

# QUALITY MANAGEMENT OF SCHOOL WORK PROGRAMS IN IMPROVING TEACHER PEDAGOGICAL COMPETENCE (CASE STUDY AT AL AZHAR ISLAMIC MIDDLE SCHOOL 6, 8, AND 9 BEKASI CITY)

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## Abstract

Developments in the internal and external environment of schools and increasingly rapid technological advances will increase society's demands for the quality of input, processes, output, and outcomes from a school. Meanwhile, there are still many fundamental contradictions between the need to improve the quality of learning and the limitations faced in achieving the school's Vision, Mission, and Goals. Therefore, it is necessary to improve the quality of schoolwork programs to anticipate society's demands. The research aims to describe and analyze planning, organizing, mobilizing/implementing, controlling/supervising, evaluating solutions, and the impact of school work programs' quality management in improving teachers' pedagogical competence at Al Azhar Islamic Middle School 6, 8, and 9, Bekasi City. This research is based on management theory from GR Terry (2010), educational theory from John Dewey (2008), quality management theory from JM Juran (1995), and others. This research used a qualitative approach, and case studies were the primary method. The research results show that quality management of school work programs is vital in improving teacher pedagogical competence. In this context, schools must design and manage school work programs according to the vision, mission, objectives, and needs for learning quality. Management of the quality of school work programs can include systematic planning, synergistically organized, consistently implemented, controlled, periodically evaluated, and comprehensive. All of this turns out to be able to contribute positively to increasing teacher pedagogical competence. This research concludes that Al Azhar Islamic schools 6, 8, and 9 Bekasi City, which implement good quality management of school work programs, can create a conducive work environment for teachers to develop their pedagogical competence. This is reflected in teacher professionalism development programs, training, workshops, and innovative, exciting, and effective teaching methods in improving classroom learning quality. Thus, with quality management of work programs, schools can improve teachers' pedagogical competence and positively impact the school's quality of learning. The output and outcomes can be seen from improving the quality of education and increasing school achievement and stakeholder satisfaction.

**Keywords:** Quality Management, School Work Program, Pedagogical Competency.

## INTRODUCTION

A general statement often used by academics in Indonesia is, "The quality of education in this country is still far from ideal." This statement is based on data released by Worldtop20.org, where Indonesia's education ranking in 2023 is 67th out of 209 countries. Indonesia is next to Albania in 66th position and Serbia in 68th place. In 2023, Denmark will be in first place in the world education ranking, South Korea in second place, and the Netherlands in third place. The 20 most

extensive educational rankings for 2023, namely Denmark, South Korea, Netherlands, Germany, Ireland, Sweden, Finland, Slovenia, France, Belgium, Australia, Iceland, Japan, United Kingdom (England), Norway, Canada, Spain, Israel, Russia, and Poland (Zarawaki, 2023).

Even though there are abundant human resources, education in Indonesia is not evenly distributed. The problem of educational inequality is complex in many countries, including Indonesia. Several causes of educational disparities in Indonesia include inequality in teacher quality and access to higher education. Socio-economic factors also influence students' access to quality education. The Indonesian government strives to overcome this inequality problem with programs, especially for poor groups of people and people in remote areas. Education in Indonesia still faces various challenges, such as the low quality of education, problems with access and participation, and unequal distribution of teachers (Hamasy, 2023).

Currently, Indonesia is not only trying to improve the quality of education but also revising the existing education system and quality standards. Teacher quality is a determining factor in the quality of education in Indonesia. Teacher pedagogical competence plays a role in developing educational standards in schools. According to the World Economic Forum report and the results of the Program for International Student Assessment (PISA), the quality of education in Indonesia is still worrying, and it has a low ranking in reading, mathematics, and science abilities. The results of the 2022 Program for International Student Assessment (PISA) research were recently announced on December 5, 2023, and Indonesia is ranked 68th out of 81 countries, with a score of math (379), science (398), and reading (371) (Nature, 2023).

Meanwhile, society's demands for the quality of input, process, output, and outcomes from school activities are increasing. In addition, the development of the school's internal and external environment, especially with current technological advances. Progress in all aspects of life has a significant influence on the field of education. Thus, the development of education in Indonesia is being carried by the flow of globalization, which, although it is not liked, inevitably has to be followed (Mayasari, 2021).

In addition, competition between educational institutions and the job market is getting tighter, so improving the quality of education is significant to anticipate rapid changes and challenges that are becoming increasingly complex. Meanwhile, the quality of education in the process must involve various inputs, such as teaching materials (cognitive, affective, or psychomotor), teaching methods that vary according to the teacher's abilities, school facilities and infrastructure, administrative support, resources, and the creation of a fair and comfortable atmosphere. To learn.

According to Joseph Juran, quality is the suitability of product use (fitness for use) to meet customers' needs and satisfaction (stakeholders). Suitability for product use is based on five main characteristics, namely: 1) Technology, namely strength; 2) Psychological, namely perception or status; 3) Time, i.e., reliability; 4) Contractual, namely the existence of a guarantee; 5) Ethics, namely manners (Juran, 1998).

Furthermore, Philip B. Crosby (1979) states that there are 14 steps required to achieve education quality management in a school, namely:

1) Management Commitment; 2) Building a Quality Improvement Team; 3) Existence of Quality Measurements; 4) Measuring Quality Costs; 5) Building Quality Awareness; 6) Make repairs; 7) Flawless Planning; 8) Need for Supervisor Training; 9) Commemoration of Flawless Day; 10) Determining Goals; 11) Eliminate Causes of Error; 12) Gain Recognition; 13) Establish a Quality Council; 14) Do It One More Time.

Furthermore, George emphasized that management is an effort to achieve predetermined goals through other people's efforts. Four essential management functions are called POAC: planning, organizing, implementing, and monitoring. Meanwhile, according to Sallis (2012), a school is considered quality if it meets identifiable characteristics, including:

1) Focus on customers; 2) Problem prevention; 3) Investment in human resources; 4) Strategy for achieving quality at various levels; 5) Management of complaints as feedback; 6) Planning policies to achieve quality; 7) Involvement of all individuals in improvement efforts; 8) Encouragement of individual creativity in creating quality and inspiring others; 9) Clarification of roles and responsibilities; 10). Clear evaluation strategies and criteria; 11) Use of the quality achieved as a basis for further improvement; 12) Integrating quality into work culture; 13) Maintenance of continuous quality improvement.

Related to the quality management above, Government Regulation No. 57 of 2021 concerning National Education Standards (SNP) in educational units is essential to increase access to quality education (Setneg\_RI, 2021). Pedagogical competency is one of the competencies that every teacher must develop at all levels of education. In Law Number 14 of 2005, concerning Teachers and Lecturers, Article 1, number 1 reads:

Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal, essential, and secondary education.

Meanwhile, Article 8 of the Law on Teachers and Lecturers states that teachers are required to have academic qualifications, competencies, and educational certificates, be physically and spiritually healthy, and have the ability to realize national education goals. Meanwhile, Article 10, paragraphs (1) and (2), reads:

- (1) Teacher competence, as referred to in Article 8, includes pedagogical, personality, social, and professional competence obtained through professional education.
- (2) Further provisions regarding teacher competency, as referred to in paragraph (1), are regulated by Government Regulation.

Pedagogical competency is the ability to manage student learning. Teachers who have pedagogical competence can manage students effectively. Pedagogical competence places students at the center of implementing a comprehensive and integrated education system. An effective teacher is a teacher who has the skills, knowledge, and pedagogical competencies needed to become a professionals in their field (Komara, 2016).

Therefore, for the various efforts to develop teacher competency above, there needs to be a policy at the education unit level to carry out systematic steps in the school work program. In this context, according to Government Regulation Number 17 of 2010 concerning Management and Implementation of Education, in Article 51, it reads:

The Education Policy as intended in paragraph (1) for early childhood education, primary education units, and secondary education units is outlined in:

- a. Education unit annual work plan;
- b. Education unit annual income and expenditure budget;
- c. Educational unit or program regulations.

Furthermore, in the Attachment to the Regulation of the Minister of National Education of the Republic of Indonesia No. 19 of 2007 concerning Education Management Standards by Primary and Secondary Education Units, that for School Work Programs or in this Permendiknas it is referred to as School/Madrasah Work Plans, in number 4 confirms that,

- 1) A medium-term work plan that describes the goals to be achieved within four years relating to the quality of graduates to be completed and improvements to components that support improving the quality of graduates;
- 2) The annual work plan stated in the School/Madrasah Activity and Budget Plan is implemented based on the medium-term plan (Setneg\_RI, 2007).

From the explanation above, problem gaps that can be identified in the research location include:

1. Lack of understanding and implementation of quality management of school work programs at Al Azhar Islamic Middle Schools 6, 8, and 9, Bekasi City. This can be seen from not achieving optimal potential in improving teacher pedagogical competence, student and school achievement, and stakeholder satisfaction. This is to research results from Gkoltsiou and Paraskevopoulou that efforts to improve the quality of education can be made through standardizing education management, which requires the ability of all stakeholders to make changes (Gkoltsiou & Paraskevopoulou, 2021).
2. Inaccuracy of development strategies in education can result in not meeting the needs and interests of society. Schools need effective strategies in line with developments in digital technology and community interests to continue to exist and produce quality education. Research results show that the presence of teachers with reasonable competence in educational institutions will increase student learning achievement and improve the quality of education. Teachers are one of the determining factors for the success of every academic endeavor. Therefore, society assumes that the success of an education is primarily determined by the quality of the teacher himself (R Tanjung, 2021).

3. Lack of improvement in teacher pedagogical competence, as a key in the learning process in schools. In conditions that are increasingly complex and developing, teachers need to master various practical and innovative learning methods, as well as have skills in managing classes that enable learning outcomes that are in line with the needs and requirements of society. The research results show that teachers, as facilitators in the learning process, must make optimal efforts to prepare learning that has been designed according to the characteristics of their students to achieve the learning objectives. Teachers must lead classes with more effective and innovative learning methods (Halmuniati et al., 2022).

Based on the explanation above, it becomes the basis for researchers to conduct deeper and broader research to fulfill the researcher's interest in conducting dissertation research with the title, Quality Management of School Work Programs in Improving Teacher Pedagogical Competence (Case Study at Al Azhar Islamic Middle School 6, 8, and 9 Bekasi City).

## RESEARCH METHODS

This research uses a case study method, which is a procedure or approach used to conduct research and achieve research objectives. According to Sugiyono, research methods are systematic steps in a study to obtain accurate and valid data and analyze it objectively (Sugiyono, 2022). Meanwhile, the research method used in this research is a case study. Robert K. Yin stated that the case study research method is an intensive investigation of a case in a natural context to understand the characteristics of the case in depth. (Yin, 2022). According to Creswell (2018), the case study research method explains events or phenomena that occur in complex and natural contexts.

## RESULTS AND DISCUSSION

As a result of research by researchers at Al Azhar Islamic Middle Schools 6, 8, and 9, Bekasi City, data was obtained that all National Education Standards (SNP) held by these schools have been met. However, during the New Student Acquisition (PMB) process, it was discovered that several things still looked odd regarding the quantity of educational input, which is also a parameter of the quality of the school program at the three Al Azhar Islamic Middle Schools.

**Table 1: Condition of Students at Al Azhar 6 Islamic Middle School, Bekasi City  
Academic Year 2018/2019 – 2023/2024**

Class	School year					
	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
Class VII	124	144	105	106	94	128
Class VIII	157	124	144	105	106	94
Class IX	147	157	124	144	105	106
Amount	<b>428</b>	<b>425</b>	<b>373</b>	<b>355</b>	<b>305</b>	<b>318</b>

Source: Processed from School.

The condition of students at Al Azhar 6 Islamic Middle School, Jakapermai, Bekasi City, for the last 6 (six) years, as recorded in Table 1 above, is that from the 2018-2019 academic year to the 2023-2024 academic year, student fluctuations have occurred. In the 2018-2019 academic year, conditions were quite good, so the number of students was 428. However, in 2023-2024, student conditions decreased by 110, bringing the number of students to 318.

**Table 2: Condition of Students at Al Azhar 8 Islamic Middle School, Bekasi City  
Academic Year 2018/2019 – 2023/2024**

Class	School year					
	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
Class VII	120	118	116	116	126	113
Class VIII	116	120	117	117	115	114
Class IX	120	113	113	117	116	124
Amount	<b>356</b>	<b>351</b>	<b>346</b>	<b>350</b>	<b>357</b>	<b>351</b>

Source: Processed from School.

The condition of students at Al Azhar 8 Islamic Middle School, Bekasi City, for the last 6 (six) years, as recorded in Table 2 above, is that from the 2018-2019 academic year to the 2023-2024 academic year, the number of students tends to be stable. The conditions were quite good in the 2018-2019 academic year, namely at 356 students. However, in 2023-2024, student conditions decreased by 5, bringing the number of students to 351.

**Table 3: Condition of Students at Al Azhar Islamic Middle School 9 Bekasi City  
Academic Year 2018/2019 – 2023/2024**

Class	School year					
	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
Class VII	180	132	139	83	87	97
Class VIII	172	182	132	142	89	86
Class IX	184	173	182	139	144	90
Amount	<b>536</b>	<b>487</b>	<b>453</b>	<b>364</b>	<b>320</b>	<b>273</b>

Source: Processed from School.

In contrast to Al Azhar Islamic Middle School 6 and 8 Bekasi City, the overall condition of students at Al Azhar Islamic Middle School 9 Bekasi City has tended to decline since the 2018-2019 school year. This condition is thought to be due to the influence of the schoolwork program and the quality it carries as an Islamic educational institution. The decrease in the number of students until the 2023-2024 academic year is 273 students, so over the last 6 (six) years, there has been a significant decrease, as many as 263 students.

From the general description of the three schools above, a temporary conclusion can be drawn that schools that can maintain their academic and non-academic achievements through quality management of their school work programs can support the number of students throughout the year. Therefore, the conditions above cannot be separated from the quality management of the school work programs implemented so that the school programs implemented can improve teacher pedagogical competence, which impacts teacher professionalism, student & school

achievement, and stakeholder satisfaction. According to research results, the condition of the number of students in acquiring new students is greatly influenced by the quality management of school programs implemented, and this is proven by the research results of Leni Novita, Department of Philosophy and Sociology of Education, Education Policy Study Program, Faculty of Education, Yogyakarta State University. In her research entitled, "School Quality Indicators According to the Perspective of Parental Students at SMP Negeri 2 Bantul," Leni emphasized that: 1) Quality schools are determined from the results of school accreditation through the fulfillment of National Education Standards (SNP); 2) School Quality Indicators for SMP N 2 Bantul, with the fulfilment of 8 (eight) standards and the school having superior quality management of educational programs; 3) School quality indicators according to parents of SMP N 2 Bantul students can be seen from: a) school accreditation; b) graduates who are accepted into the best schools; c) have teachers who have pedagogical competence and perform well; d) National Examination results and average National Examination results; e) achievements in competition, both academic and non-academic; and f) good character(Novita, 2020).

Based on the description above, it can be concluded that quality management of school work programs plays a significant role in improving teachers' pedagogical competence at Al Azhar Islamic Middle Schools 6, 8, and 9 in Bekasi City. Collaboration between teachers and school principals, the use of technology, and continuous evaluation are the foundations for developing effective school work programs oriented towards increasing teacher pedagogical competence.

Good quality management not only improves student quality but also improves teacher pedagogical competence, with the following discussion:

### **1. Planning**

The findings of research results from planning the quality of school work programs at Al Azhar Islamic Middle Schools 6, 8, and 9 Bekasi City significantly improve teachers' pedagogical competence. This planning is the core of managing an effective and efficient schoolwork program. In this context, formulating a schoolwork program is an essential initial indicator for determining the direction and objectives of the activities to be carried out (Miftah, 2022).

Formulating a schoolwork program involves identifying needs and goals, collecting data, and determining concrete steps. In this case, a participatory approach involving various related parties at Al Azhar Islamic Middle School 6, 8, and 9 Bekasi City will ensure the program's representativeness and suitability to the school's needs. In planning the quality of school work programs, the methods and methods of planning influence the smoothness and success of program implementation. Using the SMART method (Specific, Measurable, Achievable, Relevant, Time-bound) ensures precise, measurable results in line with the desired targets.

The involvement of academics, especially teachers, is essential in planning the quality of school work programs. Through a participatory process, teachers at Al Azhar Islamic Middle School 6, 8, and 9 Bekasi City can provide their input and experience to develop school work programs that are relevant and effective in improving their pedagogical competence (Dodent et al., 2022).

## 2. Organizing

Research findings from organizing the quality of school work programs are essential in improving teachers' pedagogical competence at Al Azhar Islamic Middle Schools 6, 8, and 9 in Bekasi City. Several indicators that need to be considered include work specialization, authority or authority, chain of command, delegation of authority, and span of control to achieve this goal. First of all, work specialization plays a role in optimizing teachers' skills and abilities in carrying out educational tasks in schools. In this case, organizing the quality of school work programs needs to consider the selection and placement of teachers according to their competencies and interests (Permatasari, 2020).

Authority or authority is an essential indicator in organizing the quality of school work programs. Teachers with apparent authority can make decisions and act more effectively. This will affect the increase in teachers' pedagogical competence because they have the authority to develop work programs that suit the needs and abilities of students. Furthermore, the chain of command is also an aspect that needs to be considered when organizing the quality of school work programs. A good and clear chain of command will facilitate communication between school management and teachers and between teachers and students (Yulisma et al., 2023).

Apart from that, delegation of authority also positively impacts increasing teachers' pedagogical competence. In organizing the quality of school work programs, school management needs to delegate tasks and responsibilities to teachers with the competence and expertise of the tasks given. This will allow teachers to develop and feel more responsible for implementing work programs. Finally, a span of control is a determining factor in organizing the quality of school work programs. A good span of control will facilitate supervision of the implementation of work programs by teachers at Al Azhar Islamic Middle School 6, 8, and 9 in Bekasi City (Irwan et al., 2021).

## 3. Implementation

Research findings from implementing quality school work programs at Al Azhar Islamic Middle Schools 6, 8, and 9 in Bekasi City can be carried out by adopting a systematic and structured approach. For example, schools can set clear goals and objectives as guidelines in developing work programs. Additionally, comprehensive evaluation methods are essential to ensure the work program runs effectively and efficiently.

Driving the quality of school work programs involves all relevant parties in the decision-making process and implementation of work programs. In this case, strong leadership from the school is essential to drive the quality of the work program effectively. School principals can act as facilitators and motivators for teachers to improve their pedagogical competence through quality work programs (Zamjani et al., 2020).

In implementing the school work program, Al Azhar Islamic Schools 6, 8, and 9 faced many challenges, including lack of resources, internal conflict, and resistance to change. Schools can implement effective strategies to overcome this challenge, such as involving all stakeholders in decision-making, providing sufficient educational resources, and establishing good



cooperation with related parties. Schools also need to ensure openness and accountability in managing the implementation and promotion of the quality of work programs (Hayudiyani et al., 2020).

#### **4. Control**

Research findings from quality control of school work programs are essential in improving teachers' pedagogical competence at Al Azhar Islamic Middle Schools 6, 8, and 9, Bekasi City. In making decisions, quality management of school work programs must consider all relevant aspects to achieve the desired educational goals. This involves selecting the best work outcomes and evaluating their impact on learning (Santosa & Mushthofa, 2022).

In the coordination process, quality management of school work programs must ensure effective collaboration between all stakeholders involved. Good coordination will minimize errors or deficiencies in the implementation of the work program so that it can improve teachers' pedagogical competence. Then, the communication process is also essential in controlling the quality of school work programs. Effective communication between all parties involved in implementing the school work program will strengthen cooperation and ensure that each party understands their duties and responsibilities (Sofian et al., 2023).

Good information management is also an essential aspect of controlling the quality of schoolwork programs. Quality management of school work programs must ensure that all necessary information is provided correctly and disseminated effectively to all relevant stakeholders. With good information management, teachers at Al Azhar Islamic Middle School 6, 8, and 9 Bekasi City can access relevant information and update their knowledge and skills, increasing their pedagogical competence (Rahman Tanjung et al., 2022).

#### **5. Evaluation**

The findings of research results from evaluating the quality of school work programs at Al Azhar Islamic Middle Schools 6, 8, and 9 Bekasi City ensure that for school work programs to be effective, it is necessary to evaluate various indicators that have been determined, including effectiveness, efficiency, adequacy, equity, responsiveness, and accuracy (Syukri, 2021).

First, effectiveness indicators are fundamental in evaluating the quality of school work programs. This evaluation involves assessing whether the school's work program has achieved the goals set and produced expected outcomes. This evaluation will also show whether Al Azhar Islamic Middle School teachers 6, 8, and 9 have the competencies needed to teach effectively. Furthermore, an efficiency evaluation also needs to be carried out to ensure that the school work program is carried out most efficiently. This evaluation involves assessing the effective use of resources, such as time, energy, and budget, to improve teacher pedagogical competence (Alam, 2023).

Evaluation of the adequacy of the school's work program is also essential to ensure that all activities and resources required by teachers are adequately provided. This evaluation can involve assessing the school to see whether it has provided the facilities, learning materials, and other support needed for teachers to do their jobs well (Barnabas et al., 2022).

Schoolwork programs' equity, responsiveness, and accuracy must also be evaluated. This evaluation will involve an assessment of the equality of the provision of educational opportunities and services to all students, as well as the extent to which the school responds to individual student needs. In addition, measuring the accuracy in the implementation and implementation of school work programs will provide an overview of the extent to which the program can provide benefits according to the needs of students and teachers (Rosadi, 2021).

## **6. Solutions**

The research findings in this study show that several solutions can be implemented to improve the quality of school work programs at Al Azhar Islamic Middle Schools 6, 8, and 9, Bekasi City. First, increasing teachers' pedagogical competence is an essential first step. Schools can hold various training and workshops for teachers internally and involving external parties. This training may include innovative teaching strategies, the use of technology in the classroom, or project-based learning. By improving teachers' pedagogical competence, schools can provide students with more effective and efficient learning (Angelina et al., 2021).

The second solution is to increase the involvement of student parents. Parents are essential partners in the educational process. Schools can hold regular meetings with parents, both individually and in groups. In this meeting, the school can convey information regarding the school's work program, student development, and various activities that will be carried out. Schools can also encourage parents to be actively involved in school activities, such as serving on school committees or becoming volunteers in teaching and learning activities. This active involvement from parents can build a strong synergy between teachers, students, and parents in improving the quality of school work programs (Miftah, 2022).

The third solution is to pay attention to school financing. Schools must provide an adequate budget to support work programs to improve school quality. This can be done by evaluating and managing existing resources well. Schools can also seek additional funding through collaboration with external parties, such as foundations, sponsors, and other social organizations. With sufficient funding, schools can provide adequate facilities and infrastructure, hold quality extracurricular activities, and support innovative and effective learning activities (Rahman Tanjung et al., 2022).

## **7. Impact**

In the final discussion of this research, the aim is to explore the impact of the quality of school work programs on increasing teachers' pedagogical competence at Al Azhar Islamic Middle Schools 6, 8, and 9 in Bekasi City. The results of this research provide an overview of the efforts made by schools to improve teacher pedagogical competence through quality work programs (Khairi, 2021).

Apart from teachers' pedagogical competence, financing of school work programs is also an important indicator in this research. This research seeks to explore the significance of the impact of the quality of school work programs on program financing at Al Azhar Islamic Middle Schools 6, 8, and 9 in Bekasi City. Data was collected through case study analysis,

interviews with school leaders, and analysis of documents related to financing. The results of this research can provide an in-depth understanding of successful school financial management strategies and the efforts made to overcome financing constraints in implementing work programs (Rahman Tanjung et al., 2022).

In this context, the impact of the quality of school work programs on the quality and quantity of students at Al Azhar Islamic Middle School 6, 8, and 9 in Bekasi City. Factors such as teaching patterns, level of student participation, and school and community support are analyzed to determine the quality of the school's work program. Data collected through interviews, observations, and documentation studies were analyzed to identify the concrete impact of the quality of school work programs on the quality and quantity of students. This research provides valuable insight for Al Azhar Islamic Middle Schools 6, 8, and 9 in optimizing their school work program to improve the quality and quantity of students (Komara et al., 2023).

## CONCLUSION

Quality planning for school work programs at Al Azhar Islamic Middle Schools 6, 8, and 9, Bekasi City, has been implemented well to improve teachers' pedagogical competence. The three schools studied have succeeded in formulating a clear Vision, Mission, and School Goals and used effective methods involving the entire academic community. Essential factors such as location, time, duration of activities, and resources have also been carefully considered. This aims to continue to improve teacher pedagogical competence and have a positive impact on learning in the school.

Al Azhar Islamic Middle School 6, 8, and 9 uses effective delegation of authority and span of control to organize the school's work program. By identifying tasks that can be delegated, each individual can focus on their tasks so that the quality of work program implementation increases. A clear division of authority facilitates efficient collaboration according to each individual's responsibilities. The principal can make the right decisions, and a transparent chain of command ensures good coordination and teamwork.

Implementing the work program at Al Azhar Islamic Middle Schools 6, 8, and 9 Bekasi City is going well but requires increased consistency. For this reason, teachers' independence must be increased in carrying out their duties and providing quality learning. Partnerships between teachers, students, and parents must also be strengthened. Openness in communication needs to be maintained so that it is easier for teachers to interact and receive input from students and parents.

Controlling the quality of school work programs is very important in improving teachers' pedagogical competence at Al Azhar Islamic Middle Schools 6, 8, and 9 in Bekasi City. The main aspects of achieving these goals are good decision-making, coordination, and communication. This school can create a conducive environment for improving teacher pedagogical competence by implementing systematic steps and involving all stakeholders.

Evaluation of the quality of school work programs at Al Azhar Islamic Middle Schools 6, 8, and 9, Bekasi City, is crucial in improving teachers' pedagogical competence. By carrying out planned and measurable evaluations, the effectiveness, efficiency, and adequacy of the programs that have been implemented can be determined. This evaluation includes equity, responsiveness, and accuracy in the school work program. Even though several steps have been taken to improve the quality of the work program, there are still deficiencies that need to be corrected.

Solutions in managing the quality of school work programs at Al Azhar Islamic Middle School 6, 8, and 9, Bekasi City, can be done by collaborating with sponsors or other parties who can provide financial support to the school. This effort was made to allocate funds for teachers' training and professional development. By improving the quality of education through this effort, Al Azhar Islamic Middle Schools 6, 8, and 9 Bekasi City can provide quality education for students.

Quality management of work programs at Al Azhar Islamic Middle Schools 6, 8, and 9 Bekasi City significantly impacts teachers' teaching abilities. This program is well-planned, structured, and implemented, with adequate training and coaching support. The result is an increase in the quality of learning, teacher motivation, morale, and an improved school reputation.

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