

Development Of Education Quality Assurance In Model School

Esmi Tsalsa Sofiawati^{1,a}, Suryadi², Bedjo Sujanto³

¹Doctoral student in Educational Management, Universitas Negeri Jakarta, Indonesia,
a Lecturer in Primary School Teacher Education, STKIP Bina Mutiara Sukabumi

EsmiTsalsaSofiawati_9911917003@mhs.unj.ac.id

²Lecturer in Educational Management, Universitas Negeri Jakarta, Indonesia, suryadi@unj.ac.id

³Lecturer in Educational Management, Universitas Negeri Jakarta, Indonesia, bedjosujanto@unj.ac.id

ABSTRACT

This study was aimed to evaluate construction guarantee quality education conducted by LPMP in Region V Province West Java on the model school program, which includes: 1) legal and Policy Basis, program goals and objectives; 2) source power used, which includes design activity, election model schools, and financing; 3) implementation process activities that include planning, organizing, implementing, and evaluating; and 4) achievements construction. Study this use approach qualitative with the CIPP model. Data collection techniques using observation, interview, and documentation. The result of the study indicates that maintenance construction guarantees the quality of education in Region V Province West Java based on regulations existing laws are implemented by comprehensive guide maintenance. Suite activity from socialization until reporting school education good quality, though still there are several constraints in implementation, including need existence monitoring repeat in the process of building this is fine from side policies, as well as the necessary implementation involve competent human resources, as well as adequate facilities for the aim of Education quality, is achieved. Coaching this still walk and time this is at under BBPMP since 2022.

Keywords: CIPP Evaluation , Coaching Guarantee Education Quality.

INTRODUCTION

Educate life nation is stated destination of Indonesia in Constitution Republic of Indonesia 1945. To reach the aims, all citizens have the right to obtain quality education equally based on talents and interests without looking at social status, ethnicity, and gender. Talking about quality education related to even distribution education. Education should be core to any future development framework. Education is central to education change and transformation (Sayed & Ahmed, 2014:3). Equality and quality education will make give all Indonesian citizens the optimal ability to

The regulation of the minister of education and Culture about System Guarantee Quality of

Primary and Secondary Education declared that in mapping Quality of Education at the level Education unit based on National Education Standards

Mapping quality is a process that operates to guarantee the Quality of Education. It is carried out internally and externally in the form of data collection, processing, analysis, and various information related to fulfilment of traditional national education carried out at the school, district /city, and province until national made reference in repair as well as enhancement Education (K. Pendidikan dan Kebudayaan, 2018) quality. Mapping quality is conducted using instruments that have been provided in the form of indicator quality and sub- indicators quality

based on information and data sources originating from the head school, teacher representative, representative students, committee schools and supervisors to LPMP.

LPMP in operating their job have functions: first, execute mapping quality of primary and secondary education; second, carry out facilitation of the quality of education on primary and secondary education; third, carry out supervision to primary and secondary education; fourth, develop system information Primary and secondary education. An embodiment of the program in LPMP is described in the form. The three core programs are:

1. Core Program (LPMP-related work program direct with Duty principal and duties of LPMP),
2. Extended Program (LPMP-related work program with work program Directorate in the environment DG Dikdasmen),
3. Capacity Development (related LPMP work programs with strengthening LPMP internal capacity).

West Java LPMP Core Programs, namely unit mapped education quality education, unit education that has facilitated based on eight National Education Standards (SNP), unit facilitated education through partnership, unit education that has been facilitated based on eight National Education Standards (SNP) are realized through facilitation of model school programs.

By general model school program mechanism through several stages in program development, including preparation and capacity building, mentoring and impacting model schools, program monitoring and evaluation, and program dissemination.

Activities carried out in the implementation model influenced school cover training, implementation and mentoring to monitor and evaluate. In doing an activity, LPMP prepares facilitators for the dominating area fully related system guarantee

quality education, implementation of SPMI, development model and pattern school its impact.

Every school is built accompanied by LPMP and facilitator area (FASDA), which is also a supervisor the builder for to do SPMI cycle consisting of 5 stages guarantee quality, namely: 1) mapping quality, 2) preparation planning fulfilment quality, 3) implementation fulfilment quality, 4) evaluation implementation fulfilment quality, and 5) preparation of achievement strategies quality.

In 2019, the Provincial LPMP West Java implemented accompaniment implementation System Guarantee Internal Quality (SPMI) for 504 schools fostered areas spread over 27 regencies /cities with details as follows:

Table 1. Quantity Target School Construction

Tier	Amount	Amount	Total
	School Construction 3rd year	School Construction 1st year	
SD	230	64	294
SMP	100	32	132
SMA	23	16	39
SMK	23	16	39
Total	376	128	504

Source: Provincial LPMP West Java

SMA and SMK are levels of formal education held with destination for prepare participant students who have skill in accordance competence in selected skill based on experience at school because of that needed appropriate quality of education. Therefore, the school implements the standard to support the success of education, which is inseparable from the eight educational standards that schools must pay attention to. Therefore, the study results document the implementation of the eight standards that have been implemented to improve the quality of education based on the quality report cards at the SMA/ SMK level in the city/district of Sukabumi, which are reported to the provincial level can be seen as follows:



Figure 1. District PMP Score Report Sukabumi

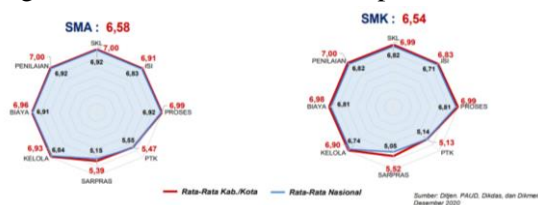


Figure 2. Sukabumi City PMP Score Report

Quality report data above show results report card quality in which some schools become model schools and impact schools. Some can exceed national education standards of the eight educational standards mapped to quality. However, some are not. Schools can set standards above SNP, although implementation has not yet been met. Hence, some things need to be evaluated to achieve the quality of education according to the established school standards. Both mapping, planning, implementation and even evaluation carried out through construction guarantee Quality of Education by LPMP in the implementation of model school programs. This is done to comply with the principles of education in Indonesia, which are in line with the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System Chapter III Principles of Education Implementation Article 4 (Kementerian Pendidikan dan Kebudayaan, 2016b).

However, in 2022, the Ministry of Education, Culture, Research and Technology to do setting organization in the environment Directorate General of Early Childhood Education, Primary Education, and Secondary Education with a destination to increase effectiveness, efficiency, and coordination in doing functions and tasks guarantee Quality of Education in every level so need existence integration. So, with that LPMP changed Becomes Hall Big Guarantee Quality of Education (BBPMP).

LITERATURE REVIEW

For several decades this definition of evaluation increasingly thrived in the environment society. In the early days known, evaluate more linked with evaluating results achievement based on clear goals and objectives, measuring test results field certain, or test the norm used reference.

In other words, evaluation is needed in various fields, one of which is in the world of education. Evaluation is one part of the controlling function. Evaluation can also be interpreted as an activity determining the feasibility of a matter which includes obtaining information for use in assessing the feasibility of a program, product, procedure or objective, or the use of potential alternative approaches designed to achieve specific objectives.

Implementation evaluation is important; however, not all parties could be involved because there are various considerations and requirements for effort engagement. Engagement model in an evaluation conducted because evaluate evaluation as effort together, involving people inside and outside organization with variety degrees skill in evaluation in pattern connection sharing power and learning-together. Patton identified nine principles of an engagement party in implementation evaluation, namely :

1. The process involves participants in learning skills,
2. Participants own the evaluation and are active in the process,
3. Participants focus the evaluation on what they consider important,
4. Participants work together as a group,
5. The whole evaluation process is understandable and meaningful to the participants,
6. Accountability to oneself and others is valued and supported,
7. The perspective and expertise of all persons are recognized and valued,
8. The evaluator facilitates the process and is a collaborator and a resource for the team,
9. The status of the evaluator relative to the team is minimized (to allow equitable participation) (Harris, 2010).

Two important ideas can be drawn from the above definition: First, the evaluation must be direct and not be conducted only for interest alone. The evaluation must become part of answering questions about feasibility, methods, content, and program approach so that the program continues to improve. Evaluation should also become the input for the program design process to reach its purpose. The second evaluation has three important elements: criteria, evidence and judgment. Evaluation does not occur except where there are criteria for program assessment, evidence that states the extent to which the program meets the criteria and the assessment to what extent criteria are fulfilled. Program evaluation is a regular and continuous activity using the scientific procedure to get useful data for making decisions.

Construction work is translated from the word training which means training, education, and coaching. Coaching shows improvement, progress, development, or enhancement of something. There are two elements in the definition of coaching, namely: in the form of a process or action and improvement on something. Coaching alone is more to something effort or action was taken to get more good results. In general, construction is a repair to a planned life pattern.

Mangunhajana disclosed that construction is a learning process that releases rights owned and studied. Things new not yet owned with destination to help people achieve destination more effectively (Mangunhajana, 1991). Coaching is usually conducted by keeping going continuously with the hope will become a good habit. This thing in line with that expressed by Soetopo and Wati, who revealed that construction is something activity that maintains and improves what has existed and is done because the destination of construction is to develop the ability to be all that is expected could achieve (Tanzeh, 2009).

Based on several above understanding, so writer concludes that construction is something the efforts made by a coach to perfect and maintain something situation so that it is always orderly and obedient to regulations, whereas quality has various understandings. In Sallis, Nomi Pfefer and Anna Cootetated that "quality is a slippery concept" (Sallis, 2006). Quality implies different things for each person. Therefore, quality according to one person will sometimes be different from the views of others. In other words, in defining quality, there is a diversity of understanding according to experts and organizations.

In education, quality is something that is very important and has always been in the spotlight around the world. Even intensive international efforts are being made to improve the quality of education in the face of contemporary challenges. However, it is a basic aspect of education because academic quality reflects how well the output is produced and can obtain achievements (Aslam & Akbar, 2017).

In Fulfill needs, Strict power competition in various fields, good environment national as well as globally, then enhancement Education quality is the strategic choice for evaluation performance, marketing, and competition international with notice quality the education carried out following standard.

As for what is meant by quality according to standards, that is, if one aspect of education management is in accordance with predetermined standards. Garvin, as quoted by Gaspersz, defines eight dimensions that can be used to analyze the characteristics of quality, namely: (1) performance, (2) features, (3) reliability, (4) conformance, (5) durability, (6) serviceability, (7) aesthetics, and (8) subjective quality perceived by customers (Sutrisno & Rusdi, 2007).

Quality concepts which focus on 'tangible products' and those which focus on intangible service delivery. Quality is also 'situational and time-based' (Misko, 2015). Thus, quality is

sometimes defined as a tangible product that focuses on providing an intangible, situational and time-based service.

METHOD

The research conducted to get accurate data for evaluating construction that has been carried out on the model school program/ school fostered in Region V Province West Java SMA and SMK levels are qualitative with method evaluative.

Study qualitative has characteristics as follows: (a) characteristic setting, (b) utilizes different information and techniques that are intelligent and

humanistic, (c) highly figured, (d) central interpretative (e) sees phenomena comprehensively, (f) requests focus on participants perspective, (g) multifaceted, literature and simultaneous, (h) plan inductive analysis information (Creswell, 2014).

Researcher To do research data search with to do an interview, make notes field, implement observing, take photos, and collect important documentation. The research model developed by Stufflebeam is the CIPP model (Context, Input, Process, Product).

Table 2. Evaluation coaching Guarantee Quality of Education (PMP) in Region V Province West Java

Stage	Focus	Aspect	Results
Context	Legal Foundation	Policy Ministry of Education and Culture Destination Target	effectiveness PMP ↓
Input	Source Power used for implementation construction Guarantee Education Quality	design Activity Election Model School Financing	R e c o m m e n d a t i o n ↓
Process	Implementation	Planning Organizing Implementation Evaluation	
Product	Achievements /Results	Fulfilled mapping Education Quality Achieved Quality of Education according to SNP	

RESULTS AND DISCUSSION

Analysis Base Programs/Activities: Policy, Destination and Target from the Model/ Guided School Program

First, Policy: Policy is embodiment from action to use solve problems faced. Base policies that become guidelines in implementation construction guarantee Education quality, namely

: (1) Law Republic of Indonesia Number 20 year 2003 Articles 1, 4, 5, 10, and 11 concerning National Education System; (2) Regulation Government Number 19 of 2005 concerning National Education Standards ; (3) Regulation of the Minister of National Education Number 63 of 2009 article 7 concerning System Guarantee Quality of Education; (4) Permendikbud Number 28 of 2016 concerning System Guarantee Quality of Education (SPMP) Primary and Secondary

Article 1, paragraphs 3 and 4; (5) Permendikbud Number 6 of 2017 concerning Change Permendikbud Number 14 of 2015 concerning Structure Organization and Work Procedure (SOTK) of the Guarantee Agency Quality of Education (LPMP); and (6) Head of West Java LPMP Decree No 0960/D7.12/KP/2017 concerning Determination Model School and School Impact Elementary, Middle, High and Vocational levels in 2017.

Based on results findings study that program organizers have something form policies that are comprehensive in arrange management guarantee Quality of Education including inside it to do construction school for increase Education quality. In guaranteed Education quality has been set in the law, as put forward draft policy "a policy is defined as relatively stable, purposive course of action followed by an actor or set of actors in dealing with a problem or matter of concern" (Bibiana et al., 2020). With existence policy this will Becomes the most suitable template in doing guarantee Education quality.

Second, Program Objectives: There is four destinations from implementation construction guarantee the quality of education in model schools, namely (1) developing assurance vision, mission, policies and strategies quality; (2) implement and develop cycle guarantee quality; (3) develop activities that can push all component unit education involved in guarantee quality; (4) develop cooperation Among unit education, society and institutions/agencies in skeleton ensure Education quality.

Good understanding to program objectives will be unite view Among program organizers and implementers in run and make it easy measurement his achievements. This Thing in line with an opinion that "Goal are often expressed in a measurable way so that the eventual outcomes can be evaluated against them" (Sallis, 2006). That destination is something measurable and achievable evaluated. With thereby program objectives should have base clear juridical to be able to understand by all parties involved in

implementation of programs/ activities and can walk with good in accordance hope.

Third, Program Targets: Goals set in construction guarantee Education quality based on the Decree of the Head of West Java LPMP No 0960/D7.12/KP/2017 concerning Determination Model School and School Impact Elementary, Middle School, High School and Vocational levels in 2017. It is known that there are 376 schools that become target school built from various education level. By detailed mentioned that for Elementary level totaling 230 schools, for SMP level is 100 schools, for SMA level is 23 schools, and for Vocational level totaling 23 schools of 27 Regencies /Cities in the Province West Java. Whereas for region V province West Java itself at the high school and vocational level totaling 4 schools.

Based on results analysis study determination program goals in construction guarantee the quality of education is in accordance with needs guarantee quality of education because refers to eight National Education Standards (SNP). Target is commitment relevant achievements in something organization and in its implementation could Fulfill parties involved for get optimal results. With thereby target Becomes relevant targeting in program implementation.

Source Analysis Program Power: Design Activities, Election Model School, Financing

First, Design Activities: design activities prepared by the organizer's construction guarantee Quality of Education in Region V Province West Java stated in form book Guidelines Guarantee Quality of Education as well as in activity guarantee quality this there is monitoring, and evaluation carried out per year.

Based on study data findings document that LPMP as program organizers have design for each activity consisting of from: (1) Design Regulation of the Minister of Education and Culture about Guarantee Quality of Primary and Secondary Education; (2) Guidelines General System Guarantee Quality of Primary and Secondary Education; (3) Hint Implementation Guarantee

Quality of Education by Education Units; (4) Hint Implementation Guarantee Quality of Education by Guarantee Institution Education Quality; (5) Technical Guidelines for Quality Map Data Collection Education Unit; (6) Technical Guidelines for Quality Map Development; (7) Facility Technical Instructions Local Government; (8) Development Technical Guide Model Schools and Induction Patterns.

Second, Election Model School: Election model school set by LPMP, based on the proposal from facilitator area selected, with notice several aspects for can set. Among them, the not yet Fulfill National Education Standards (SNP) has a high commitment and is willing to operate all Suite activity in implementation construction guarantee quality of education, as well as existence Support from local government.

Third, Financing: Related to financing the coaching carried out by LPMP is: earned budget from government centre, which whole poured in DIPA (Filling List Implementation Budget) Provincial LPMP West Java. In construction, this provision for funds and accountability has been set with good.

Implementation Analysis Coaching: Planning, Organizing, Implementation and Evaluation

First, Planning: To reach the destination a program/ activity by effective, efficient, and sustainable then needed careful planning. Destination they could achieve with good with through several stages of the process, including 1) formulating purpose; 2) analysing various the right choice; 3) choosing clear circuit in accordance deal (Miftahuddin, 2017).

Second, Program Organizing: The organizing process carried out in skeleton support implementation construction guarantee Education quality is displayed with clear related to internal strategy organization of the implemented program. Where the organization carried out by LPMP has nature coordination, LPMP only gives construction and does not give instructions different from the Department that instructs to

school. LPMP only invite the school to for awakening Education quality to be better. So, the LPMP organisation coordinates with the Education Office in each region and the facilitator area. Organizing is an implementation of how to arrange source power man or something else to be arranged by following systematic function (Winarsih, 2017)

Third, Program Implementation: The process of implementing the LPMP program in construction guarantees Education quality is following standards involving holder interests (head) school, Guarantee Team Quality Schools (TPMPS), educators and staff education, supervisor, committee schools, foundations, education offices, parents and participants educate).

Implementation of construction guarantee quality refers to the SNP (National Education Standards), where there are four must steps done by every model school that was built. First, compose the instrument. Every school built must compose an instrument for the whole standard following the indicator. Preparation of the instrument carried out in school could help the school in mapping quality.

Second, data collection. Relevant data collection with quality is very important conducted in mapping quality. Third, data processing and analysis. Schools must process and analyse the data obtained to describe quality schools against SNPs. Fourth, compose document results. The results of the analysis that has been conducted school could describe achievements in a quality school.

Fourth, Evaluation: Process evaluation is seen walking activities /programs and obstacles that occur during the process. So to get information related to the process then, activity evaluation is designed and applied in practice; every activity in coaching guarantees Quality of Education in Region V Province West Java.

The process evaluation has the main destination, namely (1) for knowing the weaknesses and

Strengths of a program during implementation; (2) to get information about decisions that will be set; and (3) to maintain documentation about Thing important moment of program implementation is carried out. The process evaluation also identifies a mismatch between design and its implementation. Besides that, process evaluation is the source of information in taking policy from program organizers.

The evaluation carried out by the LPMP has been planned fine, but the report results evaluation has not yet been analyzed optimally. LPMP as a program organizer only serves report evaluation guarantee quality of education numeric. Therefore, LPMP needs to involve a competent party like Balitbang or something else to analyze the result instrument evaluation to obtain user input as recommendations.

Achievement Analysis coaching Model School in Guarantee Education Quality

Evaluation product is a series of processes for seeing how far it goes coaching carried out by LPMP and interpreting success goal, assess data set, compare set criteria with the results obtained in the field. Various related considerations, context, input and later process formulate it by rationale.

Related with product construction guarantee Quality of Education in Region V Province West Java, covering problem faced in training carried out by LPMP. Product the most measurable real changes number quality from results construction guarantee the quality of every education year.

There is a trend enhancement score quality every year from eight set standards. Increment score quality is not yet significant compared with problems arising during construction in three years. Need work optimal hard for Keep going reduce various problems that occur.

The program objectives are given service and coaching enhancement quality of education for the province of West Java. Some schools must built and served. Effort enhancement Education quality is not miss from role whole Education

component, good Supervisor school, head schools, educators and staff education, foundation, committee schools, parents and participants educate. Effort enhancement Education quality must be synergized with role of government including LPMP in give construction.

CONCLUSION

Based on results research and discussion conducted in the model/ guided schools guarantee quality for 3 years from 2017-2019 in Region V Province West Java, then could conclude that role of active LPMP in give construction big. LPMP is responsible answer for resolving various challenges and defend Education quality. Whole effort enhancement Quality of Education from year to year produce number change through number the not yet significant.

REFERENCE

1. Aslam, MI, & Akbar, RA (2017). Validation of the Higher Education Commission's Quality Assurance Indicators Used for Self-Assessment Mechanism at Universities in Punjab Province. *Bulletin of Education and Research* , 39 (3), 237–250.
2. Bibiana , RI, Madrine , K., Eric, W., & Simon, T. (2020). Policy strategies for effective implementation of inclusive education in Kenya. *International Journal of Educational Administration and Policy Studies*, 12 (1), 28–42. <https://doi.org/10.5897/ijeaps2019.0622>
3. Creswell, JW (2014). *Research Design Qualitative, Quantitative, and Mixed Methods Approach*. In SAGE Publications (Vol. 4).
4. Harris, MJ (2010). *Evaluating Public and Community Health Programs* . Jossey-Bass Publishers.
5. Indonesian Dictionary Edition Electronics . (2008).
6. Ministry of Education and Culture, DJPD and M. (2016). Document 03 Instructions Implementation Guarantee Quality of Education by Education Units. *Journal of*

- Chemical Information and Modeling. <https://doi.org/10.1017/CBO9781107415324.004>
7. Mangunhajana, A. (1991). The Construction of Meaning and Its Methods. Canisius.
 8. Miftahuddin. (2017). Building Professional Teachers for Quality Education. Tribakti Kediri Institute of Islamic Religion , 28 , 272–288.
 9. Misko, J. (2015). Regulating and Quality Assuring VET: International Developments. In National Center for Vocational Education Research .
 10. Education and Culture , K. (2018). Device Instrument Mapping Quality of Primary and Secondary Education at School Level Intermediate Vocational.
 11. System Guarantee Quality of Primary and Secondary Education Number 28 of 2016, (2016).
 12. Sallis, E. (2006). Total Quality Management in Education_Management Quality of Education. IRCSOD.
 13. Sutrisno, & Rusdi, M. (2007). Analysis Policy Enhancement Quality of Primary and Secondary Education in Jambi Province. Journal of Innovative Education, 3 (1), 25–31.
 14. Tanzeh, A. (2009). Introduction Method Research. Terrace.
 15. Winarsih, S. (2017). Policy and Implementation Higher Education Management in Increase Education Quality. Scholar , 15