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by PRIA MITRA PURBA

Measuring and Assessing the Success of Quality Improvement Strategies for Basic Education Institutions

Rizka Zusanti Siregar[1✉], Indra Sugianto[2], Mariono[3],
Lesmana Ginting[4], Latifah[5], Erlina Anriani Siahaan[6]

[1,2,3,4,5,6] Universitas Muhammadiyah Sumatera Utara

rizkazusanti@gmail.com, indrasugianto725@gmail.com, abualfayyadh23@gmail.com,
lesmana.ginting58@gmail.com, latifahabdulmajid@gmail.com, erlinasiahaan@gmail.com

Abstrak

Penelitian bertujuan untuk mengukur dan menilai keberhasilan strategi peningkatan kualitas lembaga pendidikan dasar jenjang SD/MI. Adapun fokus penelitian ialah analisa indikator pengukuran dan penilaian keberhasilan serta tingkatan strategi dalam organisasi sebagai upaya peningkatan kualitas lembaga pendidikan dasar. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi kepustakaan. Adapun sumber data dan bahan analisa kajian menggunakan literatur ilmiah berupa buku, artikel, prosiding seminar (nasional atau internasional), dan tugas akhir (skripsi, tesis, disertasi). Selanjutnya, keabsahan data diuji melalui kroscek bahan analisa kajian. Hasi penelitian ini menyimpulkan bahwa pengukuran dan penilaian tingkat keberhasilan didasarkan pada komponen pembelajaran, meliputi metode pembelajaran, fasilitas pembelajaran, dan pencapaian tujuan. Selanjutnya, upaya pengukuran dan penilaian harus dilakukan dengan sistem penilaian berkala melalui indikator yang termuat dalam standar operasional pelaksanaan (SOP). Akhirnya, kualitas lembaga pendidikan dasar dikatakan dapat meningkat setelah menggunakan strategi pengukuran dan penilaian berjenjang, mulai dari penilaian tingkat pimpinan, tingkat guru mata pelajaran serumpun (Musyawarah Guru Mata Pelajaran), dan pada setiap guru bidang studi (mata pelajaran).

Kata Kunci: Evaluasi Pendidikan, Lembaga Pendidikan Dasar, Strategi Peningkatan Kualitas.

Abstract

The research aims to measure and assess the success of the strategy to improve the quality of basic education institutions at the SD/MI level. The focus of the research is the analysis of indicators for measuring and assessing success as well as the level of strategy in the organization as an effort to improve the quality of basic education institutions. This research uses a qualitative approach with the method of literature study. The data sources and materials for analysis of the study use scientific literature in the form of books, articles, seminar proceedings (national or international), and final assignments (thesis, thesis, dissertation). Furthermore, the validity of the data was tested by cross-checking the study analysis materials. The results of this study concluded that the measurement and assessment of the level of success is based on learning components, including learning methods, learning facilities, and achieving goals. Furthermore, measurement and assessment efforts must be carried out with a periodic assessment system through indicators contained in the implementation operational standards (SOP). Finally, it is said that the quality of basic education institutions can be improved after using a tiered measurement and assessment strategy, starting from the assessment of the leadership level, the level of allied subject teachers (Subject Teacher Consultations), and for each subject teacher (subject).

Keywords: *Educational Evaluation, Basic Education Institutions, Quality Improvement Strategies.*

PRELIMINARY

Quality is a top priority in choosing an educational institution. This is in line with the impact of increasing the quantity of educational institutions which is very significant. Of course, with the "mushrooming" of educational institutions, people are increasingly selective in choosing the educational institution where their children go to school, and it is also adjusted to the economic level charged to parents or guardians of students. This shows how important the existence of educational institutions is in society, as well as the quality of institutions as the essence and existence of institutions for society (Aspiyana & Rianit, 2020).

Quality educational institutions can be measured and assessed by the level of academic services and administrative services provided to the community (citizens, student guardians, and students). In this context, there is also measurement and assessment of the quality of institutions through two aspects, namely the quality of graduates and the quality of the institution's written accreditation. The quality of graduates will be seen

from the level of academic and non-academic achievements obtained by students while studying (studying) at school, coupled with the success rate of students (graduates) continuing their studies at superior schools or madrasas afterwards (Musnaeni, *et.al*., 2022). This means that if students are at the primary education level in SD/MI, then graduates will be seen as having an easier time going to superior schools or madrasas at the junior high school level/equivalent.

This means that if students are at the primary education level in SD/MI, then graduates will be seen as having an easier time going to superior schools or madrasas at the SMP/equivalent level. Apart from graduates, educational institutions will also be tracked by prospective students (through parents/guardians of students) namely institutional accreditation. The higher the quality of educational institutions will be an alternative choice as a material consideration for sending their children to school. These various considerations create a competitive atmosphere between educational institution administrators. Thus, it will be beneficial for the community because they can choose various educational institutions according to the needs of students for the future (Saifulloh, *et.al*., 2012).

In this context, it is necessary to understand that each educational institution has a unique value due to the polarization of the educational institution system. Of course, the polarization of this educational institution system is based on people's aspirations for their children and adjustments to the times and the needs of the world of work. At least, the polarization of educational institutions can be seen in the form of Islamic boarding school education institutions (focusing on classic books and Quranic tahfiz, as well as skills or soft skills of students), Islamic boarding schools, public and private madrasas, public and private schools, and integrated Islamic schools (Patras, *et.al*., 2019).

The existence of these educational institutions certainly has added value and the level of weakness of each. For this reason, the community can judge for themselves what kind of educational institution is right for their children's needs to be oriented according to the needs of the future. On this basis, there is no pattern or system for organizing "perfect" educational institutions, so that all institutions must innovate in presenting a quality learning process for students. Thus, a strategy is needed to improve the quality of education that is continuous or sustainable (Utami, 2019).

Determining a strategy to improve the quality of education is intended as an effort to motivate "school or madrasah residents" to comply with the rules or regulations that apply to educational institutions. Regulations which are often termed operational operational standards (SOPs) have a positive side as material for consideration of performance indicators from educators and leaders in schools or madrasas. Achievement of performance indicators is usually divided into three, namely short-term, medium-term and long-term targets (Asmawi, 2005).

The focus of this achievement requires the right strategy in accordance with learning needs and improving the quality of educational institutions. The quality of basic education institutions is said to be able to increase after using a tiered measurement and assessment strategy, starting from the assessment of the leadership level, the level of allied subject teachers (Subject Teacher Consultations), and for each subject teacher (subject). On this basis, a time line and guidelines for implementing organizational goals are needed (Gunawan, *et.al*., 2022).

The development and progress of an educational institution at the SD/MI level starts with careful planning guidelines. This is intended as an initial concept, basic foundation, and preparation of learning indicator criteria at the final stage. In fact, strategic planning or often abbreviated as strategic planning is a reference for all organizational movements in a school/madrasah. For this reason, at the planning stage, a drafter is needed who is able to identify weak points, strengths, opportunities and challenges that will be faced by schools/madrasas in the future. Improving the quality of educational institutions refers to internal-external policies and strategies used by education providers. This is intended to measure and assess the steps and stages that must be implemented in the future (Mukhsin, 2019).

In fact, relevant research on this topic has been examined from various scientific perspectives. Among them are discussing the management aspects of improving the quality of education (Setiawati, 2020),

improving the quality of education based on internal institutional programs (Mufarik, *et.al.,* 2019), teacher challenges and strategies in improving the quality of education in the industrial revolution era 4.0 (Retnaningsih, 2019), improving the quality of education in the regional autonomy era (Suti, 2011), improving the quality of higher education academic services (Amin, 2017), learning innovations for teachers at the basic education level (Hapsari & Fatimah, 2021), efforts to improve the quality of human resources based on character education that cares for the surrounding environment (Santika, 2018), the central role of local wisdom-based education for the quality of institutions (Kusuma, 2018), the independent learning policy as a strategy for improving school quality (Baro'ah, 2020), strategies for improving human resources from the perspective of Islamic education (Ansori, 2015), quality improvement level of higher education (Alba, 2011), curriculum implementation in madrasas and institutional quality improvement (Rahim, 2015), as well as elementary literacy schools and the achievement of improving the quality of institutions (Budiharto, *et.al.*, 2018).

Observing the description above, the researcher found the "empty" side of the study in previous studies. Where the focus of previous studies led to how an organization can develop and experience quality improvement based on methods, approaches and strategies for achieving quality educational institutions. Meanwhile, studies on measuring and assessing the level of success in achieving a strategy to improve the quality of educational institutions have never been studied specifically and in depth. On this basis, the researcher attempts to analyze indicators for measuring and assessing the success rate of strategies for improving the quality of basic education institutions, especially at the MI/SD level.

METHOD

This research uses a qualitative approach with a descriptive study method (Arikunto, 2010). The focus of the study is to describe indicators for measuring and assessing the success rate of strategies for improving the quality of basic education institutions, especially at the MI/SD level. This type of research includes a qualitative approach with library research methods. Sources of data and study analysis materials use scientific literature, including books, articles, seminar proceedings, and final assignments (thesis, thesis, dissertation). The data is obtained from credible sources such as Google Scholar and Sinta (Assingkily, 2021).

RESULTS AND DISCUSSION

The Nature of Measurement and Assessment of the Success of Education Quality Improvement Strategies

Measurement, assessment and evaluation are a unit that has almost the same definition in terms of the extent to which students understand the learning process. In addition, all three are also useful for determining the appropriate level of quality of an educational institution. The measurement process is intended to collect various data as comparative material for an object with other objects, meaning that how the quality of schools is measured is quality, then other schools are needed as comparative material (Omayra, 2021).

Measurement is also synonymous with numbers or quantitative aspects. In addition to measurement, there are also important things in the form of assessment, namely efforts to collect various data or information in a systematic and sustainable manner in describing and interpreting each learning process that students go through. Assessment is also interpreted as a follow-up of the measurement process. Where, any information collected becomes an alternative decision making in the form of descriptive or qualitative in observing the processes and results obtained by students during a certain period. If it is intended to assess the quality of institutions, then all stages of the process and components of education delivery will be observed to become cumulative decision-making data about the quality of schools or madrasas (Nadhifah, 2019).

The description above shows the difference between measurement and assessment, where measurement is identical to a comparison of numbers or is quantitative in nature, while assessment is identical to an analytical description or is qualitative in nature. Measuring the success of an activity or program is the most important evaluation function. Measuring the level of success is carried out on various components, including the methods used, the use of facilities, and the attainment of goals. Meanwhile,

evaluating/evaluating is a decision-making process by taking information obtained through measurement and assessment in the form of tests or non-tests. Thus, the relationship between the three elements, namely measuring, assessing and evaluating, is very closely related to one another. Evaluation can be done when an assessment has been carried out, as well as an assessment can be carried out after the measurement has been carried out (Siahaan, 2016).

The evaluation action is an effort to combine measurement and assessment, so that the evaluation process is deemed appropriate to be given to students. On this basis, the organizers of educational institutions usually measure and assess the success of students in achieving an effective learning process through evaluative action. Likewise, the process of strengthening or recognizing the eligibility of an educational institution is also based on evaluative action. Where, organizers of educational institutions are given the opportunity to independently assess the quality of institutions, and are assessed at the final stage by assessors recognized by the government to issue the accreditation status of an educational institution. Thus, the organizers of educational institutions know the level of weaknesses and strengths of the institutions they manage, and are able to improve education in a sustainable manner (Purwananti, 2016).

With regard to measurement and assessment, it is also synonymous with performance. This is because the process that has been passed will produce a performance that is worth assessing and measuring the level of success. Achieving optimal performance requires objective assessment and measurement, this is so that the achievement of organizational goals can be carried out according to shared targets. Institutional performance is the accumulation of human resource performance in the organization. In the school context, human resources are meant for teachers and students, as well as school leaders. Thus, the optimality of organizational performance, the performance of teachers and leaders in facilitating the success of student learning must also be optimal.

The reciprocal process between human resources (HR) in schools, including principals, vice principals, teachers, education staff, and students reflects a conducive organizational climate. Organizational culture is created naturally, so that internal policies and implementation of communication become central in evaluating the performance of school organizations. Thus, it can be understood that measurement and assessment measures refer to overall organizational performance, starting from the level of achievement of school program implementation, conformity of implementation with school policies, and achievement of school results in accordance with the school's vision, mission and goals.

Organizational Performance in Achieving Quality Improvement of Basic Education Institutions

Organizational performance is the result of work that has been carried out for a certain period, usually in schools per semester or per year the performance of the organization's human resources will be assessed, while educational institutions themselves are evaluated once every 5 years (according to the institution's accreditation status). Organizational performance in an educational institution does not stand alone on the "shoulders of the institution's leadership", but requires cooperation between parties in an effort to improve the quality of the institution (Tyagita & Iriani, 2018).

The relationship of interdependence and side by side between school human resources is a necessity. There is a close relationship between individual performance and organizational performance, in other words if employee performance is good then it is likely that organizational performance is also good. Performance is also interpreted as a description of the level of achievement of the implementation of an activity, program, policy in realizing the goals, objectives, mission/vision of the organization contained in the strategic planning of an organization (Pribadi, 2017).

The performance of educational institutions is a priority aspect for the community in determining where their children will be sent to school. This is adjusted to the community's expectations in choosing a school, referring to the satisfaction of parents/guardians of students who have sent their children to school, or seeing firsthand the impact of education received by children who graduate from an educational institution.

On this basis, school leaders need to encourage teachers to be motivated and called upon to educate students wholeheartedly, with the hope of accelerating the attainment of school goals (Yusuf, *et.al.*, 2022).

Increasing the achievement of school goals, of course, cannot be indifferent to various challenges that are increasingly changing (innovative). For this reason, schools must provide time on a regular basis in identifying weaknesses and challenges faced by schools, as well as various alternative solutions to solving educational problems in schools. Finally, the school is also expected to have developed a strategic plan and strategic goals for the school in a concrete and measurable manner (time and school program achievement targets) (Asy'ari, *et.al.*, 2020: 1-15).

Performance is the level of achievement as well as a person's real results which are calculated periodically both in quality and quantity based on predetermined targets, standards and criteria as a result of the authority and responsibility of a job within a company/organization. Performance is the result of a job function, a person's activities in an organization that are influenced by various factors to achieve organizational goals within a certain period of time. Performance is the success of personnel, teams or organizational units in realizing predetermined strategic goals with the expected behavior (Rofaida & Gautama, 2019).

School management or governance in achieving education quality improvement is carried out in stages, starting from planning, implementing, organizing to evaluating the performance of school human resources. This requires a regular evaluation system for employee performance that supports school success related to the implementation of their duties. Thus, starting from the input, process, output, outcome, to the impact on the community at school will be aligned with school governance (Aisyah, 2019). A good performance measurement system is a series of performance measures, a decision-making process as well as a reciprocal learning method that helps manage, control, plan and carry out various activities carried out in schools. In designing a performance measurement system, a model is needed that can capture the overall performance of human resources in a school (Sari, 2019).

Based on the description above it is understood that the maximum achievement of a school's performance can be done through the following strategic stages, namely (1) defining the mission, targets, goals and objectives of the school; (2) determination and development of school success indicators; (3) evaluation of school performance every semester; and (4) objective reporting of formal results achieved by schools. This performance measurement and assessment can be used to suppress unwanted behavior with feedback on work results, as well as a basis for rewarding people who have achieved results. Measurement and assessment of the level of success is based on the learning component, including learning methods, learning facilities, and achieving goals. Furthermore, measurement and assessment efforts must be carried out with a periodic assessment system through indicators contained in the implementation operational standards (SOP).

CONCLUSION

Based on the description of the results and discussion above, it can be concluded that the measurement and assessment of the level of success is based on the learning components, including learning methods, learning facilities, and achieving goals. Furthermore, measurement and assessment efforts must be carried out with a periodic assessment system through indicators contained in the implementation operational standards (SOP). Finally, it is said that the quality of basic education institutions can be improved after using a tiered measurement and assessment strategy, starting from the assessment of the leadership level, the level of allied subject teachers (Subject Teacher Consultations), and for each subject teacher (subject).

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