

INTERNAL QUALITY ASSURANCE SYSTEM OF MODEL SCHOOL ANALYTICAL STUDY IN PRIMARY SCHOOL NUMBER 5 OF KEDIRI TABANAN REGENCY

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Abstract

Model schools are established and fostered by the Education Quality Assurance Agency (LPMP) Bali to become a reference school for other schools in the vicinity so that they are able to implement education quality assurance independently. Models school were chosen from schools that did not fulfill the National Education Standards (SNP) to be fostered by LPMP as an effort for schools to be able to implement education quality assurance to meet SNP in the schools. The model school assistance system is the development of an Internal Quality Assurance System (SPMI) in schools that fulfill the model criteria that have been started since 2016. A number of stages related to the quality assurance cycle have been carried out, starting from quality mapping, program preparation, quality fulfillment, and implementation of quality fulfillment. In 2019, the activity was continued by carrying out the next stage, namely conducting an internal audit that aims to determine the suitability between the implementation of quality fulfillment and the programs prepared according to the criteria of the school model. But the reality in the field despite the assistance of LPMP Bali, the implementation of 8 school SNP standards for the model has not been optimal. This study uses a qualitative approach so that in terms of data analysis, the emphasis is not on measurement but on efforts to describe and explore problems related to SNP in model schools. Research results were obtained 1) the causes of the lack of optimal implementation of models school mentoring were: a) the agreed timetable of assistance was sometimes changed with the existence of school programs that had to be implemented, b) was considered a burden on schools due to a lack of understanding of the SPMI 8 SNP c) weak in the field of information technology so that the information sent is often not responded to, d) delay in explanation so that reporting of financial activities and LPJ is less than expected in terms of time and completeness. 2) efforts to optimize the implementation of mentoring are: a) coordination for readiness of the mentoring schedule, b) given an understanding to the school at the initial technical guidance meeting (Technical Guidance) and commenment (with facts of integrity) implementing SPMI related to 8 SNPs, c) suggested to understand internet network technology so that information sent via the internet is quickly responded to, d) prepare technical model (technical guidelines) for the school. 3) the implications for impact schools are: a) Teachers understand SPMI related to 8 SNPs that must be implemented by schools, b) school administration is organized in readiness to implement education including accreditation, c) participate responsibly as providers of quality education.

Keywords : Assistance, Model School, SPMI, 8 SNP, LPMP Bali.

INTRODUCTION

Before the model school assistance program by LPMP Bali, initially carried out assistance and field observations to the school parties related to the mentoring process that would be carried out to find out the school profile and proceed with holding technical guidance (Bimtek). It is indicated that are still many educational problems that must be resolved, including the UN score which is still corrected and the quality of graduates are still not as expected. With the development of SPMI, it is expected that these problems can be resolved because in SPMI is conducted an internal audit. In the technical guidance participants were given an understanding of the concept of internal audit, preparation of quality documents which included: a) manual quality, b) standard operational procedures (POS) of internal audit, c) work instructions (IK), d) forms/internal audit formats), e) preparation of internal audit instruments, f) implementation of internal audits, and g) internal audit reporting. With the hope of being able to carry out the whole quality assurance cycle and increase the achievement of 8 National Education Standards (SNP) can be achieved and can be an example for other schools.

The priority work program of LPMP Bali in 2019 are mentoring of the model school to fulfill the 8 National Education Standards which will be a reference school for other schools in the surrounding areas in the implementation of independent education quality assurance, and have achievements or excellence in both academic and non-academic fields. Industrial revolution of 4.0 with one characteristic is that the internet will enter all lines and artificial intelligence. This is a real challenge faced by teachers in schools. The internet will replace many things in this world and there is one thing that cannot be replaced, that is the role of teachers as educators. Strengthening the role of the teacher as an educator, not just a teacher, but the ideal hope is to make the school a place for Strengthening Education Character, not from head to head, but from heart to heart, and starting from school is an example of how honesty is built.

DISCUSSION

The development of education continues to changes towards more advanced. The Supervision School is a new program that will be held by the Bali Educational Quality Assurance Agency (LPMP Bali) in 2019. In the Large Indonesian Language Dictionary (KBBI) supervision is defined as surveillance and control. In this context, the Supervision School can be interpreted as a program carried out by LPMP Bali that is assistance to schools that will develop an Internal Quality Assurance System (SPMI). According to Surata (2018, h.6) School model is a school that has been established and fostered by LPMP Bali to become a reference school for other schools around it in achieving independent quality assurance.

The legal basis for the base that SPMI must be carried out by all educational units as mandated by Permendikbud No. 28 of 2016. During this time, the focus of assistance in the implementation of SPMI by LPMP Bali was the Model School and Referral School. In this study specifically the internal quality assurance system of model school assistance will be observed in the analytical study at SDN 5 Kediri of Tabanan Regency.

CRITERIA OF MODEL SCHOOL

Criteria are normative requirements that are used as guidelines by decision makers with policies related to education, with regard to the importance of understanding the criteria for model schools, is that so selection of model schools needs to be observed by the education office, especially Districts/Cities in Bali Province. The criteria referred such as:

- a. The school has an A or B accreditation qualification;
- b. Schools that do not fulfill the 8 national education standards (SNP);
- c. Schools have implemented the 2013 national curriculum (K13);
- d. The location for 16 schools per district/city is not in the same cluster;

- e. Have a minimum of 6 study groups from grade 1 to grade 6;
- f. Schools must commit to implementing the SPMI 8 SNP with serious evidence of the fact of integrity (Signatory statement);
- g. Regional Governments must commit to facilitate and supervise the implementation of SPMI that assistance by LPMP Bali.

Based on these criteria, in principle on preliminary observations of the Principal's information accompanied by teachers at SDN 5 Kediri in Tabanan Regency were all fulfilled, but after observing the reality that the researchers obtained was not in full accordance with the 7 criteria, the unmet/unfulfilled criteria could be delivered that:

- a. Criteria number 6 is not written and installed in the environment of model school to be known by all parties;
- b. Criteria number 7 there is no written and installed or archived letter to be known by all parties as evidence of support from the local government or the Education Agency;
- c. Outside of these provisions, also the readiness and seriousness of the teachers are still not optimal in the implementation of at least 4 SNPs in terms of: 1) Standard Content, 2) Process Standards, 3) Assessment Standards, and 4) Graduation Standards.

1. Schools must implement 8 National Education Standards (SNP)

In accordance with Minister of Education and Culture Regulation (Permendikbud) number 28 of 2016 concerning 8 SNPs, each school is required to implement it in an effort to ensure quality education at the level of each education unit. The Internal Quality Assurance System (SPMI) of the 8 SNPs in question is:

- a. Standard 1 concerning about: Graduates' Competency Standards
- b. Standard 2 concerning about: Standard Content
- c. Standard 3 concerning about: Process Standards
- d. Standard 4 concerning about: Education Standards and Education Personnel
- e. Standard 5 concerning about: Infrastructure Standards
- f. Standard 6 concerning about: Management Standards
- g. Standard 7 concerning about: Financing Standards
- h. Standard 8 concerning about: Educational Assessment Standards

In fact, not all schools are able to implement the 8 SNPs, even though Permendikbud No: 28 has been implemented for quite a long time. There are still schools that have not optimally implemented 8 SNPs, this is a gap in the implementation of education at the primary level. Of the 8 SNPs, only 4 standards are understood and must be implemented. The 4 standards referred to are: 1) Standard of Content, 2) Standard of Process, 3) Standard of Assessment, and 4) Standard of Graduation. After analyzing in depth that in SDN 5 Kediri, Tabanan Regency, the implementation of SPMI has not been optimal, so the assistance system from LPMP Bali is very appropriate in understanding each of the TUPOKSI to be able to implement education quality assurance in schools as an effort to fulfill SNP.

2. Implementation of Model School Assistance

Certainty for the schools that are verified and set to become model schools with schools impacting as many as 5 schools for each model school cluster, over that the school and LPMP Bali hold technical meetings and technical guidance in detail and thoroughly including the following, (Key informant sources):

- a. LPMP Bali has prepared a 2018 model school guide;
- b. LPMP Bali prepares a team consisting of lecturers, management staff and a set of guidelines including a timetable for mentoring, companion monitoring, and a format for the development of model and impact schools;
- c. LPMP Bali prepares accommodation for field assistants in model school assistance;

- d. LPMP Bali analyzes the progress and progress of achieving results according to the target achievement in planning, and their suitability with follow-up in the model school;
- e. LPMP Bali conducts monitoring and evaluation (Monev) to find out the final results accompanied by the reporting and financial accountability of government financial assistance on 2018 in the amount of Rp. 10,000,000 (ten million rupiah)

3. The cause of the lack of optimal implementation of model school assistance

The scrutiny of mentoring in the model schools is that there are several causes for the non-optimal implementation of SPMI related to 8 SNPs in Primary Schools (SDN) Number 5 of Kediri, Tabanan Regency such as:

- a. The agreed timetable for assistance is sometimes amended by the existence of a school program that must be implemented, arguing that school activities collide with the district-city education office program;
- b. Being a model school is considered a burden by the school because of the lack of understanding of the school community on the internal quality assurance system implementation of the 8 SNPs;
- c. Teachers and the school are still weak in the field of information technology especially when there is no internet network available in schools, so the information sent is often not responded to;
- d. Lack of understanding of SPMI regarding 8 SNPs and the follow-up of assistance so that the reporting of financial activities and LPJ is less in line with expectations in terms of time and supporting facilities.

4. An Efforts to optimize the implementation of Model School Assistance

Each institution has a vision that essentially becomes a devoted school to God Almighty, excellent and achievement in science and technology as well as a character. In achieving this vision, all efforts and strategies were carried out by the school, so that it could become the education provider that was sought by the community to send their sons and daughters to school, so that they would achievement and be proud. In relation to the model school in the Primary School (SDN) Number 5 of Kediri, Tabanan Regency, the efforts made were:

- a. Coordinate with all stakeholders to prepare for the schedule of model school Assistance by LPMP Bali and the seriousness of the school escort team to make it happen;
- b. In accordance with the guidelines/technical guidelines and technical guidance (Bimtek) carried out in LPMP Bali, model school participants were given an understanding of governance and quality assurance systems so that they did not hesitate in implementing mentoring;
- c. To the school at the initial meeting of technical guidance (Bimtek) it was agreed that the need for communication (with the fact of integrity) carried out SPMI related to 8 SNPs by signing a statement/commitment to seriously implement SPMI;
- d. It is recommended to understand technology and provide internet networks so that information sent via the internet is quickly responded.

5. Implications of Model School for Impact Schools.

All forms of activities in the school are related to imaging, achievement, excellence and as a model school, it should be noted that the positive impacts that affect other schools that are close to the school model area. The observed implications of the observations at SDN 5 Kediri Tabanan are:

- a. The teacher understands SPMI related to 8 SNPs that must be implemented by the school;
- b. School administration has become more well-organized as school documents, which can function in many ways including readiness to implement quality education and in the framework of school accreditation by the National Accreditation Agency (BAN);

- c. Affected models school and impact schools have the same responsibility to participate responsibly as providers of quality education;
- d. Model schools and impact schools have the potential to become schools that can emulated by other schools.

CONCLUSION

1. Model School is a school that has been established and fostered by LPMP Bali to become a reference school for other schools around it in achieving independent quality assurance;
2. The mentoring strategy for implementing the SPMI for model school is based on recommendations on school profiles, components of 8 SNP that have not met the target or are not yet optimal components that need to be appreciated by the team of LPMP Bali and the model school agreement;
3. Assistance principles: a) Comprehensive, b) implementative, c) dynamic, d) participatory, e) coordinative;
4. Efforts to optimize mentoring are: a) coordination for preparedness of mentoring schedules, b) given understanding to the school at the initial meeting of technical guidance (Bimtek) and commitment (with facts of integrity) to implementing SPMI related to 8 SNPs, c) advised to understand internet network technology so that those information which sent via the internet are quickly responded, d) preparing a model school technical guide;
5. Constraints in achieving SPMI are: a) the agreed timetable for assistance is sometimes amended by the existence of a school program that must be implemented, b) is considered a burden on the school due to the lack of understanding of the SPMI 8 SNP, c) weak in technology information so that the information sent is often not responded, d) delay in explanation so that reporting of financial activities and LPJ is less than expected in terms of time and completeness;
6. Implications of model schools for impacted schools: a) Teachers become more aware of SPMI related to 8 SNPs that must be implemented by schools, b) impacted schools are well-organized schools such as models that are useful in readiness to implement education including accreditation, c) impacted schools participate and is responsible for providing quality education.

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