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

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Abstrak

Kualitas lembaga pendidikan menjadi opsi penting bagi orang tua dalam menyekolahkan anak. 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 quality of the school system is an important consideration for parents when homeschooling children. 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 are 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 of 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.

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INTRODUCTION

The most important factor to consider while selecting a university is quality. This is consistent with the very significant effects of expanding the number of educational institutions. Of course, as educational institutions "mushroom," people are becoming more picky about where their children attend school, and this is adjusted for the financial burden placed on the parents or guardians of pupils. This demonstrates the significance of educational institutions in society as well as their quality as institutions' essence and continued existence (Aspiyana & Rianit, 2020).

The quality of academic and administrative services offered to the community can be used to measure and evaluate educational institutions (citizens, student guardians, and students). The standard of graduates and the standard of the institution's written accreditation are two additional ways in which institutions' quality is measured and evaluated in this context. The degree of academic and extracurricular accomplishments made by students while they were in school, along with the success rate of graduates continuing their education at elite institutions like madrasas, will give an indication of the graduates' quality (Musnaeni, *et.al.*, 2022). This indicates that graduates will be perceived as having an easier time going to superior schools or madrasas at the junior high school level or comparable if pupils are at the primary education level in SD/MI.

This means that graduates will be considered as having an easier time going to superior schools or madrasas at the SMP/equivalent level if pupils are at the primary education level in SD/MI. Prospective students will track educational institutions, such as institutional accreditation, in addition to graduates (through parents or guardians of students). The higher the quality of educational institutions, the more options parents will have when deciding whether or not to send their kids to school. Administrators of educational institutions compete with one another due to these varied factors. As a result, the community will benefit since it can select educational institutions based on the needs of students in the future (Saifulloh, *et.al.*, 2012).

Due to the polarization of the educational institution system, it is critical to recognize that each educational institution has a distinct value in this setting. Naturally, the polarization of this educational system is a result of people's expectations for their offspring as well as adaptations to the times and demands of the working world. The polarization of educational institutions may be evident, at least, in the public and private madrasas, public and private schools, and integrated Islamic schools. These institutions emphasize classic literature and Quranic tahfiz as well as students' talents or soft skills (Patras, *et.al.*, 2019).

There is undoubtedly value in having numerous educational institutions, but they also each have different strengths. Because of this, the community can decide for itself what kind of educational setting is ideal for aligning the requirements of their children with those of the future. Given that there is no pattern or technique for structuring "ideal" educational institutions, every of them must innovate in order to provide students with a high-quality learning experience. Thus, a continuous or sustainable improvement strategy for education quality is required (Utami, 2019).

In an effort to encourage "school or madrasah residents" to abide by the laws or regulations that apply to educational institutions, a strategy to improve education quality is being developed. Rules, which are frequently referred to as operational operational standards (SOPs), have a positive side as material for educators and leaders in madrasas and schools to consider when determining performance metrics. Short-term, medium-term, and long-term targets are typically used to categorize the achievement of performance indicators (Asmawi, 2005).

The focus of this achievement necessitates the appropriate method in accordance with enhancing educational institutions' quality and learning demands. Using a tiered measurement and assessment system, commencing with the assessment of the leadership level, the level of allied subject teachers (Subject Teacher Consultations), and for each subject teacher, is stated to be able to improve the quality of basic education institutions (subject). On this basis, a schedule and instructions for carrying out organizational goals are required (Gunawan, *et.al.*, 2022).

At the SD/MI level, an educational institution's growth and advancement begin with meticulous planning standards. This is meant to serve as an initial notion, a fundamental framework, and the final stage of preparation for learning indicator criteria. In actuality, a school's or madrasah's strategic planning—often shortened to just "strategic planning"—serves as a guide for all organizational initiatives. For this reason, a drafter who can recognize the problems, possibilities, and weak areas that schools and madrasas will encounter in the future is required throughout the planning stage. The implementation of internal-external policies and tactics by education providers is referred to as improving the quality of educational institutions. This is meant to gauge and evaluate the processes and phases that need to be put into place in the future (Mukhsin, 2019).

In actuality, pertinent research on this subject has been looked at from a variety of scientific angles. Talking about the management issues of raising educational standards is one of them (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).

The researcher discovered the "empty" side of the study in earlier investigations by paying attention to the description above. The focus of earlier studies was on how an organization might grow and experience quality improvement based on techniques, strategies, and tactics for attaining quality educational institutions. The level of success in implementing a strategy to raise the caliber of educational institutions has, however, never been properly and comprehensively assessed. On the basis of this, the researcher makes an effort to study metrics for gauging the effectiveness of plans to raise the standard of basic education institutions, particularly 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). Applying validity was the last stage in the data analysis procedure.

RESULTS AND DISCUSSION

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

Measurement, assessment, and evaluation are three concepts that, in terms of how well pupils comprehend the learning process, are essentially the same. Also, each of these three is helpful for figuring out what level of quality an educational institution should be at. With regard to how the quality of schools is measured, other schools are required as comparing material because the measuring process is intended to collect various data as comparison material for an object with other things (Omayra, 2021).

Quantitative elements or numbers are also synonymous with measurement. Assessment, which involves making an attempt to compile diverse facts or information in a sustainable and methodical manner in order to describe and analyze each learning process that students go through, is equally crucial to measuring. Evaluation is seen as a continuation of the measuring procedure. Where any information gathered is used to make alternative decisions in the form of qualitative or descriptive analysis while watching the procedures followed and the outcomes attained by students over a specific time period. All phases of the process and elements of education delivery will be watched to create cumulative decision-making data regarding the quality of schools or madrasas if it is intended to evaluate the institutions (Nadhifah, 2019).

The definition given above illustrates the distinction between measurement and assessment: measurement is the same as a numerical comparison or is quantitative in nature, whereas assessment is the same as a descriptive analysis or is qualitative in nature. The most crucial aspect of evaluation is determining if a program or activity was successful. The use of numerous metrics, such as the methods employed, the utilization of resources, and the accomplishment of objectives, is used to gauge the degree of success. Evaluation, on the other hand, is the process of making decisions using data gathered through measurement and assessment in the form of tests or non-tests. As a result, the three components, measuring, assessing, and evaluating, have a very close interaction with 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 combines measurement and assessment in an effort to make the evaluation process suitable for pupils. Based on this, educational institution administrators typically use evaluative action to measure and assess how well students are attaining an effective learning process. Similar to enhancing or recognizing an educational institution's eligibility, this process is based on evaluative action. Where administrators of educational institutions are given the chance to independently evaluate the caliber of their organizations, and are evaluated in the end by assessors authorized by the government to grant an educational institution's accreditation status. 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).

It is also the same as performance in terms of measurement and evaluation. This is due to the fact that the procedure that has been followed will result in a performance that is valuable for evaluation and success level measurement. Obtaining optimal performance necessitates objective assessment and monitoring in order to carry out organizational goals in accordance with common targets. The sum of an organization's human resource performance is called institutional performance. Human resources are intended for school administrators, teachers, and students in this environment. As a result, good organizational performance, teacher and leader performance, and student learning achievement must all be supported by optimal organizational performance.

A supportive organizational climate is shown in the reciprocal interaction between human resources (HR), including principals, vice principals, teachers, education staff, and students, in schools. Internal rules and the application of communication become crucial in assessing the effectiveness of school organizations since organizational culture is organically developed. So, it is clear that measurement and assessment metrics apply to total organizational performance, starting with the degree of program implementation success, policy compliance, and attainment of academic results in line with the institution's mission, vision, and goals.

Organizational Performance in Achieving Quality Improvement of Basic Education Institutions

Organizational performance is the outcome of work that has been done for a specific amount of time. Typically, in schools, the performance of an organization's human resources will be evaluated every semester or year, while educational institutions themselves are evaluated once every five years (based on the institution's accreditation status). An educational institution's organizational performance does not rest solely on the "shoulders of the institution's leadership," but rather calls for collaboration across all stakeholders in an endeavor to raise the institution's standards (Tyagita & Iriani, 2018).

A necessity is the interdependence and close proximity of school human resources. Individual performance and organizational performance are closely related; in other words, if employee performance is strong, it is likely that organizational performance is strong as well. Performance can also be defined as the degree to which an activity, program, or policy has succeeded in achieving the goals, objectives, and mission/vision of the company as outlined in its strategic planning (Pribadi, 2017).

While deciding where to send their kids to school, the community prioritizes the performance of educational institutions. This is adapted to the community's expectations when selecting a school, referencing the happiness of parents or guardians of pupils who have attended school or seeing personally the effects of education gained by kids who graduate from an educational institution. Based on this, school administrators must stimulate and demand that teachers give their best to students' education in order to hasten the achievement of educational objectives (Yusuf, *et.al.*, 2022).

Naturally, achieving educational goals more fully cannot ignore the many challenges that are constantly evolving (innovative). For this reason, schools must regularly allot time for assessing their strengths and shortcomings as well as exploring several potential solutions to their difficulties with education. Last but not least, the school must have created a real and quantifiable strategy plan and strategic goals for the institution (time and school program achievement targets) (Asy'ari, *et.al.*, 2020: 1-15).

As a result of the power and responsibility of a job inside a company or organization, performance is the level of achievement as well as a person's actual results, which are calculated periodically in both quality and quantity based on specified targets, standards, and criteria. The outcome of a job function is performance, which refers to a person's actions within an organization that are influenced by a variety of elements in order to accomplish organizational goals within a specific time frame. Performance is the accomplishment of predefined strategic goals by individuals, teams, or organizational units while exhibiting the desired behavior (Rofaida & Gautama, 2019).

In order to increase education quality, school administration or governance is carried out in stages, starting with planning, implementing, and organizing and ending with evaluating the effectiveness of school human resources. This necessitates a routine method of staff performance review that promotes school success in relation to the execution of their jobs. Hence, school governance will be consistent from the input to the process to the result to the influence on the community at school (Aisyah, 2019). A good performance measurement system includes a number of performance indicators, a decision-making process, and a reciprocal learning approach that aids in managing, controlling, planning, and executing various operations carried out in schools. A model that can accurately represent the entire effectiveness of a school's human resources is required when building a performance measurement system (Sari, 2019).

According to the description above, it is clear that the following strategic steps can be taken to maximize a school's performance: (1) defining the mission, targets, goals, and objectives of the institution; (2) identifying and developing school success indicators; (3) assessing school performance every semester; and (4) providing objective reporting of the formal results attained by institutions. With feedback on work results, this performance evaluation and assessment can be used to discourage undesirable conduct and serve as a foundation for rewarding individuals who have produced results. The learning component, which includes learning facilities, learning techniques, and achieving goals, is the basis for measuring and assessing the degree of achievement. Moreover, measurement and assessment work must be done with a periodic assessment system using indicators found in the operational guidelines for implementation (SOP).

CONCLUSION

It is clear from the outcomes' description and the discussion that learning-related factors including learning facilities, learning techniques, and fulfilling objectives are the basis for measuring and assessing success levels. Moreover, measurement and assessment work must be done with a periodic assessment system

using indicators found in the operational guidelines for implementation (SOP). Lastly, it is claimed that a tiered measurement and assessment system, beginning with the assessment of the leadership level, the level of associated subject teachers (Subject Teacher Consultations), and for each subject teacher, can improve the quality of basic education institutions (subject).

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