The Analysis Of School Quality Fulfillment Based On National Education Standards

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Abstract

The purpose of this study was to analyze the fulfillment of school quality based on national education standards. This study used descriptive quantitative method which was carried out at Public High Schools in Ogan Ilir Regency with 641 teachers and 87 samples. The results showed that the quality of public high schools was considered very good. It means the fulfillment of school quality to the national education standards in Indonesia has been running optimally. The fulfillment of school quality can be achieved by increasing the quality of graduate competencies, the quality of learning process, the quality of assessment, the quality of educators and education personnel, the quality of content/curriculum, the quality of facilities, the quality of financing, and the quality of management. Thus, it can be concluded that it is necessary to improve the school quality in order to achieve the fulfillment of national education standards. It is recommended for school to fulfill school quality dimensions in a comprehensive and sustainable manner in high schools in order to meet the national education standards.

Keywords: Education Standards , School Quality, Quality Dimension, Quality Fulfillment.

Introduction

Education is one of the means to develop an individual. (Paul, & Scholar, 2020). Education is a means and closely related to schools as the social institution which help students to deal and solve the difficulties and problems (Petruzzellis, D'Uggento, & Romanazzi, 2006). In schools, students are the main users of education. Student satisfaction has been contextualized as a short-term attitude which is shown as a result of school activities evaluation, educational experiences, and facilities provided for learning (Weerasinghe, Lalitha & Fernando, 2017). Therefore, school quality is an important thing to be considered in order to meet the needs of students in school activities. In addition to students, teachers must receive the best service from the school. (Nasyith, 2017). Therefore, the school quality fulfillment in educational activities can be assessed based on teacher perceptions.

All schools as educational institutions are challenged to change and at the same time maintain the best quality. Quality education must match the current and future needs of students and society based on specific circumstances and prospects. The concept of quality must also embrace the development of every member in the school environment including teachers. Quality cannot be seen as a static concept. Actually, quality and standard are relative things. The National Education Standards are the minimum criteria for the education system in all jurisdictions of the Republic of Indonesia. The National Education Standards consist of 8 points that must be met by education units in Indonesia. (Badan Standar Nasional Pendidikan, 2007)

National education standards consist of eight standards, namely content standards, process standards, graduate competency standards, teacher and education staff standards, facilities and infrastructure standards, management standards, financing standards and education assessment standards. These eight standards are an integral part that must be applied by education units to ensure the quality of education management (Rahmi, 2008 and Kemdiknas, 2011). Quality education management can have a positive impact on the quality of graduates (Sasongko and Sahono, 2016). Quality education must meet established national standards (Barton, 2009). Burton illustrated that in America, almost all states follow the standards set by the government. This makes people not hesitate to provide education to their children because the implementation of education in each education unit is fully in accordance with government policy (Sasongko and Sahono, 2016). National education standards are mandatory. This is based on the premise that if national standards are not applied in schools, then these schools are certainly not standards.

Literature Review

School Quality

The school quality is ultimately determined by whether students have learning experiences and achieving learning outcomes that enable them to develop the subject of social and personal competences to also actively participate in life. Schools are places where students' experiences and competencies are developed and are supported by professional behavior. However, schools are not only "learning spaces" but are also "living spaces". In classrooms and schools, students not only have social experiences in groups but also allow learning about social relations, taking responsibility in a social context. There are two concepts of quality (Sallis, 2002), namely, quality as an absolute, and the relative notion of quality. First, quality

has a variety of ambiguous and contradictory meanings. The quality of a certain something is a part of its nature.

In the understanding and assessing quality module (International Institute for Educational Planning, 2006) there are five different approaches to quality in the field of basic education. First, Quality as exceptionality, this is a more traditional quality concept. It relates to the idea of providing a product or a service that is distinctive and special, and that which gives the owner or user status. In basic education, an institution that shows a very high standard is seen as a quality institution. Second, Quality as conformance to standards, this view has its origin in the manufacturing industry quality control approach. The term standard is used to denote a predetermined or so-called specification or expectation. As long as a certain institution meets the predetermined standards, it can be considered a quality institution suitable for a certain status. Third, Quality as fitness for purpose. This approach is based on the view that quality has no meaning except in relation to the purpose of the product or service. Obviously one doesn't need a sophisticated computer to do basic multiplication. This approach raises the question: "Who will set the goals?" and "What is the proper goal?" The answers to these questions depend on the context in which quality is seen. Goals can be set by the institution itself, or by the government, or even by a group of stakeholders. Fourth, Quality as effectiveness in achieving institutional goals, in this approach, a high-quality institution is an institution that clearly states its mission (goals) and is efficient in achieving it. This approach can raise issues such as how the institution determines its goals (high, medium, or low), and how precisely these targets are. Finally, Quality as meeting customers' stated or implied needs, the problem here is whether customer satisfaction can be equated with what good for customers. Is the "need" are the same as "want"? This means that what students want

may not be the same as what is actually good for them.

National Education Standards

The quality of primary and secondary education is the level of suitability between the implementation of primary and secondary education with the National Education Standards (SNP) in schools. The quality of education in schools tends to not improve without being accompanied by quality fulfillment of education by schools. Quality fulfillment for primary and secondary education itself is a systematic, integrated, and sustainable mechanism to ensure that the entire process of providing education is in accordance with the established quality standards and regulations. National Education Standards can be described as in the following figure:
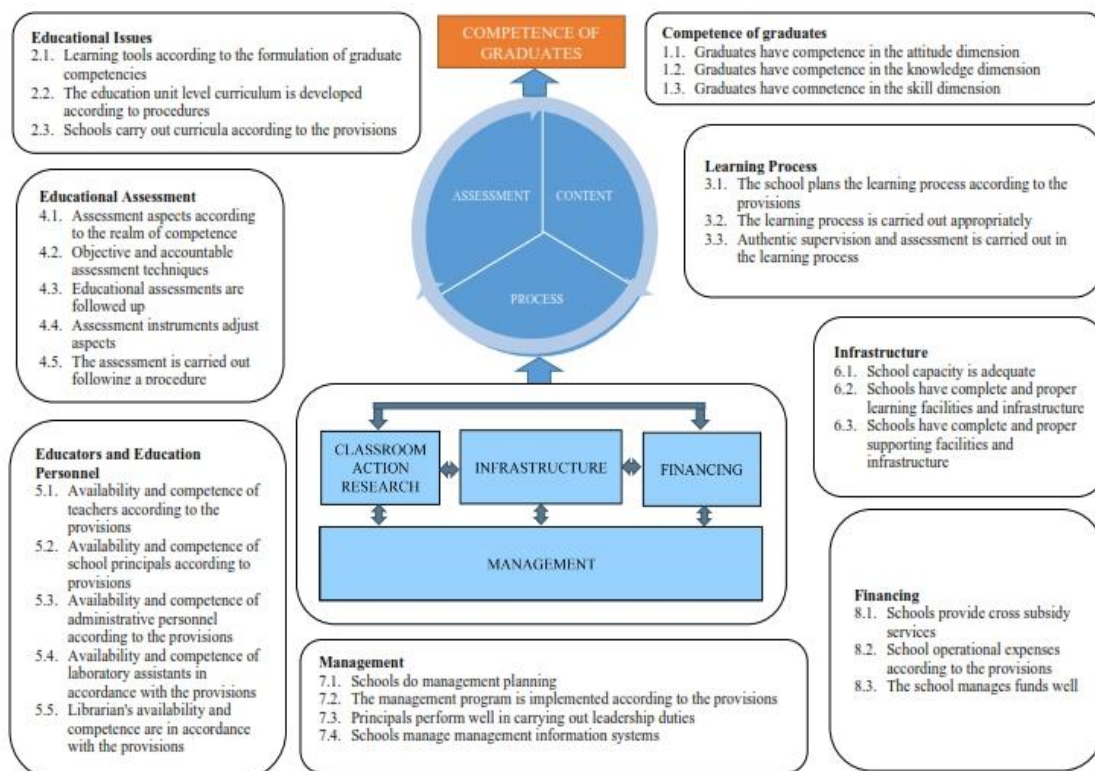

Figure 1. National Education Standards
Source: Ministry of Education and Culture (Kemendikbud), 2017

Education quality fulfillment refers to the standards corresponding to the applicable regulations. The main reference is the National Education Standards (SNP) which have been defined as the minimum criteria that must be met by education units and education providers. National Education Standards consist of:
❖ Graduating competence standard
❖ Content Standard
❖ Process Standard
❖ Assessment Standard

❖ Educators and Education Personnel Standards
❖ Management Standards
❖ Standard of Facilities and Infrastructure
❖ Financing Standards The eight standards form a series of inputs, processes and outputs.

Graduate Competency Standards are the output in this series and will be fulfilled if the input is fully met and that the process goes well. Standards that become inputs and processes are described in the form of quality

indicators to facilitate quality mapping activities in education quality fulfillment.

Method

This study uses an evaluative study method with a descriptive approach (Burn, 2009; Miles & Huberman, 2007). The evaluative study was carried out and aimed to evaluate policies towards meeting national education standards in order to improve school quality. Data analysis was evaluative with a "quantitative" approach (Burn, 1995 and Miles and Huberman, 2007). The data collection technique was carried out by observation, documentation study, and a checklist in the form of a questionnaire. Observation and documentation studies are used to see evidence in schools. A checklist in the form of a questionnaire is used to see the fulfillment of national education standards based on the assessments by the teachers to meet national education standards in schools. All teachers in the district. Ogan Ilir has 641 people at public high schools. The study sample was calculated based on a sampling technique with a formula using the Slovin formula (Stephanie, E., 2003) with the following calculations:

$$n = \frac{N}{1 + N(e)^2}$$

$$n = \frac{641}{1 + 641(0.01)}$$

$$n = \frac{641}{1 + 6,41}$$

$$n = \frac{641}{7,41}$$

$$n = 86,5$$

Based on the calculations above, it is found that the number of samples to fill in the rounded questionnaire checklist data in this study was as many as 87 people. This study consists of one variable, namely the quality of schools based on national education standards. The evaluative analysis was carried out by looking at the fulfillment of national education standards at the public high school level. The implementation of national education standards is said to be effective if the eight national education standards set by the government have been met (Government Regulations Number 19 of 2005 and Number 32 of 2013).

Checklist data were collected using a Likert scale questionnaire. The questionnaire consists of 5 alternative answers, namely (1) Very bad, (2) Not Good, (3) Fair, and (4) Good (5) Very Good. Then, several open questions were given to respondents to support the study results. The study data were processed by conducting descriptive analysis in the study aimed at seeing the trend of variable frequency distribution and determining the level of achievement of respondents in each of the indicators studied. To see an overview of each indicator can be obtained from the average score using SPSS, namely the following steps:

1) Looking for the combined score by calculating the product frequency with the weighted value for each alternative answer
2) Finds the average score by adding up the combined scores
3) Next, divide the average score by the number of respondents.

The calculation results obtained will be classified by the criteria for the average score indicator below:

Table 1. Classification of SPSS Calculation Results

No	Range	Criteria
1	4.01 – 5.00	Very High
2	3.01 – 4.00	High
3	2.01 – 3.00	Acceptable
4	1.01 – 2.00	Low

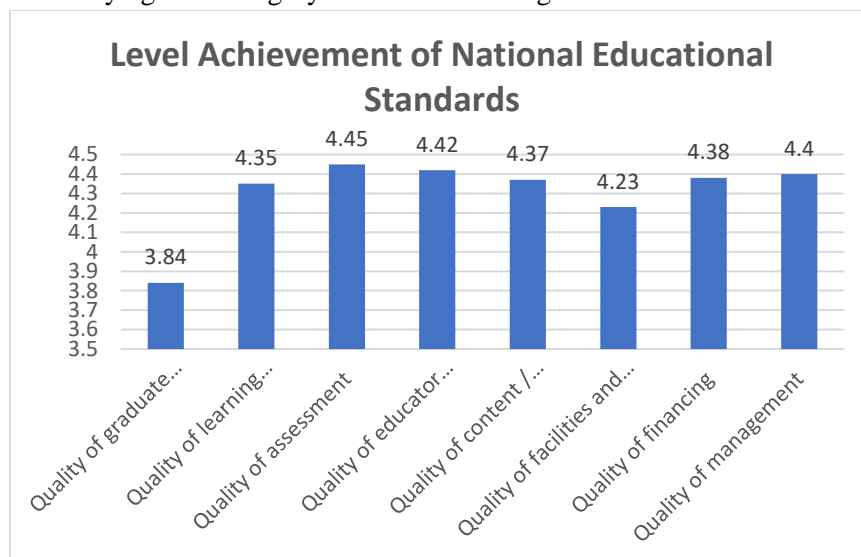| No	Range	Criteria
5	0.01 – 1.00	Very Low

Source: (Allen, I. E., & Seaman, C. A., 2007)

Results and Discussion

The results of tabulation and study data processing providing information on the average quality of schools at high schools are in the very good category with the average achievement of the fulfillment of all quality standards of 4.31. In detail, information about each dimension of school quality can be described as follows.

Based on the 8 standards above, it can be seen that the school quality at high schools has the highest score of service with a score of 4.45 which is categorized as very high. Meanwhile, the lowest score for high school quality is the competency quality of graduates with a score of 3.84. it is in the High category. Although the acquisition is the lowest, it still gives a pretty good picture of the quality of schools.

The other six dimensions are the quality of PTK with a score of 4.42 in sequence followed by 4.38 quality of financing, 4.4 quality of management, 4.37 quality of content/learning, 4.35 is the acquisition of scores for process quality and the last is the quality of infrastructure with a score of 4.23.

Discussion

The achievement level in the implementation of the national education standards at various levels of schools in Bengkulu province is not yet in accordance with the standards set by the government. This condition is a picture of the school itself. In other words, this is an achievement in itself. Schools are generally still "less standardized" or not in accordance with the national standards set by the government. Schools generally have an annual routine plan in the form of an activity planning and school budget. The plan includes a school program that seeks to improve the quality of schools. The results of this unfavorable study are similar to previous studies.

The study results from Teguh (2013), Sasongko (2015), Sasongko, and Sahono (2016) on the application of national education standards in schools also show the same achievement of national standards that have not been able to achieve full national standards. educational standards. Likewise, the results of study by Rahmi (2008) and Teguh (2013) on the application of national standards show that none of the items of national standards are fully met. The school condition still has a tough job to fulfill the government's needs.

The results also show that the conditions for implementing national education standards have a strong relationship with high school accreditation scores, high test scores, a good public image, and high school achievement. The results of this study are in accordance with the government's expectations that the application of national standards can improve the quality of schools (Sasongko and Sahono, 2016). In fact, according to Bandur (2009) who examined the implementation of school-based management in Indonesia, it shows positive things for schools that adhere to government policies. This condition is also in line with

Burke and Marshall (2010) stated that the role of government is needed to improve the quality of the academic units. Discussion on improving the quality of schools facing the 21st century, it turns out that the school's knowledge is still insufficient. They do not directly gain an understanding of how to deal with the 21st-century strategy. They generally understand a little from the seminar, from discussions with fellow teachers. They generally do not understand the competencies facing the 21st century, such as technological literacy, millennial culture, global communication, and competitive performance. Schools have their own problems with management to improve the quality of the institution. School-based management that has been implemented in schools is actually the basis for the quality that is given authority to schools (BNSP, 2007).

The implementation of school-based management and national education standards each have their own problems that are closely related to one another. For example, local government policies, especially the City / Regency Education Office, have not yet fully met national standards. This is similar to the application of the School-Based Management model, which until now the government has not measured its effectiveness of the model. School-based management has not been fully recognized as an effective method in dealing

with school management problems (Barton, 2009).

Many problems arise when school-based management is applied in schools. The problem is that school-based management, schooling, and school origins are not understood by schools that are routine in nature, and lack serious control or guidance. The results of Sasongko and Sahono's study (2017/2018) on the acceleration of meeting national education standards also show that many factors influence the achievement of national standards at various school levels. These factors are in fact the principal and his staff already understand how the measure meets these standards in a better direction. However, due to insufficient financial constraints that support the fulfillment of national standards, the fate of schools is just waiting for these conditions. This condition, according to Bosshardt and Walstad (2014), requires intensive skills training so that national standards are actually applied.

Conclusion

The conclusion of this study indicates that the application of national education standards in schools has not been implemented effectively. Government policies have not been fully implemented by schools following the established standards. Even so, schools that have been implemented under the government policies have a positive contribution to improving school quality. Improving the quality of schools can be seen from the increased accreditation scores, improved school image, increased average national exam scores, and overall increased school performance. The implementation of the national education standards has not been fulfilled properly by all schools. Almost all schools are not ready for the 21st century, which is all digital and millennial. They generally do not understand how character and competence face the 21st century. Recommendations to school principals, heads of education offices, regional government

leaders, and the central government must be more concrete to complement the national education standards in schools. To deal with education in the 21st century, the application of national standards must be met one hundred percent. Principals and teachers need to be trained on how to prepare students to have 21st-century character, competence, and literacy, such as religious character, superior performance characteristics, harmonized character, innovative critical thinking competence, communicative competence, healthy and harmonious competitive rivalry, technology and information. literacy, cultural literacy, and career literacy.

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