Research Article

Quality Improvement Management at State Elementary School 64 Prabumulih

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Abstract: The improvement of education quality has become a major challenge in modern education, where elementary schools are required to continuously adapt to the developmental needs of students and societal demands. This study aims to describe and analyze the management strategies for improving education quality at SD Negeri 64 Prabumulih, as well as to identify the supporting factors and obstacles influencing its implementation. The research method used is qualitative with a descriptive approach, employing data collection techniques such as in-depth interviews, observation, and document analysis. The results indicate that the management strategies implemented at SD Negeri 64 Prabumulih include participatory planning, teacher capacity building, resource optimization, and continuous evaluation. The main supporting factors for success are visionary school leadership, teacher commitment, and community support, while the challenges faced include limited infrastructure, a high administrative workload for teachers, and uneven parental involvement. This study provides an important contribution to enriching the understanding of the implementation of quality management in elementary schools with limited resources.

Keywords: Quality Management, Educational Quality Improvement, Educational Leadership.

1. Introduction

In the era of increasingly dynamic globalization, the world of education is faced with complex challenges to continuously improve the quality of its educational services. Education is not only seen as a means of transferring knowledge, but also as a main pillar in building superior human resources, highly competitive, and adaptive to changes in the times. Improving the quality of education is a major concern, because good quality education will have a direct impact on the progress of a nation [1] . Therefore, educational management as one of the vital components in school administration is required to implement effective, systematic, and sustainable quality improvement strategies. Improving the quality of education is not just an individual task, but a collective responsibility involving the principal, teachers, students, parents, and all stakeholders. In this context, quality improvement management is the main foundation to ensure that national education goals can be achieved optimally.

Along with the development of a new paradigm in the world of education, attention to quality improvement management is getting stronger, especially with the demands of society that are increasingly critical of educational outcomes. Modern society demands educational services that not only emphasize cognitive aspects, but also shape the character, attitudes, and life skills of students [2] . Consequently, every educational unit, including elementary schools, needs to manage various resources and potentials that are owned optimally to improve the quality of learning and educational services. In its implementation, quality improvement management must include strategic planning, effective organization, innovative program implementation, and continuous evaluation to ensure that all educational activities are on track in accordance with the standards set [3] . Thus, the success of schools in improving

quality is highly dependent on the effectiveness of the management applied, the involvement of all parties, and the culture of quality that grows consistently in the school environment.

The phenomenon in the field shows that efforts to improve the quality of education do not always run smoothly. Many schools face various obstacles in implementing quality improvement programs, ranging from limited human resources, lack of principal managerial competence, low teacher motivation, to minimal community participation. In addition, there is still a mismatch between quality improvement planning and its implementation in the field, which causes the results achieved to be less than optimal [4] . These obstacles reflect the urgent need to improve the school management system as a whole, so that all elements of education can work synergistically to achieve common goals. Therefore, it is important to conduct an in-depth study of how quality improvement management is implemented at the elementary school level, with the aim of identifying obstacles, strategies used, and factors that determine its success.

Based on data collected from reports from the local Education Office, it is known that there are still a number of quality indicators in various elementary schools, especially in certain areas, that do not meet national education standards. These indicators include student academic achievement which is still below the national average, low teacher attendance in professional training activities, minimal learning support facilities and infrastructure, and less than optimal implementation of school-based management [5] . These data show that although various quality improvement programs have been launched by the government, their implementation at the elementary education unit level still requires improvement. This condition encourages the importance of research on quality improvement management, especially to understand how managerial processes can accelerate the achievement of better education quality.

Several previous studies have examined aspects of quality improvement management in schools. For example, a study conducted by [6] found that visionary principal leadership has a significant influence on the success of quality improvement programs in elementary schools. A study by [7] highlighted the importance of teacher participation in every stage of quality management, from planning to evaluation, to create a sustainable quality culture. Another study by [8] emphasized that adequate support for learning facilities and resources greatly determines the effectiveness of quality improvement programs in elementary schools. The three studies provide an overview of the importance of leadership factors, teacher involvement, and facility support in realizing better education quality.

Based on the previous research above, it seems that most researchers only focus on the analysis of individual factors such as principal leadership, teacher involvement, or the availability of infrastructure separately, and are less focused on the synergistic relationship between managerial elements in a complete quality management framework. Therefore, to fill the gap in the research, this study will focus more on how the implementation of quality improvement management is carried out comprehensively through leadership integration, involvement of all stakeholders, optimization of resources, and innovation in learning strategies at the elementary education unit level.

Based on the researcher's initial observations, it was found that in SD Negeri 64 Prabumulih there were still several problems related to efforts to improve the quality of education. Several problems identified included the suboptimal role of the principal in motivating teachers to innovate in learning, low teacher participation in planning quality improvement programs, and the lack of continuous evaluation of the results of the programs that had been implemented. In addition, in terms of facilities and infrastructure, several learning support facilities were still inadequate, which had an impact on the suboptimal learning process in the classroom. This condition indicates a need to improve quality improvement management to be more effective and focused, by involving all elements in the school more actively and systematically.

The purpose of this study is to describe and analyze in depth the implementation of quality improvement management at SD Negeri 64 Prabumulih. This study aims to identify factors that support or hinder the implementation of quality improvement management, understand the strategies implemented by the school in improving the quality of education, and evaluate the effectiveness of the implementation of quality management in improving the quality of learning and education services. Thus, the results of this study are expected to provide real contributions in efforts to develop a model of quality improvement management in education at the elementary school level, especially in the environment of SD Negeri 64 Prabumulih.

2. Literature Review
Management of Education Quality Improvement

Educational quality improvement management is a series of planning, organizing, implementing, and evaluating processes aimed at improving the quality of all aspects of education in educational units. This concept is based on the principle that educational quality is not achieved instantly, but must be managed systematically and sustainably. Educational quality management emphasizes the involvement of all elements of the school, from the principal, teachers, education personnel, to students and the community, in a continuous improvement process [9] . This management also prioritizes a data-based approach to decision making, orientation towards educational customer satisfaction, and focus on achieving national and international quality standards. Improving the quality of education is not only measured by academic results, but also by the learning process, administrative services, school environment management, and student character development.

Management of improving the quality of education requires a planned strategy by considering various aspects such as the needs of students, teacher competence, facilities and infrastructure, and the social environment of the school. [10] emphasized that the success of quality management is highly dependent on the existence of a strong vision, effective leadership, and a collaborative culture in the school environment. Good quality improvement management also involves a continuous improvement cycle through internal and external evaluation mechanisms, so that schools can continue to adapt to the dynamics of change and global demands. In the context of basic education, the implementation of quality management needs to be adjusted to the characteristics of child development, the national curriculum, and local wisdom, so that educational outcomes not only meet national standards, but are also relevant to the needs of the surrounding community.

Factors Influencing Quality Improvement in Elementary Schools

Improving the quality of education at the elementary school level is influenced by various interrelated internal and external factors. Internal factors include principal leadership, teacher professional competence, school culture, curriculum management, and the availability and utilization of educational resources. The principal as a managerial leader plays a central role in directing the school's vision and mission, motivating teachers, and creating a work climate that is conducive to learning innovation [11] . In addition, teachers as the main implementers of the learning process must have pedagogical, professional, social, and personality competencies that are in accordance with professional standards. A school culture that supports the values of collaboration, innovation, and appreciation for achievement is also an important factor that can encourage efforts to improve quality continuously.

External factors include support from parents, the community, the business world, and education policies from the central and regional governments. Active participation of parents and the community in school activities can strengthen quality improvement programs, both in terms of resources and social legitimacy. The business world can also contribute through educational partnership programs that enrich students' learning experiences [12] . On the other hand, government regulations related to national education standards, infrastructure assistance programs, teacher training, and school autonomy policies through School-Based Management (SBM) greatly determine the school's room for maneuver in managing quality improvement. Thus, synergy between internal and external factors is the main key to realizing quality and highly competitive basic education amidst the demands of globalization.

3. Method

The research method used in this study is a qualitative method with a descriptive approach. This approach was chosen because the study aims to describe in depth the implementation of quality improvement management at SD Negeri 64 Prabumulih based on facts and realities that occur in the field. Qualitative research provides space for researchers to explore phenomena holistically by considering the natural context without variable manipulation [13] . The data sources used in this study consist of primary data and secondary data. Primary data were obtained directly through in-depth interviews with relevant informants, while secondary data were obtained from official school documents such as the School Work Plan (RKS), Annual Work Plan (RKT), school self-evaluation reports, and documentation of activities related to the quality improvement program [14] . The informants in this study were individuals who were directly involved in the quality management process at school, namely

the Principal, Vice Principal for Curriculum, Head of the School Development Team (TPS), a class teacher, and a parent of a student who was active in the school committee.

Data collection techniques used in this study include in-depth interviews, participant observation, and documentation studies. In-depth interviews were conducted to obtain comprehensive information regarding experiences, views, and strategies implemented in efforts to improve quality at SD Negeri 64 Prabumulih. Participatory observation was used to directly observe school activities in implementing quality improvement programs, both in the classroom and in other managerial activities [15] . Documentation studies were conducted to obtain written data that could support the results of interviews and observations. The data analysis technique used in this study was the Miles and Huberman interactive model data analysis, which includes three main stages: data reduction, data presentation, and drawing conclusions or verification. The analysis process was carried out continuously from the time the data was collected until a complete understanding of the patterns of quality improvement management in schools was obtained [16] . Data validity was maintained through technical triangulation, source triangulation, and time triangulation, so that the results of this study are expected to be able to provide an accurate, in-depth, and reliable picture of the implementation of quality improvement management at SD Negeri 64 Prabumulih.

4. Results and Discussion

Quality improvement management in elementary school environment is the main key in moving the wheels of education to produce quality education services. Based on the results of research conducted at SDN 64 Prabumulih, it is known that efforts to improve the quality of education in this school have been carried out through various planned strategies, involving all elements of the school, and implemented sustainably. The quality improvement management process starts from the planning, implementation, to evaluation stages, involving the principal as the main driving force and active support from teachers, administrative staff, school committees, and parents of students. This quality management is not only focused on improving students' academic achievements, but also on improving education services, developing teacher competencies, and providing learning support facilities.

Based on the results of the interview with the Principal, it was obtained information that efforts to improve quality at SD Negeri 64 Prabumulih began with the preparation of the School Work Plan (RKS) which was prepared based on the results of the school's self-evaluation. The principal emphasized the importance of the participation of all school members in preparing the plan so that real needs in the field are truly accommodated. He said, *"We at SD Negeri 64 Prabumulih strive so that quality improvement planning is not only made on paper, but is truly born from real needs that we identify together with teachers and staff."* This shows that the bottom-up approach in planning is the main strategy in building commitment and ownership of quality improvement programs. The principal also emphasized the importance of setting specific, measurable, achievable, relevant, and time-bound (SMART) targets in each planned program.

The implementation of the quality improvement program at SD Negeri 64 Prabumulih is supported by close collaboration between all elements of the school. The results of interviews with the Vice Principal for Curriculum showed that various innovative programs have been implemented, such as teacher competency improvement training through internal workshops, development of teacher learning communities (Teacher Learning Community), and implementation of remedial and enrichment programs for students. The Vice Principal said, *"We hold routine training, at least once every three months, to improve teachers' abilities in active learning methods and numeracy literacy. In addition, we encourage teachers to create simple learning innovations according to student characteristics."* This shows that the implementation of quality management is not passive, but rather encourages continuous innovation and reflection from educators.

Based on an interview with the Head of the School Development Team, the monitoring and evaluation aspects are an integral part of the quality improvement management in this school. Evaluations are carried out periodically to assess the effectiveness of the programs being run, identify obstacles, and formulate improvement steps. The Head of the TPS said, *"Every program that is run must be evaluated. We use agreed monitoring instruments, either in the form of observation sheets, questionnaires, or reflective discussion forums between teachers."* This shows that SD Negeri 64 Prabumulih has implemented the principle of continuous improvement in education quality management. Evaluation is not only carried out at the end of the program, but is carried out continuously to ensure that each stage of quality improvement is on the right track.

This study also found several challenges in implementing quality improvement management at SD Negeri 64 Prabumulih. Based on the results of interviews with Class Teachers, it was revealed that one of the main obstacles was the limited learning facilities and infrastructure. The teacher stated, *"We do try our best to use the existing facilities, but some supporting tools such as simple science laboratories or digital libraries are still not optimally available."* This condition has an impact on the limited variety of learning methods that can be used, especially in efforts to encourage 21st century skills such as digital literacy and project-based problem solving. In addition, the high administrative burden for teachers is also an obstacle to the implementation of innovative learning, because teachers have to divide their time between teaching activities and quite a lot of administrative tasks.

Parental participation in supporting the quality improvement program at SD Negeri 64 Prabumulih is also an important factor observed in this study. Based on interviews with Parent Representatives from the School Committee, it is known that communication between the school and parents is going quite well through various forums such as committee meetings, parenting agendas, and parent empowerment in school activities. The committee representative stated, *"We are invited to be actively involved in planning school programs, especially in the field of student character development and strengthening literacy culture at home."* This shows that SD Negeri 64 Prabumulih has built a productive partnership relationship with parents of students, which contributes positively to the success of the quality improvement program. The participation of parents is not only in the form of financial support, but more in the form of moral support and an active role in the education process of their children.

Overall, the management of quality improvement at SD Negeri 64 Prabumulih shows a strong commitment from all school members to continue moving towards sustainable improvement. The active involvement of the principal in leading change, collaboration between teachers, implementation of continuous evaluation, and synergy with parents are the main pillars in encouraging the improvement of education quality. Although there are still some obstacles, improvement efforts continue to be made by prioritizing participatory and reflective principles. This finding is in line with the principles of education quality management put forward by experts, namely the need for transformational leadership, an organizational culture that supports change, and the involvement of all stakeholders in every stage of quality improvement.

Thus, it can be concluded that the implementation of quality improvement management at SD Negeri 64 Prabumulih has been running well, although it still needs strengthening in several aspects, especially in providing more adequate learning facilities and reducing the administrative burden on teachers. This study provides an overview that quality improvement management at the elementary education unit level must be implemented holistically, integratively, and sustainably, in order to be able to produce graduates who are not only academically intelligent, but also have character, are creative, and are adaptive to future challenges.

Management Strategy in Improving the Quality of Education at SD Negeri 64 Prabumulih

Improving the quality of education in elementary education units requires the implementation of a planned, systematic, and adaptive management strategy to the development of the times. At SD Negeri 64 Prabumulih, the management strategy for improving the quality of education is focused on the application of modern education management principles that are oriented towards continuous improvement. The approach used emphasizes the importance of synergy between all components of education, with the principal as the leader of change, teachers as agents of implementing quality learning, students as subjects of education, and the community as school partners. This strategy refers to the view that improving quality cannot be achieved through a partial approach, but rather through a systemic transformation involving aspects of planning, implementation, and evaluation that are interrelated in a sustainable manner [17] .

The initial step in the quality improvement management strategy at SD Negeri 64 Prabumulih is strategic planning based on school self-evaluation. Self-evaluation is an important instrument to identify the strengths, weaknesses, opportunities, and threats (SWOT analysis) faced by the school. By understanding the actual position of the school based on education quality indicators, management can set relevant and realistic program priorities. The School Work Plan (RKS) that is prepared is a reflection of real needs, not merely following routine programs without considering the actual context and challenges. In this

planning, the SMART principle (Specific, Measurable, Achievable, Relevant, Time-bound) is used to ensure that each program designed has a clear direction and measurable success indicators.

The quality management strategy at SD Negeri 64 Prabumulih places strengthening instructional leadership as the main pillar. The principal does not only act as an administrator, but also as an instructional leader who directs, supports, and develops teachers' abilities in designing and implementing quality learning. This learning-oriented leadership is the driving force of change, where the principal actively provides coaching to teachers, conducts regular academic supervision, and facilitates competency improvement training that is relevant to the development needs of students. With a transformational leadership model, the principal strives to build a collaborative, innovative school culture that is oriented towards optimal student learning outcomes.

Teacher capacity development is the main focus of attention. Teachers are seen as central actors in achieving educational quality, so that continuous professional development programs are systematically pursued. Various internal trainings, innovative learning methodology workshops, and literacy and numeracy strengthening are carried out to enrich teachers' pedagogical skills. In addition, teacher learning communities are formed within schools as a means to share experiences, discuss learning challenges, and find creative solutions together. This approach aims to build a reflective and collaborative culture among educators, which will ultimately lead to improving the quality of the learning process and outcomes.

Another strategy implemented is optimizing the use of available resources. Given that limited facilities and infrastructure are a common reality in many elementary schools, including at SD Negeri 64 Prabumulih, school management strives to maximize existing potential through innovation and collaboration. For example, in dealing with limited teaching aids or learning media, teachers are encouraged to create simple media based on easily accessible local materials. In addition, cooperation with the school committee and external partners is also intensified to support the provision of educational facilities, both through community donations and partnerships with the private sector [18] . Thus, existing limitations do not become obstacles, but are instead used as challenges to encourage creativity and initiative in the school environment.

Improving the quality of education at SD Negeri 64 Prabumulih is also carried out through a strategy to strengthen a positive school culture. A culture of quality is developed through instilling the values of discipline, responsibility, collaboration, and appreciation for achievement, both academic and non-academic. The school environment is built in such a way as to be a comfortable, safe, and enjoyable place for students to learn. Character strengthening programs based on Pancasila values, school literacy activities, and the development of talents and interests through extracurricular activities are designed to support the formation of intelligent, characterful, and competitive students. In this context, the quality management strategy at SD Negeri 64 Prabumulih is not only oriented towards improving academic results alone, but also developing the affective and psychomotor aspects of students in a balanced manner.

Periodic evaluation is an integral part of the quality management strategy implemented. Evaluation is conducted periodically to assess program achievements, identify obstacles, and formulate steps for future improvement. This evaluation is not only focused on the final results, but also on the program implementation process. With a formative and summative evaluation approach, schools can reflect on the effectiveness of the strategy implemented and adjust the follow-up plan appropriately. Evaluation data is used as a basis for compiling the following year's work program, so that a continuous improvement cycle occurs that strengthens the quality of quality management in schools.

SD Negeri 64 Prabumulih also integrates the use of information technology in school management and learning processes. Although limited facilities are a challenge, the use of simple applications for school administration, communication between teachers and parents, and the use of digital learning resources has begun to be initiated. This technology integration is expected to improve the efficiency of school management, enrich student learning resources, and strengthen digital literacy skills from an early age.

Participatory approach is another key management strategy implemented in SD Negeri 64 Prabumulih. The school realizes that improving the quality of education requires active support from various parties, especially parents and the surrounding community. Therefore, intensive communication between the school and parents continues to be established through various forums such as school committee meetings, parent-student meetings, and parenting

programs. Parents are involved in the preparation of school programs, especially those related to character building and improving student literacy at home. By actively involving parents, the school hopes to create a strong synergy between formal education at school and informal education in the family environment [19] .

Overall, the management strategy in improving the quality of education at SD Negeri 64 Prabumulih is comprehensive and long-term oriented. The school does not only strive to achieve short-term targets such as increasing academic grades, but also builds the foundation of a sustainable education system. Through strong leadership, teacher capacity development, strengthening school culture, optimizing resources, integrating technology, and a participatory approach, SD Negeri 64 Prabumulih strives to create an adaptive, innovative, and competitive education ecosystem.

It must be acknowledged that the implementation of this strategy still faces a number of challenges that require ongoing attention. Challenges such as limited facilities and infrastructure, resistance to change from a small number of educators, and gaps in the level of parental participation are still homework that must be continuously addressed. Therefore, the quality management strategy must be developed dynamically, responsive to changes in the external environment, and consistent in internalizing quality values into all aspects of school life. With a strong commitment, ongoing innovation, and full support from all stakeholders, the vision of improving the quality of education that is expected can be realized in real terms at SD Negeri 64 Prabumulih.

Supporting Factors and Obstacles in Quality Improvement Management at SD Negeri 64 Prabumulih

Management of education quality improvement at the elementary school level cannot be separated from the role of supporting factors and obstacles that influence the implementation of these quality improvement programs. SD Negeri 64 Prabumulih, as one of the educational units committed to improving the quality of its services, faces complex dynamics in implementing quality management strategies. In its implementation, there are various supporting factors that strengthen the implementation of the program, but on the other hand there are also obstacles that need to be anticipated and overcome systematically to ensure the sustainability and effectiveness of quality improvement management.

One of the main supporting factors in the management of quality improvement at SD Negeri 64 Prabumulih is the existence of a visionary and transformational principal leadership. A principal who has a far-sighted vision and the ability to inspire all school residents is an important asset in driving positive change in the educational environment. Strong leadership plays a role in setting a clear direction, building collective commitment, and creating a school culture that supports innovation and continuous improvement. A principal who is active in encouraging teacher professional development programs, facilitating community participation, and consistently conducting academic supervision, becomes a driving force in efforts to improve the quality of education [2] .

Support from competent and committed educators is also a very influential supporting factor. Teachers who have good professional, pedagogical, social, and personality competencies are able to translate the vision of improving quality into effective and innovative learning practices. Teachers who are open to change, have the will to continue learning, and are able to collaborate with colleagues create a dynamic academic atmosphere in schools. In this context, the development of teacher learning communities, workshops, and internal training are important forums to strengthen educator capabilities in order to support quality improvement programs.

Active participation from parents and the surrounding community is also an external factor that greatly supports the management of quality improvement at SD Negeri 64 Prabumulih. Parental support for school programs, both in the form of attendance at school activities, involvement in literacy programs, and moral support for their children, strengthens collaboration between school and home in encouraging student achievement. The surrounding community who care about educational progress provides social legitimacy to various innovative programs initiated by the school. Therefore, strengthening two-way communication between schools and the community is an important aspect in creating positive synergy in efforts to improve quality [3] .

The availability of supporting educational regulations and policies, such as the School-Based Management (SBM) policy, is also a strategic supporting factor in the implementation of quality improvement management. With this policy, schools have the flexibility

to plan, manage, and evaluate their programs according to local needs [4] . This autonomy provides greater innovation space for schools to design contextual and effective quality improvement programs. This policy also encourages higher accountability at the education unit level, where schools are directly responsible for the achievements they achieve.

Quality improvement management at SD Negeri 64 Prabumulih is also faced with various obstacles that must be identified and solutions sought systematically. One of the main obstacles is the limited facilities and infrastructure to support learning. Facilities such as simple laboratories, representative library rooms, comfortable study rooms, and learning technology devices are still not fully adequate. These limitations limit the variety of learning methods that teachers can apply, especially in developing 21st century skills such as digital literacy, online collaboration, and technology-based problem solving. As a result, efforts to develop innovative learning are sometimes hampered by limited physical resources.

The next obstacle is the high administrative burden that must be borne by teachers. In practice, teachers are not only obliged to teach and guide students, but are also burdened with administrative tasks such as making periodic reports, filling in basic education data (Dapodik), preparing work plans, and reporting on school programs. This excessive administrative burden often reduces teachers' productive time to design creative and innovative learning. In addition, administrative pressure can result in work fatigue (burnout) in teachers, which has a negative impact on their motivation and performance in the classroom.

The inequality in the level of parental participation is also another obstacle in the implementation of quality improvement management. Although most parents have shown active participation, there are still some parents who are less involved in school programs [5] . Some of them still view that the responsibility for education lies entirely in the hands of the school, so that support for literacy programs at home, supervision of school assignments, and children's motivation to learn are still less than optimal. This lack of involvement can slow down the effectiveness of quality improvement programs, especially those based on school and home collaboration [20] .

External dynamics such as changes in national policies, demands for new curricula, and socio-economic dynamics of the surrounding community also affect the implementation of quality management in schools. Rapid curriculum changes without adequate training, for example, can confuse teachers and hinder the consistency of the implementation of learning programs. Meanwhile, the heterogeneous socio-economic conditions of the surrounding community, including diverse levels of education and economic conditions, also pose challenges in aligning perceptions about the importance of quality education.

To overcome these obstacles, adaptive and innovative strategies are needed that are continuously developed by school management. Efforts to improve quality must be supported by strengthening the management of available resources, finding alternative sources of funding through partnerships, and creatively empowering school communities. In addition, there needs to be a simplification of the teacher's administrative burden through digitalization of the reporting system and optimization of the school information system. Education and socialization to parents about the importance of their involvement in their children's education must also continue to be carried out intensively through various effective communication media.

From all these dynamics, it can be concluded that supporting factors and obstacles in the management of quality improvement at SD Negeri 64 Prabumulih are two inseparable sides in the journey of education management. Supporting factors provide positive energy that drives progress, while obstacles become challenges that must be faced with adaptive and innovative strategies. Success in improving the quality of education is not only determined by how strong the supporting factors are, but also by the extent to which the obstacles that arise can be identified early on and managed effectively. With a visionary, participatory, and reflective management approach, SD Negeri 64 Prabumulih has a great opportunity to continue to develop into a quality basic education unit that is able to compete in the era of education globalization.

5. Comparison

The results of this study have strong relevance to previous studies that focus on the implementation of quality-based management in elementary education units. In general, the approach applied at SD Negeri 64 Prabumulih is in line with state-of-the-art concepts in the literature on educational quality management, such as the Total Quality Management (TQM) approach in education that prioritizes the involvement of all stakeholders, continuous im-

provement cycles, and a focus on student needs. This study shows that the success of quality improvement at SD Negeri 64 Prabumulih is highly dependent on collaboration between the principal, teachers, students, and the community, as also emphasized in the modern educational quality management model applied in various developed countries. In recent studies, the active involvement of the school community is one of the main pillars in creating an innovative and sustainable educational ecosystem, and this is also reflected in the strategies implemented at this school.

When compared to various state-of-the-art practices in managing education quality at the global level, there are several significant differences in the aspects of implementing information technology and managing facilities and infrastructure. In several educational units that are the latest references, such as technology-based schools in Finland or the digital ecosystem-based school model in Singapore, the use of technology to support quality management has become an integral part that accelerates the evaluation process, learning supervision, and collaboration between stakeholders. Meanwhile, at SD Negeri 64 Prabumulih, the use of information technology is still limited, both for administrative purposes and for learning innovation. The constraints of limited facilities, digital literacy, and financial resources are the main factors causing this gap. Thus, although the managerial principles adopted are quite progressive, there is ample room for development to strengthen the digitalization aspect in future quality improvement strategies.

In terms of teacher capacity development strategies, this study shows similarities with best practices adopted in various superior schools, where teachers are not only seen as curriculum implementers, but also as agents of change who contribute to learning innovation. The formation of a teacher learning community at SD Negeri 64 Prabumulih shows an awareness of the importance of continuous professional development, in line with the Professional Learning Communities (PLC) approach that is widely applied in modern education systems. However, compared to more established PLC models, such as in the Canadian or Australian education systems, the sustainability and formal structure of the teacher learning community in this school can still be improved, especially in terms of collective reflection documentation, the use of learning outcome data as a basis for discussion, and full support from school policies. This shows that SD Negeri 64 Prabumulih is on the right track, but needs to be strengthened so that the practice of learning communities can have a more optimal impact on improving the quality of learning.

Overall, this study enriches the discussion on quality improvement management at the elementary school level in Indonesia by showing relevant and contextual practices. The main contribution of this study lies in how quality management strategies are applied adaptively to the real conditions of educational units, not only relying on normative or idealistic approaches. Compared to state-of-the-art global practices, this study emphasizes the importance of flexibility in implementing quality management principles, where success does not solely depend on the completeness of facilities or sophisticated technology, but on the strength of leadership, collective commitment, and the adaptability of school residents to existing challenges. Thus, this study provides a real contribution in broadening the perspective on how quality improvement management can be implemented effectively in elementary education units with various limitations, but still produces significant progress.

6. Conclusion

Based on the results of the study and discussion, it can be concluded that the management of improving the quality of education at SD Negeri 64 Prabumulih is implemented through participatory planning strategies, strengthening instructional leadership, developing teacher professional capacity, optimizing resources, and continuous evaluation. The findings show that the main supporting factors for the success of implementing this strategy include the visionary leadership of the principal, high commitment from teachers, parental support, and the existence of adequate school autonomy policies. However, this study also identified significant obstacles, such as limited facilities and infrastructure, high administrative burdens for teachers, and uneven parental participation. In general, the findings of this study support the objectives of the study, namely to reveal strategies and challenges in quality improvement management at the elementary school level, and show that with an adaptive and collaborative approach, the quality of education can continue to be improved despite various limitations.

This study contributes to enriching the understanding of how quality management strategies can be implemented effectively in elementary schools with limited resources, providing a real picture of managerial practices in the field, and emphasizing the importance

of synergy between all education stakeholders. The implications of these findings indicate that the success of quality improvement does not only depend on the availability of facilities, but more on the effectiveness of school management and the active involvement of the education community. However, this study has limitations in the scope of the research location which only focuses on one school, so the results may not be generalizable to all elementary education units. For further research, it is recommended that comparative studies be conducted in several schools with different characteristics, as well as deepening the analysis of the integration of digital technology in supporting the management of improving the quality of education in the current era of digital transformation.

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