



OPTIMIZATION OF EDUCATION QUALITY IMPROVEMENT IN TARUS CHRISTIAN HIGH SCHOOL

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ABSTRACT: This study aims to determine; 1) Planning, implementing and evaluating content standards at Tarus Christian High School, 2) Planning, implementing and evaluating process standards in Tarus Christian High School and 3) Planning, implementing and evaluating standards for educators and education personnel at Tarus Christian High School. This study used a qualitative approach. The research design used a case study conducted in tarus Christian high school. Discussion on content standards. In terms of implementation, the curriculum structure needs to be optimized, such as utilizing an additional time allocation policy of six to eight hours of lessons in learning activities at school. Standard process, for making syllabus and lesson plans must be done independently. The discipline of teachers and students must also be improved. An assessment of the learning process must be carried out. Determination of learning completeness must be based on the specified minimum completeness criteria. Supervision activities must often be carried out by school principals and supervisors. Minimum academic qualifications of diploma IV (D-IV) or undergraduate (S1) teachers. Permanent teachers from foundations who are paid according to the provincial minimum wage (UMP) which applies.

Keywords: *Education Quality, Optimizing planning, optimizing implementation, optimizing evaluation*

INTRODUCTION

Various parties continue to make efforts to improve the quality of education; government and society and all stakeholders. Fulfillment of school needs in the form of providing new school units (USB), new classrooms (RKB), laboratory rooms, libraries, fulfillment of infrastructure, teacher education and training (Diklat) and even providing additional food for students at school.

Hadith and Nurhayati, (2012: 85-86) state that many factors affect the quality of education, including curriculum factors, educational policies, educational facilities, information and communication technology applications in education, especially in teaching and learning activities in the classroom, laboratory, and other learning activities through internet facilities, application of up-to-date and modern educational methods, strategies and approaches, appropriate educational evaluation methods, adequate education costs, professional education management, and trained, knowledgeable, experienced human resources as well as professional.

The government in improving the quality of education nationally has established National Education Standards which are the minimum standard criteria that must be met by all levels of education. National Education Standards consist of eight standards, namely: content standards, process standards, graduation competency standards (SKL), standards for educators and educational staff, standards for facilities and infrastructure, management standards, financing and education assessment standards (Government Regulation of the Republic of Indonesia No. 2005 on National Education Standards).

The implementation of the eight national education standards in schools is still experiencing problems, including at Tarus Christian High School. Based on observations in December 2018, information was obtained that several components of the national education standard were not implemented properly, namely content standards, process standards and standards for educators and education personnel. For content standards, schools only rely on the vice principal for curriculum affairs to play a role in compiling the school calendar that refers to the educational calendar taken from the education and culture office. The school does not have a program design for self-development, intracurricular activities and extra-curricular activities. In the standard process, the teacher compiles the syllabus and the Learning Implementation Plan (RPP) by copying and pasting from the internet and only changing it as needed, teaching materials, semester programs and annual programs and learning tools used in the learning process in the classroom. Whereas in the standard of educators and education personnel, the academic qualifications held are in accordance with the minimum qualification standards for high school education level educators, namely a bachelor's degree or (S1). Teachers teach subjects according to their educational qualifications.

Based on preliminary observations, the results of the national exam (UN) for SMA Kristen Tarus reached average value of 3.7 and was in the order of 392 out of 465 SMA throughout NTT. The same UN results have occurred for 5 consecutive years according to the data that was successfully retrieved from the website of the

education assessment center of the Ministry of Education at the address <https://puspendik.kemdikbud.go.id>. On site observations, there are several identified problems, namely: 1) low supervision of teaching and learning activities; 2) weak discipline in schools, 3) weak evaluation of the learning process; and 4) teachers are not creative in implementing teaching and learning activities in the classroom.

The author seeks to explore the problems and efforts to improve the quality of these schools in planning, implementing and evaluating three national education standards, namely content standards, process standards and standards for educators and education personnel.

THEORY AND METHODS

Theory

The theoretical study of optimization starts from the general understanding of optimization, the understanding of optimization according to some experts and the understanding of learning optimization which will be discussed in detail as follows.

1. Optimization

In the Indonesian dictionary for students, Qodratillah (2011: 375), the word Optimization comes from the word optimal means (ter) good, highest; most profitable: these are the results the team can achieve. To optimize means to be optimal; make the best; make the highest while optimization is a process, a method, an act of optimizing (making the best, the highest).

Optimization in the Indonesian Dictionary, Poerwadarminta (1997: 753) is defined as the results achieved as desired, so optimization is the achievement of results as expected effectively and efficiently. Optimization is also defined as a measure where all needs can be met from the activities carried out. According to experts, optimization can be defined as follows: Winardi (1999: 363) Optimization is a measure that causes the achievement of goals, whereas when viewed from a business point of view, optimization is an attempt to maximize activities so as to realize the desired or desired profit. According to Rao, et al in Santoso (2016) Optimization can also be defined as a process to get a condition that provides the maximum or minimum value of a function. With the optimization, a system can increase its effectiveness, such as increasing profits, minimizing processing time, and so on. Optimization can also be done by maximizing an objective function without violating existing limitations so that optimization can be said to be a process to optimize a result in order to find the best results from previous results.

2. Quality

Quality comes from the Latin "Qualis" which means what kind of. According to the Indonesian Dictionary, quality is the good and bad of an object, the level, the level or degree such as intelligence, intelligence, etc. In general, quality or quality is a comprehensive description and characteristics of an object. goods or services that

demonstrate its ability to satisfy expected or implied needs.

According to Dorothea, citing the opinion of Juran (2010: 12), quality is conformity with its goals or benefits. Meanwhile, according to W. Edward Deming in Arcaro, (2007) quality must be aimed at meeting current and future customer needs. Crosby argues that quality is conformity to needs which includes availability, delivery, reliability, maintainability, and cost effectiveness.

The quality of education can be divided into two criteria. First, look at the quality according to the indicators and standards that have been set or standardized. Both qualities can be seen through actual test results for example achievement test results. As stated by Hamalik, (2008) quality in a normative sense is determined based on intrinsic and extrinsic considerations (criteria). Based on intrinsic criteria, the quality of education is an educational product, namely educated humans, according to ideal standards. Based on extrinsic criteria, education is an instrument to educate a trained workforce.

3. Education Quality Planning

Planning is something that is important before doing anything else. Planning is considered important because it will determine and at the same time give direction to the goals to be achieved. According to Usman, planning is an activity that will be carried out in the future to achieve goals and in planning it contains several elements, including a number of activities previously determined, the existence of a process, the results to be achieved, and concerning the future in a certain time.

Planning referred to in the management of school quality improvement is planning which includes eight national education standards, namely; content standard planning, graduate competency standard planning, process standard planning, teaching and education staff standard planning, management standard planning, financing standard planning and assessment standard planning.

Educational planning is the preparation of all educational components, so that a good teaching and learning process can be carried out in the implementation of education in achieving educational goals as expected. This means that in the planning process there are efforts to use human resources, natural resources, and other resources to achieve goals.

4. Implementation of Quality Education

According to George R. Terry, implementation is an effort to mobilize group members in such a way that they are willing and trying to achieve the goals to be achieved. Meanwhile, according to Prim, actuating is an effort to make planning a reality with various directions and motivations so that each employee can carry out activities optimally in accordance with their roles, duties and responsibilities.

The implementation referred to in the management of school quality improvement is the implementation which includes eight national education standards,

namely; implementation of content standards, implementation of graduate competency standards, implementation of process standards, implementation of teacher and education staff standards, implementation of management standards, implementation of financing standards and implementation of assessment standards.

5. Evaluation of Education Quality

Anne Anastasi (1978) Defines evaluation as; a systematic process of determining the extent to which instructional objectives are achieved by pupils". Evaluation is not just assessing an activity spontaneously and incidentally, but is an activity to assess something in a planned, systematic and directed manner based on clear objectives.

Evaluation referred to in the management of improving the quality of schools/madrasahs is evaluation which includes eight national education standards, namely; evaluation of content standards, evaluation of graduate competency standards, evaluation of process standards, evaluation of standards for teaching and education personnel, evaluation of management standards, evaluation of financing standards and evaluation of assessment standards.

6. Content Standards

Content standards include the scope of material and the level of competence to achieve the competence of graduates at certain levels and types of education. Each level has different competencies, from elementary to high school. The content standard contains the basic framework and curriculum structure, study load, education unit level curriculum, and the scope of material and competencies.

The regulations that describe the standard of content are regulated in Permendikbud No. 21 of 2016 regarding content standards

7. Process Standards

Process standards are national education standards related to the implementation of learning in one education unit to achieve graduate competency standards. Process standards include syllabus, lesson plans, textbooks and teaching materials, assessment of learning processes and outcomes and supervision of the learning process.

Each education unit plans the learning process, implements the learning process, assesses learning outcomes, and supervises the learning process for the implementation of an effective and efficient learning process. Provisions regarding standard processes are regulated in Permendikbud RI No. 22 of 2016.

8. Educators and Education Personnel Standards

Educator and education standards are the criteria for pre-service education and physical and mental eligibility, as well as education in an occupation. Educators must have academic qualifications and competencies as learning agents, be physically and mentally healthy, and have the ability to realize the goals of national education.

There are several conditions that must be met for educators including: 1) Minimum educational academic qualifications of diploma (D-IV) or bachelor degree (S1); 2) Higher education background with educational programs in accordance with the subjects being taught; and 3) Teacher professional certificate for the level that he is in. Provisions regarding the Standards for Educators and Education Personnel are regulated in Permendiknas No. 16 of 2007

Method

This research method is designed using a qualitative approach. This study uses a qualitative approach. The research design used a case study conducted at Tarus Christian High School. Collecting data using interview, observation, and documentation methods. Observations were made by the researcher by observing learning activities at school during pre-Covid-19 research and besides that the school organizational structure, awards won related to school performance, libraries, bulletin boards, lesson schedule information boards and picket information boards were also observed. Interviews were conducted face-to-face with informants at school, informants were contacted one by one on different days besides that there were informants who had to be interviewed at home because they were busy and all interview processes were recorded using cell phones but there were also informants who did not want their information to be recorded but had to be written down hand. Documentation is carried out by researchers by investigating teacher-owned learning tools such as syllabus, lesson plans, textbooks and teaching materials. In addition, researchers also investigate the vision and mission of the school as well as annual, medium-term and long-term programs.

The data analysis method uses the method developed by Miles and Huberman in Moelong (2012: 247) with three steps, namely data reduction, data presentation, drawing conclusions and verification. Data reduction was carried out by researchers by simplifying the data that had been obtained and selected for relevance to the research problem, while those that were not needed were discarded and this process continued until the preparation of the report. Data presentation is done by reducing the data and presented separately. Then all data are summarized and presented in an integrated manner. Verification is done by checking the validation of the data obtained earlier when the researcher returns to the research location so that credible conclusions can be drawn. The research location is at Tarus Christian High School.

The sources of the informants were selected purposively. Purposive sampling is a sampling technique with certain considerations. So in other words, the sample unit contacted is adjusted according to certain criteria that are applied based on the research objectives or research problems.

RESULTS AND DISCUSSION

Research result

1. Content Standards

Planning, implementation and evaluation of content standards at Tarus Christian High School is carried out from the appointment of a vice head of curriculum affairs to handle the curriculum by the principal. The absence of intracurricular, extracurricular and local content activities. There is no evaluation of the achievement of the school's vision and mission. In preparing the study load, the curriculum does not utilize 6-8 hours of policy lessons in the curriculum structure.

2. Process Standards

The planning, implementation and evaluation of process standards at Tarus Christian Senior High School are carried out by teachers by compiling syllabuses and lesson plans that are downloaded from the internet and even copying and pasting from other schools without changing according to the needs of the school situation and conditions. In the implementation of learning activities, the teacher does not implement the learning activities in the RPP. Students are also seen holding textbooks in the learning process, one textbook is intended for two students. Tarus Christian High School applies the 2013 curriculum with 42 lesson hours per week. The number of students in one class does not reach or is less than 36 students. KBM starts at 7.30 to 13.45 for Monday to Wednesday, while Thursday to Saturday KBM starts at 7.30 until 12:15. hourly learning 45 minutes. Process assessment is carried out while the lesson is being carried out at the end of each basic competency and the learning outcomes at the end of the semester are distributed learning outcomes reports to the parents of students. Supervision activities are carried out by the principal by monitoring in class once a month, and if there is a mismatch, the principal asks the teacher to fix it.

3. PTK standards

Planning, implementation and evaluation of CAR standards at Tarus Christian High School. The number of teachers is 10 people. One teacher has an academic qualification of master (S2) as well as has additional duties as principal, eight teachers have a bachelor's degree (S1) and one teacher has an academic qualification of diploma III (D3) only. Two PNS permanent teachers and one PNS MoU teacher to fulfill 24 hours of teaching. Six permanent foundation teachers and one non-permanent teacher (honorer). Teachers teach subjects according to their areas of expertise and concurrently with other subjects and there are teachers who teach subjects not according to their areas of expertise.

Discussion

1. Content Standards

The absence of a curriculum development team that actually has a role in planning what will be made, when and how it will be implemented so that it will not have an impact if only one teacher is assigned to design the school curriculum. The curriculum is not just making learning schedules and allowing teaching and learning

activities to run, but the curriculum also plans what the school will do at that time, how to carry out learning activities and how to plan learning activities that can be done inside the school complex, the environment around the school and outside the environment. schools that are still related to related subjects at school. The curriculum also plays a role in answering the vision and mission of the school

At the point of the basic framework it is necessary to form a school curriculum development team, it is necessary to program intracurricular activities, extracurricular activities, self-development activities and it is necessary to raise mulok activities for culture, dance, language and local culture to be introduced to students.

2. Process Standards

The preparation of the syllabus and lesson plans must be prepared independently by each teacher because they contain the design and lesson plans according to school conditions and student conditions. The condition of the school in an area also affects the character of students so that an appropriate approach is needed both in teaching and in learning. Whether the use of methods and learning models is in accordance with the conditions of the students or even confuses students. The use of textbooks by students is at least one student holding one book so that they can focus more on learning. Supervision activities can be carried out clinically and non-clinically in terms of non-conformity in the teaching and learning process.

Teachers at Tarus Christian High School did not make syllabus and lesson plans independently. The teacher is required to make the syllabus independently so that it can be adjusted to the needs of students and the school environment, while for making lesson plans, teachers are required to make them independently so they can know exactly what will be made according to the methods and learning models to be applied. In addition, teachers can also make assessments in accordance with the assessment instructions, be it attitude assessment or knowledge and skills assessment.

Optimization of the standard planning process can be done by: forming a team for reviewing the syllabus and lesson plans for subjects, compiling a syllabus by each subject teacher, preparing lesson plans by each subject teacher, preparing teaching materials by each subject teacher and compiling a tool for evaluating learning outcomes by each teacher

3. PTK standards

Meeting the needs of teachers must be adjusted to the number of subjects contained in the curriculum structure so that teachers teach subjects according to their expertise and will have an impact on the results obtained. Teachers with diploma education are not allowed to teach because based on the qualification standards of educators, those who are eligible to become teachers must have a minimum academic qualification of undergraduate (S1). Teachers must also be included in education and training (diklat) to increase knowledge

about learning so that teachers become more professional. Teachers must teach according to the competency of their expertise and must not teach subjects that are not their field of knowledge even though they are allied subjects. Foundations and schools must have teachers with the status of permanent foundation teachers who are paid according to the applicable provincial minimum wage (UMP) and teachers are struggled to get incentives from the NTT provincial government. Teachers are motivated to take part in teacher professional education and participate in various professional or creative education and training organized by the LPMP, the education and culture office, the district / provincial level MKKS SMA and independently in schools.

CONCLUSION

1. The content standard at Tarus Christian Senior High School cannot be implemented properly from the planning, implementation and evaluation stages. Establishment of a school curriculum team, a basic curriculum framework and a curriculum structure.
2. Standard process at Tarus Christian Senior High School cannot be implemented properly. From the planning, implementation and evaluation stages, compilation of syllabus, lesson plans, textbooks and teaching materials, class and laboratory management, assessment of learning processes and outcomes, and supervision of the learning process.
3. HTA standards at Tarus Christian Senior High School cannot be implemented properly from the planning, implementation and evaluation stages. Fulfillment of academic qualifications and teacher competency standards.

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