



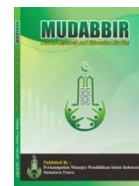
JURNAL MUDABBIR

(Journal Research and Education Studies)

Volume 4. Nomor 2 Tahun 2024

<http://jurnal.permapendis-sumut.org/index.php/mudabbir>

ISSN: 2774-8391



Realizing a Quality-Oriented Education System at SMPN 3 Rogojampi

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Abstract

The purpose of this study is to design and implement a holistic and sustainable education strategy to improve the quality of learning, student achievement and school competitiveness in facing global challenges. This study used a qualitative approach with a descriptive design to explore the factors that influence the quality of education at SMPN 3 Rogojampi. Data were collected through in-depth interviews, observation and document analysis involving teachers, students, principals, parents and the community. Data were analyzed using thematic analysis techniques, involving reduction, presentation and conclusion drawing. Triangulation of sources, methods and time was used to ensure data validity. This research aims to provide a comprehensive picture and strategic recommendations for improving education quality. The results of this study show that improving teachers' competencies, synergy between schools, parents and communities and the integration of character education in the curriculum are the main factors in improving the quality of education at SMPN 3 Rogojampi. Training and workshops for teachers improve the quality of learning with innovative and interesting methods that encourage student motivation. Active collaboration between the school, parents and the community strengthens support for student development. The integration of character education instills moral values that help students not only succeed academically, but also form resilient characters. All these efforts create a conducive and effective learning environment.

Keywords: Education System, Education Quality, Teacher Competence

INTRODUCTION

SMPN 3 Rogojampi as one of the first secondary education institutions in Indonesia continues to strive to realize a quality-oriented education system (Prabowo & Hafid, 2024). In realizing this vision, this school places improving the quality of learning as a top priority. This is realized through various strategic steps, such as strengthening teacher competence, optimizing educational facilities and infrastructure, and developing a curriculum that is relevant to the needs of the times (Andi et al., 2024). Teachers at SMPN 3 Rogojampi are actively involved in trainings to improve pedagogical,

professional, social, and personality skills, so that they can support effective and meaningful learning for students.

The school is also committed to creating a conducive learning environment. This can be seen in the provision of modern facilities such as laboratories, a well-stocked library and comfortable classrooms. Not only that, the integration of information and communication technology (ICT) in the teaching-learning process is also a priority, in order to support digital-based learning in accordance with the development of the 21st century (Kinanthi et al., 2024). This approach is expected to encourage students to think critically, creatively, and innovatively. SMPN 3 Rogojampi also involves parents and communities in the education process through partnership programs (Algifari, 2024; Huzali et al., 2024).

This collaboration aims to create synergy in supporting student development, both in the school environment and outside of school. In addition, this school instills character values in students, such as discipline, responsibility, and mutual cooperation, so that students not only excel in academics, but also have a strong personality (Sugiyah, 2023). With these various steps, SMPN 3 Rogojampi shows its commitment to become an educational institution that is able to produce the next generation of competent, competitive, and characterized nations. This quality-oriented education system is expected to be an inspiration for other schools in improving the quality of education in Indonesia.

Previous research relevant to the topic of Realizing a Quality-Oriented Education System at SMPN 3 Rogojampi discussed the importance of improving the quality of education through various factors, such as teacher competence, learning facilities, and community involvement. One of the relevant studies was conducted by Doko et al., (2022), which examined the effect of teacher competence on the quality of education at the junior high school level. The study showed that improving teacher competence, both from pedagogical, professional, social, and personality aspects, contributed significantly to improving student learning outcomes. In the context of SMPN 3 Rogojampi, efforts to strengthen teachers' capacity through trainings and workshops are an important factor in improving the quality of education in the school.

Another study, conducted by Akbar & Suparmi, (2024), highlighted the important role of educational facilities and amenities in supporting the teaching and learning process. This research reveals that adequate facilities and infrastructure, such as comfortable classrooms, laboratories, and access to information technology, have a major effect on educational outcomes. SMPN 3 Rogojampi has put a lot of effort into providing facilities that support student learning, such as the provision of laboratory space, a complete library and the use of technology in learning, which is in line with the findings of this study. By referring to these previous studies, SMPN 3 Rogojampi's efforts to realize a quality-oriented education system through improving teacher competence, providing adequate facilities, and involving parents and the community, are appropriate and relevant steps to improve the quality of education in the school.

The novelty of this research lies in the focus on integrating a multidimensional approach in improving the quality of education, which not only includes internal aspects of the school but also pays attention to the strategic relationship between school, family and community. Unlike previous studies that generally highlighted one aspect, such as teacher competence, facilities or the role of the community separately, this study emphasizes the importance of holistic collaboration between all elements of education to achieve optimal results. This approach is important because the challenges of education in the modern era require synergy between various parties to create a quality learning environment that is relevant to the needs of the times.

In the context of SMPN 3 Rogojampi, the integration of information and communication technology (ICT) in the learning process is not only as a tool, but also as a means to support digital-based learning that is able to encourage students to think critically, creatively, and adaptively to global developments (Ananda et al., 2023). The emphasis on this aspect reflects innovations relevant to the era of the Industrial Revolution 4.0, where the use of technology has become a major requirement in the modern education system (Hidayatullah et al., 2023).

The purpose of this research is to design and implement a holistic and sustainable education strategy to improve the quality of learning, student achievement and school competitiveness in facing global challenges. This objective is based on the argument that education quality is the main foundation in creating competent, creative and characterful human resources, which are needed in the era of globalization and digitalization. One of the arguments supporting this goal is the importance of teacher competence as the driving force in the learning process. Teachers who have excellent pedagogical, professional, social and personality competencies are able to create a conducive learning atmosphere and motivate students to achieve their best. Therefore, increasing teachers' capacity through training, workshops and professional development activities is a strategic step in realizing this goal.

RESEARCH METHODS

This research method is a qualitative research approach with a descriptive design. This method was chosen to explore in depth the various aspects that influence efforts to improve the quality of education at SMPN 3 Rogojampi, including the strategies used, challenges faced and solutions that have been or can be implemented. The qualitative approach allows researchers to understand educational phenomena holistically, based on the perspectives of stakeholders, such as teachers, students, principals, parents and the community (Pahleviannur et al., 2022).

Data were collected through several techniques: in-depth interviews, observation and document analysis. In-depth interviews were conducted involving key parties at SMPN 3 Rogojampi, such as the principal, teachers, administrative staff, as well as representatives of parents and students, to obtain information about the strategies used in improving the quality of education. Observations were made to see firsthand how the learning process takes place, including the use of facilities, the application of technology

and students' involvement in learning. Meanwhile, document analysis involves reviewing official documents, such as curriculum, learning evaluation reports and student achievement data (Rukin, 2019; Prabowo & Aimah, 2024).

Data analysis was conducted using thematic analysis techniques to identify patterns and themes that emerged from the data collected. This process includes steps such as data reduction, data presentation, and conclusion drawing. Data validity is maintained through triangulation of sources, methods, and time, so that the research results are reliable and reflect the real conditions in the field. This research method is expected to provide a comprehensive picture of SMPN 3 Rogojampi's efforts in realizing a quality-oriented education system. In addition, this method also allows researchers to identify supporting and inhibiting factors, so as to provide strategic recommendations for improving the quality of education in the school on an ongoing basis (Supratiknya, 2022)

RESULTS AND DISCUSSION

Improving Teacher Competence as the Key to Education Quality

Improving teacher competence is one of the main keys in realizing a quality-oriented education system. This is because teachers are the ones who directly interact with students and play a major role in creating an effective learning atmosphere. At SMPN 3 Rogojampi, the research findings show that regular training, workshops and professional development programs have had a positive impact on the quality of learning. With constantly evolving skills, teachers can apply more innovative, interesting and relevant learning methods to students' needs. This innovation in teaching methods not only increases students' motivation but also helps them achieve better academic results. A fun and effective learning process certainly supports students' development more optimally. Therefore, the continuous development of teachers' competencies is an important investment in improving the quality of education in this school. In exploring this finding, an interview was conducted with the principal of SMPN 3 Rogojampi, Mrs. Retno Wahyuni. She stated:

"We believe that improving teacher competence is the most important factor in achieving good quality education. Therefore, we regularly organize training and workshops for our teachers. We also introduce a variety of new, more interactive learning methods, which help students be more active and interested in the material."

These interviews confirm that the school's efforts to improve teachers' competencies have been effective in creating a more enjoyable learning environment and improving student learning outcomes. In addition, many teachers revealed that they felt more confident in teaching after attending the training program.

The findings on improving teachers' competencies at SMPN 3 Rogojampi show that investing in teachers' professional development can have a significant impact on the quality of education. Regularly conducted training, workshops and development programs are proven to assist teachers in updating their skills and teaching

methods(Munir & Novita, 2023) . More competent teachers are able to create a more engaging and effective learning environment, which in turn can increase students' motivation to learn and achieve better academic results. This is in line with the constructivist teaching theory proposed by Hasanah, (2021) , which emphasizes the importance of social interaction in the learning process. In this context, the teacher is not just a conveyor of information, but as a facilitator who encourages students to actively build their own knowledge through experience and exploration.

In addition, Albert Bandura's social learning theory, which states that experiences and role models strongly influence learning, is also relevant to these findings. Teachers who take part in training can become good role models for students, not only in terms of knowledge, but also in terms of social skills and professional attitudes(Sulaeka & Susanto, 2023) . This leads to better character development of students, as they can emulate the positive attitudes and behaviors demonstrated by their teachers. Overall, the findings suggest that by improving teachers' competencies, schools can create a more dynamic, interactive and developmentally appropriate learning atmosphere for students, which is key in improving the quality of education.

Synergy between School, Parents and Community

The synergy between schools, parents and communities plays a very important role in supporting student development and the achievement of quality education. Solid collaboration between these three parties creates a conducive environment for the learning process, which is not only limited to the classroom but also involves support from outside the school. At SMPN 3 Rogojampi, this collaboration is realized through various partnership programs, such as regular meetings with parents and activities with the community. These programs are designed to ensure open communication between the school and parents and create a sense of community in supporting children's education. The research findings show that when parents are actively involved in school activities and support education at home, students feel more motivated and have a strong drive to achieve good academic results. Parents' involvement in monitoring their children's progress, helping with schoolwork and attending meetings with the school are very important factors in the continuation of a successful education. As evidence of this finding, an interview was conducted with Mr. Adi Santoso, a student guardian at SMPN 3 Rogojampi. He explained:

"We feel very valued and given the opportunity to play an active role in our children's education. The school invites us to discuss our children's progress and provides information on their learning activities. This gives us a better understanding of how we can support them at home."

This statement confirms that ongoing parental support, implemented through collaboration with the school, is an important key to creating a supportive and

sustainable learning environment that ultimately contributes to improving the quality of education at SMPN 3 Rogojampi.

The findings on the synergy between school, parents and community at SMPN 3 Rogojampi show that strong collaboration between these three parties plays an important role in supporting the learning process and students' educational success. When parents are actively involved in their children's education, both through regular meetings with the school and support at home, student motivation and achievement tend to increase (Amalia et al., 2024). This is in line with the ecological theory of human development proposed by (Kurniati et al., 2021), which emphasizes the importance of interactions between individuals and their various environmental systems, including family, school and community. In this theory, the influence of students' surrounding environment is huge on their development, and support from parents and the community can strengthen the learning that occurs at school (Handayani, 2019).

The theory of school-family-community partnerships developed by (Simamora et al., 2023) is also relevant to these findings. Simamora et al. stated that effective partnerships between schools and families can create a better environment for student development, where schools and parents work together to support children's education. This collaboration results in open and supportive communication, which focuses not only on academic achievement, but also on the development of students' character. In other words, the synergy between school, parents and community at SMPN 3 Rogojampi contributes significantly to the achievement of quality education by creating a holistic and supportive learning environment outside the classroom.

Integration of Character Education in the Curriculum

The integration of character education in the curriculum is an important aspect in shaping students who are not only academically intelligent, but also have strong moral values and resilient personalities. At SMPN 3 Rogojampi, character education has been made an integral part of learning activities. Through the cultivation of values such as discipline, responsibility and mutual cooperation, the school tries to equip students with the ability to face the challenges of life in the future. The research findings show that character education is not only taught in specific subjects but also applied in daily life at school. Activities such as group work, social projects and rewards for students who show positive behavior are part of the school's efforts to develop good attitudes and character in students. Thus, character education at SMPN 3 Rogojampi does not only focus on academic learning, but also forms students who are able to become individuals with integrity and can contribute positively to society. To explore this finding, an interview was conducted with Mrs. Siti Nurjanah, a teacher at SMPN 3 Rogojampi. She said:

"We feel that character education is very important to help students not only succeed in school, but also in life. Through in-class and out-of-class activities, we teach them to work together, respect each other, and take responsibility for their tasks. These are important provisions for their future."

This statement confirms that the integration of character education in the curriculum has a significant impact in shaping students' personalities, while helping them develop values that will be useful in their future lives. This integration is a strategic step taken by SMPN 3 Rogojampi to produce students who are not only intelligent, but also ethical and have a high social spirit.

The findings regarding the integration of character education in the curriculum at SMPN 3 Rogojampi show that character education is a fundamental aspect in the formation of students' personalities. The character education implemented is not only limited to specific subjects, but also involves various activities that reinforce positive values such as discipline, responsibility and mutual cooperation. This leads to the development of students who not only excel in academics, but also have integrity and good social skills.

The theory relevant to this finding is Lawrence Kohlberg's theory of moral development. According to Kohlberg, character education based on the development of moral values assists students in achieving a higher level of moral thinking, namely the ability to act based on more universal and socially accepted ethical principles (Hanafiah, 2024). In this context, character education at SMPN 3 Rogojampi plays a role in facilitating students to interact positively with the surrounding environment and take responsibility for their actions. In addition, Albert Bandura's social learning theory can also be applied, which emphasizes that students learn a lot from their observations and interactions with others (Gulo et al., 2023). With rewards for positive behavior and involvement in group activities, students can internalize the values they learn and practice them in their daily lives. Therefore, this integration of character education not only equips students with knowledge, but also with the social skills needed to function well in society (Nurhaliza, 2024).

CONCLUSIONS

The conclusion of this discussion shows that improving teachers' competencies, synergy between schools, parents and communities, and the integration of character education in the curriculum are key factors in realizing quality education at SMPN 3 Rogojampi. Improving teachers' competencies through training and workshops is proven to improve the quality of learning by applying innovative methods that are more effective and interesting, which in turn boosts student motivation and achievement. Strong synergy between the school, parents and community has also been shown to improve support for student development, with active involvement of parents in school and home activities, which strengthens the learning process and student academic outcomes.

The integration of character education in the curriculum further enriches the educational process by instilling moral values such as discipline, responsibility and mutual cooperation, which not only help students achieve academic success but also shape resilient and responsible characters. Thus, these efforts comprehensively support the creation of a conducive, holistic and effective learning environment, which is essential for improving the quality of education at SMPN 3 Rogojampi.

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