesian Fatih Foundation and the Education Office and the School Accreditation Team in determining the status of accreditation of an institution by the accreditation body, and others.

CONCLUSION
Planning to improve the quality of education carried out by Fatih Bilingual School is one of the good strategies for reference for every school in Aceh, especially by preparing the school’s vision and mission and forming a School Quality Team to implement a school quality assurance system properly. The implementation of the quality improvement program is carried out by the Principal and the School Quality Development Team by implementing various programmed school programs. Then, supervision of the quality improvement program is carried out periodically and covers all the scope that exists in the school and is carried out thoroughly at the beginning and end of the semester, to determine the level of achievement of the applied curriculum. Whereas the quality improvement program evaluation system is carried out on a monthly and semester basis. includes internal evaluation and external evaluation.

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