

Learning Quality Management in A-Accredited Junior High Schools: Multi-Site Study at Middle Schools in Manado City

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ABSTRACT

Quality management of learning in schools greatly affects student learning activities. The quality of school graduates is a reflection of the quality of the school. This study aims to obtain the results of a descriptive analysis of a situation from three accredited schools in Manado City, namely Eben Haezar 1 Christian Middle School, Manado, Bosco Manado Brother Middle School, and Manado 6 Public Middle School. This study uses a qualitative approach with the survey/observation method. The population of this study was the principal and several teachers from three accredited junior high schools (Eben Haezar 1 Christian Middle School, Don Bosco Middle School, and Manado 6 Public Middle School) in Manado City, North Sulawesi Province. The sampling method used is a random sample. The research data was collected by observation, interviews, and documentation and then analyzed by a single analysis and cross-site analysis. Conclusion Based on the results of this study is the application of management functions (planning, organizing, implementing, supervising) in Eben Haezar 1 Christian Middle School, Don Bosco Brother Middle School, and SMP Negeri 6 in Manado City.

Keywords: Accredited A, Junior High School, Learning, Management, Quality

INTRODUCTION

Education has a role strategic in preparing power-quality human beings. Strategic role education Covers roles all over paths, levels, and types of education. Available educational paths taken are informal, formal, and non-formal education. Level education available taken ie education child age early, education basic, education secondary school, and education tall. The type of education available is very diverse and one the shape is unit so-called education School Intermediate First (Junior High School). No A small amount population child Middle school age require education. Every individual from they entitled to get an education because is right basic they. However Thus, balancing with obligation they are also worthy become attention Because of the reality that in the middle society where the government has provided facility education, children of junior high school age do not Want to to school for various underlying reasons. Besides that, the role of strategic education intended in scale national related to an effort to reach objective education nationally. This is very important to pay attention to all holders' interest in education because that's size main for evaluating success maintenance education. Referring to the provisions of Constitution Number 20 of 2003 concerning the National Education System declared that objective education is "development potency self-participant educate to become a man of faith and piety to Almighty God One, have morals noble, healthy, knowledgeable, capable, creative, independent, and becoming democratic citizens as well as responsible answer" (Chapter II, article 3). Effort achievement objective education national the join in determined by dynamics learning as means development potency self-participant educate.

Learning is the core process of education within an environment organization education like a school. The issue about enhancement quality learning covers all levels of education, including at the junior high school level. Appearance issues among other things, it is triggered by various indicator results Study students have not yet appeared encouraging results (Kemendikbudristek, 2022). How to repair results Study student Certain will involve several factors. Some factors originate from self-students (internal) and there are originating factors from outside self-students (external). Functionalization every factor That there's something deep condition certain works as support and vice versa in condition certain things can also be done works as an inhibitor. Conditional properties This gives indication no there is One method best for finishing all problems. Because of it is growing emphasized thinking that for every problem that arises Certain There is a root reason for the problem. Review about issue enhancement quality learning not only in Indonesia but has become a global issue. Even now this has shifted to more issues stand out ie what is called crisis learning. This matter is marked by existing potency lagging learning (learning loss) and inequality learning (learning gap). Current world This middle fight for restore condition learning. Lots of effort and intervention were issued. The Indonesian government is also moderately fighting with all efforts in between he took out an Independent Learning policy with various quality programs already in place launched.

Current world This middle fight for restore condition learning. Lots of effort and intervention issued by each country chase lagging and trying to restore it. The Indonesian government is also making efforts to operate several policies to cope with potency lagging learning and inequality learning. Circumstances students who are left behind learning depicted from student. It happened things that resulted in students losing existing competencies studied before, not being capable finish learning at the level class nor experiencing effect compound Because no control learning on each level. Studies by Indrawati, Prihadi, and Siantoro (Kemendikbudristek, 2022) in nine provinces in Indonesia show that at the beginning of learning distance (PJJ), only 68% of children get access to learning from House.

Condition This is aggravated with Even students who carry out PJJ do not get quality the same learning. Many students only accept instructions, bait feedback, and limited interaction from their teachers (Indrawati, Pihadi, and Siantoro, in Ministry of Education and Culture, 2022). This Condition contributes to ability decline students, underachievement in learning, inequality increasing knowledge width, development of emotions and health disturbed psychology, vulnerability separated school as well as potency decline income students later today (The SMERU Research Institute-The RISE Program in Indonesia, 2020). Not again added to the need for graduates of school must follow demands priority developments over time quality or quality from students as a form of improving the learning outcomes obtained by students, it is necessary to have supporting quality, namely the quality of learning in schools. The success of quality learning at school is supported by the existence utilization of all facilities and infrastructure education at school in a way effective and efficient (Nirmala, 2015). Facilities and infrastructure at school need to be utilized and managed to increase quality service learning. Management means to deeply use facilities and infrastructure at school can walk effectively and efficiently. There are facilities and infrastructure at school its existence will be very supportive to its success in service learning. The quality learning process determined various element dynamics in the school and its environment as a unity system. There are also several factors affecting the enhancement of quality service learning at school. Quality service and good learning can help various activities Study teaching at school, This impacts the growth and development of participant education in moderate learning taking place.

Factors that can influence the quality of learning services in schools are an inseparable system that is interconnected and mutually supports each other. The factors in question are educators, students, curriculum, facilities or infrastructure, methods, and media. Everything must be managed or managed as best as possible so that the maximum can be achieved to help achieve quality and quality education. Another factor that causes low quality of learning is academic services from teachers. Learning services in academic terms are influenced by internal factors and external factors of teachers. Internal factors such as internal teacher motivation give service learning to students. Quality learning determines the level of success of the learning process (Zubaidah, 2015). Learning by teachers can accepted as Good for students if the teacher is successful in managing class and can teach with Good. According to Susilawati & Komariah (2015), satisfaction among students depends on the form of the learning process carried out by the teacher inside a class. Whereas factor external quality learning by teachers is influenced by conditions from outside teacher self like there is monitoring of teacher performance. Form of monitoring through a supervision program academic head school towards teachers is carried out as an effort service and improve teacher competency. According to Saidah, et al, (2018), possible efforts are made to overcome low internal teacher quality and give service academic to students through activity supervision. To achieve good quality learning, planning is needed starting point in carrying out a learning activity. In carrying out an activity in an educational institution, especially in an educational organization, namely a school, it is very important to plan a school program, so that it can achieve the expected goals. According to Weinrich and Koontz in Jejen Musfah (2017) management is a planning and maintenance process in the environment in which individuals work together in a group, to reach the objective selected in a way effective.

Organizing is required to reach objectives in something organization school. This organizing process has a positive impact on the quality of learning at school. Organizing can be easy in

management learning at school. Organizing the quality of learning is the task of education administrators and managers, including school principals. Schools as Formal educational institutions must be able to maintain community participation by implementing good management concepts. To produce a good education, it must have national standards which serve as a benchmark for the success of an education. This is further emphasized that the provision of quality education must at least meet standards following the mandate of the Regulations Government Number 4 of 20 22 concerning National Education Standards. The scope of National Education Standards includes content standards, process standards, graduate competency standards, standards for educators and education personnel, facilities and infrastructure standards, management standards, financing standards, and assessment standards. In connection with the quality standards described in Government Regulation Number 4 of 2022, there are still many educational institutions that have not fulfilled them, specifically in SMP in Manado City. These quality standards are minimum quality standards that must be met to achieve quality education. These problems become obstacles to achieving quality education. According to Mulyadi (2013), management quality is system management that focuses on people/ employees and aims to continuously increase the value provided to customers with cost creation of more value. In the context of education, the definition of quality includes educational input, process, and output. Quality learning can be seen from input, process, and output in schools. Input, process, and output can have a good impact on the quality of graduates to achieve the expected goals as long as they are balanced with careful planning. Educational input provides everything needed in a process while educational output is performance schools that can be measured by their quality, effectiveness, productivity, efficiency, innovation, and accountability. Quality education becomes a standard in achieving the expected educational quality standards, specifically, educational objectives are part of the learning quality management to be achieved. Learning quality is the quality of learning services obtained by students including the quality of teacher teaching, smooth academic services, feedback, and room comfort. class and learning outcomes (Anwar, 2015).

The reality is faced in a field in which the quality of learning services is still very low. Matter This can be seen from the data Ministry of Education and Culture statistics in 2020 to 2021 at the junior high school level in Indonesia It was found that 209, 819 classrooms were slightly damaged and 33 classrooms were heavily damaged. 11,378 students dropped out of school, There are still 21,346 teachers who have not yet graduated (S1), there are 225,939 non-permanent teachers (not civil servants and permanent foundation teachers), there are 1,992 library rooms with heavy damage and 13,172 with total damage. The total number of laboratories that were heavily damaged and moderately damaged was 17,016 laboratory rooms. The performance of state junior high schools and the performance of private junior high schools in Manado City is largely determined and depends on the quality of school learning. The quality of school learning will reflect the quality of education at the school concerned. The learning process in Manado City, specifically at the junior high school (SMP) level, both public and private, is lagging in the quality of learning, which is why the Head of Manado City (Tumiwa) added that "Because it is advanced or not the school is largely determined by the head schools and teachers". Furthermore, Tumiwa said, "Teachers are factor key in increasing quality education in schools".

Based on data from s statistics from the Ministry of Education and Culture in 2020/2021, specifically for the North Sulawesi region, 293 junior high school students dropped out of school. Based

on data This shows that the level of quality management of learning services is thought to still be very low. Apart from that, based on total data from the 2020 Statistics Agency for NER scores (Net Participation Rate) in Schools Intermediate The first (junior high school), especially in Manado City, shows 79 % of children's age schools that can utilize facility education according to level his education. However, Still, there are 21% of children do not yet go to school appropriate time. This matter shows that not yet one hundred percent (100%) of children age schools can use facility education at his age. By looking at the reality situation described above, it is necessary to periodically monitor the quality of learning in schools. Based on basic education data (Dapodik) from the Ministry of Education and Culture, for education in North Sulawesi Province, specifically in Manado City, there are still many schools that have low quality and some have good quality. This can be seen from the label of the middle school, where there are still many middle schools, both public and private, that are not yet A-accredited and a few that already have A-accreditation. Accreditation is done as an effort to enhance quality in field education, as an objective is to increase encompassing quality all over aspect education Good form knowledge knowledge, administration nor power educators and education. Equalization qualifications are also an application for accreditation that is withheld accreditation, then the difference between state school with school private no Far different, even a status institution state education as well private No made significant problem if Already Accredited status is listed institution education.

Depart from the results study preliminary work done by researchers about management quality learning at school, has not yet someone researching quality learning in three schools namely Eben Christian Middle School Haezar 1, Don Bosco Brothers Middle School, and State Middle School 6 in Manado City. Whereas from three schools, each of these has a very strategic location and is already Well-known by everyone as well own predicate or accredited A. Eben Christian Middle School Haezar 1, Brother Don Bosco Middle School, and State Middle School 6 in the city of Manado are schools in North Sulawesi Province in particular is located in Manado City and has amount number of students many and capable compete with other schools in Manado City as well own achievements at the City and Provincial levels Good academic and non-academic. After the study deepened during the study introduction There are several interesting phenomena for review. Among them is the school it seems like has to feel satisfied with achievements accreditation category A, the team guarantees internal quality that is formed only for interest accreditation just control quality learning tend No done in a way periodic, and more worrying management quality learning only just fulfill interest moment like If There is supervision or supervision by the supervisor school and more nature mechanistic-administrative.

Appearance phenomena the because study during This more Lots focus on technical processes guarantee quality just and things that's all in boundaries for obey terms administrative project from on or outside environment school. If reviewed from the perspective of management education, then it should be and so it is important to manage the quality learning researched side of the managerial process. The idea about management quality integrated (total quality management) that lasts This applied more Lots focus on the problem How customer feel satisfied Not yet Can ensure that problem quality learning has solved. This matter needs to be analyzed carefully Because the quality being measured from satisfied or not satisfied by customers is nature relatively (Sallis, 2010). That means, still, There is the other side that can used as a perspective for research about management quality deep learning study This is a managerial process in a way sustainability is formed as something cycle from

planning, organizing, implementing, and monitoring. Therefore, based on the background of this problem, the researcher determined the title of the research, namely: "Learning Quality Management of A-Accredited First Middle Schools in Manado City.

METHODS

Type of Research

Referring to the nature of the research problem that has been stated in the problem background section, it seems relevant to use a qualitative approach. The relevant research method used is the case study method. This type of research method was chosen because there are differences in characteristics between the research cases determined. Since this research involves three research cases, namely Eben Haezar Christian Middle School 1 (case 1), Frater Don Bosco Middle School (case 1), and State Middle School 6 (case 3) in Manado City, the type of research design that is suitable to use is a multi-case study.

The implementation of this multi-case study began by conducting a single case study from case 1 to case 2, and up to case 3. The research results of the three single cases were analyzed by comparing them to obtain an idea of the differences and similarities. The results of the inductive analysis are related to the differences in describing learning quality management in each case (single case study results). The results of the inductive analysis are related to the equations describing the third learning quality management case as a whole (results of a multi-case study).

Place and Time of Research

The places where this research was carried out were Eben Haezar Christian Middle School 1, Brother Don Bosco Middle School, and Public Middle School 6 located in Manado City. This research was carried out for 9 months, namely from November 2022 to August 2023.

Data Research and Sources

This research data is a type of qualitative data in the form of words, expressions, or a series of sentences that have meaning related to learning quality management. The data sources for this research come from informants and documents. Informants include school principals, teachers, and students. Documents include the school's strategic plan, learning tools, and the school's internal quality assurance program, accreditation documents, and photos that have meaning related to learning quality management.

Data Collection Techniques

Researchers used observation, interviews, and documentation study techniques to collect valid and objective data in this research. Each of these data collection techniques is made into an instrument in the form of an observation guide, interview guide, and documentation study guide.

Data Analysis Techniques

The research design used is a multi-site study, so data analysis is carried out in two stages: single data analysis and cross-site data analysis. The data that researchers have found from observations,

interviews, and documentation is then analyzed starting from the data being analyzed, reduced, explained, and concluded inductively through the stages of single data analysis and cross-site analysis.

Data Validity Testing

To strengthen the validity of the data found and maintain the validity of the research data, researchers used four criteria as reference standards for validity including credibility, transferability, dependability, and confirmability.

1. Data Credibility

Of the several data examination techniques that could be used, the researchers determined two main techniques in this study: extending participation and triangulation. First, extend the research time at Eben Haezar Christian Middle School 1 Manado, Brother Don Bosco Middle School Manado, and Public Middle School 6 Manado; Researchers use this technique to find data comprehensively. Second, researchers use two types of triangulation, namely source and method triangulation. In source triangulation, the researcher carries out a temporary analysis by always confirming it with new data/information obtained from other sources. The researcher adjusted the statements of the junior high school principal and the teachers involved, as well as the triangulation method. The researcher used different methods in one context, for example adjusting the results of observations, interviews, and documents to one focus. For example, regarding the conceptualization of learning innovation, the researcher interviewed the head of the program, and at different times the researcher observed and looked at the documentation. Researchers compared the results from various data sources regarding learning innovation management to check the validity of the data. This technique can also see more clearly the relationships (inter-relationships) between various data in data analysis.

Triangulation is a technique for checking the validity of data that uses something other than the data to check or compare the data. There are three types of triangulations in credibility testing, namely as follows:

a. Source Triangulation

To test the credibility of the data, this is done by checking the data that has been obtained through various sources. In this case, the researcher collected several literature references (books and the Internet) and then compared them with what the researcher found in the field when conducting research at three A-accredited schools, namely Eben Haezar Christian Middle School 1, Brother Don Bosco Middle School and Public Middle School 6 in Manado City.

b. Engineering Triangulation

To test the credibility of the data, this is done by checking the data from the same source but using different techniques. The researcher carried out data collection, namely at Location 1 (One), namely Eben Haezar 1 Christian Middle School Manado, for data collection or in conducting research at Eben Haezar 1 Christian Middle School Manado, for the first day the researcher carried out surveys and observations, for the second day or the following day the researcher carried out interviews (questions and answers with the object to be interviewed) and data collection in the form of distributing questionnaires as a questionnaire to explore data. Next, on the third day, the researchers conducted research in the same place but with different techniques, namely taking documentation which is concrete evidence to strengthen the results of the research carried out. And so on for data collection at the second location and third location based on data collection using data triangulation techniques.

c. Time Triangulation.

Time also often affects data credibility, for this reason, data credibility testing can be done by checking with interviews, observations, or other techniques at different times and in different situations. In this research, the time taken is staggered but still looking at situations and conditions that are suitable or possible to carry out the research well. Research for the three research locations was carried out alternately at different times. Researchers usually conduct research by looking at the suitable time to carry out research. This is done so that the research can obtain the expected results.

2. Transferability

Transferability or transferability in qualitative research can be achieved using "detailed description". Transferability is the application of research results to areas that have the same or similar research objects. For this purpose, researchers try to report the results of their research in detail. The description of the report attempts to specifically reveal everything that is needed by the reader to understand the findings obtained. The discovery itself is not part of a detailed description but rather the interpretation is explained in detail with full responsibility based on real events. In this case, transferability is based on the similarities or similarities of objects in an area, namely; For Eben Haezar Christian Middle School 1, Brother Don Bosco Middle School, and Public Middle School 6. All three schools are located in Manado City, North Sulawesi Province. Apart from that, these three schools are located on main roads which are busy places as well as passenger bus transportation routes, making it easier for school children to go to school without having to spend a long time looking for transportation to get to school. Another similarity is that even though it is in a busy center (transportation route), the situation is very good because it is not noisy, so students and teachers can carry out teaching and learning activities well. Furthermore, the three schools that are the center of this research, namely Eben Haezar Christian Middle School 1, Brother Don Bosco Middle School, and Manado Public Middle School 6, have something in common or similar, namely that the school building is not attached to other people's houses and generally only has one wall. This is what is unique about the three schools which are very strategic places or research locations, because each has a building with its walls without being attached to other buildings, although if you look there are several schools (not research locations) that are located in the center of the city. have buildings that are close to each other or close to/attached. The similarities or similarities of these three research locations are clear, namely that they have a strategic location, namely being in the middle of Manado City, are not loud or noisy even though they are in the middle of the city, and have buildings that are not attached or close to the walls of other houses.

3. Dependability

Dependability is carried out to overcome errors in the conceptualization of research plans, data collection, interpretation of findings, and reporting of research results. For this reason, dependent auditors or experts in the subject area of this research are needed. As dependent auditors in this research are the promoters (Prof. Dr. Harold. Lumapow, M.Pd) and Co-Promoter 1 (Prof. Dr. Tinneke EM Sumual, MS) and Co-Promoter 2 (Prof. Dr. Jeffry SJ Lengkong, M.Pd).

4. Confirmability.

Confirmability or certainty is needed to know whether the data obtained is objective or not. This depends on the agreement of several people with one's views and findings. If it has been agreed upon by several or many people, it can be said to be objective, but the emphasis remains on the data. To

determine the certainty of the data in this research was done by confirming the data with informants or experts. This activity is carried out together with dependability auditing. The difference is that dependability auditing is aimed at assessing the processes followed during research, while confirmability auditing is to ensure the link between data, information, and interpretations outlined in the report and supported by available materials.

RESULTS AND DISCUSSION

This section describes the results of the single case study research and continues by describing the research findings. Regarding the general description of the research location, it is presented in the attached section which is an inseparable part of this research.

Single Case Study Research

a. Description of Case Research Results 1

1) Learning Quality Planning

Learning quality planning is to determine what you want to do, what the school's goals are, and the quality of results expected from the school. In planning learning, the Principal and the teachers carry out the planning process. For the planning process included in the planning input are:

- a) Conduct leadership coordination meetings together with teachers
- b) Discuss and determine the school's vision, mission, and goals
- c) Discuss and determine the recruitment of new students and recruitment of teaching staff and training for teachers
- d) Determination of work programs
- e) Discuss and determine the division of duties and responsibilities of Educators and Education Personnel.
- f) Discuss and determine the procurement of school facilities and infrastructure.

The following is an explanation of the planning carried out by the school.

a) Conduct Joint Leadership Coordination Meetings with Teachers, Education Personnel, and School Committees. According to information from Informant 1 (CL1), through interviews regarding planning the quality of learning services, he said: "This activity of planning the quality of learning that exists in the school was created because it was the result of the work of the previous school development team, so from the work and the comparison between the conditions of education in the school so far and the conditions that people want" (Activity for planning the quality of learning which is carried out in schools is carried out based on the work of the School Development Team which has previously worked to compare the current conditions of education in schools with the expected conditions). The quality of learning services is also closely related to improving the quality of education, for this reason, this school has regularly planned quality assurance which has created a plan for good services in learning at school).

According to Informant 1 (CL2) said: "In planning the quality of learning services in Torang, mo kase involves or mo case iko for teachers and education staff with the school committee" (In planning

the quality of learning services in schools, involving teachers and education staff along with the school committee).

b) Discuss and Determine the School's Vision, Mission, and Goals

As an educational institution characterized by Christianity belonging to the GMIM Manado school foundation, it is necessary to balance religious knowledge and general knowledge. Balancing religion and general knowledge is necessary to face the challenges and developments of the times such as rapid globalization. Therefore, the school sets the following vision, mission, and goals: The school's vision is "To become a superior Christian educational institution that embodies the Great Commission of Jesus Christ".

The results of the interview with informant 1 (CL2) said: "The vision school is a superior Christian institution that embodies the Great Commission of the Lord Jesus Christ. In this case, people always want to teach that Christ is the only one who is always the basis of people's lives, especially in pursuing education" (the vision of schools as superior Christian institutions that embody the Great Commission of the Lord Jesus Christ. In this case, we always want to teach that Christ is the only thing that has always been the basis of our lives, especially in pursuing education).

The school's mission is:

1. Developing students' spirituality consistently and continuously
2. Guiding students to understand and have the character of Christ
3. Carry out quality teaching and learning activities based on Christian values.

Informant 1 (CL2) said: "The school missionary prioritizes teachings about Christian values that can be seen in the school's mission" (Our mission at this school prioritizes teachings about Christian values that can be seen in the school's mission). The school's goals are based on the vision and mission. Based on the results of interviews with Informant 1 (CL2), he said: "People here have a school goal that is once in the vision and mission. So, for school goals, it is based on what the school's vision and mission are." (We here have school goals which have been reflected in the vision and mission. So for school goals, it is based on what the vision and mission are).

c) Discusses the recruitment of new students and the recruitment of teaching staff and training for teachers

In the planning process, the input part is recruiting new students and teaching staff as well as training teachers in schools. Based on the results of interviews with informant 5 (CL2), he said: "Number one is related to academics, to act in the student affairs department, in this case, the deputy principal of the student affairs department, to accept new students developing by students, to help you recruit and test prospective new teachers who want to register to become teachers or educators in school, the school has these duties and responsibilities as part of the curriculum, therefore the deputy principal for the curriculum department has duties Apart from that, the school also has rules for providing opportunities to improve the qualifications of educators or teachers through training activities for self-development." (The first is related to academics, we hand it over to the students' section, in this case, the deputy principal of the students' section, to accept new students. and developing students, as well as recruiting and conducting tests for prospective new teachers who wish to register themselves to become teachers or educators at schools, the school assigns these duties and responsibilities to the curriculum section because this is the task of the deputy principal of the

curriculum section rules to provide opportunities to improve the qualifications of educators or teachers in participating in training activities for self-development).

d) Discuss and Determine the Work Program

The next step taken in the planning process is to determine the work program. Schools determine work programs before carrying out tasks to achieve the expected goals.

Based on the results of interviews with informant 2 (CL1), he said: "Before mo bekeng, activities always begin with mo bekeng determining a work program. This is so that the results can be the same as the goals that people hope for together or the results can follow each person's wishes because, with this determination of the work program, people can know what the duties and responsibilities of each person are so that" (Before carrying out activities, we always start by establishing a work program. This is done so that the results may be the same as the goals we hope for together or the results may be following our wishes, because by establishing this work program, we can know what our duties and responsibilities are.

e) Dividing Duties and Responsibilities of Educators and Education Personnel

The school's next planning step is to divide the duties and responsibilities of Educators and Education Personnel. Based on interviews in the field, informant 2 (CL2) said: "We are the ones who are responsible for the curriculum and carry out the tasks and divide the tasks between teachers and education staff so that they know each other's tasks and can carry them out according to the tasks that are provided so that it doesn't become an accumulation of workload and doesn't Double Mota is a job so that they can be competent in their respective fields according to their qualifications" (I, as the person in charge of the curriculum section, carry out the task, namely carrying out the task of distributing tasks to teachers and education staff so that they know their respective duties and can carry them out according to their duties which have been given, so that there will be no accumulation of workload and will not get the same tasks and also so that they can be in charge of their respective fields according to their qualifications).

f) Discuss and Determine the Procurement of Facilities and Infrastructure

Next, in the planning process, what is carried out is discussing the procurement of school facilities and infrastructure. Based on the results of interviews conducted with informant 4 (CL1), he said: "To increase the level of learning facilities with a large number of 18 classrooms, we can try to increase the number to 20 classes, multi-media rooms with language laboratories, all of which are not directly possible, we can increase the quality of learning." (First, related to academics, it is directed at the curriculum, admission, and development of students, to increase the qualifications of educators and education staff by providing opportunities for teaching and education staff to take part in training activities. Second, efforts are being made to increase learning facilities such as study rooms, which number 18 classes to 20 classrooms, multimedia rooms, and language laboratories, all of which are indirectly expected to improve the quality of learning).

Based on observations made in schools, curriculum planning begins with forming a curriculum development team that uses rules or regulations as a reference in preparing curriculum programs such as regulations regarding content standards, graduation standards, process standards, and assessment standards. Informant 1 (CL3) explained: "Planning that you need to support in learning activities can be included in the educational calendar by compiling a learning program that will be disseminated to students, parents or the school committee. "Planning activities regarding the quality of learning services

that are supported by all standards by implementing the process of teaching and learning activities in the school, starting from the data of educators, educational staff to the infrastructure in the school" (Planning carried out in teaching and learning activities refers to the calendar education and preparing learning programs that are disseminated to students, parents or school committees towards the quality of learning services provided for all those related to the implementation of the teaching and learning process at the school, starting from the availability of educators, education staff, to the facilities and infrastructure at the school).

2) Organizing Learning Quality

Data on organizing learning quality in case 1 are as follows.

a) Discuss the School's Organizational Structure

The school has a school organizational structure which is chaired by the Principal and assisted by the deputy principal for curriculum, deputy principal for student affairs and deputy principal for school facilities and infrastructure along with teachers and educational staff. The school is an educational institution under the auspices of the school. GMIM also collaborates with the Manado City Education and Culture Office. This can be seen from the school structure (as seen in the general description of this research in the school organizational structure section).

Informant 2 (CL3) said: "So it is one of the pride of the school that many people pay attention to here, for example, the GMIM Eben Haezar Manado School Foundation and the Manado City Education and Culture Office. "So people don't miss out on information because there are two institutions (GMIM Eben Haezar Manado School Foundation and Manado City Education and Culture Office) which always remember their duties and responsibilities, with the school committee always providing suggestions or opinions for the progress of this school" (So it is one of the feelings of pride of the school that many people pay attention to us here, for example the GMIM Eben Haezar Manado School Foundation and the Manado City Education and Culture Office. So we don't miss out on information because there are two institutions (the GMIM Eben Haezar Manado School Foundation and the Education and Culture Office. In Manado City) that always remind us of our duties and responsibilities, and also from the school committee who always provides suggestions or opinions for the progress of this school).

b) Grouping of Duties and Responsibilities of Each Educator and Education Personnel

The grouping of fields covered by each teacher is made so that organization in the school can run well so that all teachers have different roles in their respective duties based on grouping according to their teaching fields. In terms of organizing the curriculum, informant 2 (CL3) when asked about organizing the curriculum explained: "Organizing improving the quality of learning that is standard in the curriculum area so that is definitely a resource that is directly involved by the teacher because in order to carry out learning in standard areas related to the curriculum that he/she uses, the earliest documents must be prepared by the teacher, supported, evaluated by representatives School principals in the curriculum field are no exception, all teachers in the field of study are grouped so that they can work together to improve the quality of learning" (Organizing improving the quality of learning related to the curriculum field, of course the resources directly involved are teachers because to carry out learning in the field related to the curriculum is a basic document that must be prepared by teachers,

implemented, evaluated and made assessment reports, of course organized by the deputy principal in the curriculum field, including all teachers in the field of study who are organized so that they are able to carry out their duties in order to improve the quality of learning).

According to informant 2 (CL3) said: "Every year, take care of the learning schedule by taking care of the duties of the teachers who teach in their respective fields or competencies" (Every year, make a learning schedule and distribute tasks to teachers according to their respective fields or competencies). Informant 2 (CL3) added "The subjects that are required to be taught in this school are Christian Religious Education, PKN, Indonesian, Natural Sciences, Social Sciences, Mathematics, English, Physical Education, Arts and Culture, Crafts, Chinese with Counseling " (Compulsory subjects taught at this school are Christian Religious Education, PPKN, Indonesian, Natural Sciences, Social Sciences, Mathematics, English, Physical Education, Arts and Culture, Crafts, Chinese and Counselling). According to Informant 5 (CL3), he said: "Organization of the curriculum area which is supported by the deputy principal in the curriculum area, please involve all teachers in the study area who support the curriculum in learning practices" (Organization of the curriculum area carried out by the deputy principal for the curriculum area involves all study area teachers who will implement the curriculum in learning practice).

Based on the results of interviews with informant 4 (CL2), he said: "To provide the best possible service, there must be an organization that ensures the comfort and security of the school, so prepare the facilities and infrastructure. For example, there is a field for playing basketball and there is no parking for the vehicles of all school residents and people who come to school" (To provide the best service, it is necessary to organize for comfort and security. The school has prepared various facilities and infrastructure, for example, a field for playing basketball for students and parking space for vehicles for every school member and community member who comes to school).

3) Implementation of Learning Quality

Implementation of quality learning services in schools follows the agreed curriculum program. The stages of implementing learning cannot be separated from the planning and organizing processes, all of which are interconnected and support each other. In the school quality improvement document, implementation of the curriculum components is part of the Principal's work program. In practice, the Principal is assisted by the Deputy Principal in the fields of curriculum, student affairs, and infrastructure, while those who carry out improving the quality of learning in the classroom are the teachers.

Several points included in the research results, especially in the implementation function in schools, include the following.

a) Carrying out joint morning assemblies between students and teachers

According to Informant 3 (CL2) said: "In every day's school activities, the morning assembly is attended by students and teachers and education staff." Informant 3 (CL2) added his explanation: "The lesson on guard duty starts at 07.00 in the morning until 13.30 in the afternoon. The implementation of teaching and learning activities in all classes varies depending on the subject matter and the material being taught. " When the learning is carried out, there are several classrooms where the students are all in a quiet/calm state, while there are classrooms where the students are learning enthusiastically and in group discussions." Classes differ according to the subjects and materials taught. During the

learning process, there are some classrooms where the students are quiet/quiet and there are also classrooms where the students are happy to discuss in groups).

b) Good service from every school member in welcoming guests who come to the school

The service provided by the school to its students is very good and the service provided by the students themselves to guests who come to the school is very good because the students welcome guests with respect. If guests come, they respectfully bow their heads and greet them with the words " Syaloom and Salam". The researcher tried to ask whether this teaching came from each individual, but informant 7 (CL1) said: "This is one of the lessons that teachers give to all students, this is so that people respect and respect everyone" (This is one of the lessons given by teachers to all students, namely mutual respect and appreciation for each other.

Apart from what has been explained above, the implementation of the quality of learning services at the school is very good. This can also be seen from the moment you enter the guard post, there is security who greets students and parents in a friendly manner. Likewise, the school principal is very good at providing learning services for teachers and especially for students.

c) Implementation of learning activities at school for 5 full days

Implementation of teaching and learning activities at school for five (5) full days from Monday to Friday. In implementing the curriculum used, the K13 curriculum and the Independent Learning Curriculum are all adapted to the students' conditions and the situation at school.

Based on the results of interviews with informant 3 (CL3), it was explained: "School starts from Monday to Friday, where this school operates for five (5) full days" (School is from Monday to Friday, where our school operates for five (5) full days).

4) Monitoring the Quality of Learning

Schools in terms of monitoring the quality of learning services related to supervision in this research, researchers conducted interviews with the parties with the most authority to supervise the quality of learning in schools, namely the principal and several deputy principals who helped with the monitoring process to improve the quality of learning services. Supervision of improving the quality of learning in schools is carried out hierarchically, so that each school must have an educational supervisor/supervisor assigned by the Manado City Education and Culture Office, including at the school. Likewise, because the school is a private school managed by the Foundation, therefore supervision is also carried out o by the Foundation as the founder or owner of this school.

The results of the interview with Informant 1 (CL4) said: "For supervision of people starting from the curriculum sector, student affairs sector, educators and educational staff" (For supervision starting from the curriculum sector, student affairs sector, educators and education staff).

The system for monitoring the quality of learning services in schools is carried out as follows.

a) Supervision of the Curriculum by the Deputy Principal for the Curriculum Section

Supervision of the curriculum is carried out by the deputy principal of the curriculum department. Based on interviews with the First Informant (CL4), he explained: "In the field of curriculum that we are responsible for, the curriculum implementation process starts from supervising the process of preparing the educational calendar, division of work, teaching schedule with complete

learning administration starting from the syllabus, RPP, Prota, Promissory Note, Educational Calendar, Attendance List, Grade List, KKM, etc (In the curriculum sector, what we supervise is the curriculum implementation process starting from supervising the process of preparing the educational calendar, division of work, teaching schedule and completeness of learning administration starting from. the syllabus, RPP, Prota, Promissory Note, Educational Calendar, Attendance List, Grade List, KKM, etc).

b) Supervision of Students by the Deputy Principal for Student Affairs

Supervision of students is carried out by the deputy principal for student affairs who plays an important role in the process of mentoring students. Based on interviews with informant 3 (CL4), he said: "We are officers in the student affairs department, for example, if what we need to supervise or guard is the admission of new students, we will supervise the implementation of the introduction period to the school environment and supervise the implementation of extra-curricular activities by monitoring if there is student misbehavior" (My job is in the student affairs section, for example, if we want to supervise or guard These include accepting new students, supervising the implementation of the introduction period to the school environment and also the implementation of extracurricular activities and monitoring student delinquency).

c) Supervision of Facilities and Infrastructure by the Deputy Principal of the Facilities and Infrastructure Section

Supervision of facilities and infrastructure is carried out by the deputy principal of the facilities and infrastructure section. Supervision of facilities and infrastructure is carried out considering the important function of facilities and infrastructure that assists teaching and learning activities in schools, especially in schools. According to Informant 4 (CL3) explained: "If people don't take care of the facilities and infrastructure, it means that in the same way that people don't care if the facilities and infrastructure are lost or damaged if they are not monitored, the facilities and infrastructure may continue and not increase in number, in fact, over time it runs out, that's why we always emphasize to students that it can be looked after carefully so that it doesn't get damaged and doesn't get lost, with the hope that after using it, it will be stored straight away in its place Congleh for transportation facilities (Eben Haezar Christian Middle School Bus 1 Manado) is well maintained so that the seats last a long time, therefore bibs are very helpful for students who cannot reach public transportation or remember so as not to be late when studying at school, that's why they are used as transportation facilities. school means school bibs" (If you don't want to look after the facilities and infrastructure, it means the same thing as you don't care if things are lost or if they are damaged, it's the facilities and infrastructure, and also if you don't monitor it, the facilities and infrastructure may continue to be the same in number or for a long time, it will run out, so I always emphasize to students that it can be looked after carefully so that it doesn't get damaged or lost, with the hope that when it's used it will be stored immediately in its place. Also, transportation facilities (school buses) are well maintained so that they can be used for a long time because a car is very helpful to students who cannot access public transportation or remember not to be late when studying at school, therefore use school transportation, namely the school bus).

d) Supervision of Teachers by the Principal

Supervision by the Principal of Teachers begins with the supervision of the curriculum, student affairs, facilities, and infrastructure. According to an interview with informant 1 (CL5), he said: "We as school principals supervise the teachers and educational staff at the school, whether they carry out their duties and responsibilities based on what they are given or vice versa, apart from that, we also supervise the running of activities or programs at the school" (I as the Principal supervise the teachers and educational staff at school do they carry out their duties and responsibilities based on what they have been given or vice versa and apart from that I also supervise the running of activities or programs at school).

e) Supervision of School Principals and Teachers by the School (School Foundation and Manado City Education and Culture Service)

Supervision of the Head of Sec Supervised by the GMIM Eben Haezar School Foundation and the Manado City Education and Culture Office. According to the interview with Informant 1 (CL5), the interview results said: "The results of the supervision can then become a report to the head of the Manado City Education and Culture Service" (The results of the supervision then become a report to the Manado City Education and Culture Office). Then Informant 2 (CL4) added his explanation: "The supervision carried out by the school principal carries out a managerial supervision function, while those who supervise academically and clinically are accommodated by school supervisors from the Manado City Education and Culture Office. Likewise, the performance of what you do as a leader at the Tantu Katu Mo school can be supervised by the Foundation" (Supervision carried out by the school principal carries out a managerial supervision function, while those who supervise academically and clinically are more accommodated by school supervisors from the Education and Culture Service Likewise, the performance and everything that is done as a leader in a school is certainly monitored by the Foundation).

Informant 2 (CL4) when the interviewee said: "In several technical aspects of implementing the curriculum, we are responsible for monitoring several learning documents before the supervisor from the Manado City education office arrives at the school, and what we must monitor is how the educators process the planning program until the implementation of learning in the classroom using assessment as a series of learning activities. (In some technical aspects of curriculum implementation, I am responsible for supervising several learning documents before supervisors from the Manado City education office come to the school and what must be supervised is how educators make planning programs and implement learning in class and make assessments as a series of learning activities).

Informant 2 (CL4) added his explanation: "The supervising process is not intended for you to appoint a high priority so that you can find a way out if you become an obstacle in the learning process. "The principal has the responsibility to monitor the implementation of the curriculum, especially in the process of improving the quality of learning, that is because the principal is responsible for the Foundation's report and performance as a representative of the curriculum" (The supervision process is not intended to show superiority but to seek solutions if there are obstacles in the learning process. The principal has the responsibility to supervise the implementation of the curriculum, especially in the process of improving the quality of learning, because the principal will provide a report to the Foundation regarding our performance as deputy principals, especially in the field of curriculum).

Informant 1 (CL6) added: "The role of supervisors from the Department of Education and Culture of Manado City and supervisors from the GMIM Eben Haezar Foundation is an effort to improve teacher competency, and this will be a program or activity to improve infrastructure and facilities in a long way just so that quality education and learning can be realized ". (The role of supervisors from both the Manado City Education and Culture Office and supervisors from the GMIM Eben Haezar Manado Foundation, is to increase teacher competency, implement programs or activities to improve infrastructure, and so on to realize the quality of education and learning).

f) Supervision of Learning Activities Through Facilities and Infrastructure (CCTV)

Based on interviews with informant 4 (CL3), he explained: "When learning activities are in class, people can always monitor the progress of learning implementation from CCTV, because of CCTV, people can monitor children and fellow teachers from CCTV. People can see where students are via CCTV in the classroom. Kong, CCTV is very helpful in this learning activity."

Description of Case Research Data 2

1. Learning Quality Planning

Planning is the process of making plans to achieve certain goals. The planning carried out was first to hold a meeting of the Principal with the teacher council and school committee. Where in the meeting several important agendas were discussed that must and will be planned. The important agenda referred to here is several work programs that must be carried out. But apart from the work program, the school also prepares a vision and mission as well as goals to be achieved.

a) Conduct Joint Leadership Coordination Meetings with Teachers, Education Personnel, and School Committees

Based on the results of interviews with Informant 1 (CL1), he said: "People at school, before starting the new school year, there is a coordination meeting between us as school principals and education staff teachers and the school committee" (We at school, before the start of the new school year, we hold a meeting what is the coordination between me as the principal and the teachers and school committee).

b) Understanding the School's Vision, Mission, and Goals as a Form of Educational Planning

Based on the results of interviews conducted in the school teachers' room, Informant 1 (CL1) explained that: "To achieve the goals you hope for, the school must set a vision and mission with the school's goals. That's the Vision, Mission, and Goals of the school sound the same as this" (To achieve the expected goals, the school prepares a vision and mission as well as school goals).

The vision, mission, and goals of the school sound like this: Don Bosco Manado Brothers Middle School Vision: "Faith, Knowledge, Based on Brotherly Love towards the Whole Human Person". Based on the results of interviews with informant 1 (CL2), he said: "Brother Don Bosco Middle School has a vision that is faith, knowledge, and basic knowledge is brotherly love towards becoming a complete human being. Here, people are taught that apart from having faith and knowledge, there must also be love between everyone to become a complete human being" (our school has a vision, namely faith, knowledge and also based on brotherly love to become a complete human being. Here we are taught that apart from having faith and knowledge, we must also be based on brotherly love towards the whole human being).

The school has a mission, namely: "Discipline in work, close cooperation and realizing excellent service". According to informant 1 (CL2) said: "People's mission is to be disciplined when working so that the results do not betray the process. Because if people don't have discipline then they won't be able to reap the deep fruits of hard work. In serving people there must be cooperation with one another so that the work feels lighter or easier and people can understand each other's personalities. Kongleh people must create good or good service so that people feel satisfied with the quality of the school" (Our mission is to be disciplined when working so that the results will not betray the process. Because if we are not disciplined when working then we cannot reap the fruits of our hard work. Also in our service there must be cooperation with each other so that the work feels lighter or easier and we can understand each other's personalities And we must provide good or good service so that people feel satisfied with the quality of the school. The first informant (CL2) added to his explanation: "For the school's goals, there are images in the vision and mission" (for the school's goals are already outlined in the vision and mission).

c) Planning in discussing recruitment of new students and recruitment of teaching staff and training for teachers

The school implements a system for recruiting teaching staff and conducting training for teachers is an initial activity in the school's planning. Based on the results of interviews with Informant 1 (CL1), it was explained: "For recruitment of new students, people usually use this entrance test because students' IQ is usually at an early stage before they start school. Kong people here too, in terms of accepting new educators, you have to select them first. "See here it is planned in the planning stage for training activities for teachers" (For recruiting new students we usually use an entrance test, which is used to see the IQ of students at an early stage before the students start school).

d) Quality of Learning at School in Terms of Planning for Payment of Student Tuition Fees

Based on interviews conducted at school, informant 1 (CL3) said: "One of the improvements in the quality of service at this school is in terms of the plan to pay tuition fees for students, you can pay in installments twice in one semester, this is designed to make it easier for parents of students so they don't 't feel like it's a burden to pay their children's tuition fees " (One of the improvements in the quality of service at this school is that the planning for paying tuition fees for students can be paid by paying or paying in installments twice in one. semester, this is to make it easier for parents not to feel burdened in paying their children's school fees).

e) Quality of Learning in Schools in Terms of Planning School Facilities and Infrastructure

In planning, an important thing that is also planned is school facilities and infrastructure. School facilities and infrastructure play an important role because they are very helpful in teaching and learning activities at school. Based on interviews with informant 3 (CL1), he said: "The school can provide facilities for you to prepare extracurricular activities to channel your talents such as Paskibraka, Basketball, Volleyball, Spirituality, Arts, Scouts to improve facilities and infrastructure so that students can be more creative and innovative in developing their talents" (The The school provides extracurricular facilities for distribution of talents such as Paskibra, Basketball, Volleyball, Spirituality,

Arts, Scouts to improve facilities and provide facilities and infrastructure so that students are more creative and innovative in developing their talents).

f) Quality of Learning in Schools in Terms of Enrichment Program Planning for Final Grades.

One of the plans carried out is an enrichment program for the final class or class 9. This is planned at the planning process stage with the aim that both teachers and students can prepare themselves for carrying out the final exam which is specifically for class 9. This is done to minimize completeness for 9th-grade students. Informant 2 (CL1) said: "A special academic program for classes that has an enrichment program" (A special academic program for class IX has an enrichment program).

g) Planning to discuss students' tuition fees

One of the plans at school is how to pay tuition fees for students. According to data obtained from interviews conducted at school, informant 1 (CL3) explained: "At Brother Don Bosco Junior High School, for payment of tuition fees, a dispensation is provided for the payment of tuition fees. For example, if you want to pay, you can pay twice so that parents don't feel like it's a burden to "So this is so that parents of students get a little relief when it comes to paying tuition fees for their children." students get a little relief in paying tuition fees from their children).

h) Quality of Learning in Schools in Terms of Planning Teacher Training Activities.

For teacher training activities, it is mandatory to include them in the planning, to anticipate unexpected things, for example, the readiness of teachers to take part in teacher training, or preparation of costs for organizing teacher training. Thus, planning is very necessary for teacher training activities or a kind of IHT. Based on the results of interviews conducted with informant 1 (CL4): "In addition to students, teachers must be the same in the vision and mission to achieve the school's expectations through activities such as IHT (in-house training). Teachers in training/workshops are also planned to improve the quality of teachers so that they can provide better services and good education" (Apart from students, teachers must have a common vision and mission to achieve school expectations through activities such as IHT (in-house training). Teachers conduct training/workshops as one of the plans to improve the quality of teachers so they can provide good educational services). The following is documentation when interviewing informant 1 (the Principal in the Principal's Room (CLD2) regarding Learning Quality Planning in the school.

2. Organizing Learning Quality

Organizing is the entire process of selecting and sorting people (teachers and administrative employees) to achieve organizational goals. Improving the quality of a school can be achieved when there is an organizing and development program which is the most important part of school management. This is based on several reasons, such as the development of society and future-oriented science and technology, which are adapted to the development and growth of society.

a) Discuss the School's Organizational Structure

The organizational structure is an important part that directly provides important information about the duties of each school member, starting from the principal, deputy principals, teachers, and

education staff, as well as the school committee and security and cleaning staff. According to the results of research at the school, informant 2 (CL2) said: "In the school's organizational structure, it is clear that there is a supervisory section for each teacher and a staff member for their duties. The confusion is that in the organizational structure, there are names of teachers who will soon be retiring. "There are a lot of people who want to retire, so a lot of teachers will be recruited to replace those teachers who will soon retire." written on the names of teachers who will soon retire. Here many will retire so many teachers will be recruited to replace teachers who will soon retire).

b) Grouping of Duties and Responsibilities of Each Educator and Education Personnel

The grouping of duties and responsibilities of each educator and educational staff has existed for a long time in schools. Based on The interview carried out with the 2nd informant (CL2) said: "That is the duty and responsibility of educators and staff, so there has long been a grouping based on each function. For example, if the teacher is teaching science then the teacher must be a science teacher so that the learning activities are focused on the same portion, namely science lessons, as is the case with social studies where the person teaching social studies is the social studies teacher. So everyone must comply with their respective qualifications. "See, if you are the one who takes care of the curriculum, it is the same as the student affairs section, the one who takes care of the student affairs section because all of them are grouped according to the duties of each teacher." (The duties and responsibilities of educators and staff already exist first and the grouping is based on their respective functions. For example, if the teacher teaches science, the teacher must be a science teacher so that the learning activities will be the same as the portion, namely science lessons, as well as social studies, where the person teaching social studies must be a social studies teacher according to their respective qualifications Also if the person who is going to take care of the curriculum must be the department, The same is true for the student affairs department, the one who takes care of it is the student's department because it is all part of it because everyone has been grouped according to their respective duties).

c) Organizing or Grouping School Facilities and Infrastructure

According to informant 2 (CL2), when interviewed on February 1 2023 in the deputy principal's room, namely: "First of all, the plan for organizing services to improve the quality of education in schools based on current developments must be drawn up in the first plan, first of all, improve the facilities, for example with infocus (LCD Projector), each class must have an infocus, so it must be individual "Each class is there so that learning can be digital-based for future plans" (Firstly, the plan for organizing services to improve the quality of education in schools by keeping up with current developments must be prepared in a plan that first improves facilities such as focus, each class must have its focus so that digital-based learning is for future plans). "Secondly, please reactivate the previous SMP website, so some of them are still not used or rarely used. It is hoped that there will be a special admin who will manage the SMP website. "Until now, there are CCTVs in every class, which is good, you can add more CCTVs in every location so you can monitor all the activities of the school community for the sake of security and mutual comfort" (Secondly, reactivate the SMP website which previously existed, but it is hoped that it will be passive. special admin who manages the SMP website.

Currently, there is CCTV in every class, but it would be good to add CCTV in every area so that we can monitor the movements of every school member for the sake of mutual security and comfort).

Informant 1 (CL4) said: "All experts in schools, including teachers and staff, can work to help develop quality management of educational services by working together without prioritizing each other's selfish feelings to create excellent quality service for all customers at the school" (All The expert staff at the school, both teachers and staff, can work to develop quality management of educational services by working together and not prioritizing each other's selfishness to create excellent quality service for all customers at the school). According to informant 1 (CL4), who was interviewed by researchers on February 10 2023 in the principal's office, said: "In organizing improving the quality of services, there are several aspects that must be supported, namely" (In organizing improving the quality of learning, there are several aspects that must be carried out, namely): "There are several aspects that need to be considered in the learning assessment system in schools, namely the attendance aspect, the moral aspect with the grades currently being used, namely the moral characteristics aspect." (Several aspects are considered in the learning assessment system in schools, namely the attendance aspect, moral aspects, and current grades being implemented, namely moral characteristics).

"Teachers and staff are both involved in decision-making. The principal gives and asks for suggestions from the school community. Both vice principals, homeroom teachers, teachers, and staff. In meetings/deliberations where teachers and staff are involved, meeting participants are allowed to express opinions or suggestions" (Teachers and staff are also involved in decision making. The principal gives and asks for suggestions from the school community. Both the vice principal, homeroom teacher, teachers, and staff. In meetings/deliberations involving teachers and staff, meeting participants are allowed to express opinions or suggestions). "This school also supports coaching and development efforts for teachers and staff. The training provided is the same as IHT, workshops and MGMP training for all subjects, staff/operators provide special training to handle student data" (At this school, efforts are also made to provide guidance and development for teachers and staff training carried out such as IHT, workshops, and MGMP Training carried out for various subjects, staff/operators carry out special training to handle student data). "The educational service model at Lebe schools is based on excellent service for customers, both in service, at TU, and in teaching and learning activities. It is hoped that models similar to this will be able to be used at Brother Don Bosco Middle School Manado to be even better" (The educational service model in schools is more about providing excellent service to customers, both service at TU and in teaching and learning activities. Models It is hoped that this will make the school even better). "Efforts to make the vision and mission of the school a reality, namely by uniting the perceptions of teachers and the school community so that they are both united to move this school forward together" (Efforts to realize the vision and mission in the school are by uniting the perceptions between teachers and the school community so that we can work together to advance this school).

d) Discuss the School's Organizational Structure

The organizational structure is an important part that directly provides important information about the duties of each school member, starting from the principal, deputy principals, teachers, and education staff, as well as the school committee and security and cleaning staff. According to the results of research at the school, informant 2 (CL2) said: "In the school's organizational structure, it is clear

that there is a supervisory section for each teacher and a staff member for their duties. The confusion is that in the organizational structure, there are names of teachers who will soon be retiring. "There are a lot of people who want to retire, so a lot of teachers will be recruited to replace those teachers who will soon retire." written on the names of teachers who will soon retire. Here many will retire so many teachers will be recruited to replace teachers who will soon retire).

e) Grouping of Duties and Responsibilities of Each Educator and Education Personnel

The grouping of duties and responsibilities of each educator and educational staff has existed for a long time in schools. Based on interviews conducted with informant 2 (CL2), he said: "That is the duty and responsibility of educators and staff, so there has long been a grouping based on each function. For example, if the teacher is teaching science then the teacher must be a science teacher so that the learning activities are focused on the same portion, namely science lessons, as is the case with social studies where the person teaching social studies is the social studies teacher. So everyone must comply with their respective qualifications -division, it's the same as the student affairs section, it's the same as the student affairs section because all of them are grouped according to the duties of each teacher." (The duties and responsibilities of educators and staff already exist first and the grouping is based on their respective functions. For example, if the teacher teaches science, the teacher must be a science teacher so that the learning activities will be the same as the portion, namely science lessons, as well as social studies, where the person. teaching social studies must be a social studies teacher according to their respective qualifications. Also, if the person who is going to manage the curriculum must be their section, the same is true for the student affairs section, the one who takes care of it is the student's section because it is all part of it because everyone has been grouped according to their respective duties).

f) Organizing or Grouping School Facilities and Infrastructure

According to informant 2 (CL2), when interviewed on February 1, 2023, in the deputy principal's room, namely: "First of all, the plan for organizing services to improve the quality of education in schools based on current developments must be drawn up in the first plan, first of all, improve the facilities, for example, the same as InFocus (LCD Projector), each class must have an in-focus, so it must be individual "Each class is there so that learning can be digital-based for plans" (Firstly, the plan for organizing services to improve the quality of education in schools by keeping up with current developments must be prepared in a plan that first improves facilities such as focus, each class must have its focus so that digital-based learning is for plans). "Secondly, please reactivate the SMP website which was previously there I still haven't used it or I rarely use it. I hope there is a special admin who will manage the SMP website. "Until now, there are CCTVs in every class, which is good, you can add more CCTVs in every location so you can monitor all the activities of the school community for the sake of security and mutual comfort" (Secondly, reactivate the SMP website which previously existed, but it is hoped that it will be passive. special admin who manages the SMP website. Currently, there is CCTV in every class, but it would be good to add CCTV in every area so that we can monitor the movements of every school member for safety and mutual comfort).

Informant 1 (CL4) said: "All experts in schools, including teachers and staff, can work to help develop quality management of educational services by working together without prioritizing each

other's selfish feelings to create excellent quality service for all customers at the school" (All The expert staff at the school, both teachers and staff, can work to develop quality management of educational services by working together and not prioritizing each other's selfishness to create excellent quality service for all customers at the school). According to informant 1 (CL4), who was interviewed by researchers on February 10 2023 in the principal's office, said: "In organizing improving the quality of services, there are several aspects that must be supported, namely" (In organizing improving the quality of learning, there are several aspects that must be carried out, namely): "There are several aspects that need to be considered in the learning assessment system in schools, namely the attendance aspect, the moral aspect with the grades currently being used, namely the moral characteristics aspect." (Several aspects are considered in the learning assessment system in schools, namely the attendance aspect, moral aspects, and current grades being implemented, namely moral characteristics). "Teachers and staff are both involved in decision-making. The principal gives and asks for suggestions from the school community. Both vice principals, homeroom teachers, teachers, and staff. In meetings/deliberations where teachers and staff are involved, meeting participants are allowed to express opinions or suggestions" (Teachers and staff are also involved in decision making. The principal gives and asks for suggestions from the school community. Both vice principals, homeroom teachers, teachers, and staff. In meetings/deliberations involving teachers and staff, meeting participants are allowed to express opinions or suggestions).

"This school also supports coaching and development efforts for teachers and staff. The training provided is the same as IHT, workshops and MGMP training for all subjects, staff/operators provide special training to handle student data" (At this school, efforts are also made to provide guidance and development for teachers and staff training carried out such as IHT, workshops, and MGMP Training carried out for various subjects, staff/operators carry out special training to handle student data). "The educational service model at Lebe schools is based on excellent service for customers, both in service, at TU, and in teaching and learning activities. It is hoped that models similar to this will be able to be used at Brother Don Bosco Middle School Manado to be even better" (The educational service model in schools is more about providing excellent service to customers, both service at TU and in teaching and learning activities. Models It is hoped that this will make the school even better). "Efforts to make the vision and mission of the school a reality, namely by uniting the perceptions of teachers and the school community so that they are both united to move this school forward together" (Efforts to realize the vision and mission in the school are by uniting the perceptions between teachers and the school community so that we can work together to advance this school). "Employees, both teachers and educational personnel, are divided into groups or respective fields according to their respective main duties and functions (We employees, both teachers and educational personnel, have been grouped or there has been a division into their respective main duties and function each)

3. Implementation of Learning Quality

Implementation is a particular effort or activity carried out to realize a plan or program in reality. The following is an interview conducted with the deputy principal who took place in the deputy principal's room regarding the implementation of improving the quality of educational services in schools regarding the general description of the climate characteristics at Brother Don Bosco Middle School Manado.

a) Implementation of learning activities at school is filled with a family atmosphere

Informant Interview 3 (CL2) said: "The atmosphere in this school is all about family, so it influences the characteristics of teachers and students, b How to always be able to maintain harmonious relationships" (The atmosphere at this school is filled with a family atmosphere so that it influences the characteristics of teachers and students as much as possible to always be able to maintain harmonious relationships). Informant 3 (CL2) explained: "People consider the existence of a school climate to play an important role in supporting the learning process at school" (The existence of a school climate is considered to play an important role in supporting the learning process at Brother Don Bosco Middle School, Manado).

b) Implementation of Classroom Learning Adapted to the Curriculum

According to informant 3 (CL2) said: "The actions that can be taken so that learning in class can run effectively, that is to apply the schedule and adhere to the conditions of the curriculum, for this reason, teachers must ask very strongly to be allowed to enter class on time so that time is not wasted with the students. " No mo bekeng commotion in the classroom" (Actions taken to ensure that learning in the classroom takes place effectively, namely implementing a schedule according to the curriculum conditions, for teachers, are expected to come in on time so that too much time is not wasted and students are noisy in class). In Implementing the Quality of Learning Services at Schools, Informant 2 (CL3) said: "The development of educational service models in schools usually focuses on the curriculum, with services to students. For class IX students, they still use K13. Students in classes VII and VIII, they use the Merdeka Belajar Curriculum" (Development of educational service models in schools usually follow the curriculum, also for services to students. For class IX students, they still use K13, but for students, in classes VII and VIII use the Independent Learning Curriculum).

c) Implementation in terms of security in the school environment

According to informant 3 (CL2) said: "Efforts are being made to ensure the creation of a safe and orderly school environment by activating officers on duty at night/security guards, by building a fence around the school building to anticipate if there are students who come home and do not provide information" (Efforts are being made to create a safe and orderly school environment by activating security guards, and a fence has been built around the school building to anticipate if students return home without providing information)

d) d. Implementation of Participating in Competitions and Recruitment of Teachers Who Will Teach.

Then based on interviews from informant 3 (CL3) said: "The school always strives to provide the best service for students and teachers with educational staff at the school, the school always innovates in competitions for high school seniors with teachers who are still new in the sense that they are still young and have talent in every subject is effective. Ba recruits honorary teachers not just randomly by going through the stages of selection first" (The school always strives to provide the best service for students and teachers as well as educational staff at the school, and the school always innovates to take part in other high school competitions by providing teachers who are still fresh, meaning they are still

young and talented in each subject they cover. Recruitment of honorary teachers is also not arbitrary by going through the previous selection stages.

- e) Implementation of activities using the PAIKEM learning method and implementation of learning starting with joint prayer.

Informant 4 (CL1) added his explanation: "The typical service at this school is that teachers provide lessons in developing the quality of education by providing methods or models of approach to students who are used to the PAIKEM learning model (Active, Innovative, Creative and Fun Learning) so that students and females students can be young in learning mo apply the lessons that the teacher mo case. With this, the students and girls have a spiritual shower every morning, where the school community can pray together and read the Holy Bible/Bible every morning before starting teaching and learning. "This is the main goal, the aim is to create peace of mind, for safety, intelligence and harmony for the school community" (The typical service at this school is that teachers provide lessons in developing the quality of education by providing methods or models of approach to students known as PAIKEM (Active, Innovative, Creative and Fun Learning) learning model so that it is easier for students to grasp and apply the lessons the teacher gives the school community prays together and reads the Holy Bible / Bible every morning before teaching and learning activities. This goal is intended to provide peace of mind, safety, intelligence, and harmony for the school community.

According to informant 6 (CL1) said: "Everyone Always prays in the morning, especially at noon, people pray the Angel of God/Angelus. Furthermore, people take care to pray the Rosary every time during the month of the Rosary, because with prayer people always feel that their hearts are calm and happy" (We always pray every morning, especially at noon, we pray the Angel of God /Angelus. And we pray the Rosary every month of the Rosary because with prayer we always feel that our hearts are calm and happy). The following is documentation (CLD3) of the situation in one of the classes at school while learning or during lessons. In these teaching and learning activities, the students pay attention to their teacher who is teaching, so that the situation that occurs at that time is calm and quiet because the students are very serious about listening and looking at their teacher who is explaining in front of the class.

- d) Monitoring the Quality of Learning

Supervision of improving the quality of educational services in schools is always provided by facilitating reliable employees. Collaboration exists between school supervisors, school committees, and school environment residents. Monitoring the quality of learning in schools includes the following:

- a) Supervision of the Curriculum by the Deputy Principal for the Curriculum Section

Supervision of the curriculum is carried out by the deputy principal of the curriculum department. Based on the results of interviews with informant 2 (CL3), he said: "People always supervise teaching and learning activities in the classroom by indirectly supervising and checking the learning tools of the teachers for each subject." (We always supervise teaching and learning activities in class and observe directly in the classroom and supervise indirectly by checking the learning tools of the teachers in each subject).

- b) Supervision of Students by the Deputy Principal for Student Affairs

The next supervision carried out is supervision of students by the deputy principal for student affairs. Based on interviews with informant 3 (CL3), he said: "All the students at school, during their movements, whether at school entry time, break time or before leaving school, always supervise them so that everyone is in good condition and when there are extracurricular activities, there is always a teacher who will supervise or a teacher who will "Take care of the students who are away at extracurricular activities" (All students at school in their movements (students) both during school entry hours, break times and before leaving school, we always monitor so that all students are in good condition and if there are extracurricular activities There is always a teacher who supervises or a teacher who looks after the students who do these extracurricular activities).

c) Supervision of Facilities and Infrastructure by the Deputy Principal of the Facilities and Infrastructure Division

According to informant 4 (CL2) said: "To supervise the facilities and infrastructure, all those who guard it, both teachers and students. So, if there is one of the facilities with infrastructure that is not suitable for use, you can let each other know so that new facilities and infrastructure will be procured, or if there is someone who intends to lose it, you can help me, I can report it to the school so that people can Do you know who ba ambe or ba kase damaged the facilities and infrastructure" (For supervision of facilities and infrastructure, we all supervise both teachers and students. So that if there is one of the facilities and infrastructure is no longer suitable for use, we can notify each other so that it will be Procurement of new facilities and infrastructure is being held, or if someone intends to remove them, they may be helped to look at them and then immediately report them to the school so that we can find out who took or damaged the facilities and infrastructure).

d) Supervision of Teachers by the Principal

The next supervision at Brother Don Bosco Middle School is the supervision of the teachers by the school principal. Based on interviews with informant 4 (CL2), he said: "Teachers here are always supervised by the school principal, this is done so that as teachers they don't play around, meaning they have to work seriously based on the tasks and responsibilities that each of them understands. "For this supervision activity, the teachers are also happy because, with the principal's supervision for the teachers, you can increase your knowledge by knowing that discipline is necessary for you as an educator, so you can set a good example for the students." (We are teachers here always supervised by the school principal, this is done so that we as teachers do not play around, meaning we have to work seriously based on the duties and responsibilities that have been given to each of us. For this supervision activity, we teachers are also happy because of the supervision of the school principal For us teachers, we can increase our knowledge and knowledge that discipline is necessary for us as educators, to provide a good example to our students).

e) Supervision of the Principal and Teachers by the School (Manado Diocese Catholic Education Foundation along with the Manado City Education and Culture Office)

The next supervision at Brother Don Bosco Manado Middle School is the supervision of the principal and teachers by the school (Manado Diocese Catholic Education Foundation) and the Manado City Education and Culture office. Interview with informant 1 (CL5) said: "We are as the principal and the teachers at the school without exception always supervised by the YPKKM (Manado Diocese Catholic Education Foundation) and the Manado City Education and Culture Service. What is monitored is the continuity of teaching and learning activities in schools. People always report all

activities that have been completed and completed by the related parties, namely YPKKM and the Manado City Education and Culture Service.") and the Manado City Education and Culture Office. What is monitored is the continuity of teaching and learning activities in schools. We always provide reports on all activities that will be carried out and have been completed to the relevant parties, namely YPKKM and the Manado City Education and Culture Office.

f) Supervision of learning activities in the classroom through facilities and infrastructure (CCTV).

The next supervision is the supervision of learning activities in the classroom through facilities and infrastructure (CCTV). Based on interviews with informant 4 (CL2), he said: "Supervision of facilities and infrastructure, especially for CCTV equipment, should be present in teaching and learning activities, to observe how students develop while they are studying. "With the help of CCTV facilities and infrastructure, people can monitor ongoing learning in class." (Supervision of facilities and infrastructure, especially for CCTV equipment, is also carried out in teaching and learning activities, to observe how students develop while they are learning. With the help of CCTV facilities and infrastructure, we can monitor ongoing learning in the classroom).

c. Description of Case Research Data 3

1) Learning Quality Planning

The learning quality planning data in case 3 is described as follows:

a) Conduct Joint Leadership Coordination Meetings with Teachers, Education Personnel, and School Committees

Based on interviews with informant 1 (CL1), he explained: "Before you start the new school year, people at school, please hold a coordination meeting between the principal and teachers, with educational staff and the school committee" (Before starting the new school year, we at school, hold a coordination meeting between the school principal and teachers, also education staff, and school committees).

b) Discusses the recruitment of new students and the recruitment of teaching staff and training for teachers

Based on interviews conducted with informant 1 (CL1), he said: "In the past, there was still a stage of selection to enter schools here, but now the problem is that for schools, now there is no longer a process of entry selection because all students have to study for 9 years. Each child is allowed to study for the sake of a brighter future and thus a better life in the future" (In the past there was still a selection stage for entering schools here, but the problem is that schools currently no longer hold entrance selections because of all Students must study for 9 years. Each child is allowed to study for a brighter future and a good life in the future).

c) Planning in determining the curriculum used in schools

Informant 2 (CL3) said: "The learning process plan starts from the curriculum design which is prepared based on national standards or you can develop the K13 curriculum according to Law Number 20 of 2003 concerning the National Education System" (Planning for learning starts from the curriculum design which is prepared based on National Standards or the preparation and development of the Education Unit Level Curriculum (KTSP) and the K13 Curriculum refer to Law Number 20 of 2003 concerning the national education system.

d) Plans prepared to determine school output

Design of output standards in schools, Informant 1 (CL2) said: "The academic value that Depe means is that students who can take part in Science Olympiad competitions on a local, regional or national scale can move on to favorite schools, while the social value is how SMP Negeri 6 Manado is the community's first choice for men's mo case maso with his daughter. The principal hopes that it will pass from this school, whether at the local regional, or national level, to improve the good name of the school. "So that's the standard rule for graduates that require at least added value for the school community in particular and the Manado community in general." favorite school, while the social value is how SMP Negeri 6 Manado is the community's main choice for enrolling their sons and daughters. The principal hopes that the output of this school will be at the local, regional, and national levels and to improve the school's reputation prepared at least provide added value to the school community in particular and society in general.

2) Organizing Education Quality

According to an interview with informant 2 (CL4), he said: "The grouping of learning at SMP Negeri 6 Manado is managed in the same way as the tasks and their respective functions. The groupings start from structural patterns to explanations of the responsibilities of teachers as teachers of learning. The grouping of other components, the same as the grouping of learning tools, is determined by the media or tools that are important and help with learning materials, and an example of an important tool is the Science Laboratory tool" (Organization of Learning at SMP Negeri 6 Manado is managed following the tasks and their respective functions (Organization starts from the structural pattern to a description of the responsibilities of teachers as learning managers. Organizing other components, such as organizing learning tools or learning media. Organizing learning tools or media is determined by the extent to which the urgency of the media or tools supports the learning material, for example, the urgency of science laboratory equipment).

3) Implementation of Learning Quality

Based on interviews with informant 2 (CL4), he said: "For the implementation of learning and carrying out the lessons in the existing mechanisms, in this case, it can be done from the learning tools at school. Learning tools are the same as materials, media, time allocation with support from the teacher himself so that it is arranged in the school schedule" (For the implementation of learning, it is carried out based on a mechanism that has been designed and in this case, it can be seen from the learning tools at the school. Learning tools such as materials, media, time allocation, and support from the teacher himself which is then arranged in the school schedule).

Informant 2 (CL4) added his explanation: "For the implementation of learning, students may also study other than in class, in the reading garden or the library or in the science laboratory and Multimedia Room" can also be in the Science Laboratory and Multimedia Room).

4) Education Quality Monitoring

Informant 1 (CL3) said: "Move to continuously and uninterruptedly monitor management functions with work units in implementing work programs in schools. Listen, you need to monitor people and hope that you can identify the consequences of the program, there are problems, and you can find a way out of the problem by suggesting that you complete the steps to include the principal as

the school leader so that the implementation of the program can run effectively in achieving one of the goals you hope for" (Continuous supervision of management functions and work units in implementing work programs in schools Apart from that, we also hope that monitoring can identify program impacts, problems, find alternative solving problems and suggest resolution steps as input for the Principal as the school leader so that program implementation runs efficiently and effectively to achieve the expected. goals).

Informant 1 (CL3) added his explanation: "Monitoring the quality of learning services is an important thing to monitor everything that happens during learning activities at school. This monitoring must be carried out by the administration department by the school leadership. (Supervision of the quality of learning services is very important to observe everything that happens during learning activities at school, apart from that, supervision of administration must also be supervised by the school leadership).

2. Multi Case Study Research

a. Description of Multi-Case Study Research Results

Multi-case study analysis also called cross-case study is a process of comparing the findings obtained from each research case and at the same time a process of compensating findings between cases. The data processed in multi-case study analysis activities comes from the results of single case study analysis which are formulated as research findings.

In principle, the research findings in case 1, case 2 and case 3 are data that was reprocessed in multi-case study analysis activities. The reprocessed data is analyzed for differences and similarities so that new meanings are constructed as research findings from multi-case studies. This way of analyzing data is called modified analytical induction as a means of producing grounded theory in qualitative research (Lengkong, 2004).

b. Research Proposition

After analyzing the multi-case study, the meaning of the research findings was obtained which were constructed as theoretical assumptions based on the main research problems.

1. Learning Quality Planning

The results of this research imply that the principals of A-accredited junior high schools in Manado City have carried out a managerial process of planning learning quality. This is considered rational because planning is important for organizations in moving and carrying out activities in a directed manner (Suharsaputra, 2015). Although it can be said that the strategic planning pattern has not been fully implemented as per the research results, namely not using SWOT analysis, one thing is certain based on the results of this research the principals of A-accredited junior high schools in Manado City have set the school's vision, mission and goals. through leadership meeting forums with teaching and educational staff and involving school committees. This empirical fact means that modern planning principles have been applied because there is no one strategic planning model that is best for all contexts and situations. Thus, based on contingency perspective considerations, the results of this research are something of value for efforts to improve the quality of learning in schools.

In addition, the results of this research show that planning for the quality of learning in A-accredited junior high schools in Manado City has included the required areas, both directly and

indirectly related. Referring to the Minister of Education, Culture, Research and Technology Regulation Number 47 of 2023 concerning Management Standards for Early Childhood Education, Basic Education Levels, and Secondary Education Levels, it is outlined, among other things, that planning educational activities aims to improve the quality of the learning process and learning outcomes. Students are continuously based on self-evaluation of the Education Unit, planning educational activities are guided by the vision, mission, and objectives of the Education Unit, and planning educational activities include the areas of curriculum and learning, Education Personnel, facilities and infrastructure, and budgeting. In connection with the results of research regarding the content of learning quality planning, it exceeds national standards for planning educational activities in schools. In essence, exceeding national standards regarding field content which is formulated as a result of the managerial planning process is contributed by school principals who can portray themselves as planners of the quality of learning in schools and increase their decision-making abilities. This is a research result that has strategic value because in the process of planning the quality of learning, school principals are faced with several decision choices and what they do is based on empirical facts from this research, including part of their characteristics and behavior as effective decision makers.

The empirical facts of this research are relevant to the concept of planning, which means choosing the best from various alternative goals, processes, and programs. In this regard, according to Aderson as quoted by Marno, "Planning is the process of preparing a set of decisions for future actions" (Marno & Trio Supriyanto, 2008). This definition implies that decision-making is part of planning, but the planning process can also occur after goals and decisions have been taken. So, the decision behavior shown by school principals at A-accredited junior high schools in Manado City currently actually has a future time dimension. That is why what is decided is useful in planning the quality of learning in schools now and in the future.

Then, empirical facts in the form of research results related to educational staff planning and related facilities and infrastructure need to be fulfilled in planning learning quality. As regulated in the Ministry of Education, Culture, Research, and Technology Regulation Number 47 of 2023 concerning Management Standards planning educational activities in the field of Educational Personnel includes producing:

- a. Map of needs for the number of educators;
- b. Map of the need for the number of Education Personnel other than educators adjusted to the needs of the Education Unit;
- c. Division of Duties of Educational Personnel; And
- d. Education Personnel competency improvement program.

Furthermore, regarding the planning of facilities and infrastructure, planning educational activities in the field of facilities and infrastructure produces:

- a. analysis of needs for facilities and infrastructure that meet standards following statutory provisions;
- b. identification of access, methods of provision, and sources of funding for learning facilities and infrastructure according to the learning context;
- c. analysis of the utilization and condition of available facilities and infrastructure; And

- d. analysis of the use of surrounding resources as alternative learning facilities and infrastructure.

2. Organizing Learning Quality

The results of research on organizing learning quality are shown from the structure of the school organization which describes the line of command, coordination, communication, and consultation on learning quality; and the school principal whose role is as an organizer of learning quality which is realized through the formation of an internal school quality assurance team, the division of responsibilities of educators and education staff, the division of duties and responsibilities of educators and education staff, and the arrangement of learning tools or media. According to Stoner (1996), organizing is a way of arranging work or allocating work among members of an organization so that organizational goals can be achieved efficiently. This organizing concept is relevant to the empirical facts from this research regarding organizing learning quality. T. Hani Handoko (1999) explains that organizing is the process of preparing an organizational structure that follows the organization's goals, the resources it has, and the environment that surrounds it. This means that the school organizational structure and the formation of an internal school quality assurance team is an embodiment of the application of organizational concepts as part of the managerial process concept carried out by school principals at A-accredited junior high schools in Manado City.

Apart from that, the research results show that there is a grouping or division of work in organizing the quality of learning is part of the application of the concept of organizing in educational organizations. In this regard, T. Hani Handoko (1999) explains that organizations can be demonstrated in three ways and one of them is the division of the total workload into activities that can logically be carried out by one person. Thus, it can be said that the principals of A-accredited junior high schools in Manado City have implemented organizational principles as well as one of the managerial processes for organizing the quality of learning in schools.

Thus, all the empirical facts from research on organizing learning quality are supported by organizing theory as outlined by Robbins (2003) that organizing activities can include:

- a. assign tasks to be performed;
- b. who does the work;
- c. how the tasks are grouped;
- d. who reports; And
- e. where the decision must be taken.

3. Implementation of Learning Quality

The results of research regarding the implementation of learning quality are demonstrated through learning activities that are adapted to the curriculum; based on mechanisms that have been planned or designed; begin with prayer together; in a family and safe atmosphere; holding roll call with students and teachers and welcoming guests visiting the school; take part in competitions; recruitment of teaching teachers; using learning methods such as PAIKEM; according to material, media and time allocation; there is a form of teacher support as specified in the schedule; student learning activities in classrooms, reading gardens, libraries, laboratories and multimedia rooms; and teachers act as implementers of learning quality.

According to Nana Sudjana's (2010) view, the implementation of learning is a process that is arranged in such a way according to certain steps so that the implementation achieves the expected results. Saiful Bahri and Aswan Zain (2010) view the implementation of learning as an activity that has educational value, educational value colors the interactions that occur between teachers and students. The concept of learning implementation quoted describes the emphasis on ideas as a process or activity of effective learning review. This means that an important criterion for measuring the implementation of learning quality is the process or activity dimension. The empirical facts from this research are that it was carried out at A-accredited junior high schools in Manado City. For example, learning processes or activities that are aligned with the curriculum. This is one of the empirical evidence from this research that the implementation of learning quality can be measured from the process or activities. Learning carried out at school must follow the national curriculum or school curriculum that exists or is being used.

Then empirical facts in the form of research results related to the field of curriculum and learning, educational staff facilities, and infrastructure need to be fulfilled in implementing quality learning. As regulated in the Ministry of Education, Culture, Research, and Technology Regulation Number 47 of 2023 concerning Management Standards, the implementation of educational activities in the field of curriculum and learning is aimed at:

- a. creating a climate for the Education Unit;
- b. implementing the Education Unit curriculum, learning programs, and assessment programs periodically as a reflective cycle to continuously improve the quality of learning outcomes;
- c. carry out student character development;
- d. realizing conducive and safe learning; And
- e. carry out the development of students' talents and interests.

Implementation of educational activities in the field of Education Personnel is aimed at:

- a. meet the needs of Education Personnel;
- b. dividing the duties of Educational Personnel proportionally;
- c. implementing a program to increase the competency of Education Personnel; And
- d. foster a culture of cooperation, mutual care, and mutual respect among members of the Education Unit.

Meanwhile, the implementation of educational activities in the field of facilities and infrastructure is aimed at providing, maintaining, and using facilities and infrastructure, as well as sharing learning resources efficiently and effectively, following learning needs.

4. Monitoring the Quality of Learning

The results of research on monitoring the quality of learning show that it is carried out on an ongoing basis; divided into supervision of academic fields and school administrative fields; through monitoring and reporting by teachers and principals; using CCTV technology; school principals who act as supervisors of learning quality; supervising teachers in implementing quality learning; some of the duties of supervising school principals are delegated to deputy principals for supervision of curriculum and learning, facilities and infrastructure, and student affairs; the teacher acts as a

supervisor of student learning during the learning process; and the School Foundation and Manado City Education and Culture Office act as supervisors of learning quality through school principals.

In connection with the concept of quality control of learning, several experts have formulated it. For example, Usman Effendi (2013) believes that supervision is the most essential management function, no matter how good the work activities are without carrying out work supervision, it cannot be said to be successful. Meanwhile, Irham Fahmi (2014) believes that supervision can generally be defined as a way for an organization to realize effective and efficient performance, and further support the realization of the vision and mission of an organization. The main ideas contained in these definitions are relevant to the proposal of the idea of monitoring the quality of learning in this research. One example of the idea is that a learning quality plan that is not implemented can certainly not be considered successful. A specific example of the results of this research is a training plan for teachers. If this plan is not implemented, it will be considered unsuccessful because there is no evidence of data to be processed and decision material to be accounted for as a result of the evaluation.

Minister of Education, Culture, Research, and Technology Regulation Number 47 of 2023 concerning Management Standards also regulates the function of supervising educational activities as a managerial process in management standards. In this regulation, it has been stipulated that supervision of educational activities aims to ensure that the implementation of education is transparent, and accountable and improves the quality of learning processes and outcomes on an ongoing basis so that the implementation of education is effective and efficient. Supervision of educational activities is carried out periodically and continuously through monitoring, supervision, and evaluation activities.

The results of this research show that monitoring the quality of learning is carried out through monitoring, supervision of the principal to teachers which is a supervision activity, and evaluation results which are expressed in the form of reports by teachers to the principal and principals' reports to the Foundation and the Department of Education and Culture in the City Manado. The monitoring or monitoring referred to in this regulation is carried out on work programs that have been designed to ensure that educational activities are carried out following the objectives. The supervision in question is carried out in the form of providing suggestions or recommendations, guidance, mentoring, and coaching for continuous feedback on educational activities. The evaluation in question is carried out as a collaborative assessment process of educational activities that have been implemented to become the basis for planning educational activities.

Then it is also regulated that the school principal monitors and at the same time supervises:

- a. the process of implementing curriculum and learning to ensure the achievement of learning objectives and student-centered learning processes;
- b. implementation of the duties and functions of Education Personnel, developing competencies, and efforts to reflect on learning for continuous improvement;
- c. provision, utilization, and maintenance of facilities and infrastructure to improve the quality of learning processes and outcomes; And
- d. management and use of the budget following statutory provisions.

Also related to the results of research regarding the Department of Education and Culture as a representative of regional government as supervisor, the Department is regulated to carry out supervision through supervision and evaluation of:

- a. development and implementation of curriculum and learning;

- b. meeting the needs, distribution, competency development, and performance of Education Personnel;
- c. provision, utilization, and maintenance of facilities and infrastructure; And
- d. management and use of the Education Unit budget following statutory provisions.

Another interesting research result to be discussed in the context of technological developments and supervisory managerial processes is the use of CCTV in monitoring the quality of learning in schools. Even though the research results are not in all research cases, only in case 2, they provide their meaning concerning the application of the remote monitoring mode. Current technological advances, even though they are burdening school finances and may not yet be a priority requirement for procurement programs, need to be paid attention to by school principals because the results of this research provide empirical evidence that they have particular value in monitoring the quality of technology-based learning. Thus, the use of advanced technology in monitoring the quality of learning should be based on the idea that the time has come to monitor the quality of learning based on "the reality of what is being monitored" (Amran Suadi, 2014). Based on the results of multi-case study research which are formulated as qualitative research findings, research propositions, and discussion results, researchers can construct a learning quality management model which is analyzed interpretively based on research data.

e. The novel idea that researchers want to promote is viewing the existence of learning quality management in A-accredited junior high schools in Manado City as a managerial process rather than just being seen as a technical process of quality inspection and learning quality assurance. This view places the principal as top management of the entire school system who needs to sharpen the learning quality program as the core process of the education quality process which can be improved through managerial processes which include planning learning quality, organizing learning quality, implementing learning quality, and monitoring learning quality.

f. In essence, learning quality management is a managerial process of learning quality. This can be viewed as a descriptive theory and at the same time as a prescriptive theory. Understanding as a descriptive theory means that learning quality management only contains things as they are narrating the knowledge of the model while understanding as a prescriptive theory means that the managerial process of learning quality is a manifestation of actions to improve the quality of learning by the school principal. So, the idea of novelty of the managerial process of learning quality in this research is metaphorized as a 'recipe'. The recipe in question is a management procedure starting from the planning, organizing, implementation, and supervision stages used by the school principal as an action to continuously improve the quality of learning.

CONCLUSION

Based on the results of data analysis, research findings, and discussion, the conclusions of this research can be stated as follows. 1. Learning quality planning. Learning quality planning is demonstrated through leadership coordination meetings together with teachers, education staff, and school committees; the results of decisions regarding the vision, mission, and goals of the school which reflect the quality of learning and the results of decisions related to the areas of recruiting new students,

recruiting teaching staff, curriculum, suggestions and infrastructure, budgeting, training for teachers, enrichment for final classes, and determining school output; and the school principal whose role is as a planner for the quality of learning. 2. Organizing the quality of learning is shown in the structure of the school organization which describes the line of command, coordination, communication, and consultation on the quality of learning as well as the school principal whose role is as an organizer of learning quality which is realized through the formation of an internal school quality assurance team, the division of responsibilities of educators and education staff, the division of tasks and responsibilities of educators and education staff, and the arrangement of learning tools or media. 3. Implementation of quality learning is demonstrated through learning activities that are adapted to the curriculum; based on mechanisms that have been planned or designed; beginning with prayer together; in a family and safe atmosphere; holding roll call with students and teachers and welcoming guests visiting the school; take part in competitions; recruitment of teaching teachers; using learning methods such as PAIKEM; according to material, media and time allocation; there is a form of teacher support as specified in the schedule; student learning activities in classrooms, reading gardens, libraries, laboratories and multimedia rooms; and teachers act as implementers of learning quality. 4. Monitoring the quality of learning is demonstrated in terms of being carried out on an ongoing basis; divided into supervision of academic fields and school administrative fields; through monitoring and reporting by teachers and principals; using CCTV technology; school principals who act as supervisors of learning quality; supervising teachers in implementing quality learning; some of the duties of supervising school principals are delegated to deputy principals for supervision of curriculum and learning, facilities and infrastructure, and student affairs; the teacher acts as a supervisor of student learning during the learning process; and the School Foundation and Manado City Education and Culture Office act as supervisors of learning quality through school principals.

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