Management Program Implementation Of Performance Monitoring and Control Systems and Benefits as Quality Control and Teacher Competence in Banyuwangi District

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Abstract: Teachers who get certification are entitled to a professional allowance. The government hopes that with this allowance, teachers can improve their welfare and performance. But unexpectedly, after receiving the professional allowance, teachers are not compensated with good quality and competence. Related to this, the Banyuwangi Regency government made improvements through the Education Office Branch. A Management System for Monitoring and Control of Performance and Allowances (SRITANJUNG) management program was launched to control teacher quality and competency. This study aims to build an implementation model for the Sritanjung Program as a quality control and appropriate teacher competency. Factors that support or inhibit will be sought and try to find a solution. This study uses a descriptive qualitative method by collecting data in the field through interviews and questionnaires to all parties involved. The results showed that 1) the implementation of the program as a quality control and teacher competence in the process there are problems with legality, attitude and character of supervisors and principals, target targets/teachers, and tools. While the supporting factors for program implementation as control are: (a) the existence of implementer intentions and agreements, (b) the existence of a legal umbrella, (c) application support, and (d) the availability of implementor resources that are ready. While the inhibiting factors are (a) policy; assignment legality for school supervisors and principals, (b) tools; teacher's computer equipment, frequent errors, incomplete features, and internet signal, (c) systems and processes; lack of clear information about the program, and (d) from human resources; not all teachers are familiar with applications, honesty of information from teachers, weak mastery of information technology and computers, allocation of allowances and busyness of teachers. Meanwhile, the program implementation model for quality control and teacher competence that has been built and is appropriate is the Co-Han Model, which is presumably the initial solution. The Co-Han model is a combination of the old program implementation model and some elements of the COCO control model. This new model involves elements of attitude and characteristics of implementers and targets. Involving the elements of attitude and character in the form of goals, commitment, and abilities is considered very important. With a good attitude and character, it is hoped that the program can be implemented properly too, so that the goals will be easily achieved. The combination of management as a system, as well as commitment and ability as a character will greatly influence program objectives. This is considered a very effective, necessary and new combination in a program implementation as control.

Keywords: control, program implementation, quality and competence, model

INTRODUCTION

Teachers are moral and intellectual forming actors in schools and are fully responsible for reflective pedagogy, through the teacher's role authentic personal relationships for instilling values for students take place (Paul Suparno, et al, 2002). Related to this, teachers are the spearhead of success in education, and are required to have the required competencies. According to Brock & Stoner, competence is a qualitative description of the behavior of teachers or educational staff which seems

very meaningful (in Mulyasa, 2013). This confirms that teachers who have competence can be called good quality. In practice, to get good quality, it is necessary to carry out an integrated check to obtain or maintain it so that it can run according to existing plans and standards.

Quality control and competence in teachers are always related to the enforcement of work discipline, so that the overall process can be realized as expected. Quality control for teachers is an activity carried out to monitor activities and ensure current teacher's performance (Bakhtiar and Famelia , 2017). Control and supervision are also carried out to ensure that all activities go according to plan. If deviations occur, they can be corrected, so that what is expected can be achieved (Sofyan Assauri in Hayu Kartika, 2013). Research on quality control has also been carried out by Chinyere Agatha (2015), Devesh & Nageswara Rao (2017), Sukmon (2018).

The government's efforts to improve the quality of teachers are carried out through the provision of certificates in an effort to improve the quality and also the welfare of teachers. It is also stated in Article 1 paragraph (12) that an educator's certificate is formal evidence as recognition given to teachers as professionals (Law No.14 of 2005). Certification as an effort to improve the quality and welfare of teachers is aimed at improving the quality of learning in education in Indonesia in a sustainable manner (Kusnandar, 2011).

Certification should ideally have a positive impact on performance, because being certified means you are entitled to professional allowances. The existence of these allowances is expected to improve teacher welfare, but unexpectedly, it also creates new problems. The problem is that after receiving professional allowances, teachers are not compensated with good quality and competence. This fact occurs in Banyuwangi Regency, where there are still many teachers with increased welfare but not supported by improved quality and better competence, especially in terms of moral responsibility in fostering future generations.

Related to this, the Banyuwangi Regency government feels the need to make a number of improvements, namely creating a balance between teacher welfare and improving quality and competence. Currently, the Banyuwangi Regency Education Office has made efforts to improve the quality and competence of both certified and non-certified ASN teachers. A Management System for Monitoring and Control of Performance and Allowances (SRITANJUNG) management program was launched as quality and competency control for the planned organization.

In the implementation of the Sritanjung Program, all processes of routine teacher activities in carrying out obligations and assignments must be reported to the Principal for supervision and control according to the active education calendar range. Next, the Head of School reports the results of the teacher's performance to the supervisor from the Office to carry out a feasibility assessment of the recipient of the professional allowance which is decided by the Branch Head of the Education Office. In short, statistics on the increase in educational qualifications and teacher competence will be analyzed and made into a report to the higher education office unit.

Initial control over the implementation of the Sritanjung Program in the field was running on a standard basis, but several obstacles came from the Supervisor, Principal and the target (teacher) regarding literal understanding had not all been met. Control in the form of emphasis made on targets requires a high awareness of themselves. Several components as basic principles must be adopted and understood by them, namely; objectives, commitments, and capabilities, which are currently not visible in practice. Coordination between all executors and targets involved in technical control has been carried out, but is considered to be less intensive. By understanding and implementing all of these components in the field and supported by the Sritanjung Program, it is hoped that quality control and teacher competence will be in accordance with the wishes of the Banyuwangi Regency Education Office Branch.

This research seeks to build an implementation model for the Sritanjung Program as a quality control and appropriate teacher competency. Related factors that support or hinder will be sought and try to find a solution. It is hoped that after the construction of the Sritanjung Program implementation model as the new controller, the Banyuwangi Regency Education Office Branch can improve the quality and competence of State High School Teachers with ASN status and certification. It is presumed that the high quality and competence of teachers will be more successful in nurturing the younger generation of schools that will come to be superior in Banyuwangi Regency.

METHODOLOGY

The approach used in this research is descriptive and qualitative. The use of this approach is intended to understand phenomena, about what is experienced and felt by researchers holistically described in the form of words and language in a context, especially natural ones, by utilizing various natural methods (Moleong, 2017). Furthermore, according to Moleong, the description aims to collect detailed current information that describes existing symptoms, identifies problems or examines conditions and practices that apply systematically. In descriptive research aimed at describing or describing existing phenomena, both natural phenomena and human engineering.

Data collection was carried out in natural conditions (natural setting). Data collection and processing techniques in this study were mostly carried out by means of observation, interviews, and documentation. While the data analysis technique is done by sorting, coding, and categorizing, the findings are obtained based on the focus/problem to be answered. Data analysis involves open data collection, based on general questions and analysis of information from participants (Rahardjo, 2014). Furthermore, in the data analysis process, it is also carried out interactively and continues continuously until it is complete and the data is saturated. Qualitative data analysis can obtain regularity and systematic system (Sugiyono, 2017). After all the data has been collected, the final analysis process is data reduction, presenting, and verifying or drawing conclusions.

Conclusions are drawn by drawing findings based on research variables in the problems found during the research, both during data collection and data presentation. Furthermore, researchers will check the results found with the evidence obtained from both primary and secondary data. So the conclusions obtained are really the answers to the problems in this study. If the conclusions are inadequate, it is necessary to re-test by looking for some more data in the field, trying to be interpreted with a more focused focus.

RESULTS AND DISCUSSION

In order to produce qualified and responsible teachers as mandated by law. The Government of Banyuwangi Regency, through the Education Office Branch, exercises control by implementing the Sri Tanjung Management Program. Implementation and application as a form of control are in accordance with the original plan and carried out by all related parties.
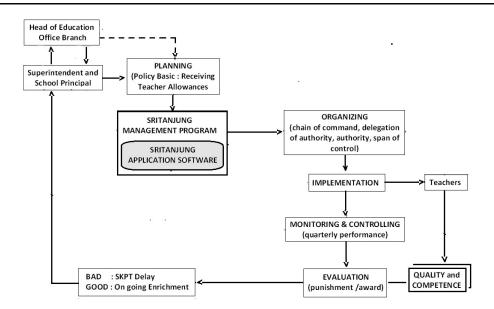
Figure 1. Program Implementation for Quality Control and Teacher Competence

Implementation as control involves parties, namely branch Heads of the Education Office, Supervisors, Principals, and teachers who each have duties and responsibilities, with steps that have been formulated from the start.

1. In the aspect of program planning, the basis for the policy used is quality, competence and receiving teacher allowances, namely Law no. 14/2005 concerning Teachers and Lecturers (Article 1) and Government Regulation no. 41/2009.

2. The organizational aspect of the program, the implementation of the program by the Education Office Branch of Banyuwangi Regency is influenced by each individual and cooperation between members through communication at all related levels. In order to facilitate communication, it is necessary to apply and enforce organizational principles in the form of: (a) chain of command; (b) delegation of authority, (c) authority or authority, and (d) span of control

3. Aspects of implementation/program implementation. The desire of the Banyuwangi Regency Education Office Branch to make improvements to the quality of education and teacher welfare is carried out by increasing their quality and competence. Therefore, control over organization is planned. All activities that have been carried out by the teacher in the form of obligations and duties according to the active education calendar must be reported to the Principal for supervision and control. The results of the report are then assessed for feasibility by the Head of the Education Office Branch for consideration of receiving a professional allowance. In addition, statistics on the increase in educational qualifications and teacher competence are also analyzed and reported to the higher education office units.

4. Aspects of monitoring and controlling. The implementation of the program by the Office Branch Heads, Supervisors and School Principals for controlling teachers is also monitored and controlled manually or online. The aim is to find out the dynamics of the performance and work productivity of ASN teachers who will be and have been certified in the Banyuwangi District Government. The results obtained from monitoring and controlling from school supervisors and principals are submitted to the Head of the Education Office Branch, then a decision on eligibility regarding teacher allowances and welfare is obtained based on objective considerations. As well as paying attention

to the financial capacity of the region through the approval of the DPRD and in accordance with the provisions of the applicable laws and regulations.

Evaluation in this activity is an assessment of the performance of Supervisors, Principals and Teachers through the Sritanjung application to find out the results of the work by the Head of the Banyuwangi Regency Education Office Branch. Globally, evaluation activities by the Banyuwangi Regency Education Office Branch are intended to measure the performance of Supervisors and Principals and Teachers in their respective work units in developing and improving the quality of performance, so that leaders can identify and take effective action. Performance evaluation carried out by the Branch Head of the Education Office for Supervisors and School Principals and Teachers can take the form of correcting or repairing work that is not in line with expectations, and follow-up coaching can be carried out.

Implementation Supporting Factors as Control

The discussion of the factors that support and hinder implementation as a quality control and the competence of certified ASN teachers starts with findings in the field. The main finding is that there are indications that these implementers have committed and are capable of implementing control for the purpose of improving the quality and competence of teachers through the implementation of the Sri Tanjung Management Program. The findings of other supporting factors are obtained from several dimensions, such as the dimensions of policy, tools/applications, implementation processes, implementer human resources, targets and programs as a policy rule.

Some of these supporting dimensions are; there is already a policy in the form of a program from the government and it is followed up by the Education Office Branch (Decree of the Head of the Banyuwangi Regency Education Office Branch No.188.4/ 0.401/10.6.7/2021 Concerning Minimum Completeness of ASN Performance), there are already supporting tools/applications (Sritanjung), there is already an implementor (Head of Service Branch, Supervisor, Principal) who is prepared according to their respective duties and responsibilities as well as clear elements of goals and objectives (teachers).

The findings from the supervisor regarding the supporting factors for the implementation of the program itself are: (a) the existence of a beneficial program for teachers, (b) can encourage teachers to improve performance, (c) support the improvement of teacher quality and competence, (d) can monitor the active role teachers in learning in education units, (e) can control the achievement of teaching hours and teacher attendance, (f) can control the use of certification funds according to their designation, and (g) can improve the quality of education in Banyuwangi Regency in the future. While the supporting factors in terms of tools/applications are: (a) the Sritanjung application is very effective, efficient, practical, (b) it makes it easier for supervisors and principals to see teacher development, (c) the Sritanjung application can monitor teacher's performance quickly.

Different opinions related to factors supporting program implementation as controlling teacher quality and competency were expressed by the Principal, that: (a) control becomes more effective, (b) can encourage GTK to improve performance, (c) control does not require expensive and simple costs, (d) control can identify teachers who obey the rules and are disciplined in fulfilling their administrative obligations, and (e) the branch of the Education Office can map the quality and discipline of teachers. While the supporting factors in terms of tools/applications are; (a) easy to use, (b) effective and efficient, (c) system-based so it's easy to process, and (d) through this application the education office can retrieve data about teachers in the administrative field. All of these supporting factors indicate that the implementation of the program for control has led to a concept of improving quality of teachers and competence.

Implementation Inhibiting Factors As Control

In accordance with the results obtained from interviews with the Head of the Banyuwangi Regency Education Office Branch, the inhibiting factors for the implementation of the Sritanjung Management Program for controlling teacher quality and competence, namely: (a) allowance allocations were not appropriate and resulted in teachers being confused when filling out their performance accountability reports. (b) the teacher has not fully mastered the Sritanjung application, (c) the teacher's computer equipment is slow because the device is too old, and (d) the teacher has other activities outside of his duties and responsibilities.

Other findings that were successfully explored by the Supervisor were: (a) from a policy point of view, namely the issue of legality for the Supervisor as program executor, there was no assignment certificate (SK). (b) in terms of tools/applications, not all teachers are familiar with the Sritanjung application, (c) from the system and implementation process, there is no clear information about the program as a whole and after teacher performance reports are submitted, teachers do not receive information about evaluation results and follow-up results performance reports, (d) from human resources (teachers), there is no honesty from teachers in providing correct information in their reports.

Meanwhile, the opinion of the Principal about the inhibiting factors comes from the application. Barriers to the Sritanjung application in the form of frequent errors, incomplete features, and teachers' unfamiliarity with using the application have often become the subject of discussion. It is suspected that the application error was caused by an inadequate computer belonging to the teacher, and a weak internet signal in parts of Banyuwangi Regency.

Sritanjung Program Implementation Model for Control

The implementation model of the Sritanjung Management Program for controlling in order to improve the quality and competence of teachers at the Banyuwangi Regency Education Office is relatively new. Sritanjung Management, as a program implemented by the Head of the Service Branch as the program leader, Supervisors and Principals as implementers, and teachers as the target group, has a system consisting of several sub-systems as a process. The process consists of planning, organizing, implementing, monitoring and controlling, and evaluating.

In its implementation, measures to control teacher quality and competence by the Education Office Branch, it turns out that there are still some problems in the process. Based on the results of the questionnaire that has been carried out, there are processes that are still running that are not optimal and need improvement. Viewed on a larger and more complex scale, the implementation of the Sritanjung Management Program for quality and competency control is more important, namely the ability and commitment of the implementer.

According to the Branch Head of the Education Office, the implementation of the Sritanjung Management Program for quality control and teacher competence has good goals and activities. However, commitment and ability also need to be emphasized to be an important part of the control environment. With the commitment and ability, the control implementation model that has been carried out has similarities to the COCO model (2005). This model is felt to be applicable and very much in accordance with the real conditions of program implementation as a quality control for teacher competence in the Banyuwangi Regency Education Office. The COCO model does prioritize 5 elements, namely commitment, capability, action, monitoring and learning and purpose, but in this, control, monitoring, action (as control) and objectives have already been done and already in the original plan.

This was justified by the school supervisors and principals, as quoted from the results of a poll that the Education Office Branch must create a control environment, namely providing fundamental discipline and structure, such as: integrity and ethical values, commitment to competence, functioning of auditors, management philosophy and leadership style, organizational structure, assignment of

authority and responsibility, human resource policies and practices (Nurhudah, Kasmuri, Sutenang, Jaenuddin, and Nawawi, 2 March 2022).

In practice, some of these elements have been carried out, but commitment to improving the quality of competence and ability of teachers (practice from HR) has not been seen. Other opinions also state that the elements of commitment and ability in parts of the COCO model are very suitable for application to the implementation of control (Sulistyono, Heri Rakhmat, Achmad Soedarto. Mudjib, Raudiono, 2 March 2022).

The addition to the model is not because the control process with the existing management is not working, but the addition of the new process elements is deemed necessary and will make control activities in the field more effective in the future. The findings from the questionnaire that has been carried out and described previously, in the control process, it turns out that it is important to add elements; purpose, commitment, and ability. Related to that, the three processes were adopted and included in the program implementation process model as quality control and pre-existing competencies. Changes in the program implementation model for quality and competency control caused by the addition of new process parts are shown in the Co-Han model as shown below.
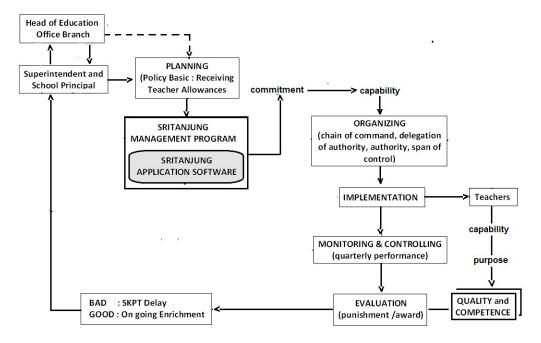

Figure 2. New Model of Program Implementation for Quality and Competency Control

In the Co-Han Model above, each executor has the following tasks.

1. Branch Head of Banyuwangi Regency Education Office

As program leader, the Branch Head of the Education Office is in charge of implementing the program and providing direct instructions to Supervisors and Principals. Furthermore, in this process, the task is also to indirectly control the target group/teacher. However, in the implementation of this program and control, the Branch Head of the Education Office continues to monitor all developments. Monitoring by the Branch Head of the Education Office is an audit of the process and progress of program implementation as control. The Branch Head of the Education Office focuses on obtaining information about program implementation as control, namely on the elements of the decision-making process, institutional management, program management, and management of the control process.

Monitoring by the Branch Head of the Education Office is supervision to find out whether the process of controlling the program has been according to plan or not, the obstacles that have occurred, and how to overcome them. The results of this monitoring are then used as feedback to improve program implementation as control. Monitoring by the Branch Head of the Education Office is quite effective, because it has replaced the whole system of planning, programming, budgeting and evaluation of implementation.

2. Overseer

In the implementation of the program as quality and competency control, supervisors only carry out the duties and authority that have been given by the Branch Head of the Education Office, namely conveying a description of all the work that must be carried out by the Principal related to controlling teacher quality and competence.

Another task is to participate in supervising and controlling the running of the program, recording obstacles that occur and then finding solutions, informing important findings to the Head of the Service Branch and the Head of School so that control can go according to plan. Supervisors can carry out all of these tasks and authorities based on their commitment and ability. The commitment and ability referred to in the implementation of this control are; (1) commitment and ability to succeed in all processes of program control, (2) commitment and ability to submit all results of teacher performance reports to the Branch Head of the Education Office. This means that supervisors must have the commitment and ability to expressly and dare to convey any results of teacher's performance reports. His actions are indiscriminate, do not hide the good or bad results, the assessment is very objective, everything is delivered according to the results obtained. The results are then submitted or informed to the Branch Head of the Education Office to receive awards or sanctions according to the results of the assessment. In essence, the supervisor must have sufficient commitment and ability as a mouthpiece between the teacher and the Branch Head of the Education Office regarding the performance results of the implementation of controls. Commitment and ability to contribute to giving sanctions or rewards to teachers.

3. Principal

The role of the principal in program implementation as controlling the quality and competence of teachers is greater than that of the supervisor, but the level of authority is below the supervisor. Its main task is to disseminate, monitor and control control through the Sri Tanjung application for teachers. The role of the Principal in implementing the program as controller, is the same as in general, namely as: (1) educator, (2) manager, (3) administrator, (4) supervisor, (5) leader (6) creator of the work climate, and, (7) entrepreneurs, for teachers.

The role of the Principal as a manager is to direct the efforts to continuously strengthen and develop the quality and competence of teachers. Therefore, he must provide opportunities for teachers to continue to improve performance through increased competence, and training to support their professional quality. His job as the head of the work unit in schools must be constructive behavior. His success depends on the ability of the way he leads in an effort to improve the teacher's performance. In controlling the quality and competence of teachers, their duties include; planning decision-making, managing teachers so that their quality and productivity are boosted, providing guidance so that they work efficiently and effectively, so that the results of their work are of high quality. Through fostering work discipline, it is hoped that the quality and competency improvements that have been planned can run well.

As the controlling leader at the school work unit level, the Principal with his management skills can develop effective school programs, create a conducive climate, build performance, monitor and control, assess daily activities, guide and develop teachers. In this coaching he must understand the different characters and habits of each teacher.

The problems that often arise are the teacher's behavior in the learning process. The teacher sometimes just conveys the material but does not care about students understanding the material, does not recognize and understand students' needs, lacks mastery of learning tools, often skips classes, and arrives not on time. All of this can be monitored through the Sritanjung application. The Service Branch through the School Principal can monitor teachers who lack discipline in complying with their obligations. Furthermore, the principal can take preventive action in the form of coaching these teachers. He became the spearhead of program implementation because he deals directly with teachers.

Furthermore, the Principal supervises and controls teachers so that they comply with program objectives, records program obstacles and then finds solutions, informs important findings to the Supervisor or Service so that controlling teacher quality and competency can proceed according to plan. All of these tasks and authorities can be carried out by the Principal based on the commitment and ability he has. Commitment and ability in question are; (1) has the commitment and ability to succeed in all control processes with the program, (2) has the commitment and ability to submit all results of teacher performance reports to Supervisors and Heads of Service Branches in accordance with the facts. The Principal must be committed and capable in a firm and courageous manner, indiscriminately, transparent (not covering up good or bad results). His assessment is very objective, and delivered according to reality.

The commitment and ability of the Principal in informing the results of the evaluation to the Superintendent and the Principal also influence and contribute to bringing teachers to be rewarded or sanctioned. The consistent attitude of the Principal must be maintained, fulfilled, and proven in real terms to the teacher, so that the teacher can be motivated to improve his quality and competence in the future.

The principal's obligations must be to ensure that the implementation of the program to control the quality and competence of state high school teachers with ASN status and certification in Banyuwangi Regency has gone according to plan. Quality control and competence in teachers are used by the Principal to ensure that strategic things have been achieved, and that he is motivated and re-evaluates the effectiveness of the monitoring, planning, organizing and leadership activities that he is doing.

4. Teacher

As a control target through a program to improve quality and competence, the main aspect is that teachers must have the ability and understand the program objectives. With that, the teacher will feel motivated and moved to be involved and responsible for the success of the program. In realizing the program objectives of the Education Office Branch, teachers must have the ability to; (1) improve the quality of work, (2) discipline (especially regarding timeliness), (3) being more creative and initiative, increasing skills and teaching skills, and (4) coordinating with all parties related to the learning process.

All of this must be put in the form of a performance report and uploaded via the Sritanjung application. Meanwhile, in efforts to improve professionalism, teachers do the following: (1) continue their education to a higher level, (2) are active in the activities of the Teacher Working Group and teacher community, (3) attend training that supports the quality of learning, (4) follow developments by reading the latest learning books, (5) re-analyzing learning processes or actions and evaluating them, and (6) writing papers. The six steps to improving professional competence will not work without adequate skills.

The results of the teacher's performance will always be monitored, controlled, and evaluated by the Principal and Supervisor. If the results meet the requirements, then the teacher is entitled to receive an award in the form of continuous enrichment to obtain an SKPT, and if it does not meet the requirements, then the teacher's ability needs to be coached and postponed to receive an SKPT.

On the evaluation side, the supervisor and the principal in assessing the results of the evaluation of the teacher's performance must also have sufficient ability. The assessment of the evaluation results must be authentic and objective, so as to produce quality and competencies that are truly in accordance with the teacher's abilities. The results of the evaluation by the school supervisor and principal are then informed by the branch head of the education office. Supervisors and school principals must also be committed to the teacher's performance results, so that the results of the evaluation he is informed of deserve an award or sanction from the Head of the Education Office Branch. The teacher's obligation is only to issue all abilities to improve their quality and competence to achieve the success of program goals.

Findings and Implications on the Program Implementation Model as Control

In the initial model of the implementation of the Sri Tanjung Management Program as quality control and teacher competence, they have high motivation. But over time, control began to show a decline. This is presumably because supervisors and principals as well as targets (teachers) already consider the program to be used. From this it is known that the implementation of the program as control has begun to change, so it is necessary to involve the attitude and character of the supervision personnel, the Principal and the targets. Their lack of commitment and ability starts to emerge and show. Various reasons can be the reason, one of which is the lack of time when needed because there are other activities that they consider more important, such as working on the side elsewhere to supplement their income, meetings with teachers' organizations, family matters and so on.

Meanwhile, from the teacher's point of view, it must require the ability to achieve goals. Teachers must have the ability to improve their quality and competence. The consequence of obtaining certification must be carried out and accounted for by the Service. Because of that, the ability and purpose of the teacher personnel is a separate consideration for changing the program implementation model as control.

Involving elements of commitment and ability in school supervisors and principals can be considered important for motivating and moving the wheels of control to achieve goals. According to the COCO Model (2005), commitment is part of the element of achieving a successful goal. Because according to the COCO model, commitment has a wide range of characteristics, such as: ethical values, integrity, communication, policies, HR management practices, consistency, authority, responsibility and accountability, and trust in supporting the achievement of goals. While the ability according to the COCO model has characteristics in the form of; knowledge, expertise, equipment, communication, information, coordination, and control.

The many characteristics of the commitment and ability elements of the COCO Model emphasize that adding elements to the Sri Tanjung Management Program implementation model like quality control and teacher competence is considered very important. Therefore, in the old/existing program implementation model, aspects of commitment and ability to achieve successful goals should be included. The Sri Tanjung Management Program model as a new teacher quality and competency control (Co-Han) is expected to be a solution to problems in the next period.

Based on the findings from the research results, the implications can be put forward theoretically, namely:

1. In implementing the Sri Tanjung Management Program as a quality control and teacher competence as a program, a clear legal basis is needed, and legality for the implementers. So that implementers get enough space to carry out all activities for the success of program goals.

2. Factors that support and inhibit the implementation of the Sri Tanjung Management Program, like quality control and teacher competence, can be assessed from the standpoint of policies, systems and implementation processes, human resources and tools.

3. The control implementation model that has been planned must always be updated according to the conditions in the field, then the new model is informed to all implementers which can then be used as operational guidelines/standards.

4. Information about the program must be conveyed clearly to all parties involved, including targets/targets, so that the implementation can go according to plan.

5. The objectives, commitment, and ability of controllers must be considered and monitored, as well as targets/targets, to facilitate and expedite program implementation. So that the success rate of program objectives can be achieved optimally.

Furthermore, the practical implications of this research are:

1. The program implementation model as a new control is expected to have an impact in the form of a stronger commitment, increased capacity for program implementors and targets/targets to achieve goals.

2. With the implementation of the program as control, it is hoped that there will be an increase in the ability in terms of science, discipline, and self-character for implementers and targets/targets to improve their performance results, so that program goals can work well. .

3. It is hoped that the emergence of the Co-Han model can be used as a guideline or operational standard for program implementation as a quality control for teacher competence in Banyuwangi Regency.

4. Increasing the number of students accepted at State Universities (PTN) from all Public High Schools in Banyuwangi Regency evenly, as listed in the following table.

Table 1. Number of Students Passing SNMPTN Until 2022

No.	Name State High School	Students Pass SNMPTN		
		Year 2020	Year 2021	Year 2022
1	Pesanggaran	23	22	17
2	Siliragung	No high school	No high school	No high school
3	Bangorejo	11	7	8
4	Purwoharjo	34	38	41
5	Tegaldlimo	18	8	32
6	Muncar	19	5	16
7	Cluring	20	17	24
8	Gambiran	21	5	26
9	Tegalsari	No high school	No high school	No high school
10	Glenmore	20	22	27
11	Kalibaru	No high school	No high school	No high school
12	Genteng	83	51	87
13	Srono	16	10	13
14	Rogojampi	22	31	59
15	Blimbingsari	No high school	No high school	No high school
16	Kabat	No high school	No high school	No high school
17	Singojuruh	23	13	52
18	Sempu	No high school	No high school	No high school
19	Songgon	No high school	No high school	No high school
20	Glagah	36	52	36
21	Licin	No high school	No high school	No high school

22	Banyuwangi	21	17	36
23	Giri	33	39	46
24	Kalipuro	No high school	No high school	No high school
25	Wongsorejo	10	12	12
	TOTAL	410	349	**532**

From table 1 above, the impact of controlling the quality of teacher competence by the Banyuwangi District Education Office in terms of the distribution of students accepted by PTN in 2022 compared to 2021. There was a significant increase. Even though the number of students enrolled at PTN is not that different, the control over Sri Tanjung turns out to have had a significant impact on bringing positive changes in the future. Furthermore, in terms of the number of ASN teachers who take/continue to the Masters level, can be seen in the following table.

Table 2. Number of ASN Teachers who are Studying Masters Until 2022

ASN Educator Sertification	Number of Civil Servants Completed Postgraduate Education							Total	Percent
	Before 2017	year 2017	year 2018	year 2019	year 2020	year 2021	year 2022		
833	192	9	2	2	1	1	3	**210**	**25,2 %**

Source: Banyuwangi District Education Office Branch, 2022

If seen from table 2 above, controlling the quality of teacher competence has a fairly good influence on competency improvement. This is evidenced by the increasing interest of teachers in continuing higher education (S2). So that in the future the quality of teacher competence in Banyuwangi Regency will continue to improve. The influence on other things, namely the increasing number of State High School teachers in Banyuwangi Regency who excel can be seen in table 3 below.

Table 3. Number of Achievements of Public High School Teachersat Various Levels Until 2022

No	Achievement Level	Achievement Level Year					Total
		<2019	2019	2020	2021	2022	
1	District	0	0	2	1	1	3
2	Provinces	0	0	0	0	5	0
3	National	15	0	0	0	7	15
						Total	18

Source: Banyuwangi District Education Office Branch, 2022

Until 2022, the number of State High School teachers who have achieved as many as 13 people compared to 2021, which amounted to 1 people. So it can be concluded that practically controlling has an impact on increasing the quality of competence of State High School teachers in Banyuwangi Regency.

CONCLUSION

Based on the results of the analysis and discussion of research in the previous chapter, in this study the following conclusions and suggestions can be obtained.

1. Whereas the implementation of the Sritanjung Management program as quality control and competence for certified Public High School teachers and ASN status was initially quite good, in the process there were several problems related to legality for implementers, insufficient human resources from the attitude and character of supervisors and principals, targets and tools. This shows that the implementation model of the design that was made at the beginning was not appropriate. However, in the next process, the Banyuwangi Regency Education Office branch understood and found solutions to all the problems that occurred.

2. Whereas the supporting factors for the implementation of the program are controlling the quality and competence of certified public high school teachers and ASN status, namely: (a) that the implementer and targets from the start have intended and agreed to implement the program as control, (b) there is already a legal/policy basis namely the Decree of the Head of the Banyuwangi District Education Office No. 188.4/0.401/10.6.7/2021 Concerning the Minimum Completeness of ASN Performance), (c) there is already a tool as a support (Sritanjung application), and (d) there is already an implementor (Head of Office Branch, Supervisor, Principal) who is prepared according to the task and obligations of each and clear goals (teachers) and goals. Meanwhile, the inhibiting factors for program implementation such as quality control and teacher competency are: (a) from a policy standpoint. Legality issues for school supervisors and principals as program implementers must be contained in the assignment certificate (SK). Because by obtaining an SK from the Head of the Banyuwangi District Education Office Branch, Supervisors have clear and officially recognized duties and authorities. (b) in terms of tools/applications, the teacher's computer equipment is slow because the device is too old, has errors, incomplete features, and the internet signal sometimes dies, (c) from the system and implementation process, lack of clear information thoroughly about the program, so socialization is needed to all parties involved, (d) from human resources, not all teachers are familiar with this application, there is no honesty from teachers in providing correct information, and their knowledge has not mastered Computer Information Technology (ICT).), the allocation of benefits that are not appropriate, has other activities so he forgets to report the results of his performance.

3. The program implementation model as a quality control and teacher competence, which was initially imperfect, has been updated and adapted to the conditions that occur. It is alleged that the new Co-Han (CoCo-Handono) model could be the initial solution to the current problems. The Co-Han model is a combination of the old program implementation model and some elements of the COCO control model. This new model involves elements of the attitudes and characteristics of implementing personnel and targets. The involvement of attitude and character elements is considered very important in program implementation as control, because with the attitude and character of the implementer and good targets, of course, program implementation can be carried out seriously and responsibly so that control objectives will be easily achieved. The combination of management as a system and commitment and ability as a character will greatly influence program objectives within the organization. This is considered as an appropriate, necessary and new combination in a program implementation as control.

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