



IMPROVING THE QUALITY OF ELEMENTARY SCHOOL THROUGH HEADMASTER PRINCIPAL MENTORING PROGRAM

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Abstract

As an independent country, Indonesia has aspired to educate the nation through education. However, now, education in Indonesia has many problems. The quality of school in Indonesia are still low, especially in marginal schools. It is located in outlying place, inland, or border. Dompot Dhuafa as one of the NGOs managing ZISWAF funds (Zakah, Infak, Sedekah, Waqaf) which is aimed to improve the welfare of the community through Makmal Pendidikan has made various efforts in advancing the education in Indonesia, especially in education for the poor (marginal). This research was conducted in 2019 up to 2020 in 2 marginal schools (Elementary School and Islamic Elementary School) located in Indonesia. This reseach is a quasi-experimental longitudinal study, through the MPC4SP Tools intervention. This tools is used to assess the schools that will be the target of mentoring assistance which consists of a score of 0 - 1000 points (level 1 to 5). The result of the school assessment is used as the basic data for the establishment and improvement of school performance through mentoring process for headmaster and teachers. MPC4SP are focused on 6 criteria: Leadership of Learning, Effectiveness of Learning, Literacy and Mathematics, Educational Leadership, Character building Learning Environment. The results showed that the increasing of school performance score, that is as much as 100 points in Elementary School and 220 points in Islamic Elementary School. It means that there is an increasing in the level of school quality from level 1 to level 2 in elementary school and level 3 to level 4 in Islamic elementary school after program intervention..

Keywords: School Performance, Marginal School, Headmaster, Elementary School

INTRODUCTION

Since its inception, Indonesia has aspired to educate the nation's life. But unfortunately, until now we still have a lot of problems in the field of education. So it must be admitted that the quality of schools in Indonesia is still low, especially if you see the marginal schools located in remote, inland, or border. The quality of our education is still below the average of other developing countries[1].

The low quality of education has been shown in the latest report of the United Nations Development Program (UNDP)

2016, Indonesia ranked 113th out of 188 countries in the Human Development Index (HDI), by an index value of 0.698. The position Indonesia lags behind two neighboring countries of ASEAN[2].

The Learning Curve Pearson (2014) as one of the world's educational rating agencies, explained that Indonesia occupies the final position in the quality of education in the world. Indonesia ranked 40th with an index ranking and the overall value of -1.84. Meanwhile, the cognitive ability category is in the index of rank 2014 versus 2012, Indonesia is given a value of -1,71.





As for the value of educational attainment owned Indonesia, given the score -2.11. Indonesia is in the lowest position after Mexico, Brazil, Argentina, Colombia, and Thailand[3].

Research Results from Center for Social Marketing (CSM), related to the number of books read in 1 year, Indonesia 0 books. The United States (32 titles), the Netherlands (30 books), France (30 books), Japan (22 books), Switzerland (15 books), Canada (13 books), Russia (12 books), Brunei (7 books), Singapore (6 books), and Thailand (5 books). If reading a book is not a culture, we can imagine the quality of human resources in a country [4].

According to the OECD 2015, Indonesia's average performance appraisal in literacy and literacy skills is good, although in terms of economic development it is still inferior to other ASEAN member countries. The reading ability of students in Indonesia ranks 69th out of 76 countries in the world surveyed by the Program for International Student Assessment (PISA) in 2015, far behind Vietnam with 12th of the total countries surveyed[5].

Facts about the low of reading ability, is directly proportional to the condition of the library facilities. Data released by the National Library of Indonesia (PNRI) in 2015 shows that of the 254,432 schools enrolled from various levels of primary and secondary education, only 46.61% of schools already have library facilities, which is about 118,599 schools. The number is new at the level of having library facilities, has not talked about the quality of libraries and librarians [6].

In 2015, out of 118,599 existing school libraries, only 176 accredited school libraries, or just 0.14%. And if we refer to Law no. 43 of 2007 on the national standard of school libraries, of a number of 0.14% of the accredited libraries, only 130 school libraries have met national standards. The quality of education is exacerbated by data of National Teacher Competency Test (UKG) conducted in 2015, amounting to 53.02. It is still below the specified KKM standard, which is 55[7].

Based on the above data, there needs to be a comprehensive effort to improve the quality of our education. This improvement can start from the lowest educational unit, the school institution. Schools in Indonesia, especially marginal schools need to be upgraded in order to be able to deal with future challenges that will be much more competitive. Thus, Makmal Pendidikan as a division in Dompot Dhuafa Pendidikan since 2004 has initiated a school assistance program, by carrying the distinctiveness of literacy [8].

In 2016, Makmal Pendidikan has assisted approximately 77 schools, ranging from elementary to high school. And since 2010 this school assistance program brings the name of Smart School Literacy. The program is spread over 30 provinces, extending from Sumatra to Papua. Nine dots are schools located in the Indonesian border region of Natuna (Riau Islands), Bengkayang (West Kalimantan), Rote (West Nusa Tenggara), Maluku, Talaud (North Sulawesi), Merauke (Papua), Nunukan (North Kalimantan) and Meranti Islands (Riau Province)

Therefore, this research was conducted to analyze the effectiveness of MPC4SP





tools intervention which has been developed by Makmal Pendidikan (Dompot Dhuafa) through the theory and best practice study which has been done in improving the quality of marginal schools throughout Indonesia. Through this tool, Makmal Pendidikan aspires to educate the nation's life through the process of quality assistance to the remote schools in Indonesia[9].

RESEARCH METHODS

Research Design

The research design in this study is "quasi-experimental longitudinal" to focus analysis on: (i) development of tools (ii) provision of interventions; and (iii) assessment of the impact of interventions on school quality. The longitudinal design was chosen because the study was directed to be carried out for 2 years on an ongoing basis. Meanwhile, quasi-experimental is chosen as the design because the target will be given experiment in the form of intervention and quasi characterize experiments conducted on social research can not be done purely. Various social factors sometimes arise and can not control purely the given experiment (intervention)[10].

Time and Place of Research

This research was conducted in 2019-2020. MPC4SP Tools Development is conducted since 2018. Intervention stage is conducted in 2019. Entry, processing, and data analysis conducted in January - May 2018. The study was conducted in 2 (two) schools of Marginal Indonesia became the target of program intervention consisting of

Elementary School and Islamic Elementary School.

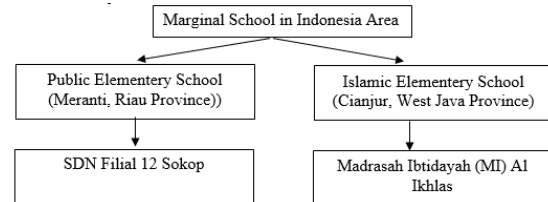


Figure 1. Place of Research

Population and Sample

The population in this study is the academic community in the 2 schools that are the target of the program intervention. The sampling in this research is done purposively, that is consist of school management, teacher, school committee, and student[11].

Data Collection Techniques

Data used in this research are primary data and secondary data. Primary data is collected using the tools that have been developed. Tools MPC4SP was developed for 3 years with reference to the theory and best practice that Makmal Education has done. This school assistance program has been conducted by Makmal Pendidikan since 2004[12].

The MPC4SP tool describes the Quality (Performance) of the pre- and post-program Schools, which consists of 2 main variables: (1) instructional systems (learning leadership and learning effectiveness), (2) School culture (educational leadership, character building, and learning environment)[13].

Primary data collection was conducted through FGD, In Depth Interview, and observation. Meanwhile, secondary data was obtained through document tracing to school management.





Data Processing and Analysis Techniques

The data obtained will be processed through the process of editing, coding, scoring, data entry to the computer, data cleaning, and data analysis. After the data entry into computer, then it will be processed by using Excel version 2010. Data will be analyzed by using 2 method, that is: (1) descriptive analysis; (2) quantitative analysis combined with qualitative analysis derived from the results of in-depth interview.

RESULTS AND DISCUSSION

Development of MPC4SP Tools

MPC4SP or Makmal Education Criteria for Schools Performance is an assessment criteria for measuring capacity building of school institutions. The MPC4SP criteria are based on field studies and experience of school development concepts carried out by Makmal Pendidikan - Dompot Dhuafa since 2004. These criteria are then developed in harmony by some theoretical studies in education and may as well not conflict with national legislation in the field of education.

In 2016, MPC4SP has improved / revised, later named MPC4SP 2.0. MPC4SP 2.0 is composed of two spheres of institutional capacity building for schools: (1) The Instructional System consists of 3 criteria, namely: (Leadership of Learning, Effectiveness of Learning, and Literacy and Mathematics); (2) School culture consisting of 3 criteria, namely: Educational Leadership, Character Building, and Learning Environment.

Based on six (6) the criterias were further developed into 3 indicators on each criteria, with details: (1) Leadership Learning, consisting of: Curriculum Development, Professional Development, Evaluation of Learning Objectives Achievement; (2) Effectiveness of Learning, consists of: Excellent Service, Active Learning, Assessment of Learning Outcomes; (3) Literacy and Mathematics, consisting of: Literacy and Mathematics Skill, Niche of Science and Library, Master Chronicle; (3) Educational Leadership, consisting of: School Strategic Planning, Resource Management, Synergy and Networking; (4) Character Building, consisting of: Values and Confidence, Rules and Procedures, Character Habituation; (5) A conducive learning environment, consisting of: 5R and Green Friendly, Classroom Setup and Completion, School Environment.

MPC4SP consists of 71 questions. Each statement consists of 5 score options, starting from the lowest score (Score 1, Score 2, Score 3, Score 4) to the highest score (score 5). If a school finds a fact that does not meet SCOR 5, SCORE 4, SCORE 3, or SCORE 2, then it is considered a Score 1. Meanwhile, the rating point on the highest MPC4SP tool is 1000 points..

Table 1. Classification of School Measurement Results by MPC4SP Tools

No	Klasifikasi	Score/Point
1	School level 5	900-1000 point
2	School level 4	800 – 899 point
3	School level 3	650 – 799 point
4	School level 2	450 – 649 point
5	School level 1	< 450 point

Giving MPC4SP Tools Intervention

The intervention of MPC4SP tools is





conducted through several steps, namely: (1) School Assignment Process. This process aims to see the initial school scores with measurements using MPC4SP. The results of these measurements are used as baseline data for the intervention process so that the assistance provided to the school, especially the Principal will be on target. (2) Process Intervention Tools. This process is done after the initial assessment process. This process lasts for 1 year. School management (Principals and Teachers) will be given guidance in the process of school quality improvement. The mentoring process is given based on indicators in MPC4SP Tools.

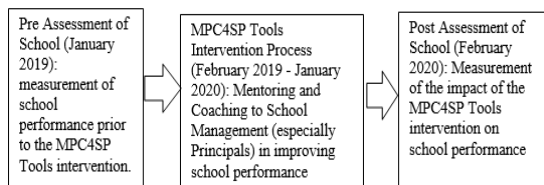


Figure 2. Stage of MPC4SP Tools Intervention to School

In addition, school management (Principals and Teachers) is also given training on how to improve school performance. (3) Final Assessment Process. This process takes place in the 2nd year after assessment and intervention tools. The final assessment aims to see the impact of post-intervention tools. The final assessment is conducted by using MPC4SP Tools. Then the results of the measurements in the final assumption process were compared than the results of the measurements in the initial assumption process to see an increase in school performance score

after the intervention. The stage of intervention Tools MPC4SP can be seen in Figure 2.

Results of School Performance Measurement Pre and Post Intervention MPC4SP Tools

a. Elementary School (SDN Filial 12 Sokop)

Measurement Performance SDN Filial 12 Sokop performed 2 times, namely: pre and post MPC4SP intervention. The results of the pre-intervention measurement obtained a school performance point of 401 points or are at the level of Star School 1. Meanwhile, after the intervention there is an increase in school performance points as much as 100 points. This means that the interventions made by Makmal Education to Public Elementary School (SDN Filial 12 Sokop) managed to increase the school level from School Level 1 to School Level 2 (Figure 3).

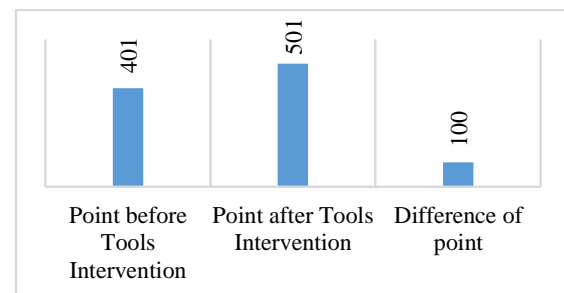


Figure 3. Measurable Performance Measurements Results SDN Filial 12 Pre and Post Intervention MPC4SP

Figure 4 shows the results of school performance measurements pre and post intervention tools MPC4SP based on 6 criteria. The results showed that the highest score increase was on Education Leadership Criteria (14 points). The Leadership Education Criteria consists of





3 indicators, namely: School Strategic Planning, Resource Management, Synergy and Networking. Meanwhile, the lowest score increase is in Literacy and Mathematics Criteria (1 point) and Effectiveness of Learning (1 point).

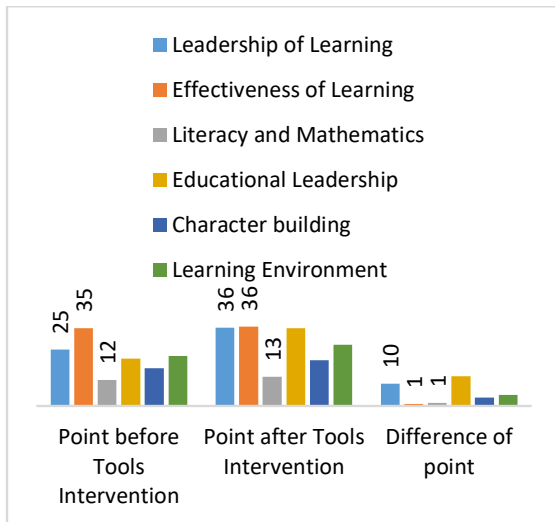


Figure 4. Points of Measurement Result of SDN Filial 12 Pre and Post MPC4SP Intervention base on Criteria

b. Islamic Elementary School (Madrasah Ibtidayah (MI) Al Ikhlas)

the measurement Performance MI Al Ikhlas done as much as 2 times, namely: pre and post intervention tools MPC4SP. The results of the pre-intervention measurements obtained 665 points of school performance points or are at the level of Star School 3. Meanwhile, after the intervention there was an increase in school performance points by 220 points. This means that the interventions made by Makmal Education to Islamic elementary schools (MI Al Ikhlas) succeeded in increasing the level of schooling from School Level 3 to School

Level 4 (Figure 5).

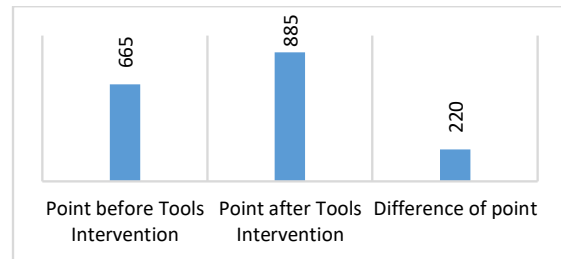


Figure 5. Measurable Performance Measurement Results of Pre Al Ikhlas Performance and Post-Intervention of MP4CSP

Figure 6 shows the results of school performance measurements pre and post intervention tools MPC4SP based on 6 criterias. The results showed that post-intervention scores increased almost evenly in all criteria. The highest score increase is on the criteria of Effectiveness of Learning (19 points), which consists of 3 Indicators: Excellent Service, Active Learning, Assessment of Learning Outcomes. Meanwhile, the lowest score increase is on Literacy and Mathematics Criteria (7 points).

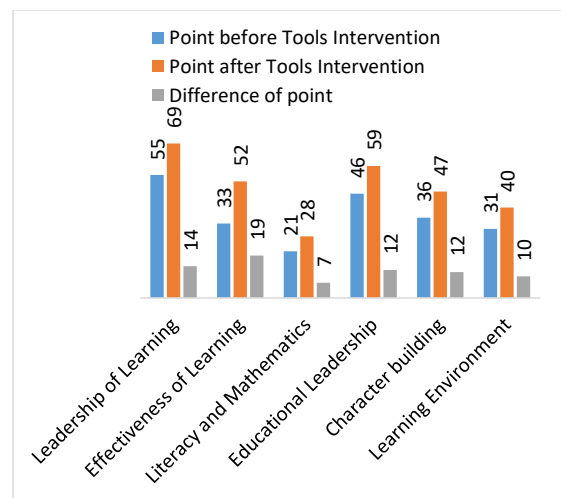


Figure 6. Points of Measurement of MI Al Ikhlas Pre and Post Intervention MPC4SP base on Criteria





c. Results Intervention Effectiveness Analysis Tools MPC4SP based Differences Type of School (Public Elementary School and Islamic Elementary School)

This study also aims to compare the MPC4SP Tools intervention results between Public Elementary School and Islamic Elementary School. The results show that the interventions conducted in Islamic elementary schools are more effective than the Public Elementary School. At the Islamic Elementary school there is an increase in school performance score of 220. Meanwhile, in Public Elementary School only as much as 100 points (Figure 7).

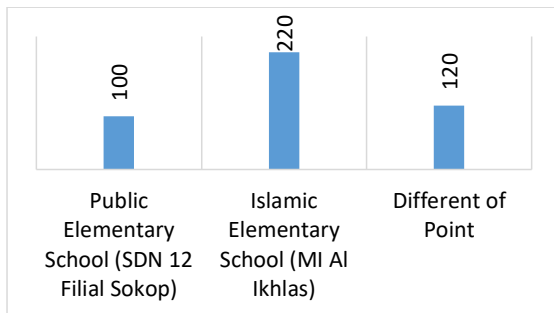


Figure 7. Improved School Performance Scores After MPC4SP Tools Intervention based on Differences in Types of Schools

Meanwhile, the results of school performance measurement between Public Elementary Schools and Islamic Elementary Schools per indicator also showed significant differences. The results showed that the increase of score per indicator in Islamic elementary school is better than the Public Elementary School. Table 7 shows that the highest score difference lies in the Criteria for Effectiveness of Learning and Character Formation. Meanwhile, the

Improvement of Education Leadership Criteria Scores better in Islamic Elementary School (120 points difference).

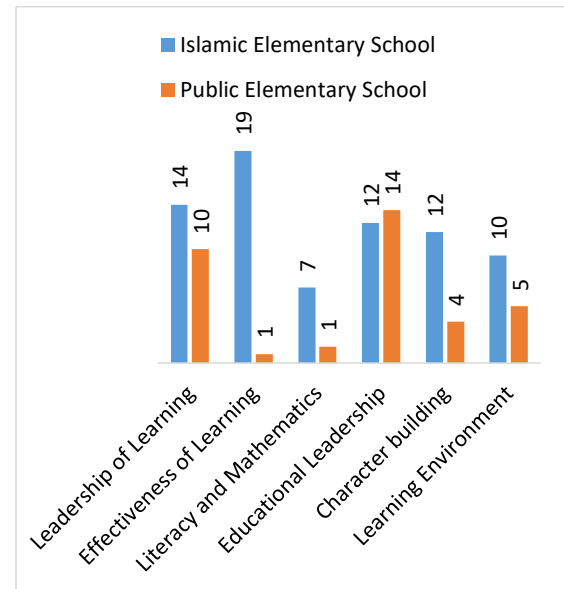


Figure 8. the improvement of Score base on Indicators After MPC4SP Tools Intervention based on Differences in Types of Schools

The results of the field assessment and assessment by the Makmal Education team showed that MPC4SP Tools' intervention in Islamic elementary schools was more effective than Public Elementary Schools due to several factors: (1) Principal Commitment in implementing mentoring and mentoring program; (2) Ability of Principals Principals; (3) School Management Support (School Principals and Teachers) on the program; (4) School Management Communication Skills; (5) Principal and Teacher Competencies.

Therefore, the better the five factors above, the more effective is also the result of the MPC4SP Tools intervention. This leads to better school performance





improvements. Thus, it can be concluded that MPC4SP Tools' interventions through School Management assistance (especially Principals) with marginal students are effective in improving school performance.

CONCLUSION

MPC4SP or Makmal Pendidikan Criteria for Schools Performance is an assessment criteria for measuring institutional capacity building (school performance). MPC4SP Tools Development has been conducted for 3 years. However, the development is intensified in 2016. The MPC4SP criteria is based on field studies and experiences of school development concepts by Makmal Pendidikan - Dompot Dhuafa since 2004.

MPC4SP Tools intervention process is conducted through 3 stages, namely: (1) Assemen School Process. (2) Process Intervention Tool. (3) Final Assessment Process. The process of this intervention is carried out for 1 year through the stage of school management assistance, especially the principal to improve quality of school.

The results showed that the MPC4SP Tool intervention was effective in improving school performance, both in Public Elementary School and Islamic Elementary School by marginal school background. This result is shown through the improvement of school performance scores after the intervention tools.

The results of the study through the field assessment and assessment from the Makmal Pendidikan team also showed that the MPC4SP Tools' intervention in Islamic elementary school was more effective than the Public Elementary School due to

several factors, namely: (1) Principal Commitment in implementing mentoring and mentoring program (2) Principals' Principal Ability, (3) School Management Support (School Principals and Teachers) to the program, (4) School Management Communication Skills, and (5) Principal and Teacher Competencies.

MPC4SP Tools Intervention through School Management assistance (especially Principals) with effective marginal student background in improving school performance.

Recommendation

- The first element in the MPC4SP Tools intervention for improving school performance is the role of the principal. Therefore, the commitment and support of the principal is necessary so that the Tools intervention is same with the intended purpose.
- In addition to the role of principals, teachers are also instrumental in determining the effectiveness of interventions so that commitment and teacher support are also needed.
- There needs to be a good cooperation between school management and program manager that is Makmal Pendidikan in the process of mentoring.
- The results of this study indicate that MPC4SP Tools interventions are effective in improving school performance through school management assistance (especially school principals) so that these Tools are good for replication in other schools, especially marginal schools.





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