



The Effectiveness of School Resource Management in Improving the Quality of Education

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Abstract

The purpose of this study is to describe how school resource management works to improve educational quality. The quality of education comprises a description of the ability of education in schools to meet the goals and objectives set out. This study employs both descriptive and qualitative research methods. According to the study's findings, educational quality is defined as the education system's ability to raise the added value of input variables in order to produce quality outputs. Implementation of School-Based Management (SBM) necessitates the involvement of all resources capable of empowering schools on an ongoing basis through the use of an integrated problem-solving approach to management.

Key words: quality of education, school resources, service quality

INTRODUCTION

The level of achievement of management goals and utilization of existing resources, including educators, infrastructure, and so on, to achieve school goals and have a school environment that supports learning activities, and the outputs produced by schools can be beneficial to the community (Nurkolis & Sulisworo, 2018). Quality education is a country's hope for development and improvement. Education has a critical role in increasing the quality of human resources. The goal is to improve education quality in relation to output-focused schools. Human resource management is critical for education in controlling, regulating, Human resource management is a method for utilizing individuals to fulfill corporate objectives



(Silva & Lima, 2018; Boon et al., 2019). Human resource management aims to increase individual productive contributions. In this situation, human resources are assets that must be carefully managed to meet the organization's needs. The organization in question is educational. Education has a critical role in increasing the quality of human resources. Education has a profound impact on a country's economic progress. The government does not employ an independent mechanism to improve the quality of life for Indonesians.

QUALITY OF EDUCATION

Students benefit from a safe, healthy, and gender-sensitive setting. Classrooms are well-managed, and teachers lead the effective teaching methods. Learning spaces can range from contemporary, well-equipped buildings to open-air gathering areas. School facility quality has an indirect impact on learning, making it difficult to measure.

SCHOOL –BASED MANAGEMENT

One of the educational issues confronting Indonesians is the low quality of education (Sukasni and Efendy, 2017). For students, excellence manifests itself through academic accomplishment and behavior modification. Managers' work conduct will reflect quality, allowing them to meet or surpass standards. Human resources must be able to leverage their strengths and possibilities while being willing to take risks (Siska & F Komla, 2020). Human resource quality is judged not only by the ability to supply services, but also by the ability to generate ideas that are more inventive, creative, long-term, and accountable.

METHODOLOGY

the impact of school resource management in promoting educational quality is investigated utilizing descriptive research methods and qualitative approaches. A descriptive approach is a research method that tries to acquire information about a group of people, things, thought systems, or a current event (Sugiyono, 2017).

The goal of this research is to determine the management and utilization of existing resources, including non-human resources such as the school environment, school programs, and infrastructure, as well as human resources such as educators and principals who influence educational quality. The subject of this study employs purposive sampling, which is the



selection of informants who can supply information for the study. Informants in this study included deputy principals, teachers, the Deputy Principal for Facilities and Infrastructure, counselors, guidance teachers, administrative staff, and students. The researcher selects the informant based on the informant's relevance to the object to be examined and the idea that the informant can give information relevant to the object.

Service quality refers to the discrepancy between consumers' expectations and the actual service performance. According to Asubonteng, McCleary, and Swan (1996), individuals' opinions of service are influenced by their interaction (p. 64). According to Parasuraman, Zeithaml, and Berry (1988: 16), perceived service quality is a global assessment on the service's superiority. However, Rowley and Dawes (1999) describe service quality as the disconfirmation of expectations.

Evaluation aims to highlight the necessary stages for assessing a program or organization's processes and outcomes. An effective evaluation is a dynamic instrument that must be updated. Regularly updated reflect to evolving priorities. Internal evaluation can aid in program planning by identifying goals, clarifying objectives, and connecting activities to desired outcomes (Megnounif, Kherbouche, & Chermitti, 2013). Choosing a quality approach ensures product quality and increases customer happiness.

Conclusion

The dynamic change in the educational environment demands that the human resources in it continue to develop the ability to adapt to the environment in question. Improving the quality of institutions as one of the management efforts needs to be planned, managed, and controlled professionally with the right strategy. An organization/institution needs management and leadership to be effective. Leadership is needed to create change, while management is needed to create order. Management and leadership can create orderly change, and leadership with management will keep the organization in tune with its environment.



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