



DETERMINATION OF EDUCATION QUALITY AND GRADUATE QUALITY: FUNDING AND CURRICULUM MANAGEMENT ANALYSIS

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Abstract: In this study, the author tries to raise the issue of the quality of education and the quality of graduates directly related to funding and curriculum management. In achieving the quality of education and the quality of good graduates, it is necessary to support adequate funding because the completeness of infrastructure facilities, teacher welfare, proper and comfortable education places are all inseparable from funding. Fund management is an activity related to how to obtain funds and how to use these funds for the benefit of educational institutions so that the educational goals that have been set can run effectively and efficiently. The concept of funding management is that all expenditures, both monetary and non-monetary, are an expression of the responsibility of all parties (ie society, parents and the government) for the development of education. In addition, education funding must be drawn from various sources for maintenance, stabilization and administrative arrangement so that education costs can be implemented effectively and efficiently. Furthermore, the educational curriculum also plays a very significant role, therefore the curriculum must be well planned, carried out with full responsibility and evaluated on an ongoing basis to be in accordance with the vision and mission of the educational institution. This article reviews the determination of education quality and Graduate Quality: Funding and Curriculum Management Analysis, a study of Human Resource Management literature. The purpose of writing the article is to build a hypothesis of the influence between variables to be used in further research. The results of this library research are that: 1) Funding Management affects the Quality of Education; 2) Curriculum affects the Quality of Education; 3) Funding Management affects the Quality of Graduates; 4) Curriculum influences the Quality of Graduates; and 5) Quality of Education affects the Quality of Graduates.

Keyword: Quality of Education, Quality of Graduates, Funding Management and Curriculum

INTRODUCTION

Background of The Problem

The problem of quality education is one of the central issues in national education, especially with regard to the low quality of education at every level and unit of education. Realizing this, the government has made various efforts to improve the

quality of national education so that it is hoped that the quality of graduates can continue to be improved. In achieving good quality education, it is necessary to pay attention to the quality of teachers, the quality of students, school culture and discipline, as well as facilities and education. the influence of funding management and learning facilities on the quality of education together is very strong and significant. Besides that, the role of the curriculum is also very important in determining a quality educational institution because one variable is related to another.

This issue is so important, so in this article the author discusses the influence of funding and curriculum management on the quality of education and its impact on the quality of graduates.

Formulation of The Problem

Based on the background, the problems to be discussed can be formulated in order to build hypotheses for further research, namely:

- 1) Does Funding Management affect the Quality of Education?
- 2) Does the curriculum affect the quality of education?
- 3) Does Funding Management affect the Quality of Graduates?
- 4) Does the curriculum affect the quality of graduates?
- 5) Does the Quality of Education affect the Quality of Graduates?

LITERATURE REVIEW

Education Quality

The quality of education is the quality of graduates and services that satisfy related parties (Fadli, 2016). Dimensions or indicators of Education Quality are: 1) high moral/character values; 2) excellent exam results; 3) support from parents, the business world and the local community; 4) abundant resources; 5) implementation of the latest technology; 6) strong leadership and have a purpose (vision); 7) care and concern for students; 8) balanced and relevant curriculum (Sallis, 2006).

According to Rajagukguk, the quality of education is a successful learning process that is fun and provides enjoyment (Rajagukguk, 2009). The dimensions or indicators of the quality of education are as follows: 1) Meet management standards 2) Free of drugs and cigarettes; 3) Free of violence (bullying); 4) Realizing a healthy and green school (Healthy and Green School) 5) Cultivate noble values based on religion, culture, and life nation; 6) Apply the principle of gender equality in all aspects of school management; 7) Having an integrated administration system based on Information and Communication Technology (ICT) that ensures data accuracy. 8) Won provincial level medals in various science, math, technology, arts and sports competitions. (Umam, 2020).

An educational institution is said to be of high quality when the education is able to produce outputs, both services, and graduates in accordance with the needs or expectations of its customers (markets). Conceptually, quality is always related to customers, buyers, users of products or services produced by an institution or individual. (Zahroh, 2015). Dimensions or indicators of quality education quality, including:

- a) The end result of education is the ultimate goal of education. From these results, it is hoped that graduates will be able to meet the demands of society if they work or continue their studies at higher educational institutions.
- b) Direct results of education. The direct results of education are in the form of: knowledge, attitudes, and skills. These results are often used as a criterion for educational success.

- c) Educational process. The educational process is an interaction between raw input, instrumental input, and the environment, to achieve educational goals. In this process, we do not talk about the shape of the school building and learning tools, but how to use the building and other facilities so that students can learn well.
- d) Instrumental input. Consists of educational goals, curriculum, educational facilities and media, education administration system, teachers, delivery system, evaluation, as well as guidance and counseling. Instrumental input must be able to interact with raw input (students) in the educational process.
- e) Raw input and environment, also affect the quality of education (Zahroh, 2015)

The quality of this education has been studied by many previous researchers including (Hilman, 2020), (Imam Mutaqin, 2018) and (Samiaji, 2021).

Graduate Quality

Graduate quality is the quality of graduate performance as a level of quality that is expected to meet consumer needs (Abrori, 2013). Dimensions or indicators of the quality of graduates there are 7 elements, namely: (1) Integrity (ethics and morals), (2) Expertise based on the field of science (Professionalism), (3) English, (4) Mastery of Information Technology, (5) Communication, (6) Teamwork, and (7) Self-development (Abrori, 2013).

According to Saidah, the quality of graduates is the ability of an educational institution to manage operationally and efficiently the related components so as to produce added value to these components according to applicable norms/standards (Saidah, 2018). The dimensions or indicators of the quality of higher education graduates are as follows: a. Have character and character b. Student Achievement Index c. Competence in mastering certain fields of knowledge d. Have the ability to work together and build networks (Anita Ria, 2019).

The quality of these graduates has been studied by many previous researchers including (Add Mukti, 2020), (Raharjo S. B., 2012) and (Setiawan, 2021).

Funding Management

Funding according to the Big Indonesian Dictionary (KBBI) comes from the word "fund" which means money that is provided for a need or expense in achieving prosperity. The word fund has a similar connotation to cost, but funds are more general in nature while costs are more specific.

In the context of education, funding management is the provision of financial resources needed for the implementation and management of education (Tamam, 2018). Funding for education is a shared responsibility between the central government, local governments, communities, and parents. The government's responsibility to provide funds for the provision of education is a social responsibility carried out by the state in educating the nation's life as a long-term investment in human resources.

The uneven distribution pattern of education funding from the government, coupled with the inability of educational institutions to seek alternative and effective sources of funding, has led to the emergence of unequal distribution, therefore the distribution must be fair.

Dimensions of education funding management, namely financial planning, implementation and evaluation (Ulpha Lisni Azhari, 2016). Financial planning is something that is very important, implementing activities according to planning and always evaluating opportunities and obstacles in all activities.

Funding management has been studied by many previous researchers including (Rais, 2021), (Armawati, 2021) and (Abbas, 2008).

Curriculum

The curriculum is the spirit of the world of education, where the existence of a curriculum is always possible, and then what is an effective and efficient curriculum for our education which in fact is different from different cultures, ethnicities, races and religion (Hamdi, 2020). The curriculum is a process that includes determining learning objectives based on needs assessment, selecting appropriate materials and methods for students, developing learning materials and activities, and evaluating results (Joko Suratno, 2022).

There are five steps of Taba Model curriculum development, namely:

- a) Hold experimental units with the teachers.
In this experimental unit a thorough study of the relationship between theory and practice is carried out. In this experiment Taba uses lesson units. This unit of study is a model that must be tested first.
- b) Testing experimental units
In the experimental step, data were obtained about the imperfections of the lesson unit. This step intends to find out the validity and practicality of the lesson unit in various conditions.
- c) Conduct revision and consolidation
From the test step obtained some data. The data is used to improve and improve. In addition, consolidation is also held, namely drawing conclusions on general matters that apply in the wider environment. After that, the unit of study can be considered stable and distributed to various schools.
- d) Development of the overall curriculum framework
From the initial step to the third step, curriculum experts and other curriculum professionals still have to study to find out whether the basic concepts and theoretical foundations have been entered and are appropriate.
- e) Implementation and deployment
In order for the curriculum to run as desired, it is necessary to conduct an upgrading of teachers to gain mastery of the materials and the skills to work on it/implementation (Joko Suratno D. P., 2022).

The curriculum has been studied by many previous researchers including (Setiadi, 2016), (Julaeha, 2019) and (Hamdi, 2020).

Table 1: Previous research

No	Author (year)	Previous Research Results	Equation with this article	Difference with this article
1	Ulpha Lisni Azhari (2016)	The Effect of Education Financing Management, Learning Facilities and School Quality	Funding Management affects the Quality of Education	Funding Management affects the Quality of Graduates
2	Nuracece (2021)	The Effect of Financing Management on the Quality of Education	Financing Management affects the quality of education	Funding Management affects the quality of graduates
3	Febriyanti (2020)	The influence of financial management on the quality of madrasa graduates	Funding management affects the quality of graduates	Funding management affects the quality of education
4	Itut Kartika	The influence of the	Curriculum affects the	Curriculum affects the

	Dewi (2018)	curriculum on the quality of education	Quality of Education	Quality of Graduates
5	Yuhansil (2020)	Effect of Curriculum Management in improving the quality of education	Curriculum affects the quality of education	Curriculum affects the Quality of Graduates
6	Siti Syuaibah (2020)	The influence of curriculum management and teacher professionalism on the quality of education	Curriculum affects the quality of education	Curriculum affects the Quality of Graduates
7	Rizki Izefti Aulia (2021)	The influence of management education management strategy on quality and competitiveness	The quality of education affects the management of funding	The quality of education affects the quality of graduates
8	Dedy Ahmad Kurniady (2017)	The influence of financing management on school quality	The quality of graduates has an effect on financing management	Funding Management affects the Quality of Educators
9	Asep Priatna (2018)	The influence of management on school quality	School quality affects financing management	Graduate Quality
10	Muhammad Rusli Baharuddin (2021)	Adaptation of the independent campus learning curriculum independent	Curriculum affects the quality of education	Graduate Quality
11	Taufiq Rizki Sista (2017)	Implementation of curriculum management in improving the quality of education	Curriculum affects the quality of graduates	Funding Management
12	Sitti Rabiah (2019)	Higher Education Management in improving the quality of education	Quality of education	Graduate Quality
13	Mr. Asmawi (2010)	Strategies to improve quality graduates in higher education	Graduate Quality	Curriculum
14	Sri Winarsih (2016)	Policy and implementation of financing management in improving the quality of education in schools	Fund management	Curriculum
15	Jafar (2020)	Strategic management and quality of Islamic education	Quality of education	Curriculum

RESEARCH METHOD

This research is library research, which uses data collection methods through journals, articles, and books that have a correlation with the material being studied by examining theory and the relationship or influence between variables.

This research uses a qualitative approach, in qualitative research, literature review must be used consistently with methodological assumptions. This means that it must be used inductively so that it does not direct the questions posed by the researcher. One of the main reasons for conducting qualitative research is that the research is exploratory, (Ali & Limakrisna, 2013)

FINDINGS AND DISCUSSION

Based on relevant theoretical studies and previous research, the discussion of this literature review article in the concentration of human resources is:

The Effect of Funding Management on Education Quality

Funding management affects the quality of education, where the dimensions or indicators of funding management, namely financial planning, implementation and evaluation, affect the dimensions or indicators of education quality, which can produce

outputs, both services and graduates that are in accordance with customer needs or expectations. Conceptually, quality is always related to customers, buyers, users of products or services produced by an institution or individual. (Zahroh, 2015). To improve the quality of education, an educational institution must do the following: 1. Meet management standards; 2. Free of drugs and cigarettes; 3. Free of violence (bullying); 4. Realizing a healthy and green school (Healthy and Green School); 5. Cultivate noble values based on religion, culture, and national life; 6. Apply the principle of gender equality in all aspects of school management; 7. Having an integrated administration system based on Information and Communication Technology (ICT) that ensures data accuracy. 8. Won medals at the provincial level in various science, math, technology, arts, and sports competitions. (Umam, 2020).

Funding management affects the quality of education, if funding management is perceived as good by customers/consumers then this will be able to improve the quality and quality of education. Funding management affects the quality of education, this is in line with research conducted by: (Uipha Lisni Azhari, 2016), (Zahroh, 2015) and (Umam, 2020).

The Influence of Curriculum on Education Quality

The curriculum affects the quality of education, through the development of a measurable curriculum, it will produce good quality education. Educational institutions will produce Indonesian people who are productive, creative, innovative, and affective through strengthening integrated attitudes, skills and knowledge. The purpose of the curriculum will be achieved, namely to prepare Indonesian people to have the ability to live as individuals and citizens who are faithful, productive, creative, innovative, and affective and able to contribute to the life of society, nation, state and world civilization (Dewi, 2020).

In the education process, there are eight conditions for education to be successful and of good quality. The eight conditions are respectively: more intensive learning, teaching regardless of descent, teaching must be in accordance with the skills of the students, teaching should be considered as a medium of entertainment, teaching should use the right method, teaching should be without any feeling of shyness, teaching should be an evaluation of some cases arise, and learning should be something more useful. (Dewi, 2020).

Important factors that influence the quality of education is an adequate curriculum, the factor of educators, study time, management, physical facilities and education costs make a significant contribution to learning achievement. The availability of funds for the implementation of the process and content (curriculum) of education is one of the important factors to be able to meet the quality of education and learning achievement, where the quality of education and learning achievement basically describes the quality of education (Khairiah, 2015).

The curriculum affects the quality of education, this is in line with research conducted by: (Dewi, 2020), (Khairiah, 2015) and (Zahroh, 2015).

The Effect of Funding Management on the Quality of Graduates

The implementation of quality education cannot be separated from the element of financing. It is an easily accepted logic that quality education requires no small amount of financial support. The education budgeting system is one of the issues in the world of education. The participatory financing mechanism allows educational institutions to obtain additional sources of financing from parents of students who are economically capable. Indirectly this results in increased sources of funds for schools which are directly

proportional to the quality of schools and the quality of graduates (Togatorop, 2017).

Funding management affects the quality of education, where funding/financing management is a process of optimizing existing sources of funds and allocating these funds and distributing them to support the teaching and learning process which will later produce quality graduates (Febriyanti, 2020). Based on the research results, the management of education funding/financing has a very strong influence on the quality of graduates (Aprilianti, 2017).

Funding Management affects the Quality of Graduates, this is in line with research conducted by: (Togatorop, 2017), (Febriyanti, 2020) and (Aprilianti, 2017).

The Influence of the Curriculum on the Quality of Graduates

The quality of graduates will not be satisfactory if the elements of the education component are managed without careful planning. To achieve good quality graduates, good management is needed, especially in the field of curriculum that will be taught to students. By implementing curriculum management, educational institutions will be able to produce quality graduates. Curriculum management consists of four stages, namely (1) Planning, including determining objectives, determining methods, determining materials, and determining evaluations. (2) Organizing, including the preparation of the academic calendar, preparation of lesson schedules, setting the duties and obligations of educators, and school activity programs. (3) Implementation, includes learning materials, learning strategies and methods, learning facilities and infrastructure, and learning assessment systems. (4) Evaluation, including evaluation of educational objectives, evaluation of content or materials, evaluation of learning strategies, evaluation of assessment programs (Yaya Suryana, 2019).

Curriculum management is a cooperative, comprehensive, systemic, and systematic curriculum management system in order to realize the achievement of curriculum objectives. The autonomy granted to educational institutions in managing the curriculum independently by prioritizing the needs and achievement of targets in the vision and mission of educational institutions does not ignore the national policies that have been set (Ansori, 2020). Curriculum management has a very significant influence on the quality and quality of graduates (Anwar, 2015).

The curriculum affects the quality of graduates, this is in line with research conducted by: (Yaya Suryana, 2019), (Ansori, 2020) and (Anwar, 2015).

The Influence of Education Quality on Graduates' Quality.

Ishikawa defines quality as follows. *(a) quality and customer satisfaction are the same things and (b) quality is a broad concept that goes beyond just product quality to also include the quality of people, processes, and every other aspect of the organization.* This means that quality has two dimensions, namely: (a) quality and customer satisfaction are the same thing, because when customers get quality goods or services, they will get satisfaction. (b) Quality is a broad concept which is not only the quality of the product, but also the quality of people, work processes, and every aspect of the organization (Raharjo, 2012).

Quality of education is the ability of schools to manage operationally and efficiently the components related to schools so as to produce added value to these components according to applicable norms/standards. Management of improving the quality of education in schools is a quality improvement method that relies on the school's education itself, applies a set of techniques, based on the availability of quantitative and qualitative data, and empowers all school components to continuously improve the capacity and ability of school organizations to meet the needs of students. and society (Mubarak, 2020).

Improving the quality of education can be done with a strategy to change one of the subsystems: people, structure, technology, and organizational processes. When the quality of education is guaranteed, it will give birth to good quality graduates (Asmawi, 2005)

Quality of Education affects the Quality of Graduates, this is in line with research conducted by: (Raharjo, 2012), (Mubarak, 2020) and (Asmawi, 2005).

Conceptual Framework

Based on the formulation of the problem, theoretical studies, relevant previous research and discussion of the influence between variables, the framework for thinking in this article is as follows.

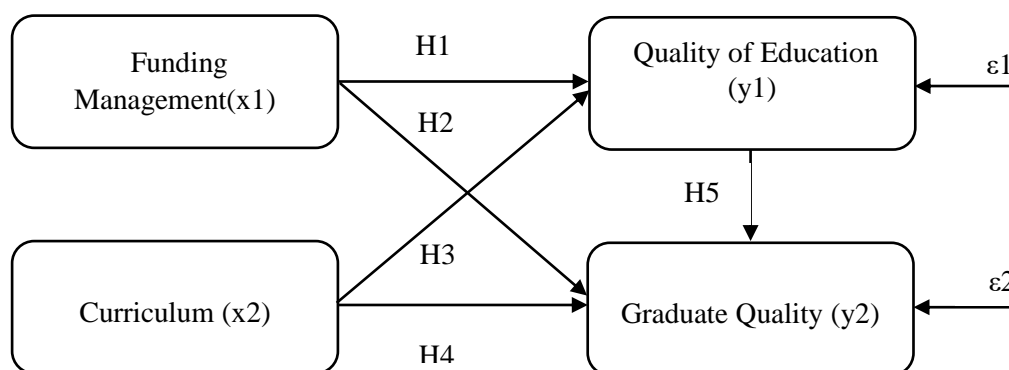


Figure 1: Conceptual Framework

Based on the conceptual framework picture above, then: Funding Management and Curriculum affect the Quality of Education and Quality of Graduates either directly or indirectly.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Based on theory, relevant articles and discussions, hypotheses can be formulated for further research: Funding management affects the quality of education; Curriculum affects the quality of education; Funding management affects the quality of graduates; The curriculum affects the quality of graduates; Quality of Education affects the Quality of Graduates

Recommendations

From the various findings in the study, there are several things that need to be considered as suggestions from the author, namely:

1. It is necessary to examine in more depth the influence of the quality of education and the quality of graduates, related to funding and curriculum management.
2. A study on funding management needs to be done massively, so that educational institutions in Indonesia are getting better day by day.

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