

Contribution of Quality And Conventional Management in Improving the Quality of School Exam Results in Serang City and Regency in Banten Province



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ABSTRACT: Quality management is a systematic approach to ensuring products and services meet or exceed customer expectations. While conventional management refers to the traditional approach to managing an organization that emphasizes a rigid hierarchical structure, strict supervision, and decision-making centered on the organization's leadership. The quality of exam results is one of the important indicators in assessing the effectiveness of an education system. This study aims to analyze and identify the relationship between quality management and conventional management that can be optimized to improve the quality of elementary and junior high school exam results in Banten Province. The method used in this study is a quantitative research method. This study uses two independent variables and one dependent variable. The independent variables in this study are Quality Management (X_1) and Conventional Management (X_2). While the dependent variable in this study is the Quality of Exam Results (Y). Based on the results of the simultaneous test, the significance value in elementary school is 0.021 with a correlation of 0.670. This value shows a significant and fairly strong relationship between the combination of Quality Management (X_1) and Conventional Management (X_2) on the quality of elementary school exam results. Meanwhile, in junior high school, the correlation of 0.353 indicates that the relationship is very weak. No significant relationship was found between the combination of the two management approaches and the quality of exam results. The weak correlation indicates that management strategies at the junior high school level may require a more contextual and specific approach to student needs.

KEYWORD: Management, Quality, Conventional, Test

INTRODUCTION

The quality of education is a key indicator of the success of developing high-quality human resources. According to Sudadio (2014:210), quality education not only meets the needs of its stakeholders, such as students and society, but also adapts to the changing times through continuous curriculum development. This implies that quality education serves as a crucial element in creating individuals and communities prepared to face the challenges of the era. Quality education not only produces competent graduates but also fosters a society that is innovative, productive, and ready to embrace future changes. Achieving this requires effective quality management.

Quality management is a systematic approach to ensuring products and services meet or exceed customer expectations. The basic principles of quality management are an important foundation for organizations that want to achieve the highest level of quality. The basic principles of management in question are customer focus and strong leadership. customer focus is the main principle of quality management that places customers at the center of organizational activities. The goal is to meet and exceed customer needs, increase satisfaction, strengthen competitive position, build a positive reputation, and encourage innovation to meet evolving needs. Strong Leadership is the key to an organization's success in achieving quality and operational goals. Effective leaders set the vision, create a culture of quality, empower employees, and manage change, so that the organization can adapt and achieve optimal performance (Khamaludin, Respatiningsih, & Kustiawan, 2023 :10)

The development of this management concept is designed to improve the ability of schools and communities to manage educational change in accordance with the goals, policies, planning strategies and curriculum initiatives set by the government and education authorities. These changes require a transformation in the attitudes and behaviors of all school components, including principals, teachers, education personnel, parents and communities. All parties are expected to see, understand, support

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and monitor the school management process, including monitoring and evaluation activities. This needs to be supported by a reliable management information system and the presentation of valid data. The main objective of all these efforts is to ensure the success of schools in organizing quality education that provides optimal benefits for the community. (Malik, Patimah, Warisno, & Murtafiah, 2024:18874).

In Banten Province, the challenge of improving the quality of education, particularly primary and junior secondary examination results, is influenced by the quality of facilities, teachers' competencies and the diverse management of education. The quality management approach, which focuses on continuous improvement, as well as conventional management, which emphasizes administrative policies, have important roles to play in facing these challenges. This study aims to analyze the contribution of both approaches, identify supporting and inhibiting factors, and formulate effective strategies to improve the quality of school exam results in an equitable and sustainable manner.

THEORETICAL FRAMEWORK

Quality Management

Management can be defined as both the science and the art of effectively and efficiently utilizing human and other resources to achieve specific objectives. In this context, human resources play a vital and dominant role in management implementation. One of the primary tasks of a manager is to select, place, train, and develop human resources to support the achievement of organizational goals. Additionally, management is also understood as the effort to achieve goals through the activities of others. The management process involves steps such as planning, thinking, organizing, and directing, all of which are necessary to ensure that activities are carried out effectively. Management requires the integration of all available potential in an optimal manner, both effectively and efficiently. Management is often seen as a combination of science, skills, and profession, aimed at achieving specific targets. This includes how to collaborate with others, manage work systematically to achieve objectives, and carry out tasks professionally (Santi et al., 2024 : 16).

The quality of education can be viewed from two perspectives: normative and descriptive. Normatively, the quality of education is determined based on intrinsic and extrinsic considerations. From an intrinsic perspective, the quality of education is understood as the result of the educational process, where individuals are educated according to ideal standards. Meanwhile, from an extrinsic perspective, education serves as a means to train a skilled workforce ready to enter the labor market. On the other hand, from a descriptive perspective, the quality of education is measured based on factual conditions, such as through achievement test results. Therefore, the quality of education at the elementary level can be interpreted as the level of excellence in managing education at a specific level. This excellence is achieved through an effective and efficient process aimed at producing outstanding academic achievements and extracurricular activities among students. This is reflected in students' success in completing education at a particular level or graduating from the educational process.

Quality management can be understood as a structured effort to manage and ensure that all aspects of the organization, including both human and non-human resources, function optimally to meet established quality standards. In the field of education, quality management aims to maintain quality at the input, process, and output stages of education. The perspective of educational quality can be viewed normatively, based on ideal standards, or descriptively, through tangible achievements such as learning outcomes. By implementing effective quality management, educational institutions can produce graduates who excel in both academic and non-academic fields and consistently meet community expectations (Akin et al., 2023 : 14).

Conventional Management

Conventional management is an approach that relies on the use of traditional methods that have proven effective in organizing and managing systems or organizations. In this approach, decision-making is generally centralized in the hands of those with the highest authority, such as managers or institutional leaders. Policies, planning, and the execution of activities are typically determined by those in top positions within a clearly structured, hierarchical organizational framework. This approach emphasizes order, stability, and systematic management, following established procedures and rules to ensure smooth operations (Suryanto, 2014:24).

In the field of education, conventional management refers to the implementation of long-established methods, particularly in teaching and administration. One common method applied is lecture-based teaching, where the teacher acts as the central source of information, while students remain passive recipients of the material. Lecture-based learning is considered efficient because it allows the delivery of large amounts of material in a short time. Additionally, conventional management in education also involves well-organized administrative management, with standard procedures for recording student data, scheduling, and managing resources such as educational facilities according to established rules.

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Evaluation in conventional management heavily relies on exams or tests to assess students' academic achievements. Exams are often the sole means of measuring student success in learning, and this approach tends to focus more on final results than on students' development throughout the learning process. Furthermore, oversight of educational activities is centrally conducted by authorities, such as school principals or education departments, to ensure that all activities are carried out according to the established procedures. This strict supervision aims to maintain discipline and compliance with applicable standards, although it often limits room for innovation or changes in teaching methods and educational management (Hotimah & Rohman, 2022: 197).

Conventional management brings various benefits, including orderliness and a clear structure within the organization, efficiency in resource usage, and the ability to maintain operational quality and stability. Additionally, this approach provides certainty in operational processes and facilitates coordination between departments within the organization. However, the success of implementing conventional management can be measured through several indicators, such as compliance with established procedures, process efficiency, the quality of output produced, operational stability, and employee satisfaction with the existing management. In practice, conventional management is often applied in various industrial and educational sectors, although challenges related to flexibility and innovation remain considerations in its management. Some key characteristics of conventional management include (Sutrisno & Indriani, 2018:45).

Curriculum in Basic Education (Elementary and Junior High School)

Education is a key factor that supports the progress of individuals and society. Education is not limited to one phase of life but is a lifelong process, meaning it plays a crucial role in shaping character, expanding knowledge, and developing skills. Continuous education is essential to prepare individuals for the challenges of an ever-evolving era. Therefore, the educational paradigm must continue to evolve and adapt to changes in the times, both in terms of approaches, methods, and educational management. The curriculum plays a central role in the educational system, serving as an instrument for transferring values and knowledge to learners. A good curriculum will create a supportive learning environment, making students feel comfortable and able to absorb the material taught by teachers with ease (Hotimah & Rohman, 2022 : 189).

The curriculum is an essential element in education, used as a learning strategy by teachers in the classroom. This curriculum encompasses various aspects, such as teaching materials, teaching methods, and evaluation systems used to measure learning success. The main goal of the curriculum is to encourage students to be motivated in their learning and develop independence in the educational process. With the right curriculum, students are expected to be active in the learning process, think critically, and take the initiative to continue learning outside of classroom activities. Curriculum design at the elementary school (SD), junior high school (SMP), and senior high school (SMA) levels is crucial for improving the quality of education. The curriculum design process involves steps that are carried out in an organized and systematic manner. Each stage in the curriculum development must be conducted carefully to ensure its smooth implementation at all educational levels. This process includes not only selecting relevant materials that meet the needs of students but also determining the competencies to be achieved and the effective teaching methods to be applied. Schools, as educational institutions, must follow the guidelines and curriculum designs established by the Ministry of Education and Culture (Kemendikbud). The curriculum created by Kemendikbud aims to standardize education across Indonesia at all educational levels. This curriculum guideline provides directions for schools in designing more detailed and structured lessons. By following the procedures and steps outlined in the curriculum design, educational institutions are expected to create a more effective learning process, improve the quality of education, and meet the demands of the ever-changing times (Maruf et al., 2022 : 93).

The difference in curriculum between SD (Elementary School) and SMP (Junior High School) includes various aspects such as goals, content structure, learning approaches, and evaluation. In SD, the curriculum emphasizes the development of basic knowledge and skills such as reading, writing, arithmetic, and character building. The approach used is holistic, where teaching is not only focused on academic aspects but also on the social and emotional aspects of students, aiming to build disciplined, responsible students with a strong curiosity. Learning in SD tends to be student-centered, using various enjoyable and interactive methods, such as educational games and activities that involve active student participation.

On the other hand, the curriculum in SMP focuses more on in-depth subject matter and the presentation of more specific and complex concepts. Students begin studying various specialized subjects such as Mathematics, Indonesian Language, English, Science, Social Studies, and others. Learning in SMP is more structured and formal, aiming to develop students' abilities to think critically and analytically. Evaluation in SMP places more emphasis on mastering the subject matter through exams, tests, and portfolio assessments, with a focus on students' ability to understand and apply deeper concepts. Overall, the main difference between the SD and SMP curricula lies in their learning focus: the SD curriculum prioritizes the formation of foundational character

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and basic skills, while the SMP curriculum aims to deepen knowledge and develop more complex and applicable skills. This difference reflects the developmental process of students moving from basic learning to more structured and specific learning.

Quality of Test Results

Quality education is the hope and demand of all educational stakeholders, including the government, society, and the learners themselves. All parties prefer to pursue knowledge in educational institutions that offer good quality. Therefore, every educational institution must be committed to continuously improving its quality to provide optimal educational services that meet the standards expected by society. As such, efforts to improve educational quality must be a primary priority in the management of educational institutions, so that they can produce a generation that is competent and ready to face the challenges of the future (Siahaan et al., 2023 : 3842).

The quality of exam results refers to the quality and level of accuracy of the outcomes achieved by learners after taking an exam or test. This quality not only measures how well learners answer questions but also reflects the extent to which the exam can represent the abilities, understanding, and skills that students should master according to the learning objectives set. The quality of exam results can be influenced by various factors, including the quality of the exam questions, alignment with the curriculum, the assessment methods used, and the accuracy in measuring the competencies intended to be assessed. Quality exam results should provide a clear picture of students' competency achievement levels and offer relevant information for improving the learning process. Therefore, improving the quality of exam results requires efforts to enhance all aspects involved in the exam process, from the preparation of questions to the execution and evaluation of the results.

Assessment in education is an important process to measure students' understanding after participating in learning. This process aims to collect data on students' learning outcomes, which can be carried out through several procedures, such as written tests, oral exams, or observations. Written tests are typically used to measure cognitive and affective aspects, while observation is more suitable for assessing psychomotor skills, which include the skills demonstrated by learners during the learning process (Baharun, 2016; Nasution, 2012:4). Assessment can be conducted during or after the learning process. During learning, active participation from students, such as asking questions or engaging in discussions, shows that they are beginning to think more critically about the material, and this can also be used to assess psychomotor skills. After the learning session, assessment of cognitive and affective abilities is generally carried out through written tests. The combination of cognitive, affective, and psychomotor assessments will provide a comprehensive picture of the quality of students' learning outcomes. The quality of students' learning outcomes reflects their level of ability in cognitive (knowledge), affective (attitudes), and psychomotor (skills) areas. This assessment is usually presented in numerical form, ranging from 0 to 100, which is then converted into letter grades, from E (lowest) to A (highest). Thus, the assessment results reflect the extent to which students have mastered the material taught by the teacher (Maimuna, 2020 : 131).

RESEARCH METHOD

This study uses a quantitative research method, and this study uses two independent variables and one dependent variable. The independent variables in this study are Quality Management and Conventional Management. While the dependent variable in this study is the Quality of Exam Results. In this study, the research population used was principals of primary schools and principals of secondary schools in Serang City and Serang Regency. The sample used in this study consisted of 16 elementary schools and 16 secondary schools. The study used data collection techniques and data instruments in the form of questionnaires to measure the subject under study. The instrument was first carried out validity and reliability tests and then conducted a pre-requisite test. Data analysis using bivariate data correlation techniques with the formula:

$$r_{YX} = \frac{n\sum XY - (\sum X\sum Y)}{\sqrt{\{(n\sum X^2) - (\sum X)^2\} \{(n\sum Y^2) - (\sum Y)^2\}}}$$
$$r_{YX} = \frac{\sum xy}{\sqrt{(\sum X^2)(\sum Y^2)}}$$

Keterangan

r_{YX}	: Correlation coefficient between item score and total score
$\sum xy$: The number of scores achieved by each respondent
$\sum y$: Total score achieved for the whole instrument items
$\sum x^2$: Sum of squares of X distribution scores
$\sum y^2$: Sum of squares of Y distribution scores
N	: Number of respondents

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RESEARCH OF RESULTS

To analyze the relationship between quality management, conventional management, and the quality of elementary and junior high school exam results in Serang City and Regency, data analysis was conducted using Pearson Product Moment Correlation analysis followed by hypothesis testing. Correlation analysis was conducted between two independent variables, namely Quality Management (X1) and Conventional Management (X2), and one dependent variable, namely the Quality of School Exam Results (Y).

Before obtaining research results with questionnaires distributed to respondents, data validity and reliability tests were conducted to obtain correct, reliable, and valid questionnaire data to measure variables X and Y, thus allowing for further valid data collection.

Validity testing is a measurement that describes the reliability or accuracy of an instrument. If $r_{count} > r_{table}$, the questionnaire is considered valid. After validating the X1 variable questionnaire consisting of 10 questions, and the X2 variable questionnaire consisting of 10 questions, the researcher determined that all questions were valid. According to Sugiyono (2012: 121) to measure the validity of the questionnaire given to respondents, the Product Moment correlation formula is used. Question items are declared valid if they have $r_{count} > r_{table}$ or $sig < 0.05$. The results of the validity test can be seen in Table 1

Table 1: Validity Test Results

Instrument	r hitung		r tabel	Information
X1	0.776	>	0,2973	Valid
X2	0.755	>	0,2973	Valid
X3	0.810	>	0,2973	Valid
X4	0.899	>	0,2973	Valid
X5	0.718	>	0,2973	Valid
X6	0.944	>	0,2973	Valid
X7	0.525	>	0,2973	Valid
X8	0.799	>	0,2973	Valid
X9	0.715	>	0,2973	Valid
X10	0.739	>	0,2973	Valid
X11	0.944	>	0,2973	Valid
X12	0.944	>	0,2973	Valid
X13	0.944	>	0,2973	Valid
X14	0.944	>	0,2973	Valid
X15	0.690	>	0,2973	Valid
X16	0.944	>	0,2973	Valid
X17	0.776	>	0,2973	Valid
X18	0.701	>	0,2973	Valid
X19	0.899	>	0,2973	Valid
X20	0.803	>	0,2973	Valid
X21	0.765	>	0,2973	Valid
X22	0.514	>	0,2973	Valid
X23	0.588	>	0,2973	Valid
X24	0.799	>	0,2973	Valid
X25	0.636	>	0,2973	Valid
X26	0.520	>	0,2973	Valid
X27	0.603	>	0,2973	Valid
X28	0.560	>	0,2973	Valid
X29	0.712	>	0,2973	Valid
X30	0.533	>	0,2973	Valid

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Based on Table 1, the value of r-count of all items is >0.2973 . Thus, it can be concluded that all items are declared valid and the questionnaire in this study can be used for further analysis, namely Pearson correlation. The technique used according to Ghozali (2011: 48) to measure internal consistency in this study is the Spearman Brown technique. The results of the reliability test can be shown in the following table:

Table 2: Reliability Test

Reliability Statistics			
Cronbach's Alpha	Part 1	Value	,952
		N of Items	15 ^a
	Part 2	Value	,837
		N of Items	15 ^b
Total N of Items			30
Correlation Between Forms			,888
Spearman-Brown Coefficient	Equal Length		,941
	Unequal Length		,941
Guttman Split-Half Coefficient			,893

a. a. The items are: X1, X2, X3, X4, X5, X6, X7, X8, X9, X10, X11, X12, X13, X14, X15.

b. The items are: X16, X17, X18, X19, X20, X21, X22, X23, X24, X25, X26, X27, X28, X29, X30.

In addition to verifying data reliability, reliability testing refers to the concept that a good instrument is reliable enough as a data collection tool (Sugiyono, 2011: 121) In the reliability test with the Cronbach's Alpha coefficient, which was carried out with the help of the SPSS application. Based on the calculation of the reliability test above, the author can conclude that the value of the Cronbach Alpha reliability coefficient for the quality management variable instrument is 0.952 and the conventional management variable is 0.837. Based on the reliability coefficient value, it can be said that all instruments in this study are reliable or consistent, so they can be used as research instruments, so it can be stated that all questions are valid and reliable.

The results of the study were obtained based on respondents' responses to various statements in the research questionnaire. The data had been subjected to prerequisite tests first.

Normality Test

Based on the research data, normality tests were obtained in Table 3 and Table 4.

Table 3: Results of SD Normality Test

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
X1	,150	16	,200*	,964	16	,742

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table 4: Results of Middle School Normality Test

One-Sample Kolmogorov-Smirnov Test			Unstandardized Residual
N			28
Normal Parameters ^{a,b}		Mean	.0000000
		Std. Deviation	2.24340718
Most Differences	Extreme	Absolute	.127
		Positive	.119
		Negative	-.127

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Test Statistic	.127
Asymp. Sig. (2-tailed)	.200 ^{c,d}
Monte Carlo Sig. (2-tailed)	.750 ^e
95% Confidence Interval	Lower Bound Upper Bound
	.590 .910

- Test distribution is Normal.
- Calculated from data.
- Lilliefors Significance Correction.
- This is a lower bound of the true significance.
- Based on 28 sampled tables with starting seed 2000000.

Based on the results of tables 3 and 4, it can be interpreted that the unstandardized value (residual value) Asymp. Sig (2-tailed) is 0.200, which means that both are greater than the significant value of 0.05, so it can be said that the research data is normally distributed.

Linearity Test

Based on the research data, the results of the linearity test are obtained in Table 5 and Table 6.

Table 5: Results of SD Linearity Test

ANOVA Table			Sum of Squares	df	Mean Square	F	Sig.
Quality Management * of Elementary School Exam Results	Between Groups	(Combined)	152,250	7	21,750	1,961	,183
		Linearity	19,264	1	19,264	1,736	,224
		Deviation from Linearity	132,986	6	22,164	1,998	,180
	Within Groups		88,750	8	11,094		
	Total		241,000	15			
Conventional Management* of Elementary School Exam Results	Between Groups	(Combined)	78,437	7	11,205	,726	,657
		Linearity	7,890	1	7,890	,511	,495
		Deviation from Linearity	70,547	6	11,758	,762	,620
	Within Groups		123,500	8	15,437		
	Total		201,937	15			

Based on Table 5, the researcher can conclude that the relationship between the quality management variable and the quality variable of elementary school exam results has a sig deviation from linearity of 0.180 > 0.05, so it can be interpreted that there is a linear relationship. Next, the relationship between the conventional management variable and the quality variable of elementary school exam results has a sig deviation from linearity of 0.620 > 0.05, so it can be interpreted that there is a linear relationship.

Table 6: Results of SMP Linearity Test

ANOVA Table			Sum of Squares	df	Mean Square	F	Sig.
Quality of Junior High	Between Groups	(Combined)	64.083	8	8.010	1.669	.171
		Linearity	13.602	1	13.602	2.835	.109

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School Exam Results* Management	Deviation from Linearity	50.481	7	7.212	1.503	.226
	Within Groups	91.167	19	4.798		
	Total	155.250	27			

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Quality of Test Results* Management Conventional	Between Groups	(Combined)	18.553	7	2.650	.388	.899
		Linearity	.691	1	.691	.101	.754
		Deviation from Linearity	17.862	6	2.977	.436	.846
	Within Groups		136.697	20	6.835		
	Total		155.250	27			

Based on Table 6, the researcher can conclude that the relationship between the quality management variable and the quality variable of junior high school exam results has a sig deviation from linearity of $0.226 > 0.05$, so it can be interpreted that there is a linear relationship. Next, the relationship between the conventional management variable and the quality variable of junior high school exam results has a sig deviation from linearity of $0.846 > 0.05$, so it can be interpreted that there is a linear relationship.

Homoscedasticity Test

Based on the research data, the results of the homoscedasticity test were obtained in Table 7.

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	11,958	6,290		1,901	,080
	X1	-,002	,216	-,006	-,007	,994
	X2	-,099	,222	-,383	-,446	,663

a. Dependent Variable: residu

variable (X1) is 0.994 and for the Conventional Management variable (X2) is 0.663. Both of these values are greater than the significance level of 0.05, so it can be concluded that the regression model does not experience heteroscedasticity problems. Thus, the residual variance in the regression model is constant across all levels of the independent variables, namely X1 and X2. These results indicate that the assumption of homoscedasticity is met, so that the regression model used is feasible for further analysis without the need for transformation.

1. The Relationship between Quality Management and the Quality of Elementary and Middle School Exam Results

The results of the correlation analysis of quality management with the quality of Elementary School Examination results are summarized in the following table

Table 8: Partial Correlation Test Results

Correlations				
SD		X1	X2	Y
Quality Management (X1)	Pearson	1	.955*	.637*
	Correlation		*	*
	Sig. (2-tailed)		.000	.008
N		16	16	16

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Conventional Management (X2)	Pearson Correlation	.955*	1	.670*
	Sig. (2-tailed)	.000		.005
	N	16	16	16

** . Correlation is significant at the 0.01 level (2-tailed).

Based on table 8, the output above can be concluded that the significance value of variable X1 which can be as large as 0.008 ($0.008 < 0.050$) means that quality management with the Quality of Elementary School Exam Results are correlated. The Pearson correlation value in this SPSS analysis is positive with a variable Rcount value of 0.637 ($0.637 > 0.497$), so it can be concluded that there is a relationship between Quality Management and the Quality of Exam Results.

The significance value of Variable X1 with Variable Y shows a value of 0.008. Where the decision making of the Significance Test is if the significance value is less than 0.050 ($0.008 < 0.050$) means that there is a significant correlation between Quality Management and the quality of exam results in Elementary Schools. So it can be concluded that in elementary schools in the city and district of Serang there is a significant relationship between quality management and exam results.

The results of the correlation analysis of quality management with the quality of the results of the Junior High School (SMP) Examination are summarized in the following table

Table 9: Partial Correlation Test Results

Correlations				
SMP		X1	X2	Y
Quality Management (X1)	Pearson Correlation	1	.694**	.296
	Sig. (2-tailed)		.000	.126
	N	28	28	28
Conventional Management (X2)	Pearson Correlation	.694**	1	.067
	Sig. (2-tailed)	.000		.736
	N	28	28	28
Quality of Test Results (Y)	Pearson Correlation	.296	.067	1
	Sig. (2-tailed)	.126	.736	
	N	28	28	28

** . Correlation is significant at the 0.01 level (2-tailed).

Based on the output table above, it can be concluded that the significance value is 0.126 ($0.126 > 0.050$) which means that quality management and the Quality of Exam Results are not correlated. The Pearson correlation value in this SPSS analysis is positive with a variable Rcount value of 0.296 ($0.296 < 0.3739$). So it can be concluded that there is no relationship between Quality Management and the Quality of Junior High School Exam Results.

The significance value of Variable X1 with Variable Y shows a value of 0.126. Where the decision making of the Significance Test is if the significance value is greater than 0.05 ($0.126 > 0.050$). So quality management with the quality of exam results in Junior High Schools. So it can be concluded that there is no significant correlation between Quality Management and the quality of exam results in Junior High Schools do not correlate significantly.

This is in accordance with Tanjung (2022: 31) which states that quality management in education focuses on creating a culture of quality, where all elements in the education system, including educators and facilities, are managed effectively to improve learning outcomes. Likewise, Haq (2023: 866) in his theory of Total Quality Management (TQM) emphasizes the importance of continuous improvement in organizational systems. In the context of education, this approach has implications for improving the quality of learning services that have a positive impact on student exam results.

2. Relationship between Conventional Management and Elementary and Middle School Exam Results

The results of the correlation analysis of conventional management with the quality of Elementary School (SD) Examination results are summarized in the following table

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Table 10: Partial Correlation Test Results

Correlations				
		X1	X2	Y
Quality Management (X1)	Pearson Correlation	1	.955**	.637**
	Sig. (2-tailed)		.000	.008
	N	16	16	16
Conventional Management (X2)	Pearson Correlation	.955**	1	.670**
	Sig. (2-tailed)	.000		.005
	N	16	16	16
Quality of Test Results (Y)	Pearson Correlation	.637**	.670**	1
	Sig. (2-tailed)	.008	.005	
	N	16	16	16

** . Correlation is significant at the 0.01 level (2-tailed).

Based on the output table above, it can be concluded that the significance value of variable X2 is 0.005 ($0.005 < 0.050$) which means that conventional management and the Quality of Elementary School Exam Results are correlated. The Pearson correlation value in this SPSS analysis is positive with a variable Rcount value of 0.670 ($0.637 > 0.497$), so it can be concluded that there is a relationship between Conventional Management and the Quality of Elementary School Exam Results.

The significance value of Variable X2 with Variable Y shows a value of ($0.005 < 0.050$) meaning there is a significant correlation. So it can be concluded that there is a significant correlation between conventional management and the quality of exam results in Elementary Schools.

Wijaya & Rifai's (2016: 19) theory of management principles, such as planning, organizing, controlling, and supervising, explains how systematic traditional management can affect the efficiency and effectiveness of an organization. In Elementary Schools, the application of these principles is more structured and has a direct impact on student learning outcomes.

The results of the correlation analysis of conventional management with the quality of the results of the Junior High School (SMP) Examination are summarized in Table 11.

Table 11: Partial Correlation Test Results

Correlations				
		TOTAL_X1	TOTAL_X2	TOTAL_Y
Quality Management (X1)	Pearson Correlation	1	.694**	.296
	Sig. (2-tailed)		.000	.126
	N	28	28	28
Manajemen Konvensional (X2)	Pearson Correlation	.694**	1	.067
	Sig. (2-tailed)	.000		.736
	N	28	28	28
Quality of Test Results (Y)	Pearson Correlation	.296	.067	1
	Sig. (2-tailed)	.126	.736	
	N	28	28	28

** . Correlation is significant at the 0.01 level (2-tailed).

Based on the output table above, it can be concluded that the significance value of variable X can be as large as 0.736 ($0.736 > 0.050$) which means that conventional management with the Quality of Junior High School Exam Results are not correlated. The Pearson correlation value in this SPSS analysis is positive with a variable Rcount value of 0.067 ($0.067 < 0.3739$). So it can be concluded that there is no relationship between Conventional Management and the Quality of Junior High School Exam Results.

The significance value of Variable X2 with Variable Y shows a value of ($0.73 > 0.050$) which means it is not significant. So it can be concluded that there is no significant correlation between conventional management and the quality of exam results in Junior High Schools. In other words, the implementation of conventional management does not directly affect exam results at the

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Junior High School level. At the Junior High School level, the complexity of the higher education system and variations in the level of awareness of quality among teachers or students may cause the effectiveness of quality management not to be seen directly in exam results.

3. The Relationship between Quality Management and Conventional Management with the Quality of Examination Results

Multiple or simultaneous correlation test aims to determine the level of closeness of the relationship between quality management and conventional management together with the quality of elementary/junior high school exam results. Data were analyzed with the help of the SPSS version 26 program, the results of the multiple correlation test were obtained as follows:

Table 12: Results of Simultaneous Correlation Test on Elementary School

Model Summary										
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					
					R Square Change	F Change	df1	df2	Sig. Change	F
1	.670 ^a	.449	.364	3.432	.449	5.293	2	13	.021	

a. Predictors: (Constant), Manajemen Konvensional, Manajemen Mutu

Based on the output in Table 12, the significance value of F Change is obtained $5,293 > 3,226$ ($F_{\text{calcuat}} > F_{\text{table}}$). This means that there is a relationship between quality management and conventional management simultaneously with the quality of elementary school exam results, and the R value of 0.670 or 67.0% refers to the strong correlation coefficient interpretation guidelines.

The significance value is 0.189. The significance value of the study is greater than 0.05 that is not related to each other, and has a simultaneous correlation of 0.353, so it can be interpreted that quality management and conventional management together with the quality of elementary school exam results have significant results and have a fairly low relationship.

This value shows a significant and strong relationship between the combination of Quality Management (X1) and Conventional Management (X2) on the quality of Elementary School exam results. Thus, the implementation of both types of management simultaneously provides a significant positive contribution to the quality of education.

Table 13: Results of Simultaneous Correlation Test in Middle School

Model Summary ^b										
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					
					R Square Change	F Change	df1	df2	Sig. Change	F
1	.353 ^a	.125	.055	2.33142	.125	1.781	2	25	.189	

a. Predictors: (Constant), TOT4L_X2, TOTAL_X1

b. Dependent Variable: TOTAL_Y

Based on the output of Table 13, the significance value of F Change $1.781 < 3.226$ was obtained, which means that there is no relationship between quality management and conventional management simultaneously with the quality of junior high school exam results, and the R value of 0.353 or 35.5% refers to the weak correlation coefficient interpretation guidelines, so it can be interpreted that quality management and conventional management simultaneously with the quality of junior high school exam results do not have significant results and have a fairly weak relationship.

The effectiveness of educational management is greatly influenced by the contextualization of strategies to the unique needs of each level of education. At the junior high school level, the focus of management strategies is more on non-academic aspects, such as student character development or readiness to face the next level, so that its impact on exam results is not significantly visible.

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CONCLUSION

1. Relationship between Quality Management and Quality of Examination Results:

- a. Elementary School (SD): the correlation test results have a significance value of 0.008, which means that there is a significant correlation between Quality Management (X1) and the quality of Elementary School exam results (Y). Quality management has a significant relationship with the quality of exam results. Improvements in quality management, such as effective management of teaching staff and facilities, have been shown to improve student exam results at the elementary school level.
- b. Junior High School (SMP): the correlation test results have a significance value of 0.126, which means that there is no significant correlation between quality management (X1) and the quality of junior high school exam results (Y). No significant relationship was found between quality management and the quality of exam results. The complexity of the education system and the variation in the level of awareness of quality at this level may be factors that influence the direct ineffectiveness of quality management on exam results.

2. Relationship between Conventional Management and the Quality of Exam Results:

- a. Elementary School (SD): the correlation test results have a significance value of 0.005, indicating that there is a significant relationship between Conventional Management (X2) and the Quality of Elementary School Exam Results (Y). Conventional management, which includes planning, organizing, controlling, and supervising, has a significant relationship with the quality of exam results. Structured traditional management principles have been shown to have a direct impact on student success at the elementary school level.
- b. Junior High School (SMP): the correlation test results have a significance value of 0.736. Indicating that there is no significant relationship between conventional management and the quality of exam results. The higher complexity at this level may make conventional approaches less effective in influencing results

3. The Relationship between Simultaneous Quality Management and Conventional Management with the Quality of Examination Results:

- a. Elementary School (SD): The results of the simultaneous test showed a significance value of 0.021 with a correlation of 0.670. This value indicates a significant and fairly strong relationship between the combination of Quality Management (X1) and Conventional Management (X2) on the quality of Elementary School exam results. The combination of quality management and conventional management shows a significant and fairly strong relationship on the quality of exam results. The synergy between these two approaches has a real positive impact on the quality of education at the elementary school level.
- b. Junior High School (SMP): A correlation of 0.353 indicates that the relationship is very weak. No significant relationship was found between the combination of the two management approaches and the quality of exam results. The weak correlation indicates that management strategies at the junior high school level may require a more contextual and specific approach to student needs.

This study shows that the effectiveness of educational management is highly dependent on the level of education studied. In Elementary Schools, both quality management and conventional management make significant contributions to the quality of exam results. However, in Junior High Schools, the direct impact of these approaches is less visible, indicating the need for more complex and integrated strategies to address educational needs at this level. The implications of this study are:

1. For Elementary Schools:

- a. Need to focus on implementing quality management and conventional management simultaneously to improve learning outcomes.
- b. Continuous improvement efforts in resource and facility management are essential to maintain educational quality.

2. For Junior High Schools:

- a. Management strategies need to be adjusted to the complexity of the education system at this level, including paying more attention to student character development and their readiness for the next level of education.
- b. Innovative approaches that involve all stakeholders, including teachers and students, may be more effective in improving overall quality.

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