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IMPROVING EDUCATION QUALITY OF SECONDARY SCHOOL IN INDONESIA: AN EMPIRICAL RESEARCH

22 提高印度尼西亞中學教育質量：一項實證研究

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Abstract 26

This study aims to determine the planning, implementation, and evaluation processes in improving the quality of education in the Inclusive Elementary School in Bantul Regency. Data collection techniques are through interviews, observation, and study documentation. Subjects were principals, vice-principals, teachers, and the committee chairperson in Elementary Inclusion in the Regional District Bantul. The results showed that: (1) program planning was based on the school's vision, mission, and goals. Each school component compiles work programs by revising last year and verified by the school principal. The substance leads to efforts to improve the quality of education. However, it does not cover detailed results targets, (2) the implementation of the program is managed by each school component, by preparing written implementation instructions such as 2013 curriculum document, organizational structure, division of teacher and education staff assignments, regulations academic, and school rules, (3) program evaluation is more focused on academic programs than on the effectiveness and efficiency of learning and teacher performance, carrying out the Self- Inclusion Elementary School Evaluation in the District of Bantul and school accreditation. The evaluation results of the program's implementation made a report consisting of technical and financial reports to local governments.

Keywords: School-Based Management, Improvement Quality Inclusion School, Bantul Region

摘要 本研究旨在確定提高班圖爾縣包容性小學教育質量的規劃、實施和評估過程。數據收集技術

是通過訪談、觀察和研究文檔進行的。主題是校長、副校長、教師和地區班圖爾小學包容委員會主席。結果表明：(1) 項目規劃基於學校的願景、使命和目標。工作計劃由各學校組成部分通過修改去年的工作計劃編制，並由校長核實。實質導致努力提高教育質量，但不包括詳細的結果目標，(2) 計劃的實施由每個學校組成部分管理，通過編寫 2013 年課程文件、組織結構、分工等書面實施說明教師和教育工作人員分配、規定學術和學校規則，(3) 課程評估更側重於學術課程，而不是學習的有效性和效率和教師表現，在班圖爾地區開展自我包容性小學評估和學校認證。項目執行情況的評估結果向地方政府提交了一份由技術和財務報告組成的報告。

关键词：校本管理，班圖爾地區改善質量包容學校

I. INTRODUCTION

Various efforts to improve quality have been carried out, but education still has various problems, including the most crucial is the low quality of education. From various studies, it turns out that one of the contributing factors is the lack of community participation in determining school policies because of the community's lack of ownership, lack of responsibility in maintaining and fostering the school where their children go to school. Education is a shared responsibility between the government, parents, and the community. Without community support, education will not succeed optimally.

Furthermore, if further examined, several determinants of school quality improvement include the management of community empowerment. For this reason, one of the policies in improving school management is the implementation of school-based management. This approach requires high participation from the community. Both manifested in the school committee, education council, and the community in general.

The successful implementation of school-based management depends on the principal's ability to play an active role in school management by empowering all components involved in the school's administration, particularly in empowering the community as a whole. By-Law No. 20 of 2003, early childhood, elementary, and secondary education are implemented based on minimum service standards with school/madrasah-based management principles.

SBM (School-Based Management) is a school management concept aimed at improving the quality of education in the era of decentralized education. In PP No. 19 of 2005 concerning SNP Article 49 paragraphs, one stated that: Management of academic units at the level of primary and secondary education school-based management as indicated by independence,

partnership, participation, openness, and accountability. [19] also stated the same thing, that the Implementation of School-Based Management provides broad opportunities for stakeholders to participate or actively participate in determining the direction of schooling.

The opinion states that the policy to involve interest groups in schooling administration is a positive effort in empowering schooling. Preliminary observations prove that there is still a lack of teachers, school committees, and community participation in developing planning programs. In the learning process, the teacher has not been creative, and program evaluation improves the quality of education—also, the principal's leadership style is less democratic and tends to impose will.

Educational management strategies that prioritize collaboration between various parties become a model of school management called School-Based Management. [22] defines SBM as an alternative form of school management in the context of decentralized education, which is characterized by the broader decision-making authority at the school level, relatively high community participation, within the framework of national education policies. A similar sentiment was also conveyed by [24] that SBM is: As a management model that gives autonomy (greater authority and responsibility to schools), gives flexibility to schools, encourages direct participation of school members (teachers, students, school principals, employees) and the community (students' parents, community leaders, scientists, entrepreneurs), and improving the quality of schools based on national education policies and applicable laws and regulations.

Based on the opinion above, SBM gives greater autonomy to schools and has greater authority and responsibility to make decisions according to schools' needs, abilities, and demands and the community or stakeholders to improve school quality.

According to [36], the application of SBM has three objectives: First, developing the ability of principals with teachers and school committee elements in aspects of SBM to improve school quality. Secondly, developing the ability of school principals with teachers and school committee elements in implementing active and enjoyable learning, both at school and in the local community environment. Thirdly, developing more active community participation in school committee elements' schooling issues will help improve quality education.

II. LITERATURE REVIEW

A. Definition of Education Quality

School management with MB S design is seen as successful if it can raise the quality of education and learning processes and products. According to [37], quality in education includes quality of inputs, processes, outputs, and outcomes. Where educational input is declared good quality if it is ready to proceed. A quality education process can create an atmosphere of ACEML (Active, Creative, Enjoyable, and Meaningful Learning). The output is of high quality if students' academic and non-academic learning outcomes are high. The outcome is declared qualified if graduates are quickly absorbed in the world of work, fair salaries, all parties recognize the greatness of graduates and feel satisfied. Quality is beneficial to the world of education because: (1) increasing accountability (accountability) of schools to the community and or government that has provided all costs to schools, (2) guaranteeing the quality of its graduates, (3) working more professionally, and (4) increasing competitive healthy.

B. Education Quality Improvement Planning

Each school should develop a work program, both the long/medium term and short term, called the School Work Plan (SWP). The preparation of schoolwork programs is to make program plans that provide schoolwork plans. [2] defines a program as a unit or unit of activity, which is the realization or implementation of a policy, takes place in a continuous process, and occurs in an organization involving a group of people. Program planning determines future activities by managing various resources effectively and efficiently to achieve optimal results according to the goals set. According to [37], Planning includes: (1) the selection or determination of organizational goals, (2) the determination of strategies, policies, projects, programs, procedures, methods, systems, budgets, and

standards needed to achieve goals. The school principal provides technical direction on the preparation of the school work plan. Some steps that must be taken in preparing the work plan as [20] give a hint that the activities of the school work team include: Collection of material/data and preparation of the draft Medium-term Work Plan (MWP); Discussion and Review of the draft Long Term Business Plan; Finalization of the revised MWP results; Signing of the MWP; Drafting the School Activity and Budget Plan (SABP); Discussion and review of the draft School Activity and Budget Plan (SABP); Finalization of the results of the SABP review; and Signing of SABP documents.

C. Characteristics of School-Based Management

The characteristics of SBM (School-Based Management) cannot be separated from the characteristics of effective schools. If SBM is a container/framework, then an effective school is the content. [27] explains the criteria for effective school characteristics: (1) has an output (learning achievement and school management) that is expected by vision and mission. (2) The effectivity process in the teaching-learning process. (3) roles of principals who are strong in coordinating, mobilizing, and harmonizing all sources of the day an education provided. (4) Environment and learning climate are safe, orderly, and comfortable. (5) needs analysis, planning, development, evaluation of performance, labor relations and remuneration for education and teachers. (6) responsibility (accountability) school toward the success of the program, (7) management, and use the budget appropriately conducted by schools according to real learning service needs.

D. The Role of School Principals in Improving Education Quality

Because of the implementation of SBM, the duties and responsibilities of school principals become even greater. The principal must be able to lead and empower all school resources. The principal is the driving force and determinant of school policy. In connection with the role of school principals in improving the quality of education in education units, [2] argues that effective headmaster leadership in school-based management can be seen based on the following criteria: (1) being able to empower teachers to carry out a learning process that is good, smooth and productive, (2) able to complete tasks and work according to the specified time, (3) able to establish harmonious relationships with the

community so that they can be actively involved in realizing school and educational goals, (4) succeeding apply the principles of leadership based on the maturity of the teacher and other employees at the school, (5) work cooperatively with the team, (6) success in realizing the goal of a productive school under the conditions set. Principals must play themselves in the order of behavior as educators, managers, administrators, supervisors, leaders, innovators, motivators, and entrepreneurs to carry out their functions, abbreviated as EMASLIME [7].

E. Implementation of the Education Quality Improvement Program

With the development of a school program jointly by all school residents, it is expected that all school residents can carry out education activities in schools to improve the quality of education. [20] establishes procedures/steps for activities that can create school programs that have been prepared: (1) socializing school programs for teachers, school staff, students, and parents through formal meetings, school work meetings, (2) arrange priority scale based on the school's financial condition and human resources in the school, (3) assignment of tasks to each program implementer or person in charge based on the potential/ability of each to be carried out, (4) carry out monitoring activities, and evaluation for each activity to achieve the targets, (5) make a report on the implementation of the school program, as well as make notes if there are obstacles encountered in the implementation of the school program and determine the efforts made to overcome these obstacles, (6) arrange a follow-up program concerning the upcoming school program. In the implementation of school programs, according to [27], it is necessary to apply the principles of good school governance, namely: participation, transparency, responsibility, accountability, foresight, law enforcement, justice, democracy, predictability, sensitivity, sensitivity, professionalism, effectiveness, efficiency and certainty of legal guarantees. This means the school is a system with interrelated and collective elements.

F. Evaluation of the Education Quality Improvement Program

There is a difference between evaluation and program evaluation. According to [2], evaluation is an activity to gather information about the workings of something, which then information is used to determine the right alternative in making a decision. Meanwhile, regarding the evaluation of programs, [3] says that the

evaluation of the program is an attempt to determine the level of adherence to a policy carefully with a way to know the effectiveness of each of its components. While monitoring is carried out during program implementation, as explained, it is often combined with program evaluation. Regarding education supervision, [2] said that program evaluation could be equated with supervision activities in the education unit. In short, supervision is defined as an effort to conduct a review to provide guidance, so program evaluation is the first step in supervision, collecting the right data to be continued with the right coaching.

III. METHODOLOGY

This research uses a qualitative approach with a form of method that can reveal the real situation. Methods are the processes, principles, and procedures used to approach problems and provide answers. [31], qualitative research methods are: research methods used to examine conditions of natural objects (as opposed to experiments) where researchers are key instruments, data collection techniques are carried out by triangulation (combined), data analysis is inductive, and qualitative research results emphasize more meaning than generalization.

A. Location and Time of Research

Locations of this research are in Elementary School (ES) Inclusion in Bantul, Yogyakarta Special Province. In contrast, this research was conducted from April until October 2019.

B. Research Subjects

The subjects in this study were the Principal, Vice Principal, Teachers, and School Committees (SC) Inclusion in the region of Bantul, Yogyakarta Special Province. All of the components affect the implementation of SBM in improving the quality of education. The study subjects were the principal, deputy headmaster, teacher, and chair of the Inclusion Elementary School (ES) in the Bantul Region, Yogyakarta Special Province.

C. Credibility Test

[21, 31] explain that: credibility is a measure of the truth of the data collected, which illustrates the suitability of researchers' concept with research results. Credibility is a matter of how far the truth of research results can be trusted—then continued, [21, 31] to achieve credibility, triangulation, peer-debriefing (discussion among

colleagues), use of reference materials, and conduct member checks.

D. Data Collection Techniques

Regarding data collection techniques, [28] state that collecting valid qualitative research data is required, namely in-depth interviews, participatory observation, document studies, and triangulation.

E. Data Analysis Techniques

Activities in the data analysis are done by way of the procedure as suggested by [31], with measures steps: data reduction, a data display, and conclusion drawing/verification.

IV. RESEARCH RESULTS AND DISCUSSION

A. Research Results

The planning programs in improving the quality of education start with the development team's formation meeting school. In all planning activities, the education quality improvement program refers to and fulfills the eight SNPs. Besides, pay attention to the needs and characteristics of the school. The Team's first activity was to develop the School's Vision, Mission, and Objectives. The formulation is based on input from internal school residents, and the formulation is decided by a teacher council meeting chaired by the school principal.

Program Implementation in Improving Education Quality; Coordinate by creating and providing written guidelines. The guidelines include: Annual Work Plans, School Activities, and Budget Plans, 2013 Curriculum, educational/academic calendar, school organizational structure, division of duties of teachers and education personnel, academic regulations, school rules, school code of ethics, and some documents concerning regulations in the education sector is evaluated on an annual scale, while others are evaluated as needed.

Program Evaluation in Education Quality Improvement; Form a class supervision team to supervise the learning process. It was conducted twice in one semester, regularly and continuously. In contrast, the school's superintendent, not all teachers, and all aspects of the components of the School Elementary inclusions receive guidance. For parties-parties concerned have not been exercising regularly and continuously to assess the efficiency, effectiveness, and accountability management of school Elementary inclusion.

B. Program Planning in Improving Education Quality

Planning program in formulating the vision, mission, and purpose School Elementary inclusions have involved all stakeholders, especially the teacher council and school committee. In this case, the school committee has contributed to providing input. Likewise, the entire school development team has actively formulated education policies and programs, including the RKT and SABP. The principal's first job in implementing SBM is to convince as many teachers as possible that they have the obligations, opportunities, and challenges to be involved in the various forms of planning and problem solving done by administrators [6]. Thus, those involved (especially teachers) are expected to know how school policies and a growing sense of school goals written on the school's walls have shown the progress of the socialization effort to the school community and other interested parties.

C. Program Implementation in Improving Education Quality

Schools have done this by utilizing available resources through the division of tasks in the education unit components. Then create and have several guidelines governing various aspects of management in writing, including academic regulations, organizational structure, and job descriptions for each component of the school staff. However, the school guidelines and information are not easily accessible to the public. Interested parties should easily access these various guidelines. This follows the transparency principle of SBM. According to [22], school transparency is a condition where everyone related to educational interests can know the process and results of school decision-making and policy. While in the context of education, the term transparency, according to [20], is innocence, what it is, not lying, not cheating, honest, and open to the public about what is done by the school.

D. Program Evaluation in Improving Education Quality

The school forms a daily picket teacher team whose task is to oversee the discipline of the attendance of students and teachers so that work programs and learning activities can take place in an orderly manner. The school principal, school supervisor, and the accreditation body carry out schoolwork evaluation programs. The school self-evaluation of the SNP is done by the school principal himself and has not become a comprehensive culture. The internal school

program evaluation focuses on the achievement of learning programs or student learning outcomes and has not looked at the effectiveness and efficiency of the learning process and teacher performance. Accountability for program implementation is weak. Accountability for the activities and costs of implementing the program is conveyed to the funder in a written report, whereas the teacher board is only conveyed orally and in a general meeting attended by the head of the school committee.

V. CONCLUSION

Literature review shows that many scientific Planning improvement programs in education in elementary Inclusion in the region of Bantul, Yogyakarta Province, based on the school's vision, mission, and objectives make a SWOT analysis. Then compile the School Work Plan and Annual Work Plan and the School Activity and Budget Plan.

The SABP document has described the objectives to be achieved within four years and is related to the quality of graduates to be achieved and the improvement of components that support the improvement of the quality of education. However, the preparation of the SABP has not been carried out in a participatory and democratic manner by not involving all stakeholders and school committees. The implementation of the program in improving educational attainment at the Inclusive Elementary School in the Bantul Region, Yogyakarta Special Province, and the school curriculum development team has prepared written implementation instructions such as curriculum documents, organizational structure, division of duties of teachers and education personnel, academic regulations, and school rules.

All teachers have preparations in the form of learning tools consisting of syllabus and lesson plans. The preparation of learning tools refers to the Process Standards of the SNP. Teachers had to implement n-learning approach CTL school committee and parents have not been involved in implement the learning process. Program evaluation in improving the quality of education at the Inclusive Elementary School in the Bantul Region, Yogyakarta Special Province, carried out short and long term.

Short-term evaluations are carried out at the end of each semester and the end of the year. In carrying out the evaluation, the headmaster forms a supervision team involving the internal parties of the school, especially teachers. The external parties involved in conducting the evaluation are school supervisors and assessors from the

Provincial Accreditation Board. The evaluation results of the program's implementation made a report consisting of technical and financial reports.

VI. SUGGESTIONS

Planning program in improving the quality of education in primary one inclusion in Kasihan Bantul, the team of developers working schools should focus more on doing a SWOT analysis regarding the implementation of Curriculum 2013.

The school principal should work with all parties, especially the school committee and sensory input, to improve education quality. Program in improving the quality of education, the assistant principal of curriculum areas must pay more attention to learning and understanding the curriculum objectives.

Both personally and institutes, should the Department of Education need to rearrange the curriculum so that there is suitability to plan the learning process. Evaluation of the program in improving the quality of education need do the form of performance evaluation test of competence for all teachers in a comprehensive, programmatic, and sustainable required further study to find out in various other aspects related to the implementation of the SBM in the improvement of the quality of education in Elementary School inclusion.

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