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# IMPLEMENTATION OF EDUCATION MANAGEMENT IN HIGH SCHOOLS /VOCATIONAL SCHOOLS IN NORTH SUMATRA

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**Abstract:** This study conducted an analysis of the implementation of education management in High Schools / Vocational schools in North Sumatra. The implementation of the study was carried out related to the phenomenon that high schools / vocational schools still do not provide minimum standard technical services in accordance with the Regulation of the Minister of Education and Culture Number 32 of 2021 concerning Technical Standards for Minimal Education Services. The population in this study is all private high schools / vocational schools in North Sumatra. Sampling was carried out using Cluster Sampling with sampling mapping based on the number of regencies/cities in North Sumatra. The study was conducted qualitatively. The data is collected in a primary manner which is then analyzed and discussed through a Focus Group Discussion with the principal and teachers. The results of the analysis concluded that in general the implementation of secondary education management has been carried out well in high schools / vocational schools in North Sumatra. Based on the results of the descriptive qualitative analysis, it proves that some implementation of educational standards has gone very well. The implementation of education implementation that still faces several obstacles is the implementation of financing standards, procedures for meeting standards, implementation of standards for the number of educators and education personnel, implementation of quality standards for educators and education personnel, and implementation of student personal cost standards as measured by the fulfillment of basic student equipment.

**Keywords:** Implementation of education management, management of secondary school education.

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## INTRODUCTION

The changes taking place in education have led to the emergence of a new educational framework. In anticipation of this the educational institution must actively adapt. The activity of the educational organization has been rethought and the task of the teacher is to find new features that can adapt to the needs. Today educational institutions must build educational activities in such a way as to be able to meet the constantly changing needs of the state and society. Therefore, educational activities should be built at the best level. To achieve this is very important to ensure that proper management has been carried out. The model of management of secondary education activities discussed in this research is focused on a new approach to quality as the main component of quality management that is the object of the system.

Triwiyanto (2013) conducted research on mapping the quality of School-Based Management in Malang. The results of his research prove that almost 50% of schools at all levels have not met the minimum educational standards. This means that there are still many schools that must improve the quality of their educational services. In fact, this burden must be increased by schools that are still at the minimum standard, which of course is not optimal for the quality of educational services. Therefore, a good mapping of the quality of education is needed. (Triwiyanto, 2013)

Research on the relationship

between education management and the quality of education has been conducted by Vaganova (2020). According to the study, the authors concluded that a developed higher education management model shows its effectiveness and contributes to the improvement of education management. The higher education management model includes aspects of graduate professional characteristics, graduate professional standards, and compliance with educational programs (Vaganova et al., 2020).

Research on the relationship between education management and school quality has also been carried out by Nurlaya (2020). In this research, Nurlaya emphasized more on education financing management. The results showed that the influence of education financing management and learning facilities on the quality of schools together had a strong and significant influence. by 38.5%, meaning that the management of education financing and learning facilities is related simultaneously and significantly to the quality of schools (Ida Nurlaya, 2020).

Based on this background and the researches that have been carried out, the author is interested in conducting an analysis of the implementation of secondary education management in North Sumatra. The selection of North Sumatra as a population area is considered very appropriate considering that the author's domicile is in North Sumatra, as well as the condition of the Very

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heterogeneous North Sumatra area consisting of 24 regencies and 8 cities. The problem that will be solved in this study is whether the implementation of secondary education management has been carried out properly in high schools / vocational schools in North Sumatra?

### **Implementation of Secondary Education Management**

In the development of education of a nation, there needs to be a reliable education management system (effective and efficient) so that it is expected to be able to face very rapid global competition and be able to keep up with the development of science and technology (Science and Technology). The implementation of education management that has met the standards is expected to be able to maintain the quality of education.

In Permendikbud No.32 of 2018, it has been regulated regarding technical standards for minimum education services which aims to provide guidance to local governments in fulfilling the basic needs of students in accordance with the level and path of education. The Minimum Education Service Standard, hereinafter abbreviated as SPM Pendidikan, is a provision regarding the type and quality of basic education services which are mandatory Government affairs that every student has the right to obtain at a minimum. SPM Education is determined and applied based on the principles of: suitability of authority, availability, affordability, sustainability, measurability and accuracy of targets (Permendikbud, 2018).

Secondary Education Management is a

process of planning, organizing, implementing and supervising in managing the resources contained in secondary schools. Resources can be *man, money, methods, machines*, and everything to achieve the goal of effective and efficient education.

In this study, the indicators used to measure the implementation of secondary education management refer to the Regulation of the Minister of Education and Culture Number 32 of 2021 concerning Technical Standards for Minimal Education Services.

The Quality of Basic Services for each Type of Basic Services of SPM Education includes:

- a. Standards for the quantity and quality of goods and / or services; Include:
  1. Education Unit Standards consist of: graduate competency standards, content standards, process standards, infrastructure standards, management standards, financing standards, and assessment standards.
  2. Personal cost standards consisting of: basic Learner equipment, and Education Financing.
- b. Standards for the number and quality of educators and education personnel  
The standards for the number and quality of educators and education personnel as referred to consist of:
  1. Types of educators and education personnel

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2. Quality of educators and education personnel
  3. The number of educators and education personnel.
- c. Procedures for meeting standards
- The fulfillment of the number of educators is based on the procedure for calculating the fulfillment of educator needs by paying attention to the following: the number of learning groups in the education unit, the obligation to fulfill the teaching load, and the number of subject hours in the curriculum structure.

The implementation of SPM Basic Services will indicate the implementation of a good school management process. If the implementation of SPM basic services is carried out as a whole and well coordinated, it will automatically ensure the stability of the quality of education. Implementation of Secondary Education Management is the implementation of the stages of governance starting from the process of planning, organizing, implementing and supervising in managing resources contained in high schools / vocational schools.

Education management as a dimension of process and substance in education (Pulido Capurro & Olivera Carhuaz, 2019). As a dimension, process management has been explored in planning, organizing, staffing, directing, budgeting, controlling, evaluating, and reporting. Substantial management includes curriculum, students, teachers, staff, money, facilities, and participation in the management of education. The organizational level can be analyzed at the

global, regional, local, and institutional level. Organizational functions can be analyzed on leadership, planning, supervision, communication, decision making, and innovation in management processes (Barbón Pérez & Fernández Pino, 2018). Research in the field of educational management has been used for institutional innovation and student achievement.

Research on the implementation of education management has been conducted in Brazil to analyze the contribution of assessment to education management in schools and colleges (Bauer, 2019). The results showed that there were differences in contributions based on the district-level assessment scale and a larger scale in the implementation of education management so that different criteria were needed to measure their success.

Research on educational management standards was conducted by Anwar (2018). The most important essence of education management standards, especially in the development of Private Aliyah Madrasahs in Gorontalo City, is the application of educational management standards related to the support of infrastructure as an element in improving the quality of madrasahs. This is in accordance with the needs of the people. This factor will be realized if maximized through innovation in the educational process as well as approval of the success of students, educational institutions managed with the principles of independence, partnership, participation, open access and accountability (Anwar, 2018).

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## MATERIALS AND METHODS

The research design is carried out with stages starting from Survey and Data Collection, Data analysis, FGD analysis results with the principal, FGD model formation and FGD model finalization. The research was conducted from May to November 2021 conducted at High Schools / Vocational in North Sumatra. Sampling was carried out using *Cluster Sampling* with sampling mapping based on the number of regencies/cities in North Sumatra. The respondents to this study were principals, vice principals and teachers in schools that were used as research samples. The number of respondents was 176 people from high schools / vocational schools in all districts and cities in North Sumatra.

Data collection is carried out in a primary manner by providing a questionnaire that is distributed through the *Google Form application*. Furthermore, interviews and discussions were conducted through *the Focus Group Discussion* which was carried out online through *the Zoom Meeting*. This study uses variables that are quantitative, so to measure these variables a likert scale is used. The questions in the questionnaire were made using a scale of 1 to 4 to represent the opinions of the respondents. The values for the scale are as follows:

Score 1 = Strongly Disagree (STS)

Score 2 = Disagree (TS)

Score 3 = Agree (S)

Score 4 = Strongly Agree (SS)

Each respondent was asked to choose one of the answers in the questionnaire that

matched his perception among the alternative answers that had been provided. The finalization of the questionnaire was carried out through several stages of refinement in the initial FGD on pre-research activities.

Descriptive qualitative analysis is carried out to solve the problem. The analysis was carried out by conducting an in-depth analysis and descriptive elaboration of the data obtained from the dissemination of the questionnaire. The results of the analysis were strengthened by conducting *a forum group discussion* involving stakeholders including principals, teachers, school staff. The implementation of secondary education management in high schools/vocational schools has been regulated in the Regulation of the Minister of Education and Culture Number 32 of 2021 concerning Technical Standards for Minimum Education Services. The indicator based on the regulation is the Quality of Basic Services for each Type of Basic Service Minimum Service Standard (SPM) Education. Based on these regulations, researchers conducted an analysis using data obtained from respondents. Awaban respondents will be categorized as Very Good, Good, Not Good, and Very Unkind. Categorization is carried out to facilitate the process of analyzing the implementation of secondary education. Respondents' answers will be grouped by first determining the interval based on the answers of the highest and lowest answer ranges.

$$Interval = \frac{nilai\ tertinggi - nilai\ terendah}{jarak\ interval}$$

$$Interval = \frac{4 - 1}{4} = 0,75$$

The assessment categories as shown in the following table:

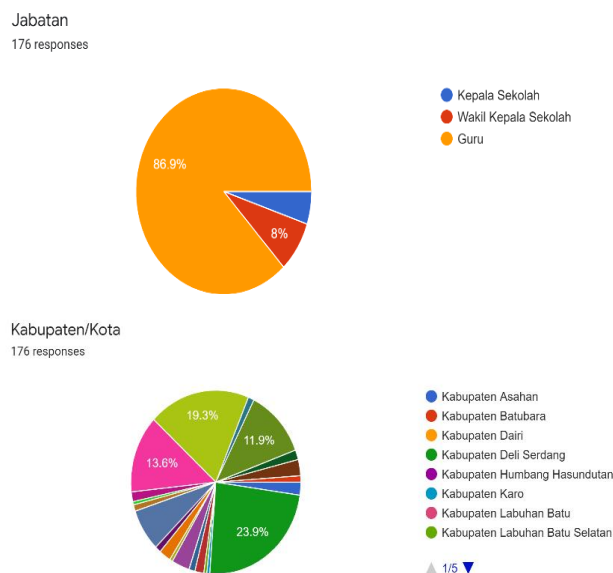
Table 1. Assessment Categories

Interval	Category
3,26 - 4,00	Excellent
2,51 - 3, 25	Good
1,76 - 2,50	Bad
1.00 - 1,75	Very Unkind

## RESULTS AND DISCUSSION

### Sample Overview

The data used in this research is primary data obtained by distributing questionnaires through *Google Forms*. The respondents to this study were principals and teachers in the schools that were used as research samples. The number of respondents was 176 people from high Figure 1 Jabata distribution diagram.



schools / vocational schools in all districts and cities in North Sumatra. The data obtained are used to answer the first and second problems through descriptive in-depth analysis. The sample overview is as follows:

- a. The respondents were 176 people consisting of 9 principals (5.1%), 14 vice principals (8%), and 153 teachers (86.9%).

Source: Processed data

Figure 2 District/City distribution diagram

- b. Respondents were principals, vice principals and teachers who taught at SMA/SMK in 21 districts and cities in North Sumatra Province.

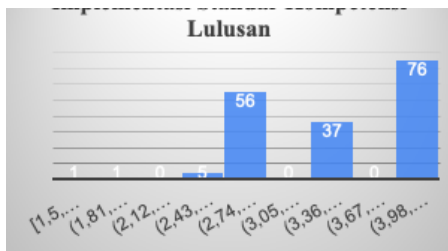
Source: Processed data

### Data Analysis

The results of the data analysis obtained from respondents are as follows:

1. Implementation of Graduate Competency Standards (SKL)

The results of the answers from the respondents showed the following

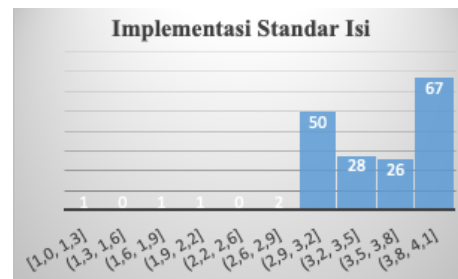


conditions:

In the chart impressions, it is known that the answers of respondents around 113 people (64%) answered in an average interval of 3.36 – 4 and 63 people (36%) answered at an average interval of 2.43 - 3.05. Based on categorization, the data is in the category of good to very good. This is able to prove that 64% of respondents strongly agree that the implementation of graduate competency standards has been carried out well in the school where they work. The implementation of graduate competency standards has been carried out based on indicators that: 1) the school has determined the competency qualifications of graduates including knowledge, skills and attitudes; and 2) graduate competency standards have been focused on knowledge to improve the competence of students in order to live independently and follow further education. It can be concluded that in general the implementation of graduate competency standards has been done well.

## 2. Implementation of The Content Standard (SI)

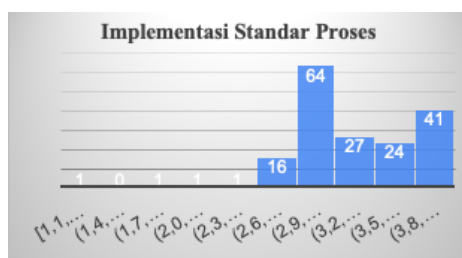
The results of the analysis of the implementation of content standards are as follows:



In the chart it can be seen that the answers of respondents about 121 people (68.75%) answered in an average interval of 3.26 - 4 and 55 people (31.25%) answered at an average interval of 2.51 - 3.25. Based on categorization, the data is in the category of good to very good. This is able to prove that 68.75% of respondents strongly agree that the implementation of content standards has been carried out well in the schools where they work. The implementation of content standards is carried out based on indicators that schools have: 1) required teachers to conduct curriculum analysis before compiling learning tools; 2) require teachers to prepare learning tools (rpp, media, LKS, teaching materials, assessment instruments); and 3) require teachers to always update educational and learning materials in accordance with specified standards. It can be concluded that in general the implementation of content standards has been done well.

### 3. Implementation of Process Standards (SP)

The results of the analysis of the implementation of process standards are as follows:

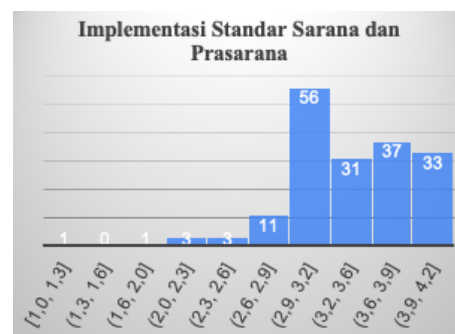


In the chart it is known that the answers of respondents about 92 people (52.27%) answered in an average interval of 3.26–4 and 80 people (45.45%) answered at an average interval of 2.51-3.25. About 4 people (0.02%) answered at 1.1-2.50. Based on categorization, the data is evenly distributed in the categories of good to very good and relatively small at bad intervals. This proves that 52.27% of respondents strongly agree that the implementation of the standard process has been well implemented in the school where they work. The implementation of the standard process has been carried out based on indicators that: 1) the school has required each teacher to make a lesson plan before carrying out learning activities using varied learning methods; 2) The lesson plan prepared by the teacher has contained the formulation of learning outcomes, how to achieve learning objectives and how to assess the achievement of learning objectives; 3) Schools always apply

varied methods and appropriate learning strategies to improve student learning outcomes; 4) Schools implement a participatory learning process by conducting many discussion activities to encourage students to think creatively and productively; 5) Assessment of the learning process is carried out by fellow educators (assessment of the planning and implementation of learning is carried out by fellow teachers), principals and students. It can be concluded that in general the implementation of process standards has been carried out well, as well as there are some schools that have not implemented these process standards.

### 4. Implementation of Infrastructure Standards (SSP)

The results of the analysis of the implementation of standards for facilities and infrastructure are as follows:



The distribution of data on the chart showed that respondents' answers were about 101 people (57.38%) answered in an average interval of 3.26-4 and 67 people (38%) answered

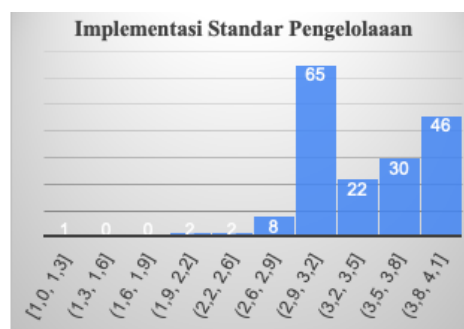


at an average interval of 2.51-3.25. About 9 people (0.05%) answered at intervals of 1.1-2.50. Based on categorization, the data is in the category of good to very good. and relatively small at intervals is not good. This is able to prove that most respondents strongly agree that the implementation of standard facilities and infrastructure has been carried out properly. The implementation of standards for facilities and infrastructure has been carried out based on indicators that: 1) Schools always identify the needs of their internal customers in terms of facilities and infrastructure; 2) There is enough learning space to accommodate all students in carrying out learning at the same time; 3) The capacity and conditions of the study room have met the minimum standards; 4) There is a library equipped with the latest books and a reading room; 5) There are sports venues, places of worship, laboratories / workshops, places to play, places to create and recreation; and 6) There are facilities for the use of information and communication technology needed to support the learning process. It can be concluded that in general the implementation of standards for facilities and infrastructure has been carried out properly, but there are still some schools that state that the condition of school facilities and infrastructure is still inadequate.

5. Implementation of Management Standards (SPL)

The results of the analysis of the implementation of management are as

follows:

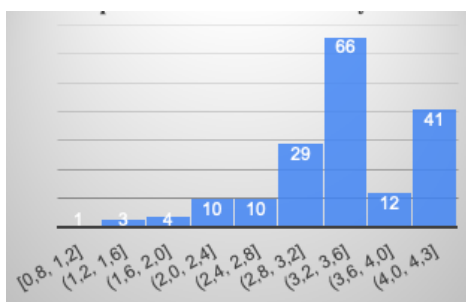


In the chart it is known that the answers of about 96 respondents (54.54%) answered in an average interval of 3.26–4 and 75 people (42.61%) answered at an average interval of 2.51-3.25. Based on categorization, the data is in the category of good to very good. This is able to prove that most respondents strongly agree that the implementation of management standards has been carried out properly. The implementation of management standards has been carried out based on indicators that: 1) Planning of educational activities aims to improve the quality of learning processes and outcomes on an ongoing basis based on school self-evaluation; 2) Planning of Educational activities is set forth in the short-term work plan (one year) and the medium-term work plan (four years); 3) The implementation of educational activities is an action to mobilize and use all resources available in schools, in order to achieve goals and objectives in accordance with the established planning; 4) Supervision of educational

activities is a periodic and continuous monitoring, supervision, and evaluation activity carried out by the principal. It can be concluded that in general the implementation of management standards has been carried out properly.

6. Implementation of Financing Standards (SPB)

The results of the analysis of the implementation of financing are as



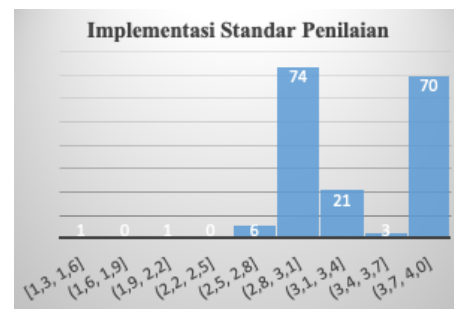
follows:

Respondents' answers in the chart showed about 119 people (67.61%) answered in an average interval of 3.26 – 4 and 39 people (22.15%) answered at an average interval of 2.51-3.25. About 18 people (10.22%) answered at intervals of 1.1-2.50. Based on categorization, the data is spread from bad to very good categories. This is able to prove that the implementation of financing standards has not been carried out optimally. The implementation of the measured financing standards is based on indicators: 1) Schools conduct an analysis of the calculation of the cost of providing education in determining the amount of school tuition; 2) The

allocation of BOS funds managed by schools in accordance with Permendikbud 8 of 2020 includes 12 main items. It can be concluded that in general the implementation of financing standards has been carried out well but there are still schools that have not implemented the financing policy based on regulations.

7. Implementation of Assessment Standards (SPN)

The results of the analysis of the implementation of the assessment standards are as follows:



In the chart impressions, it is known that the answers of respondents about 73 people (41.47%) answered in an average interval of 3.26–4 and 95 people (53.97%) answered at an average interval of 2.51-3.25. About 8 people (4.54%) answered at intervals of 1.1-2.50. Based on categorization, the data is in the category of not good to very good. This proves that the implementation of assessment standards has not been carried out optimally in several regions. The implementation of assessment standards is measured based on indicators: 1) Schools have standards in establishing mechanisms, procedures

and instruments for assessing student learning outcomes; 2) Schools establish formative assessments to monitor and improve the learning process and evaluate the achievement of learning objectives; 3) The school has established a summative assessment to assess the achievement of student learning outcomes as the basis for determining grade increase and graduation from school; 4) The determination of graduation is carried out through a mechanism determined by the School with reference to the competency standards of graduates. Based on the results of data analysis from respondents, it can be concluded that in general the implementation of assessment standards has not been carried out optimally.

8. Implementation of Basic Equipment Standards for Learners

The results of the analysis of the implementation of basic equipment standards for students are as follows:

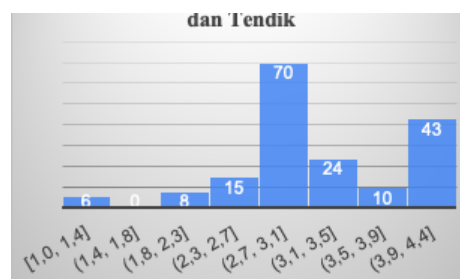


Based on the distribution of data on the chart, it is known that the answers of respondents were around 58 people (32.95%) answered in an average interval of 3.26–4 and 77 people (43.75%) answered at an average interval of 2.51–3.25. About 41 people

(23.29%) answered at intervals of 1.1–2.50. Based on categorization, the data is in the category of very bad to very good. This proves that only 32.95% of respondents strongly agree that the implementation of the basic equipment standards for students has been implemented optimally in the schools where they work. The indicators used to measure the implementation of basic student equipment standards are: 1) Schools provide textbooks that are in accordance with the curriculum 1 package / learner / year; 2) The school provides learning equipment (tools and writing books) in new conditions 1 set / student / semester. Based on the results of the analysis of respondents' answers, it can be concluded that the implementation of basic equipment standards for students has not been carried out properly, many schools do not implement these regulations.

9. Implementation of standards for the number of educators and education personnel (SJ)

The results of the analysis of the implementation of the standard number of educators and education

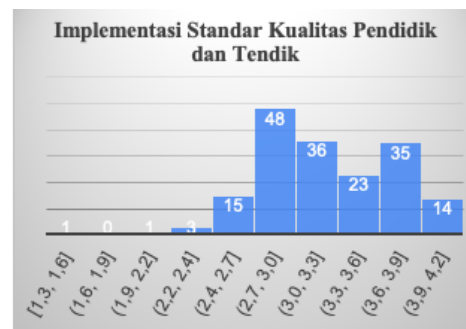


personnel are as follows:

In the chart it is known that the answers of respondents about 65 people (36.93%) answered in an average interval of 3.26–4 and 82 people (46.59%) answered at an average interval of 2.51–3.25. About 29 people (16.48%) answered at intervals of 1.00–2.50. Based on categorization, the data is in the category of very bad to very good. This proves that only 36.93% of respondents strongly agree that the implementation of the standard for the number of educators and staff has been implemented optimally. The implementation of the standard number of educators and staff is carried out based on indicators that: 1) The number of subject teachers is in accordance with the needs of the curriculum; 2) the number of laboratory personnel has been in accordance with what is needed; 3) The number of other supporting personnel is in accordance with what is needed. Based on the results of the analysis of respondents' answers, it can be concluded that the implementation of the standard number of educators and staff has not been carried out properly. Through in-depth observation of the distribution of data, it is known that the causes of the unfavorable category are more caused by the lack of laboratory personnel and support personnel in schools.

10. Implementation of Quality Standards for Educators and Education Personnel (SK)  
The results of the analysis on the implementation of quality standards for educators and education personnel

are as follows:

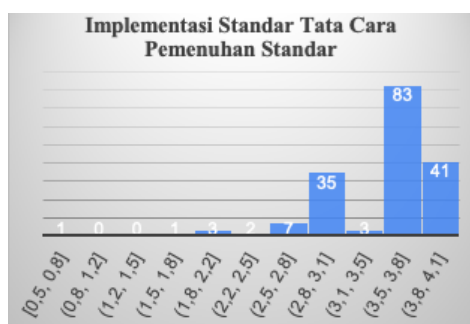


Based on the distribution of data in the chart, it is known that the answers of respondents around 72 people (40.90%) answered in an average interval of 3.25–4 and 84 people (47.72%) answered at an average interval of 2.51–3.25. About 20 people (11.38%) answered at intervals of 1.00–2.50. Based on this value, the distribution of data is in the category of not good to very good. This proves that the implementation of the quality standards of educators and staff has not been carried out properly. The implementation of the quality standards of educators and staff is measured by their implementation based on the following indicators: 1) Schools always conduct training and guidance to improve the quality of their human resources; 2) All Teachers in the school have a D-IV/S1 diploma; 3) All Teachers in the school have an educator certificate; 4) All Teachers in the school have an educator certificate; 5) The principal has a D-IV/S1 diploma; 6) The principal has a letter of completion of education and training of the prospective principal; 7) The school has the lowest laboratory

personnel who have a high school diploma / equivalent; 8) The school has the lowest number of other support personnel who have a high school diploma / equivalent. Based on the in-depth observations made, the conditions that indicate that the quality standards of educators and staff have not been implemented optimally are that not all teachers have an educator certificate, schools do not have adequate laboratory personnel, and there are still principals who do not have a letter of completion of education and training of principals.

#### 11. Standard Fulfillment Procedures (TC)

The results of the analysis of the implementation of the procedures for meeting the standards are as follows:



In the chart impressions, it is known that

## CONCLUSIONS

Based on observations, discussions and the results of data analysis, the conclusions that can be drawn from this research are as follows:

the answers of respondents about 124 people (70.45%) answered in an average interval of 3.26–4 and 38 people (21.59%) answered at an average interval of 2.51–3.25. About 15 people (7.96%) answered at intervals of 1.00–2.50. Based on categorization, the data is in the category of not good to very good but the data is able to prove that around 92.04% of respondents strongly agree that the implementation of standard fulfillment procedures has been carried out properly. The implementation of procedures for meeting standards has been carried out based on indicators that: 1) Fulfillment of basic equipment for students who come from poor families or cannot afford to be borne by the local government in one year; 2) The fulfillment of the number of educators is based on the procedure for calculating the fulfillment of educator needs by taking into account the following: 1. The number of study groups in the education unit; 2. obligations to fulfill teaching load, 3. the number of hours of subjects in the school curriculum structure has established the qualifications of graduate competencies including knowledge, skills and attitudes. It can be concluded that in general the implementation of the quality standards of educators and staff has been done well

1. In general, the implementation of secondary education management has been carried out well in high schools / vocational schools in North Sumatra.

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Based on the results of the descriptive qualitative analysis, it proves that there are several implementations of educational standards that have been running very well in high schools / vocational schools in the North Sumatra Province. The implementation that has gone very well is the quality standards of graduates (64%), content standards (68.75%), process standards (52.27%), standards of facilities and infrastructure (57.38%), management standards (54.54%). In addition, there are some standards that have not been implemented very well in some regions. The implementation of education implementation that still faces several obstacles is the implementation of financing standards (10.22% stated that they were not carried out properly), assessment standards (4.54% stated that they had not been implemented), and procedures for meeting standards (7.96% stated that they had not been implemented). There are some standard implementations that require more special attention because a relatively large percentage of statements have not been implemented properly. The implementation is: the implementation of the standards for the number of educators and education personnel (16.48% stated that they have not been implemented properly), the implementation of quality standards for educators and education personnel (11.38% stated that they have not been carried out properly), and the last is the implementation of the standards for

personal costs of students as measured by the fulfillment of basic equipment of students (23.28% stated that they were not implemented).

2. The main causes of not implementing educational standards properly are as follows:
    - a. Financing standards: there are still many schools that have not analyzed the cost of providing education in determining the amount of school tuition. Based on the Regulation of the Minister of Education and Culture Number 32 of 2021 concerning Technical Standards for Minimum Education Services, the analysis of tariffs for the cost of providing education is the main standard that must be carried out in managing the efficient implementation of education.
    - b. Standards for the number of educators and education personnel: although in relatively small numbers but still exist in some regions, the number of subject teachers who are in accordance with the curriculum has not been fulfilled, the number of laboratory personnel is not sufficient as needed and the number of supporting personnel has not been fulfilled as needed.
    - c. Quality standards for educators and education personnel: based on data, the main cause of the low implementation value of this standard is that there are still many teachers in schools who do not have an educator certificate and
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there are still principals who do not have a letter of completion of education and training for prospective principals.

- d. standard personal costs of students as measured by the fulfillment of basic student equipment: based on data analysis, a relatively low

implementation is in the implementation of providing learning equipment (tools and writing books) in new conditions 1 set / student / semester, especially in public schools.

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