System-Based Education Quality Management: Challenges and Opportunities

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Abstract:
> The system-based educational quality management approach enables the optimal enhancement of educational quality through integrating and synergy of various educational elements. This study explores the strategic planning, organization, implementation, and monitoring of primary schools' system-based quality management approach. The research addresses key challenges such as resistance to change and limited resources, providing solutions like stakeholder involvement, the use of information technology, and structured change management. Core elements of this approach include curriculum design, innovative teaching methods, competent human resources, and adequate educational facilities. The approach promises significant benefits, including operational efficiency, improved student learning outcomes, and enhanced institutional reputation and competitiveness. By understanding and overcoming challenges while leveraging opportunities, educational

institutions can achieve sustainable quality improvements and create supportive learning environments that facilitate high student achievement.

Keywords: education quality management, system-based education, challenges, opportunities

A. Introduction

In recent years, public awareness of the importance of quality education has increased[1]. The community demands educational institutions to provide better and high-quality services. The increased access to information makes parents and students more selective in choosing educational institutions that offer the best quality. This demand impels educational institutions to seek more effective quality management methods, including a systems approach[2]. This awareness also reflects the need for an education system that focuses on academic output and sustainable overall processes and quality.

Education quality management itself is a concept that involves planning, implementing, evaluating, and continuously improving all aspects of educational institutions[3]. The main goal of education quality management is to ensure that each component in the education system functions optimally and meets the set quality standards. Quality management seeks to improve the quality of work, productivity, and efficiency by improving internal and external performance[4]. This approach focuses on the end result, such as grades or graduation, and the continuous learning and teaching process. By implementing education quality management, it is hoped that institutions can create a learning environment supporting high student learning outcomes.

The system approach in education quality management is a method that views educational institutions as an integrated unit. This approach emphasizes the

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[1] Kariematut Thoyyibah and Dewi Rokhmatul Adhimah, "Analisis Faktor Pertimbangan Orang Tua Dalam Memilihkan Sekolah," in *Prosiding Seminar Nasional Unimus*, vol. 5, 2022.

[2] Akbar Rafsanjani et al., "Pendekatan Sistem Dalam Meningkatkan Pendidikan Untuk Membangun Mutu Kualitas Pendidikan Di SMP Swasta Pahlawan Nasional," *Jurnal Bintang Pendidikan Indonesia* 2, no. 1 (December 19, 2023): 168–81, https://doi.org/10.55606/jubpi.v2i1.2498.

[3] Hendri Setiabudi Sukma, Iskandar, and Agus Pahrudin, "Manajemen Mutu Pendidikan Pada Pendidikan Dasar Dan Menengah Di Sekolah Dan Madrasah," *JURNAL MANAJEMEN PENDIDIKAN DAN ILMU SOSIAL* 5, no. 3 (April 18, 2024): 242–52, https://doi.org/10.38035/jmpis.v5i3.1925.

[4] Niken Ristianah and Toha Ma'sum, "Konsep Manajemen Mutu Pendidikan," *TABYIN: JURNAL PENDIDIKAN ISLAM* 4, no. 01 (August 18, 2022): 45–55, https://doi.org/10.52166/tabyin.v4i01.169.

importance of relationships between various education system components, such as curriculum, teaching methods, human resources, facilities, and stakeholder engagement[5]. By using a systems approach, educational institutions can identify and overcome obstacles that hinder the achievement of optimal quality education. This approach also allows for a more comprehensive and strategic evaluation of various aspects of education, ensuring that all elements work synergistically towards a common goal. Through this approach, institutions can be more adaptive in dealing with changes and demands in the educational environment.

However, implementing system-based education quality management cannot be separated from various challenges. One of the main challenges is resistance to change, both from the management and the teaching staff. Resource constraints, such as funds and time, are also significant obstacles[6]. In addition, the complexity of coordinating the various components of an education system often leads to difficulties in effective implementation. Addressing these challenges requires commitment and cooperation from all parties involved, as well as the right strategies to manage change and optimize the use of existing resources. Without coordinated efforts, efforts to improve the quality of education can be hampered.

On the other hand, the implementation of system-based education quality management offers various opportunities that can be used to improve the quality of education. These opportunities include increased operational efficiency, which allows educational institutions to manage their resources better. In addition, this approach can help improve student learning outcomes through a more structured and measurable learning process. Enhancing the reputation of educational institutions is also one of the opportunities that can be achieved by implementing system-based quality management because institutions that are able to show consistent quality will be more appreciated by the community and other stakeholders. This can increase the competitiveness and public trust in the institution[7].

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[5] Akbar Rafsanjani et al., "Pendekatan Sistem Dalam Meningkatkan Pendidikan Untuk Membangun Mutu Kualitas Pendidikan Di SMP Swasta Pahlawan Nasional."

[6] Tila Paulina and Siti Patimah, "Peran Kepemimpinan Kepala Sekolah Dalam Pengembangan Manajemen Mutu Di SMAN 2 Gading Rejo," *At-Tajdid: Jurnal Pendidikan Dan Pemikiran Islam* 7, no. 1 (2023): 189–206, https://doi.org/10.24127/att.v7i1.2694.

[7] Rahmawati Rahma et al., "Implementasi Implementasi Sistem Manajemen Mutu ISO 21001: 2018 Sebagai Strategi Pendidikan Di Era Digital," *Journal of Industrial Engineering & Management Research* 5, no. 3 (2024): 16–22, https://doi.org/10.7777/jiemar.v5i3.523.

Previous studies have shown that applying a systems approach in education quality management can bring many benefits. These studies identify various challenges faced in implementation, as well as effective strategies to overcome them. For example, some studies have found that synchronization, resource management, and stakeholder engagement can lead to a more responsive, adaptive, and outcome-oriented education ecosystem[8]. The findings of this study provide a solid basis for the further development and application of best practices in system-based education quality management. This study's results also guide educational institutions in implementing the system approach effectively.

The primary purpose of writing this paper is to explore and analyze the application of system-based quality management in educational institutions today. This study aims to provide a comprehensive overview of how the systems approach is used in education quality management, as well as identify the key components that contribute to its success. In addition, this paper also aims to identify and analyze the main challenges faced in the implementation of system-based quality management. By understanding these obstacles, it is hoped that effective strategies can be found to overcome these challenges. Furthermore, this paper will explore the opportunities in applying system-based quality management and how these opportunities can be optimized to improve the quality of education in the future. Thus, this research not only aims to provide a deep understanding of the current situation but also to offer practical solutions that educational institutions can apply to achieve higher and sustainable education quality.

B. Literature Review

1. Basic Concepts of Education Quality Management

Education quality management is a series of processes that aim to ensure that every aspect of an educational institution meets the quality standards that have been set. This includes planning, implementing, evaluating, and continuously improving the curriculum, teaching methods, human resources, facilities, and technology and information support[9]. With a comprehensive approach, education quality management focuses not only

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[8] Akbar Rafsanjani et al., "Pendekatan Sistem Dalam Meningkatkan Pendidikan Untuk Membangun Mutu Kualitas Pendidikan Di SMP Swasta Pahlawan Nasional."

[9] Setiabudi Sukma, Iskandar, and Pahrudin, "Manajemen Mutu Pendidikan Pada Pendidikan Dasar Dan Menengah Di Sekolah Dan Madrasah."

on the result, such as student grades but also on a continuous and high-quality learning process.

In his opinion, the basic principles of Education quality management include a focus on customers (students and parents), involvement of all parties, process approach, continuous improvement, and fact-based decision-making[10]. The focus on the customer ensures that the needs and expectations of students and parents are met. The involvement of all staff in the educational institution ensures that all aspects are noticed and improved. The process approach manages every educational activity as part of the overall system. Continuous improvement ensures that quality standards are always updated and improved. Fact-based decision-making guarantees that decisions are based on objective data.

Quality management plays an important role in improving the quality of education by increasing the efficiency and effectiveness of the educational process, increasing student and parent satisfaction, creating a quality learning environment, and encouraging innovation and adaptation. By implementing quality management principles, educational institutions can optimize the use of resources and eliminate waste, improve the reputation and attractiveness of the institution through customer satisfaction, and create a learning environment that supports the achievement of high learning outcomes. In addition, a commitment to continuous improvement allows institutions to adapt to changes and new demands in the world of education[11].

2. Systems Approach in Education Quality Management

The system approach in the context of education quality management is a method that sees educational institutions as an integrated unit. This approach emphasizes the importance of relationships between various components of the education system, including curriculum, teaching methods, human resources, and facilities. By using a systems approach,

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[10] Warda Indadihayati and V Lilik Hariyanto, "Tinjauan Literatur Tentang Penerapan Prinsip Total Quality Management Dalam Pendidikan Vokasi: Tantangan Dan Peluang," *Satya Sastraharing: Jurnal Manajemen* 7, no. 1 (2023): 1–20, https://doi.org/10.33363/satya-sastraharing.v7i1.1029.

[11] Mulyana Abdullah, "Manajemen Mutu Pendidikan Di Sekolah Peran Kepemimpinan Kepala Sekolah, Profesionalisme Guru, Dan Partisipasi Masyarakat Dalam Peningkatan Mutu Pendidikan Di Sekolah," *Jurnal Penelitian Pendidikan* 17, no. 3 (January 16, 2018): 190–98, https://doi.org/10.17509/jpp.v17i3.9612.

educational institutions can identify and overcome obstacles that hinder the achievement of optimal quality education.

The main components in the systems approach include the curriculum, teaching methods, human resources, and educational environment[12]. The curriculum must be designed to meet educational standards and student needs. Teaching methods must be innovative and effective in delivering learning materials. Human resources, including teachers and support staff, must have the necessary competencies to perform their duties well. Educational environments, such as classrooms, laboratories, and libraries, must support the learning process.

The benefits of a systems approach to integration between educational components are significant. This approach allows for a more comprehensive and strategic evaluation of various aspects of education, ensuring that all elements work synergistically towards a common goal. With a systems approach, educational institutions can improve operational efficiency, optimize the use of resources, and create a learning environment that supports achieving high learning outcomes. In addition, this approach allows educational institutions to be more adaptive in dealing with changes and demands in the educational environment.

3. Challenges in the Implementation of System-Based Quality Management

One of the main challenges in implementing system-based quality management is resistance to change[13]. Change often faces rejection from management and teaching staff who are used to the old working method and feel comfortable with the existing routine. This resistance can arise due to fear of uncertainty, lack of understanding of the benefits of change, or concerns about increased workloads. Therefore, educational institutions must involve all stakeholders in the change process, provide adequate training, and explain the long-term benefits of implementing systems-based quality management.

Limited resources, including funds, time, and human resources (HR), are also a significant obstacle to implementing system-based quality

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[12] Akbar Rafsanjani et al., "Pendekatan Sistem Dalam Meningkatkan Pendidikan Untuk Membangun Mutu Kualitas Pendidikan Di SMP Swasta Pahlawan Nasional."

[13] Listiyani Siti Romlah et al., "Manajemen Mutu Pendidikan Islam Dalam Upaya Meningkatkan Prestasi PTKIN," *At-Tajdid: Jurnal Pendidikan Dan Pemikiran Islam* 8, no. 1 (2024): 213–27, https://doi.org/10.24127/att.v8i1.3341.

management[14]. Educational institutions often face budget constraints that limit their ability to invest in technology, facilities, and training necessary to support quality management systems. In addition, time limitations and high workload on teaching and administrative staff can hinder the implementation process. Therefore, effective planning and wise allocation of resources are essential to address these challenges.

The complexity of coordination between components in the education system also often leads to difficulties in effective implementation[15]. A systems approach requires good coordination between various elements such as curriculum, teaching methods, human resources, and facilities. Difficulties in communication and collaboration between departments or units can hinder the integration needed to achieve quality management goals. To address this complexity, educational institutions must develop effective coordination mechanisms, such as cross-functional work teams and information technology, to facilitate communication and project management.

4. Strategies for Overcoming Challenges

Active stakeholder involvement is an important strategy in overcoming the challenges of implementing system-based quality management. Involving all relevant parties, including management, teaching staff, students, parents, and the community, ensures that every stakeholder feels like they belong to and contribute to the change process[16]. This active participation can reduce resistance to change by providing a sense of collective involvement and responsibility. Educational institutions should hold forums, discussions, and training sessions to ensure that all stakeholders understand the benefits of system-based quality management and how they can contribute.

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[14] Anne Sarmono, Achmad Supriyanto, and Agus Timan, "Penerapan Manajemen Mutu Terpadu Pada Sistem Penjaminan Mutu Pendidikan Internal," *Jurnal Administrasi Dan Manajemen Pendidikan* 3, no. 1 (March 31, 2020): 38–51, https://doi.org/10.17977/um027v3i12020p38.

[15] Mardian Efendi, Lukman Asha, and Deri Wanto, "Mengurai Tantangan Manajemen Mutu Pendidikan Madrasah: Tinjauan Dari Input-Proses-Output," *Educational Leadership: Jurnal Manajemen Pendidikan* 3, no. 2 (January 31, 2024): 240–54, https://doi.org/10.24252/edu.v3i2.43721.

[16] Iswati Iswati, Siti Patimah, and Aisyah Khumairo, "Strategi Manajemen Mutu Untuk Meningkatkan Kualitas Pelayanan Publik Di Sekolah Islam (Tinjauan Praktek Di Mts Negeri 1 Pahoman Bandar Lampung)," *At-Tajdid: Jurnal Pendidikan Dan Pemikiran Islam* 7, no. 1 (2023): 179–88, https://doi.org/10.24127/att.v7i1.2693.

The use of information technology is an effective strategy to improve the efficiency and effectiveness of the implementation of system-based quality management[17]. Technology can be used to automate administrative processes, facilitate communication, and support accurate data analysis. Technology-based education management systems enable real-time collection and analysis of performance data, which supports continuous evaluation and fact-based decision-making. Additionally, information technology can improve coordination between various components of the education system, enable better collaboration, and reduce communication barriers that often occur in the change process.

A structured change approach is another important strategy for overcoming the challenges of implementing system-based quality management[18]. This approach includes careful planning, systematic execution, and continuous evaluation. Specific steps in this approach include needs analysis, action plan development, staff training and development, and periodic monitoring and evaluation of the process. A structured approach ensures that changes are implemented gradually and under control, minimizing disruption to day-to-day operations and increasing the likelihood of long-term implementation success.

5. **Opportunities from the Implementation of System-Based Quality Management**

The implementation of system-based quality management can bring a significant improvement in the operational efficiency of educational institutions[19]. With a structured and integrated approach, institutions can optimize the use of resources, reduce waste, and improve coordination between departments. Automation processes and information technology allow for more efficient data management and administrative processes so that staff can focus more on activities that directly impact the quality of

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[17] Ismail Muhdar, Lukman Hakim, and Mohammad Liwa Irubbai, "Manajemen Mutu Pendidikan Berbasis Teknologi Informasi Manajemen Mutu Pendidikan Berbasis Teknologi Informasi Dan Komunikasi Pada MTS Negeri 2 Lombok Tengah," *Jurnal Ilmiah Mandala Education* 9, no. 3 (August 29, 2023), https://doi.org/10.58258/jime.v9i3.5898.

[18] Luh Putu Widya Fitriani and Ida Ayu Aryani Kemenuh, "Peningkatan Sistem Penjaminan Mutu Perguruan Tinggi Melalui Implementasi Manajemen Mutu Terpadu Dalam Pendidikan," *PINTU: Jurnal Penjaminan Mutu* 2, no. 2 (2021).

[19] Bastari Adam, "Peranan Manajemen Strategi Dan Manajemen Operasional Dalam Meningkatkan Mutu Pendidikan," *Jurnal Tahdzibi: Manajemen Pendidikan Islam* 3, no. 2 (2021): 57–66, https://doi.org/10.24853/tahdzibi.3.2.57-66.

education. This not only reduces operational costs but also increases overall productivity and effectiveness.

In addition, system-based quality management can directly impact improving student learning outcomes[20]. By ensuring that every component of education, from the curriculum to the teaching methods, functions optimally and meets quality standards, students have a better and more structured learning experience. Continuous evaluation and improvement based on student performance data allows institutions to identify and address weaknesses in the learning process. As a result, students can achieve higher and more consistent learning outcomes.

Implementing system-based quality management can also improve the reputation and competitiveness of educational institutions[21]. Institutions that consistently demonstrate high quality in their operations receive positive recognition from the community, parents, and other stakeholders. This good reputation can increase the institution's attractiveness to prospective students and parents, as well as open up opportunities for collaboration with other institutions and increased resources. Institutions with good quality management can also better adapt to changes and new demands in the educational environment, thus strengthening their competitive position in the education market[22].

C. Research Methods

This study uses a literature review method to explore the application of system-based quality management in educational institutions. The author's first step is to identify relevant literature sources, including books, journal articles, and research reports from academic databases and digital libraries. Data were collected from the identified literature and then analyzed to identify key findings related to quality management components, challenges, and opportunities in applying the systems approach. These findings are synthesized to provide a comprehensive overview of the implementation of system-based quality management, including best practices and effective strategies proposed

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[20] Amiruddin Siahaan et al., "Manajemen Mutu Pendidikan Dalam Meningkatkan Proses Belajar Mengajar Di SMP Negeri 2 Binjai," *ANWARUL* 2, no. 6 (December 15, 2022): 436–46, https://doi.org/10.58578/anwarul.v2i6.696.

[21] Romlah et al., "Manajemen Mutu Pendidikan Islam Dalam Upaya Meningkatkan Prestasi PTKIN."

[22] David Chen and Walter Stroup, "General System Theory: Toward a Conceptual Framework for Science and Technology Education for All," *Journal of Science Education and Technology* 2, no. 3 (September 1993): 447–59, https://doi.org/10.1007/BF00694427.

in the literature. As a result, the researcher compiled conclusions and practical recommendations to improve the quality of education. This method allows for collecting and analyzing in-depth and reliable information regarding research topics.

D. Findings and Discussion

Figure: 1 Challenges and Opportunities
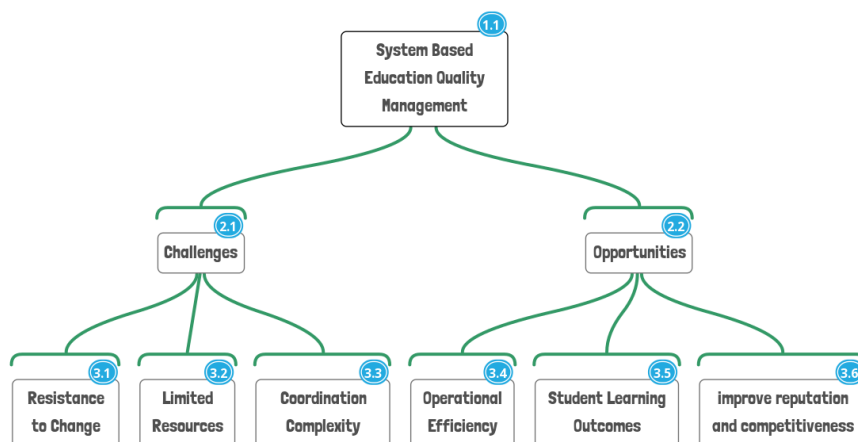
The system-based education quality management approach involves interrelated elements that function synergistically to achieve optimal education quality. Several main challenges must be faced in its implementation, including resistance to change and limited resources. Resistance to change often comes from management and teaching staff who are used to the old way of working and feel comfortable with the existing routine[23]. These challenges arise due to fear of uncertainty, lack of understanding of the benefits of change, or concerns about increased workloads. In addition, limited resources such as funds, time, and human resources are significant obstacles that hinder the effective implementation of system-based quality management[24].

To overcome these challenges, several strategies can be implemented. First, active stakeholder engagement ensures all parties feel like they belong and

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[23] Romlah et al., "Manajemen Mutu Pendidikan Islam Dalam Upaya Meningkatkan Prestasi PTKIN."

[24] Sarmono, Supriyanto, and Timan, "Penerapan Manajemen Mutu Terpadu Pada Sistem Penjaminan Mutu Pendidikan Internal."

contribute to the change process[25]. This active participation can reduce resistance to change by providing a sense of collective involvement and responsibility. Second, information technology can increase the efficiency and effectiveness of implementing system-based quality management[26]. Technology can be used to automate administrative processes, facilitate communication, and support accurate data analysis. This enables real-time performance data collection and analysis, which supports continuous evaluation and fact-based decision-making. Third, a structured approach to change is essential for managing change systematically and sustainably[27]. Specific steps include needs analysis, action plan development, staff training and development, and periodic monitoring and evaluation of processes.

The systems approach in education quality management views educational institutions as an integrated unit, where every component, such as curriculum, teaching methods, human resources, and facilities, must function optimally and meet the set quality standards. The curriculum must be designed to meet educational standards and student needs, while teaching methods must be innovative and effective in delivering learning materials. Human resources, including teachers and support staff, must have the necessary competencies to perform their duties well. Educational environments, such as classrooms, laboratories, and libraries, must support the learning process. This approach allows for a more comprehensive evaluation of different aspects of education, ensuring that all elements work synergistically towards a common goal.

The implementation of system-based quality management offers various opportunities that can be used to improve the quality of education. These opportunities include improved operational efficiency, which allows educational institutions to manage their resources better and reduce waste[28]. Automation processes and information technology allow for more efficient data management and administrative processes so that staff can focus more on activities that directly impact the quality of education. In addition, this approach

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[25] Iswati, Patimah, and Khumairo, "Strategi Manajemen Mutu Untuk Meningkatkan Kualitas Pelayanan Publik Di Sekolah Islam (Tinjauan Praktek Di Mts Negeri 1 Pahoman Bandar Lampung)."

[26] Muhdar, Hakim, and Irubbai, "Manajemen Mutu Pendidikan Berbasis Teknologi Informasi Manajemen Mutu Pendidikan Berbasis Teknologi Informasi Dan Komunikasi Pada MTS Negeri 2 Lombok Tengah."

[27] Fitriani and Kemenuh, "Peningkatan Sistem Penjaminan Mutu Perguruan Tinggi Melalui Implementasi Manajemen Mutu Terpadu Dalam Pendidikan."

[28] Adam, "Peranan Manajemen Strategi Dan Manajemen Operasional Dalam Meningkatkan Mutu Pendidikan."

can help improve student learning outcomes through a more structured and measurable learning process[29]. Continuous evaluation and improvement based on student performance data allows institutions to identify and address weaknesses in the learning process so that students can achieve higher and more consistent learning outcomes. The implementation of system-based quality management can also improve the reputation and competitiveness of institutions that consistently demonstrate high quality in their operations receive positive recognition from the community, parents, and other stakeholders[30]. This good reputation can increase the institution's attractiveness to prospective students and parents and open opportunities for collaboration with other institutions and increased resources.

Overall, by understanding and overcoming challenges and taking advantage of existing opportunities, educational institutions can improve the quality of education and achieve better results on an ongoing basis. The systems approach allows for better integration and synergy between various components of education, supporting achieving optimal quality of education. System-based education quality management is about achieving good outcomes and ensuring that the educational process runs well, efficiently, and continuously, creating a learning environment that supports achieving high learning outcomes for students.

E. Conclusion

System-based education quality management is an effective approach to improving the quality of education as a whole. By viewing educational institutions as an integrated whole, this approach emphasizes the importance of relationships between various components such as curriculum, teaching methods, human resources, and facilities. Implementing system-based education quality management faces various challenges, such as resistance to change and limited resources. However, these challenges can be overcome with the right strategies, such as active stakeholder engagement, information technology, and a structured approach to change.

The systems approach allows for a more comprehensive and strategic evaluation of different aspects of education, ensuring that all elements work synergistically towards a common goal. This not only improves the operational

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[29] Siahaan et al., "Manajemen Mutu Pendidikan Dalam Meningkatkan Proses Belajar Mengajar Di SMP Negeri 2 Binjai."

[30] Romlah et al., "Manajemen Mutu Pendidikan Islam Dalam Upaya Meningkatkan Prestasi PTKIN."

efficiency of educational institutions but also student learning outcomes, reputation, and competitiveness of the institution. The application of information technology in quality management allows for more efficient data management and administrative processes, while continuous evaluation and improvement based on student performance data help identify and address weaknesses in the learning process.

Thus, the implementation of system-based education quality management offers significant opportunities to improve the quality of education. Educational institutions that are able to implement this approach effectively will be more adaptive in facing changes and demands in the educational environment and can create a learning environment that supports the achievement of high learning outcomes for students. System-based education quality management is the key to achieving a sustainable and competitive high-quality education.

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