

Education Quality Indicators at Talang Piase State Elementary School

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Abstract: The quality of education is an essential element in efforts to create a quality and sustainable basic education system. In the midst of government efforts to implement National Education Standards (SNP), many elementary schools, especially in semi-urban areas, still face challenges in meeting education quality indicators. This study was conducted to analyze the achievement of education quality indicators at Talang Piase Elementary School, Musi Banyuasin Regency, which includes five main aspects: teacher competence, principal leadership, facilities and infrastructure, parental involvement, and character-based learning. This study uses a descriptive qualitative approach with data collection techniques through observation, documentation, and interviews with four key informants. The results of the study indicate that the indicators of teacher competence, principal leadership, and character-based learning have been achieved well, indicating a high commitment to strengthening the quality of education from within the institution. However, the indicators of facilities and infrastructure and parental involvement are still quite adequate and require serious attention through collaborative strategies and increasing institutional capacity. This study provides an empirical contribution to strengthening the quality of basic education, especially in educational units that are limited in resources but have great potential to develop sustainably.

Keywords: Quality of Education, Elementary School, Teacher Competence, Principal Leadership.

1. Introduction

Education is the main pillar in development sustainable nation . In both global and international contexts . national , quality education often become measure measuring progress a country. The more tall quality education a country, then the more high potential source Power capable human being contribute to progress social , economic , and cultural . Quality of education No only seen from aspect academic only , but covers more dimensions wide like management school , teacher competence , participation society , sufficiency facilities and infrastructure , as well as effectiveness of the learning process [1] . Therefore that , in effort guarantee and improve quality education , required indicators that are capable represent achievement quality in a way comprehensive and objective . Indicator quality education usually covers aspects of input, process, output and outcome of education , all of which must measured in a way systematic and sustainable . The government through various policy has set standard national education as base evaluation quality , but in its implementation in the field is still Lots schools that face challenge in fulfil indicators mentioned , both at the level of education base and also medium .

The phenomenon that emerged in a number of year final show that Still happen gap quality education between area urban and regional outskirts . Schools in rural or semi- urban areas tend experience obstacle in achievement standard quality education that has been set . Some indicator like availability of quality teachers , involvement active parents , until completeness means infrastructure education Not yet evenly fulfilled [2] . This is cause disparity in results Study students , low motivation learn , and lack of participation in activity literacy and numeracy are becoming focus main national program improvement quality . On the other hand , although Lots schools that have claim succeed in increase quality education , but achievement the No always based on measurement structured and comprehensive indicators

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. There are still many practice routine - oriented education administrative without notice the impact in a way real to improvement results learning and formation character participant educate . In the situation this , study to indicator quality education at the level school base become very important For give clear picture about to what extent is the standard education has achieved , and which aspects are still need improved .

Based on the data collected from various sources and documents profile school base in Indonesia, found a number of challenge concrete related with achievement quality education . For example , national data show that Lots school base Still shortage of teachers with status civil servants (PNS) , proportion the teacher-student ratio is not ideal, so problem in implementation curriculum independence that has not been fully understood by the power educators . In addition , the report from the Ministry of Education, Culture , Research, and Technology show that only about 40% of school the basis in Indonesia which has facility library worthy and only part small implementing literacy programs numeracy in a way structured [3] . Furthermore , the results National Assessment Based The computer (ANBK) also shows existence inequality in results achievement competence literacy and numeracy between schools in the city big with schools in the area periphery . Inequality This show that indicator quality education Not yet in a way evenly achieved and not yet fully become base evaluation policy education at the level school base [4] . In the context this is important For explore and understand How a school base in a certain area capable answer challenge the through indicator quality used in a way concrete in the educational process daily .

Study about indicator quality education has carried out by a number of academics . [5] do study in Sleman Regency and found that quality education influenced by leadership head school , quality learning , and participation public school . Research by [6] state that implementation The 2013 curriculum is highly correlated with quality learning at school basic , especially in strengthening character students . Research by [7] in the East Kalimantan region highlighted role management based on school in increase indicator quality , with focus on effectiveness management source power and stakeholder involvement . Of the three study mentioned , it is seen that the researchers give attention big on aspects systems and governance education in determine quality school . They are more highlight internal institutional factors like leadership , curriculum , and management compared to with measurement direct on indicator quality based on empirical data at the level school base in a way specific . This is give opportunity new for further research deep in the realm indicators technical and administrative in the unit education base .

Based on overall results study above it seems part big researcher only focus on aspects managerial and implementation policy education , as well as Not yet in a way explicit to examine How indicator quality education measured and implemented in practice everyday at school base certain . In addition , there are still seldom research that explores in a way direct school data For identify achievement or obstacle in fulfillment indicator quality . So from that , for fill in gap said , research This will more focus on analysis indicator quality education with an approach based on actual data school basic , with see various component such as input (teachers, facilities) , process (management and learning) , and output (achievement). students and parent involvement) . Focus kind of This expected can give a better picture concrete and comprehensive about condition quality education at the level micro and how school respond various challenges faced in effort improvement quality .

Based on observation beginning researcher found that Talang Piase State Elementary School as one of the school the basis of the country located in the District Mace East Still face various problem in matter achievement indicator quality education . One of the problem the main thing that is visible is Not yet optimal fulfillment facilities and infrastructure adequate learning like room library and laboratory simple . In addition , the level of parent participation in support the learning process students also still low , marked with lack of presence in activity school and lack of involvement in monitoring Study children at home . On the other hand , the results achievement academic students on several indicator like ability literacy base Still Not yet fulfil standard nationally determined . Observations also show that system evaluation quality carried out by the school Still nature administrative and not yet supported by a comprehensive monitoring and evaluation system as well as sustainable . This condition show the need study deep about implementation and achievement indicator quality education that applies at SD Negeri Talang Piase For become base formulation policy improvement quality education in a way contextual and applicable .

The purpose of study This is For analyze indicator quality education at Talang Piase State Elementary School with to examine aspects of input, process and output of education based on actual data and observations field . Research this also aims For identify challenges and obstacles faced school in achievement indicators quality education as well as offer improvement strategies quality based on results analysis . With Thus , the results from study This expected No only give contribution theoretical in study quality education basic , but also can become recommendation practical for school , service education , as well as stakeholders interest other in increase quality education in a way sustainable at the level school base .

2. Literature Review

2.1. The Concept of Educational Quality in the Context of Elementary Schools

Quality of education is multidimensional concept that reflects level success a institution education in reach objective learning that has been set . In the context of education basic , quality education No only measured from performance academic only , but also includes formation character , development potential participant educate , and create environment conducive learning . UNESCO (2005) defines quality education as achievement standard relevant , equitable and effective education , which includes availability of quality teachers , appropriate curriculum , adequate facilities and infrastructure , and support environment positive learning [8] . In Indonesia, the reference main quality education poured out in National Education Standards (SNP) which include eight standard , namely : standard content , process, competence graduates , workforce educators and education , facilities and infrastructure , management , financing , and evaluation education . Standard This become framework Work For ensure quality education national in a way evenly distributed throughout unit education , including school base .

In practice , the implementation quality education at the level school base face a unique challenge , especially in areas with limitations source Power like school in rural areas or area outskirts . This is where indicator quality education become instrument important For measure and evaluate condition real organization education . Indicators the reflect variables that can measured , such as teacher and student ratio , level presence students , achievements academic , frequency teacher training , parent involvement in education , up to availability facility education basis . According to the Education Quality Assurance Institute (LPMP), the indicators quality education can shared to in three group large : input (for example , teacher qualifications and facilities), process (such as method learning and management school), and output (results) learning and achievement students). Third group indicator the must analyzed in a way comprehensive For know whether quality education in a school has achieved or Still need repair . Therefore that 's important For understand draft indicator quality in a way contextual so that the policy applied education appropriate target and based need school .

2.2. Education Quality Indicators and Their Implementation in Elementary Schools

Indicator quality education is measure measurement used For evaluate how much Good unit education in implementing learning and management processes school in a way overall . In the context of school basic , indicator this is very important For ensure that all over component education walk in accordance with standards and provide impact positive to development participant educate . According to Directorate General of Primary and Secondary Education (2019), indicators quality in schools base covering aspect participation students , numbers graduation , mastery competence basic , teacher professionalism , involvement committee school , availability source learn , and effectiveness implementation management based on school [9] . Implementation indicators the can seen from results assessment students , report attendance , documentation activity learning , report evaluation of school programs , and so on . Therefore that , indicator quality No just tool measuring administrative , but also functional as booster improvement quality through monitoring and evaluation in a way periodic in nature reflective and participatory .

Implementation indicator quality education in school the basics are also a must consider context local and characteristics participant educate as well as environment school . This is important Because No all school own the same conditions , especially If compared to between schools in the area urban with school in rural areas such as Talang Piase State Elementary

School . In schools that have limitations infrastructure and resources Power human , indicator quality must run with an adaptive , realistic and sustainable approach . Some indicator like involvement community , management finance based on transparency , and innovation in method learning Can become point beginning For increase quality in a way gradually . In addition , it is also important to build culture quality in the environment school , namely awareness together that every element school responsible answer to improvement quality education . With Thus , the indicator quality No only become tool measure , but also become guidelines in transformation education in school more basic fair , inclusive and contextual in accordance with need public around .

3. Method

Research methods used in study This is method qualitative descriptive , which aims to For describe and analyze in a way deep about indicator quality education implemented at Talang Piase State Elementary School [10] . Approach This chosen Because capable describe the reality that occurs naturally and comprehensively , without manipulate variables , but rather explore phenomenon education in a way contextual [11] . Research qualitative understanding oriented meaning , experience , and perception informant in framework indicator quality education , which includes aspects of input, process, and output. Data collection techniques are carried out through interview in-depth , observation directly in the environment school and study documentation to various school data like profile school , vision mission , report activities , as well as structure organization [12] . Researchers also conducted data triangulation for ensure validity information obtained , both from aspect data sources , techniques collection , as well as time . Data collected analyzed in a way inductive through stages data reduction , data presentation , and extraction conclusion , with focus on how indicator quality education interpreted , implemented , and achieved at the level unit education base [13] .

As for the subject study consists of on four informant selected key purposively based on position strategic they in implementation activity education and fulfillment quality at Talang Piase Elementary School . Informant First is Drs. Budi Santoso, as Head Schools , which provide view related internal school policies in fulfillment standard quality , management power educators , as well as improvement strategies quality learning . Informant second is Lina Wijayanti , a Class VI teacher and also double role in management administration curriculum , which provides information about implementation of learning process teach as well as achievement competence base students . Informant Third , Agustina Rahmawati, Guidance and Counseling Teacher , gave perspective from side coaching character students , environment psychosocial , and involvement student in participating in non- academic activities become part from indicator quality . While that , informant fourth is Siti Andini, the representative from participant educate class above , which gives experience direct as recipient service education , in particular related comfort learning , quality learning , as well as access to facility school [14] . Fourth informant This represent diversity role in environment schools that are collective to form description intact about achievement quality education at Talang Piase State Elementary School [15] .

4. Results and Discussion

Talang Piase State Elementary School is one of unit education the base that is below under the auspices of the Musi Banyuasin Regency Education Office , South Sumatra Province . School This located in the District Mace Wetan and status as state schools that provide service education from class I to class VI. Based on profile data school obtained , Talang Piase State Elementary School own structure complete organization with head school , manpower educators , as well as power education that runs each function individually coordinated . School vision is “ Realizing students who excel , are faithful and pious to God Almighty as well Love to environment ,” which is translated in missions strategic like to form attitude religious and polite , fostering discipline , creating atmosphere enjoyable learning , and realizing green school . In its implementation , schools This make an effort to weave togetherness inter-resident school and implement values family as part from culture organization . Talang Piase State Elementary School has also adapt with various policy education national like implementation Independent Curriculum and literacy program numeracy , although Still face limitations in aspect source power and means physique .

Talang Piase State Elementary School own room enough class For support the learning process , but Not yet fully equipped with facility Supporter like optimal library , laboratory simple , or device technology adequate information . Existing teaching staff consists of from permanent teachers and honorary teachers with background behind relative education in accordance with eye the subjects taught . In the aspect coaching students , school to organize activity extracurricular and habituation character as part from effort improvement non- academic quality . However Thus , the challenge Still felt especially in parental involvement in support the education process children , and development system internal evaluation based on indicators quality education in a way comprehensive . Therefore that , Talang Piase State Elementary School become relevant objects For investigated in context implementation indicator quality education , remembering school This reflect condition real school base in a semi-urban area that is developing make an effort increase quality service education through tailored strategies and approaches with potential and challenges local .

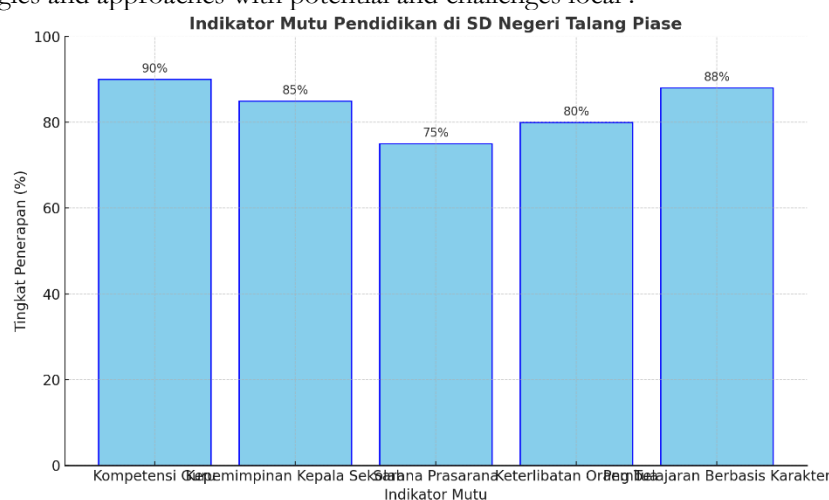


Figure 1. Education Quality Indicators at Talang Piase Public Elementary School

Figure 1 shows the level of implementation of education quality indicators at SD Negeri Talang Piase which includes five main aspects: teacher competence, principal leadership, facilities and infrastructure, parental involvement, and character-based learning. From the graph, it can be seen that the teacher competence indicator occupies the highest position with an implementation level of 90%, indicating that teachers at this school have met professional qualifications in the learning process. Followed by the character-based learning indicator with 88%, indicating that moral values and attitude formation are the main concerns in teaching and learning activities. Meanwhile, the principal's leadership scored 85%, indicating that there is quite effective management in managing all aspects of the school. Parental involvement reached 80%, reflecting quite good community participation although there is still room for improvement. The indicator with the lowest value is facilities and infrastructure at 75%, indicating that there are still limitations in physical facilities that can affect the effectiveness of the learning process. Overall, this graph provides an illustration that SD Negeri Talang Piase has implemented education quality indicators quite well, but still requires special attention to improving supporting learning infrastructure.

Research result This show that implementation indicator quality education at Talang Piase State Elementary School in a way general has in progress Enough well , though Still there is a number of aspects that require strengthening . Based on results observation , study documents , as well as interview deep with informant key , can known that the five indicators main thing to explore in study This that is teacher competence , leadership head schools , facilities and infrastructure , parental involvement , and learning based on character has implemented with varying intensity and reach . Each indicator own dynamics alone in the implementation process , it is influenced by internal school and environmental factors external . Interview with informants key give a comprehensive overview about How indicator the translated in activity education daily life and challenges what the school is facing in reach standard quality education base .

On the indicator teacher competency found that part big power educator at Talang Piase State Elementary School has fulfil qualification minimum academic bachelor's degree (S-1)

and have certificate educators . This is reinforced by the statement of Lina Wijayanti , a grade VI teacher, who stated : "We always make an effort increase quality learning through training , workshops and sharing practice Good between teachers . I personally often follow online and offline training related Independent Curriculum and learning differentiation ." In addition , teachers at the school This active in activity Group Teacher Work (KKG) level sub-district , which became receptacle development professional sustainable . In practice learning , teachers are also assessed capable to design Plan Implementation Contextual and needs - based learning (RPP) participant educate . The pedagogical , professional , social and personality competencies of teachers are reflected in interaction those who are humanists However still firm to students . Observation results show that method applied learning tend diverse , starting from from lecture interactive , discussion group , until approach based on project simple . With Thus , the indicator This rated has applied very good and supportive achievement quality education in school the .

On the indicator leadership head school , results study show that role head very central school in push quality education . Drs. Budi Santoso, head Talang Piase State Elementary School , conveyed in his interview : "I try present among teachers and students every day . I want to build two way communication , not only nature structural , but also emotional . With so , every inhabitant school feel have and want develop together ." From observation and confirmation informant other , the leadership that is applied tend nature democratic and participatory . Head school No only focus on administration , but also participate involved in supervision academic , coaching character students , as well as creation climate harmonious work . Apart from that , he active build Network with external stakeholders such as the Department of Education, figures community , and committee school , in order to support progress school in a way comprehensive . In the aspect of taking decision , head school always involving teachers through discussion forums , regular meetings , and evaluation performance quarterly . This strategy impact positive to Spirit teacher work , discipline staff , and motivation Study student .

On the indicator facilities and infrastructure , results study show that Still there is a number of obstacles that hinder achievement standard ideal quality . Based on results observation , school own room adequate class from aspect amount , but part big Not yet equipped with facility modern supporters such as projector , digital library , or simple science laboratory . This is confirmed by the statement of Agustina Rahmawati, a guidance and counseling teacher , who said : "The facilities are indeed... enough , but not optimal. For example For activity counseling , we are still use room class regular combined with other activities . Ideally , it is necessary room specifically for service to student Can more private and conducive ." Some tables and chairs are also visible start experience damage and need rejuvenation . Although Thus , school take the initiative For do repair light in a way self-reliance with involving committee and parents students . Need noted that although aspect infrastructure Still less , but Spirit collective inhabitant school in maintain and utilize existing facilities Enough high , so that limitations the No become barrier main in the learning process teach .

In terms of parental involvement school show existence progress compared to the years previously . Parents student the more Lots involved in activity school like meeting guardian , work community service , as well as coaching programs character and health . Siti Andini, student Class V, said : " Now Mother I often come to school , especially if There is mutual cooperation activities . In the past seldom once . Even time race class clean , mom help decorate wall class use cloth flannel ." This show existence improvement parental awareness to importance role they in support education children . The school also formed a parent communication forum led by a committee . school as bridge between party schools and guardians . However , still there is part small parents who have not active participate Because reason work or lack of understanding about importance involvement in education . Therefore that , the party school need Keep going do approach persuasive and giving understanding to all over guardian regarding benefit involvement they in increase quality education children they .

Indicator last searched is learning based on character who is one of the strength main subject at Talang Piase Elementary School . Habituation values religious , discipline , responsibility responsibility , and concern social has become part from routine school . Under observation directly , students invited For pray before and after lessons , guard cleanliness environment school , and each other help in activity group . Head school confirm that character become the " heart " of all over activity school . "If the achievement academic That important

, but character No may abandoned . Students clever But No be honest , then education failed ,” said Drs. Budi Santoso in the interview . The values the implanted No only through eye Pancasila Education lessons , but also through activity extracurricular like scouts , activities religious , and the “ Students” program Cultured Polite ” designed by the school myself . This program succeed creating a friendly school culture children , safe , and form student become responsible person answer to self Alone and also environment surrounding area .

In general overall results study This show that indicator quality education at Talang Piase State Elementary School has applied in a way relatively good , especially in the aspect teacher competence , leadership head school and learning based on character . However Thus , the aspect infrastructure and parental involvement Still become challenges that must be overcome in a way gradual and strategic . Interview with informants key show existence high commitment from all over inhabitant school For Keep going increase quality education , although is at in limitations source power . With approach collaborative between teachers, principals school , parents , and students , Talang Piase State Elementary School own potential big For become school base Featured based on sustainable quality in the District area Mace East .

4.1 . Analysis of Achievement of Education Quality Indicators at Talang Piase Public Elementary School

Quality of education is an important parameter in measure quality organization education in every levels , including at the level of school basis . In Indonesia, the National Education Standards (SNP) are runway main in measurement quality , which includes eight standard main : standard content , process, competence graduates , educators and staff education , facilities and infrastructure , management , financing , and assessment [16] . In the context of Talang Piase State Elementary School , the achievement of indicator quality education become indicator how far is the school the capable fulfil expectation standard the in a way concrete . Based on results research conducted , five indicators main analyzed in a way in depth : teacher competence , leadership head schools , facilities and infrastructure , parental involvement , and learning based on character . Fifth indicator This reflect internal input, process and outcome aspects implementation education , which is mutually related and forming unity system education that runs in the environment school .

Teacher competence becomes fundamental aspects that determine quality interaction between teacher and participants educate in activity Study teaching . In terms of This is Talang Piase State Elementary School show level high achievement . This is reflected from teacher's ability in compile device appropriate learning curriculum , mastery teaching materials , as well as implementation various method adaptive learning to characteristics students . Teachers at school This has own qualification minimum education S-1 and some has certified educator , which signifies existence fulfillment formal standards . In addition , teachers also demonstrate ability in apply approach learning active and differentiated , which allows student Study in accordance with ability and style learn each other. The height achievement indicator This show that the teacher does not only act as the transmitter information , but also as capable facilitator and motivator create atmosphere conducive and inspiring learning . Pedagogical , professional , social and personality competencies has applied in a way harmonious in life school everyday , reflecting integrity high teaching profession .

Leadership is factor strategic in build culture quality in schools . Head effective school No only functioning as manager administration , but also as leader instructional that directs , motivates , and evaluates the entire educational process . At Talang Piase Elementary School , leadership head school show role active in various aspect management school . Head school facilitate teachers in development professional , encouraging innovation in learning , as well as build system open communication inter-resident school . Managerial strategies and approaches participatory applied impact on increasing cohesion social and spirit collective For reach vision and mission school [17] . In the context this , leadership head school succeed create supportive environment achievement quality Education . Head schools also play a role as catalyst changes that ensure that all work programs school walk in line with principle accountability , transparency , and sustainability . This prove that quality - oriented leadership capable become a driving force transformation education at the level unit education base .

In the system education national facilities and infrastructure including in supported input categories continuity of the learning process teaching . At Talang Piase State Elementary School , the aspect This show level lowest attainability compared to indicator others , although Still is in the category enough . Basic facilities like room class , tables and chairs learn , board

writing, and equipment write available in a way adequate, but Not yet everything in ideal conditions. Some facility support like library, space laboratory, room counseling, and learning media based on technology information Still limited, even Not yet available optimally. The minimum facility This become obstacle alone in implementation learning based on project or approach based on digital technology. This situation also has potential lower motivation Study student as well as limit room teacher creativity in to design activity more learning contextual and innovative. Therefore that, repair facilities and infrastructure be one of priority that must be handled in a way gradually through Work The same between schools, committees, and stakeholders interest other.

Parental participation in education is one of indicator key in success organization education basic. At Talang Piase Elementary School, parental involvement show quite an improvement significant, but Not yet fully optimized. Participation more Lots seen in activities that are of a nature ceremonial or physique like Work devotion, fundraising, and attendance at meetings guardian. While that, involvement in form support home learning, communication with the teacher regarding development children, and monitoring tasks student Still relatively low. This is can caused by several factors, including level parents' busyness, background behind education, and the lack of understanding about importance collaboration between school and family [18]. In fact, active and ongoing parental involvement can increase achievement academic students, strengthening discipline, and support formation character. Therefore that, school need develop a better communication strategy inclusive and educational in build partnership with parents, for example through parenting programs, visits home, or digital platform based communication homeschool.

In the formation of the Independent Curriculum character be one of focus main education basic. At Talang Piase Elementary School, learning based on character has applied in a way consistent through activity daily, weekly, or thematic programs. Values main like religiosity, responsibility responsibility, discipline, work same, and love environment integrated to in the learning process and also non-formal activities such as ceremony flag, activities religious, extracurricular, and activities cleanliness environment school. Formation character done No only in a way declarative, but through habituation, role model, and interaction social events that occur in daily life students. The results of implementation This seen from behavior students who tend to orderly, polite and caring to environment. With Thus, the indicator This show high level of achievement and can be a model for unit education other in grounding education character in a way contextual. However, in order for the impact more maximum, necessary done evaluation in a way periodic to effectiveness of the formation program character as well as involving all component school in the process of reflection the values taught.

If the fifth indicator This under review in a way holistic so can concluded that Talang Piase State Elementary School has show high commitment to achievement quality education. Three indicators namely teacher competence, leadership head school and learning based on character is at in category high, while the two indicators other facilities and infrastructure as well as parental involvement is in the category enough. Inequality inter-indicator This show that achievement quality Not yet even and still face challenges in aspects that are structural and external. This is need responded to with approach reinforcement of a nature collaborative, planned and sustainable. School can formulate plan strategic based on internal and external evaluation For increase aspects that are still weak, with support from government area, committee school, and public around.

Analysis achievement indicator quality education this also becomes material reflection that quality is not results from One component single, but accumulation from various inter-related processes influence. Strong input without a quality process No will produce optimal output. Likewise, sophisticated means No will means without visionary leadership and competent teachers. Therefore that, achievement quality education must built from integration system education school in a way comprehensive. Need There is monitoring and evaluation system quality in a way periodic implementation with valid and objective instruments, and accompanied by with action concrete and measurable improvements. This step will help school in read condition actual, designing improvement strategies, and set realistic and sustainable achievement targets.

Based on overall discussion on can concluded that achievement indicator quality education at Talang Piase State Elementary School is reflection from effort collective all over component school in answer challenge quality education basic in the modern era. Although Still

there is room improvements, but the steps that have been taken show positive direction. In term long, success achievement indicator quality This will impact on increasing results Study participant educate, strengthen culture school, and formation ecosystem more education healthy and inclusive. So, the results analysis This No only become report academic only, but can made into base formulation policy improvement quality on a scale micro (school) and macro (government) area).

4.2 . Implications of Research Findings for Strengthening the Quality of Elementary School Education

Quality of education is reflection from effectiveness and efficiency system education in reach objective education national. Findings study about indicator quality education at Talang Piase State Elementary School give description very valuable empirical about various dimensions quality that has been achieved and challenges that remain faced in context education basic. Findings the No only important in a way local, but also has broad relevance for effort strengthening quality education school basis in Indonesia. Analysis against five indicators key teacher competence, leadership head schools, facilities and infrastructure, parental involvement, and learning based on character — shows that achievement quality education No can separated from synergy inter-actor education as well as context social and institutional aspects surrounding it. Therefore that, discussion implications findings This will aimed at three layers: internal school implications, implications policy institutions, and implications strategic for education reform base in a way comprehensive [19].

At the internal school level findings that teacher competence is in category tall show importance teacher empowerment as the spearhead in the education process. Competent teachers No only marked by qualifications academic and formal certification, but more from that, is determined by ability pedagogy, innovation in learning, as well as willingness For adapt with change curriculum. In the context of strengthening quality education, school base must make development teacher professionalism as a sustainable agenda. Training periodic, thematic workshops, mentoring programs, and community teacher learning (learning community) must integrated to in plan strategic school. Findings This to imply that For maintain and improve teacher competence, no Enough only with fulfil standard administrative, but must to be continued with development capacity based on practice and reflection. Schools also need optimize role of KKG (Group) Teacher Work) and discussion forums between teachers as a professional dialogue space that encourages improvement quality learning.

Findings that leadership head school own contribution significant in support quality education to imply the need strengthening capacity head school as leader learning (instructional leader). In the context of this, head school No only manage aspect administrative and technical, but must become agent changes that are capable create vision together, moving inhabitant school, and ensure that every school program leading to improvement quality learning. Head school must capable do supervision meaningful, encouraging academics teacher innovation, as well as build climate supportive and collaborative schools. Implications from findings This is that recruitment head school must consider competence leadership transformative, and training leadership provided by the service education must focus on management quality data-based, problem-solving problems, and leadership pedagogical. Engagement head school in a way direct in the learning process teaching and evaluation teacher performance becomes indicator key in push culture sustainable quality in the environment school.

The findings show that that facilities and infrastructure Still become point weak in achievement quality education, giving implications important to policy allocation source Power education. Facilities physique school like room comfortable class, complete library, study room laboratory, and access to digital technology is not aspect complement, but prerequisite base For support quality learning. In the context of school basis, existence adequate facilities No only increase comfort learn, but also become instrument important in build motivation and enthusiasm student [20]. Therefore that, the result findings This demand government regions and centers For review return scheme budgeting education basic, especially in context redistribution budget to be more fair to schools in the area with limitations infrastructure. In addition, it is necessary synergy between schools, committees, and communities For initiate self-help programs development and procurement means in a way fulfillment - oriented collective indicator minimum quality.

Implications important other originate from findings about parental involvement is still not optimal. In the paradigm education 21st century, parental involvement No Again just presence in meeting guardian, but covers role active in support the learning process children at home, communication intensive with teachers, as well as participation in evaluation development child. Findings This confirm that school base must designing a more effective partnership strategy inclusive and dialogic with parents. Programs such as parenting education, discussion forums family, and system reporting development student digitally become alternative concrete For build more two-way communication productive. In addition, schools need create mechanism evaluation parental involvement as part from guarantee internal quality, so that the existence family No only become party passive, but active in formulate, supervise, and support implementation policy education in schools. Implications term long from high parental involvement is formation ecosystem education based on community, which is empowered and needs-oriented child.

Findings that learning based on character has applied very well at Talang Piase State Elementary School indicates that school base own potential big in internalize values sublime nation to participant educate. Implications from findings This is that education character must made the main pillar in development curriculum operational school (boarding house), and not limited to one eye lesson only. Values like honesty, responsibility responsibility, mutual cooperation, and love environment must integrated to in every activity learning and culture school [21]. Strengthening character can done through habituation, teacher role models, and involvement student in activity social that grows empathy and concern. Furthermore, the findings This support importance non-cognitive evaluation in the process of assessment results Study students, so that education No solely oriented on numbers, but on change attitudes and behavior student in life daily.

In general institutional findings study This give implications to monitoring and evaluation system quality education at the level area. Government area through service education must develop instrument monitoring quality that is not only evaluate aspect administrative, but also assess achievement indicator quality in a way substantive. Approach This will push school For No only fill in form or basic data education regularly, but also analyze achievement indicator in a way reflective and strategic. Assessment quality comprehensive data-based can become base For set priority intervention and provision help technical in a way appropriate targets. In addition, the results findings this can also used by institutions guarantor quality education in develop guidelines more coaching and mentoring contextual and adaptive to challenges at the level school base.

From the perspective macro implications strategic from study this is very relevant with direction policy national in frame achievement objective development sustainable development (SDGs), especially on the points fourth that is quality and inclusive education. Strengthening quality education base become foundation important for sustainability level education next and success development man in a way Overall. Findings from Talang Piase State Elementary School show that although school own limitations, commitment collective and good governance can produce achievement significant quality. Therefore that, national strategy in strengthening education base must notice factor contextual local, push autonomy schools, and strengthen capacity institutional in a way tiered. Government center can to design incentive special for schools that are capable show improvement quality in a way independent, at the same time strengthen intervention for schools that are left behind so as not to happen disparity widening quality interregional.

Implications from findings This also strengthens urgency approach based on school (school-based management) which encourages independence and accountability school. Achievements quality No can fully moved from on to below, but must grow from school internal awareness and capacity For do repair in a way sustainable. Therefore that, every school base must facilitated For own system evaluation strong self, plan development participatory schools, as well as reflection forums quality that involves all element school. Findings from Talang Piase State Elementary School can made into reference practical in management model development quality based on an applicable, simple, but effective in answer challenges in the field.

All over findings from study This give very broad and profound implications for strengthening quality education school basic, good in realm practical at the level school, policies at the level government area, and direction strategic education national. Strengthening quality is not an instant process, but journey length required commitment, collaboration

, innovation and courage For do reflection . School base such as Talang Piase State Elementary School has give proof that with openness , enthusiasm togetherness , and willingness For develop , achieve quality education is something that is possible achieved in a way gradual and sustainable . Therefore that is all stakeholders interest education , from teachers to taker policy , must make findings This as source learning and inspiration For Keep going increase quality education basis in Indonesia.

5. Comparison

Research result about indicator quality education at Talang Piase State Elementary School show existence sufficient achievement high on aspects teacher competence , leadership head school and learning based on character . Findings This in harmony with study [1] which concludes that quality education is greatly influenced by the role head school in facilitate development teacher professionalism and creating environment conducive learning . Research by [4] emphasize that implementation effective curriculum , especially Curriculum 2013, depends on the quality of teachers in convey teaching materials and forming character students . Conformity is also seen with studies [7] which highlights importance management based on school in strengthening indicator quality , with emphasize leadership participatory and synergistic between head school and teachers. With Thus , research This strengthen argument that HR competency and visionary leadership become foundation main in achievement quality education , including in schools bases located in non- urban areas such as Talang Piase .

Study this also shows that infrastructure as well as parental involvement Still become challenge significant , which distinguishes it from part study the previous one Lots focus on aspects systemic and policy . As for example , Suryani (2020) does not in a way deep discuss limitations physique school as influential variables to quality education , while study This precisely show that infrastructure that is not yet optimal can limit effectiveness learning although source Power man classified as adequate . In addition , research previous generally No emphasize parental involvement in a way substantive in the educational process , even though results studies This show that low parental participation influential to continuity outdoor learning school . Therefore that , can concluded that study This give contribution addition with to reveal aspects indicator quality that has been This not enough get attention in study previously , such as context limitations source power and culture involvement community schools in semi- urban areas . Findings This enrich treasury study education basic , especially in context schools that face limitations structural However own Spirit collective For Keep going increase quality .

6. Conclusion

Based on overall results research and discussion , can concluded that implementation indicator quality education at Talang Piase State Elementary School in a way general has show sufficient achievement good , especially in the aspect teacher competence , leadership head school and learning based on character . Third aspect the become strength main in create a quality education process and form ecosystem positive school . However thus , still there is challenge real in fulfillment facilities and infrastructure as well as in increase parental involvement in support the learning process . Inequality inter-indicator This show that achievement quality Not yet fully even and requires systematic , collaborative and sustainable interventions so that all aspect quality education can improved in a way balanced and holistic .

For strengthen quality education at Talang Piase State Elementary School , it is recommended that the school together committee and stakeholders interest more intensify improvement program means infrastructure in a way gradually through approach self-management and also submission help from government area . In addition , communication and partnership strategies with parents student need reinforced through parenting programs, consultative forums , and involvement direct in activity school to be created awareness collective about importance role family in education . Government the area is also expected can give mentoring sustainable as well as support policy needs - based affirmative action real school , so that quality education base in areas such as Talang Piase can Keep going growing and aligned with unit other more advanced education well established .

Author Contribution : Rohani^{1*} is responsible answer on formulation of research ideas , development design methodology , implementation observation and data collection in the field , analysis indicator quality education , as well as writing draft beginning article . Ahmad Zainuri² contributed in strengthening runway methodology , validation to interpretation results research , as well as give review critical to structure academic and substance manuscript . Muslim Gani Yasir³ gave supervision general to implementation research , ensure conformity procedural research , as well as support in compilation visualization and editing end script . All writer in a way active involved in discussion conceptual , revision Contents substantial , and agree version end article For published .

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