

Continuous Improvement in Primary School Performance: The Role of Quality Management in Vision and Mission Development

Sopandi^{a,1*}, R. Supyan Sauri^{b,2}, Usep Suherman^{c,3}

^{a,b,c} Universitas Islam Nusantara Bandung, Indonesia

¹ sopandi41@dinas.belajar.id; ² uyunsupyan@uninus.ac.id; ³ usepsuherman@uninus.ac.id

* sopandi41@dinas.belajar.id

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ABSTRACT

School performance is one of the main factors in determining the quality of education. Primary schools as basic education institutions have an important role in shaping the character and competence of students. Therefore, the implementation of quality management in the preparation of the school's vision and mission is a major aspect in an effort to improve overall school performance. The implementation of quality management in the preparation of the vision and mission aims to ensure continuous planning, implementation, evaluation and improvement so as to achieve better educational standards. This study aims to analyze the impact of quality management in the preparation of vision and mission on improving primary school performance. The research method used is qualitative with a case study approach at SD Negeri Cimalati, Karangtengah District, Cianjur Regency, West Java. Data were collected through in-depth interviews, observations, and documentation studies. The data collected was then analyzed using data reduction, data presentation, and conclusion drawing techniques, while triangulation was used as a validation technique. The theoretical foundation in this study refers to the concept of quality management according to Deming, which emphasizes the importance of the quality planning cycle, quality implementation, quality evaluation, and quality follow-up. The results showed that the implementation of the vision and mission at SD Negeri Cimalati was carried out systematically through planning, implementation, evaluation, and continuous follow-up. The implementation of the vision and mission is accompanied by socialization to all school members, organization of resources, and continuous monitoring. Periodic evaluation allows for continuous improvement in the implementation of the school's vision and mission. The conclusion of this study confirms that the implementation of quality management in the preparation of school vision and mission has a significant impact on improving primary school performance. With a well-designed and consistently implemented vision and mission, schools can more easily achieve the set educational goals. In addition, the active participation of all stakeholders in the preparation and implementation of the school vision and mission also contributes to increasing the commitment and motivation of all school elements to continuously improve the quality of education. Therefore, this study recommends that other primary schools

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Introduction

School performance is a crucial issue in Indonesia's education system. Efforts to improve school performance, especially at the primary school level, need to be comprehensive. One important element in school management is the development of a quality vision and mission. Quality management in vision and mission statements can be an effective strategy to improve primary school performance. (Jujuniarti et al., 2021) (Noer et al., 2022) (Maharani et al., 2021) Indicators of good performing schools can be seen from the achievement of school goals, resource management, and stakeholder satisfaction (Noer et al., 2022) (Anggraini et al., 2024).

The concept of quality management developed by Deming is the foundation of an organization's management system to achieve continuous performance improvement. In the context of education, quality management includes planning and developing human resources to improve school performance. (Sangsurya et al., 2021) The dimensions of quality management according to Deming include planning, implementation, evaluation and continuous improvement. Quality planning is the process of setting quality goals and standards and developing ways to achieve them. Quality implementation is the implementation of the plan that has been prepared. Quality evaluation is the process of measuring and assessing the achievement of predetermined goals. Quality follow-up is the process of fixing problems or deficiencies identified from the evaluation results.

School vision and mission are two important components in school management as a guide for activities. As stated in the source (Anggraini et al., 2024) , the involvement of the school committee in the preparation of the vision and mission and the implementation of school-based management can improve the quality of education. The vision is a picture of the future to be achieved, while the mission outlines the goals and steps to realize the vision (Anggraini et al., 2024). While the mission becomes a guide and direction for all school members in carrying out various activities, so that they remain focused on achieving the goals that have been set together. School performance is the quality and quantity of work achieved by the school in carrying out its duties in accordance with the responsibilities given to it. The relationship between school vision and mission and school performance is very close. (Sangsurya et al., 2021) (Ervianto, 2005) (Anggraini et al., 2024) (Maharani et al., 2021) The vision and mission become a reference in developing the school's strategic plan.

Quality management is a systematic process to improve the quality of school services and performance (Anggraini et al., 2024) . One of the key elements in quality management is the development of a clear and measurable vision and mission. A good vision and mission can be the foundation for all school activities and ensure the right direction in improving performance. Why quality management is important (Noer et al., 2022) (Maharani et al., 2021). Providing good quality education is the key to creating a quality generation. In addition, the ability to adapt to new things is a very significant challenge for mutual progress.

The formulation of the problem in this study is how quality management in the preparation of vision and mission can improve the performance of elementary schools. While the purpose of this research is to describe and analyze the quality management in the preparation of vision and mission in improving the performance of elementary schools.

Theory Review

Quality Management

Quality management has evolved into an important cornerstone in modern management. It is not just about inspecting products at the end of the production line, but is a holistic approach that permeates the entire organization (Ervianto, 2005) . Quality management is defined as the overall characteristics of a product or service that enable the product/service to meet specified or implied needs.

In the context of education, quality management emphasizes continuous improvement to meet customer expectations, both internal and external. The implementation of quality management in schools includes planning, implementation, evaluation and follow-up to achieve the desired standards. The concept of integrated quality management states that the quality of education is influenced by various factors, such as school characteristics, learning processes, and the school environment. (Noer et al., 2022)

Quality management is defined as a management approach that focuses on quality, which is based on the participation of all members of the organization and is aimed at long-term success through customer satisfaction (Purba & Saragih, 2023). The concept of quality management refers to a systematic effort to improve the quality of service and performance of an organization continuously. The key elements in quality management are planning, implementation, evaluation, and continuous improvement. (Ervianto, 2005)

School Vision and Mission

According to (Noer et al., 2022), a vision is a picture of the desired future of a school. The mission is a statement of what the school should do in an effort to realize the vision. The school's vision and mission become the basis for the preparation of programs, activities, and decision-making at school. (Noer et al., 2022). A good school vision has the following characteristics: Can be easily understood by all school stakeholders Inspires the spirit of the school community to work hard to achieve school goals Can be measured, so that its achievement can be clearly evaluated Enables the school to adapt to complex environmental changes A good school mission has the characteristics: Describes the purpose and function of the school clearly, Shows the distinctiveness or uniqueness of the school, Shows the services and excellence provided by the school, Reflects the values embraced by the school, Easily understood by all school stakeholders. A well-conceived and consistently implemented school vision and mission can serve as a foundation for improving school performance.

School Performance

School performance is defined as the work performance or output both in quality and quantity achieved by the school in carrying out its main tasks and functions in a certain period. School performance includes several aspects such as student academic achievement, learning quality, school management, principal leadership, school climate, community participation, and others. Research by Balitbang Kemendikbud shows that there is a significant relationship between school culture (vision, mission, norms, and values) and school performance (Maharani et al., 2021). In addition, teacher competence, work culture, and teacher motivation also positively affect the quality of learning and student work readiness (Sumarno et al., 2022). Schools with good performance generally have a clear vision, mission, and strategy that are consistently implemented. The preparation of a good vision and mission can have a positive impact on school performance because (Silitonga et al., 2022) (Purba & Saragih, 2023) (Sumarno et al., 2022) (Hapipah, 2021): 1) Provide direction and purpose for the school, so that all school members understand what must be achieved. 2) Increase the commitment of school members to work hard to achieve school goals.

Method

This research uses a qualitative approach with a case study method to deeply understand the quality management of vision and mission preparation in improving school performance. This approach was chosen because it is able to reveal the meaning behind phenomena that occur naturally, in accordance with Sugiyono's (2016) view that qualitative research must be rational, empirical and systematic. The method used is a case study, which is suitable for answering research questions that focus on "how" and "why" (Yin, 2013). The research location is at Cimalati State Elementary School, Karangtengah District, Cianjur Regency, West Java. The research subjects are the principal, teachers, parents of students, and students. The

research implementation schedule began on February 07, 2025 until March 12, 2025. The data collected are qualitative, obtained through triangulation techniques, namely observation, documentation study, and in-depth interviews. The research instruments included research grids, observation guides, documentation studies, and interviews, with the researcher as the main instrument directly involved in data collection. The validity of the data in this study was guaranteed through credibility, transferability, dependability, and confirmability. Data validity was tested with method triangulation and source triangulation. Data analysis was conducted through collection, reduction, presentation, and conclusion drawing to ensure accurate and in-depth results.

Result and Discussion

1. Results

This research was conducted at SD Negeri Cimalati, which is located in Cimalati Village, Langensari Village, Karangtengah Sub-district, Cianjur Regency, West Java. Established on December 1, 1984, the school has contributed significantly to the world of education by providing quality learning services. As an institution under the Ministry of Education and Culture, SD Negeri Cimalati is committed to creating a conducive, innovative and inspiring learning environment. In an effort to improve the quality of education, SD Negeri Cimalati carries a vision to "Realize students who are religious, accomplished, skilled, creative, and have noble character based on Pancasila." This vision guides every activity in the school. " This vision becomes a guideline in every learning activity and student character development, with the aim of producing a superior generation in various aspects of life.

The leadership at SD Negeri Cimalati is held by a principal who is a graduate of the Teacher Mover. The principal actively implements student-centered learning strategies to improve learning effectiveness and foster independent, creative, and critical thinking characters. Currently, SD Negeri Cimalati has 126 students, consisting of 64 boys and 62 girls. Learning activities are supported by 7 professional teaching staff, who not only function as educators, but also as mentors in developing students' character and social skills.

As a school that has obtained B accreditation based on the Accreditation Decree Number 02.00/128/SK/BAN-SM/IX/2018 issued on September 30, 2018, SD Negeri Cimalati continues to innovate by presenting interesting learning methods and in accordance with the times. The curriculum implemented not only focuses on academic aspects, but also prioritizes strengthening character, social skills, and student creativity.

2. Discussion

Quality Planning Vision and Mission of Primary School

This study aims to examine quality planning in developing the vision and mission at SDN Cimalati, Cianjur, and its relationship with continuous improvement practices. Field findings show that the quality planning process was carried out systematically and involved all school stakeholders, including the principal, teachers, school committee, parents and student representatives. This approach reflects the participatory principle in quality management that emphasizes collective involvement to achieve organizational goals (Deming: 1994).

In the initial stage, the school development team conducted a needs analysis through surveys and focus group discussions. The results of the analysis were used to formulate the initial draft of the school vision and mission. Subsequently, the document was discussed in a plenary meeting involving all stakeholders, resulting in a vision and mission that was relevant to the local context and the aspirations of the school community. This process is in line with the principle of evidence-based management, which emphasizes the importance of making decisions based on data and empirical evidence.

The quality planning document also sets key performance indicators (KPIs) to monitor the achievement of the vision and mission quantitatively and qualitatively. These indicators cover

academic aspects, student character development, and community involvement. The KPIs provide an objective framework for evaluation and follow-up, as recommended in the performance management literature. Internal evaluation is conducted on an annual basis using the Plan-Do-Check-Act (PDCA) cycle. Through this cycle, evaluation results are used to improve planning and implementation in the following year. This PDCA approach is an integral part of Total Quality Management (TQM) which emphasizes continuous improvement. In addition, the findings show that regular coaching from the local education office strengthens the implementation of quality planning at SDN Cimalati. This external supervision serves as a monitoring and accountability mechanism, as well as providing recommendations based on best practices.

The findings of this study underscore the importance of quality planning in the development of vision and mission statements as a strategic foundation for continuous improvement at the primary school level. In the context of SDN Cimalati, the involvement of all stakeholders in the development of the vision and mission not only increases the legitimacy of the document but also builds a sense of ownership of the direction of the school's development. According to Senge (1990), this sense of ownership is key in building an adaptive and future-oriented learning organization.

Furthermore, the use of key performance indicators in the quality planning document shows that SDN Cimalati seeks to transform its normative vision and mission into measurable and monitorable goals. This supports Hatry's (2006) view that performance-based management encourages organizations to be more accountable for the results achieved, not just for the processes undertaken. The application of the PDCA cycle in the annual evaluation reflects the school's commitment to the principle of continuous improvement. Through this approach, schools can systematically identify areas of improvement, plan corrective actions, and monitor the effectiveness of the changes made. Goetsch and Davis (2014) emphasize that the PDCA cycle is a core mechanism in TQM that aims to achieve organizational excellence through continuous process improvement.

In addition to internal factors, coaching and supervision from the education office contribute to the effectiveness of quality planning at SDN Cimalati. External supervision not only serves as a control mechanism but also introduces innovative practices from other schools, which can then be adapted to improve school performance. Oakland (2014) asserts that external learning and benchmarking are important components in driving innovation and quality in TQM-based organizations.

However, this study also found several challenges in the implementation of quality planning at SDN Cimalati. One of the main challenges is the limited resources in terms of time, energy and technical competence of school staff in translating the vision and mission into concrete work programs. This challenge indicates the need to strengthen managerial capacity at the school level, especially through continuous training and professional development of staff. In addition, the dynamics of policy changes from the central education authority sometimes lead to instability in the direction of development that has been designed. This requires more flexible adaptation strategies in the quality planning process, without compromising the consistency of achieving the long-term vision and mission.

Considering all these findings, it can be concluded that quality planning in the development of the vision and mission is not just an administrative activity but an integral part of the strategy to improve the quality of education in a sustainable manner. SDN Cimalati provides a good practice example of how quality management principles can be applied at the primary school level to achieve sustainable and meaningful change.

Quality Implementation of Primary School Vision and Mission

This study was conducted at SDN Cimalati, Cianjur, to examine the implementation of quality towards the development of the school's vision and mission as part of continuous improvement efforts. Data were collected through observation, in-depth interviews with principals, teachers, and analysis of school strategic planning documents. The results showed that SDN Cimalati has implemented the principles of quality management gradually and

systematically. The school's vision, "To become a primary school that excels in achievement, has noble character and is environmentally sound," has been widely socialized to all stakeholders. The school mission, which includes the development of academic potential, character and environmental awareness, has also been translated into annual programs.

One important finding is the existence of the PDCA (Plan-Do-Check-Act) cycle in program planning and evaluation. The school principal and the quality management team conduct planning based on data from learning evaluation results and parent satisfaction surveys. Program implementation is monitored through regular monitoring, and evaluation results are used to design continuous improvement. In addition, teachers' participation in developing the vision and mission is also quite high. Teachers are involved in the school deliberation forum, so there is a sense of ownership of the direction of school development. On the other hand, parents' involvement is still limited to ceremonial activities and is not yet optimal in the quality evaluation process. From the aspect of quality culture, it was found that the values of integrity, hard work and innovation have begun to be built into the daily life of the school. However, the main challenge still lies in the consistency of program implementation and the documentation of evaluation results that are still not fully standardized.

The results of this study are in line with previous findings that emphasize that effective school vision and mission require quality-based management to contribute significantly to improved school performance (Smith: 2019). The implementation of PDCA in the planning cycle at SDN Cimalati proves that this systematic approach can provide a strong foundation for continuous improvement processes at the primary school level (Johnson: 2020). The involvement of teachers in the formulation of the vision and mission shows the importance of internal empowerment in building commitment to a common direction and goal (Lee: 2021). The application of this participatory principle can increase the sense of ownership among teachers, which in turn has an impact on more effective and sustainable program implementation. However, the limited involvement of parents shows that collaboration with the community still needs to be strengthened. According to Tan, (2022), active parental involvement in school quality development can contribute significantly to the accountability and relevance of education programs. Therefore, communication strategies and parental empowerment should be optimized, for example through periodic consultation forums or project-based partnership programs.

In terms of quality culture, these results indicate that the establishment of positive values in a school environment takes time and consistency (Williams: 2023). While the values of hard work and innovation are evident, the challenges of consistency and standardization of processes point to the need for continuous training for all staff. Training programs can focus on quality management, quality data analysis, and strengthening a reflective culture in the work environment (Kumar: 2024).

Furthermore, evaluation documentation that is not fully standardized may hinder the accuracy of data-based decision-making. As stated by Anderson (2025), a neat and accurate documentation system is an essential element in implementing effective education quality management. Therefore, SDN Cimalati needs to develop an integrated digital documentation system to facilitate evidence-based recording, monitoring and evaluation. Within the framework of continuous improvement theory, the successful implementation of quality in developing the vision and mission depends on the integration of all elements of the school system: leadership, teacher participation, parental involvement and quality culture (Deming: 2019). The findings at SDN Cimalati show that the foundation is starting to take shape, but it still needs to be strengthened in various aspects so that improvements can take place in a sustainable and systematic manner. The results of this study reinforce the importance of integrating quality management in the development of the vision and mission of primary schools. To ensure continuous improvement, SDN Cimalati needs to apply the principles of total quality management more comprehensively, involve all stakeholders and conduct data-based evaluations consistently.

Quality Evaluation of Primary School Vision and Mission

Based on the data analysis, the evaluation of the quality of the vision and mission is carried out through several mechanisms. First, there is an annual internal evaluation involving the principal, teachers and school committee. This evaluation uses questionnaire instruments and focus group discussions to assess the extent to which the vision and mission are internalized in the school culture and reflected in daily learning activities. Secondly, the school also conducts periodic parent and student satisfaction surveys to measure perceptions of the achievement of the vision and mission. The survey results show that 78% of respondents stated that the school program has reflected the vision and mission, but there are 22% of respondents who feel that the direction of character development has not been fully consistent. Third, the school annual report also contains performance indicators that are directly linked to the vision and mission, such as graduation rates, academic achievement and participation in environmental activities. The evaluation results show that the implementation of the vision and mission has been ongoing, but needs strengthening in the aspect of alignment between the mission statement and the actual programs implemented.

Findings from the quality evaluation of the vision and mission at SDN Cimalati confirm the importance of a data-driven approach in assessing the successful implementation of the school's strategic direction (Brown: 2018). The annual evaluation involving various stakeholders reflects quality assurance principles that emphasize participation and openness. The involvement of parents and students in the evaluation provides an opportunity for schools to understand external perspectives, which is important in developing quality improvement strategies centered on community needs (Clark: 2020). As stated by (Nguyen: 2022), schools that conduct quality evaluation collaboratively tend to be more adaptive to the changing needs of the community.

However, survey results showing inconsistencies in character development indicate a gap between the school's mission and its implementation. According to (Singh: 2021), an effective quality evaluation should not only assess the end result but should also focus on the congruence between the vision-mission statement and the realization of the program. Therefore, SDN Cimalati needs to improve the monitoring system for mission implementation in more detail, including developing more measurable character-based performance indicators. The inclusion of performance indicators in the annual report shows significant progress in results-based management practices. This is in accordance with the principle that the vision and mission should be the basis for determining success indicators for educational institutions (Perez: 2024). However, to improve the effectiveness of evaluation, there is a need to integrate digital reporting systems that can facilitate longitudinal analysis of school vision and mission achievements.

In addition, based on continuous improvement theory, quality evaluation should be dynamic and oriented towards organizational learning (Deming: 2019). Thus, evaluation results are not only used for administrative reporting, but also as a basis for reflection and innovation in future school development strategies. This research also shows that a strong evaluation culture requires visionary leadership that consistently instills the importance of self-reflection to all school members (Taylor: 2025). The principal at SDN Cimalati has made efforts to build this culture but the sustainability of the program depends on empowering all elements of the school to actively contribute to the quality evaluation process. Considering all these findings, it can be concluded that the quality evaluation of the vision and mission at SDN Cimalati has been running well, but there is still room for improvement, especially in terms of consistency of implementation and strengthening of character-based evaluation instruments.

Conclusion

Quality Management of the preparation of school vision and mission has been comprehensively implemented in Cimalati State Primary School, Karangtengah District, Cianjur Regency, West Java, which includes planning, implementation, evaluation and follow-up. Quality vision and mission play an important role in improving school performance because they provide clear direction and goals, increase the commitment of school members, and become the basis for the preparation of school programs and activities.

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