

## Efforts to Improve National Standards in Education Management

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### **Keywords**

National Education Standards, Education Management.

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### **Abstract**

The quality of human resources is determined by the quality of their education. Education is a form of human capital investment which if managed properly will have an impact on improving human welfare itself. In Indonesia, the problem of education is very complex. There are 3 aspects of education problems in Indonesia, namely aspects: quality of education, equitable distribution of education and its management. From the aspect of education quality, several important indicators that greatly influence are curriculum, educational content, learning and evaluation processes, teacher quality, educational facilities and infrastructure, and books.

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### **INTRODUCTION**

Education is an integral part in the life of the nation and state. One of the factors taken to improve the quality of life of the Indonesian people is to improve the quality of education. As a normative principle, quality is a value that cannot be compromised. Compromising with quality means being willing to accept low quality or it sounds like a contradiction in terms of accepting inferior quality. RI Law No. 20 of 2003 concerning the National Education System Chapter II article 3 states that: Education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of the intellectual life of the nation, and aims to develop the potential of students to become human beings who believe and fear God Almighty. One, noble character, healthy, knowledgeable, capable, creative, independent and become a democratic and responsible citizen (Republic of Indonesia, 2014). Along with these goals, education is expected to be able to prepare human resources in the face of the era of globalization. With the rapid flow of information and communication technology, education is expected to be able to prepare students who will be able to answer all challenges. A reality faced by the world of education

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in Indonesia related to the problem of the quality of education today is that the level of quality of education is still low and far from the expectations of the community as education stakeholders and the ideals of the legislation in this country. The education needed by the Indonesian people is quality education in both process and output. Regarding the quality of education, education is currently still facing problems.

Education is an important and main sector in nation building. The state is fully responsible for education in printing the nation's next generation. Various educational policies and programs are always rolled out and strived to continue to build and improve the education sector.

Even during the period of President Joko Widodo, education became a top priority as stated in the Nawacita flagship program in the fifth point, namely improving the quality of life of Indonesian people through improving the quality of education and training with the Smart Indonesia Program and with 12 years of compulsory education free of fees. The Nawacita program published in the eighth point of President Jokowi's administration also mentions improving the welfare and careers of teachers working in remote areas, equitable distribution of educational facilities with low and poor education services, improving access to schools, recruitment and distribution of quality teachers. In terms of quantity, the implementation and fulfillment of the right to education for citizens can almost be realized. This can be seen by the continued increase in the School Enrollment Rate in formal education and the Gross Enrollment Rate.

**Table ASP and APK**

| <b>Indicator</b>                        | <b>2014</b> | <b>2015</b> | <b>2016</b> |
|---|-------------|-------------|-------------|
| School Enrollment Rate (APS) 7-12 year  | 98.83       | 98.59       | 98.98       |
| School Enrollment Rate (ASP) 13-15 year | 94.32       | 94.59       | 94.79       |
| School Enrollment Rate (ASP) 16-18 year | 70.13       | 70.32       | 70.68       |
| Gross Participation Rate (APK) SD/MI    | 108.78      | 109.94      | 109.20      |
| Gross Participation Rate (APK) SMP/MTs  | 88.43       | 90.63       | 89.98       |
| Gross Participation Rate (APK) SMA/MA   | 73.95       | 77.39       | 80.44       |

Based on the table above, the school participation rate for ages 7 to 12 years has reached 98%, ages 13–15 years is 94.79%, and ages 16–18 years is 70.68%. This shows that at the school age of 7 to 15 years, almost all of them have attended formal education, which in that age range is tiered from elementary school and equivalent, and junior high school and equivalent. However, the task of the education sector is not only to achieve the quantity of education, equal distribution of education, or the fulfillment of the right to obtain education, more than that, the quality of its implementation must also be considered. The problem is, the achievement of fulfilling the quantity has not been proportional to the achievement of the quality of education. Currently, education in Indonesia still cannot match with other developed countries. This is shown by the results of the 2015 PISA

(Program for International Student Assessment) study which showed that Indonesia was only able to rank 69 out of 76 countries (<http://www.minded-rakyat.com>). Even globally, Indonesia is in position 108 in the world with a score of 0.603. In general, the quality of education in Indonesia is below Palestine, Samoa and Mongolia. Only 44% of the population completed secondary education. Meanwhile, 11% of students failed to complete their education or dropped out of school (<http://www.dw.com/id>). This shows that there is a shortage in the provision of education and it is still a big task for the state to continue to race in providing quality education so that it can compete with other countries that occurred before the pandemic hit Indonesia, so during a pandemic, of course, the burden will increase, but nevertheless, teachers still have to manage learning without many tasks even though the learning takes place digitally (online) even though the internet signal in the village is very low, (Rahmatullah, AS, et al., 2022) due to the COVID-19 pandemic conditions, students are forced to take online learning only via cellphones, (Syahrani , S. 2021) but teachers still have to be able to control their online classes, (Syahrani, S. 2022) so that students are expected to be more focused (Syahrani, S. 2022) and more prepared, (Shaleha, Radhia, and Auladina Salihah., 2021) process learning is more managed, (Syahrani, S. 2018) because many Korans talk about the importance of management, (Shahrani, S. 2019) and actions like this are strategies that are responsive to the current conditions that occur in the world of education, (Chollisni, A., et al., 2022) transfer of knowledge can go hand in hand with character building even though online, (Syahrani et al, 2020) because online learning does not mean that learning is important, but student character building should also be carried out, if things like this are included in curriculum organizational development, then online learning that is full of tasks and boring can be well-managed learning (Syahrani, 2018) and very humanistic in the eyes of students, (Syahrani, 2017) it is hoped that the course of education in Indonesia will be more humane and this is the ideal of the actual education process, (Syahrani, 2017) even though online, but not too many tasks and finally creating independent learning for students even though only through teacher supervision via the internet (Syahrani, 2017).

## METHODS

This research focuses on Education Management in Efforts to Improve National Standards. The series of research activities that the author does is through initial activities, namely by observing the object of research, looking for documents and continuing by conducting interviews with sources that can provide information about the data that the authors need in research and discussion later. The research subjects that the author intends in this study are school principals, teachers, students, village heads and community leaders around the school environment. The research subjects were taken by the authors through

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purposive sampling technique, namely selecting samples based on the research objectives so that the interviews carried out were directed according to the research objectives. Data analysis in qualitative research is the process of arranging data sequences, organizing them into patterns, categories, and data description situations. Data analysis is the process of systematically searching and structuring interview transcripts, field notes, photo recordings, documents, and other materials to be interpreted and given meaning in order to increase the researcher's understanding of the research focus which is then presented as research results. The technique that the author uses to analyze the data in this research is the analytical induction technique, but not to test a particular theory but to develop a theory. Because this analytical induction starts from the problem or specific questions and issues that are the focus of research. Data analysis in this study was carried out since the data was collected from the field during the research so that the process of data collection and data analysis was carried out simultaneously and unified. The work of collecting data in qualitative research is done by writing, editing, classifying, reducing, and presenting it systematically.

## **RESULTS AND DISCUSSIONS**

Education Standards in Indonesia are organized by education units with reference to the eight National Education Standards (SNP). These standards are graduate competency standards, content standards, process standards, management standards, educators and education personnel standards, evaluation standards, financing standards, facilities and infrastructure standards. The eight standards must be achieved in the implementation of education in each educational unit. However, in practice there are many problems encountered. For example, the problem of inadequate facilities and infrastructure. one in six elementary school classrooms is damaged (<https://yappika-actionaid.or.id>). There are at least 6.6 million children who are in danger of studying in a classroom that is damaged and could collapse at any time ([www.republika.co.id](http://www.republika.co.id)). During the 2016 trial period, Commission X formed a Facility and Infrastructure Working Committee (Panja) and found that there were many problems with inadequate facilities and infrastructure (<https://kabarindonesiapintar.com>). Especially the problem of not being like classrooms and school buildings, besides the lack of learning facilities, libraries, laboratories, practice rooms in vocational schools, and many other problems. The Committee for Facilities and Infrastructure of the House of Representatives Commission X provides recommendations to the Government to make affirmative policies, for example, by making Presidential Instructions for facilities and infrastructure, periodically for four to five years (<https://elektrogolkar.or.id>). Facilities and infrastructure are only one of the eight standards that need to be met and there are seven other standards that also face various obstacles and need to be addressed. One of the references to assess how far the quality of education in Indonesia is through school accreditation. Based on data published by the

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Ministry of Education and Culture (Kemendikbud), between 2014 and 2017 the achievement of accreditation with a minimum achievement score of accredited "B" was 84% for elementary school, 81% for junior high school, 85% high school, 65% for vocational school. This shows that there are still many schools that are below the minimum standard, especially for the SMK level which is still low, 35% of SMK schools have scores below the standard. According to BSNP, the quality of primary and secondary education in Indonesia has not been as expected. The results of mapping the quality of education nationally in 2014 showed that only about 16% of education units met the National Education Standards (SNP). This means that most of the education units have not met the SNP, there are even educational units that still do not meet the Minimum Service Standards (SPM) (General Guidelines for the Quality Assurance System for Primary and Secondary Education. Directorate General of Primary and Secondary Education 2016). Conditions like this need to be observed and then made improvements. This paper will describe what educational standardization is, the components of the NES, and the various problems faced in achieving the NES at the primary and secondary education levels.

## **Education Standards**

Standards in the industrial world are a necessity as a basis for facilitating the production process in ensuring satisfactory quality so that it is free from deficiencies and this is also included in the field of education (Tilaar, 2012, 35–36). Standardization is the embodiment of "everything can be measured", and when everything can be measured, efficiency will be achieved and the quality of a product or service will be known (Tilaar, 2012:48). Standards are needed in the field of education, this is because education is a 6DPR Recommends Overcoming the Lack of School Infrastructure Facilities, <https://elektrogolkar.or.id/2017/05/10/dpr-beri-rekomendasi-atasi-minimnya-sarana-prasarana-school/>, Retrieved 6 May 2017. process with clear goals and making it into a system that we know as the National Education System (Sisdiknas). In the context of the National Education System, standards are needed that need to be achieved in achieving the goals. Tilaar (2012: 76–77) mentions the need for educational standards for several reasons, including first, standardization of national education is a political demand to assess the extent to which citizens have the same vision as well as knowledge and skills in developing the country. Second, standardization of national education is a demand of globalization in which Indonesia as part of the world competes and the need to continue to improve its quality so as not to become a slave to other nations. Third, standardization of national education is a demand for progress where Indonesia as a developing country will continue to improve its quality in increasing its dignity to become a developed country with high quality human resources and can participate in improving the quality of human life. In

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this case, the standard becomes a benchmark in determining the reference for the implementation of education in an effort to achieve the goal. The implementation of education is not only limited to the implementation of education but more on quality education. In another concept, education as one of the services that must be qualified. The world of education is positioned as a service institution or in other words a service industry that provides services as desired by customers and then a system is needed that is able to civilize educational institutions to be of higher quality (Zazin, 2011: 62–63). Zazin continued that quality is actually measured by the quality of production according to the criteria with specifications, suitable for manufacture and use, without defects, and always good from the start. Education in Indonesia has been compiled in the National Education Standards (SNP). In the Law on the National Education System, because the SNP is the minimum criterion for the education system in all regions of Indonesia. The SNP is determined by the government and must be fulfilled by the education unit and all stakeholders in managing and administering education. There are reasons why national education standards are needed in Indonesia, namely first, Indonesia as a developing country where the commitment of the government, both central and local, in spending education funds is still very minimal. Second, as a unitary state, an assessment of the National Education System's performance system is needed. Third, Indonesia as a member of the global community is in association with other countries in order to see the need for human resources that can compete with other countries so that the quality of education becomes an absolute indicator that must be met. Fourth, the function of the SNP is to measure the quality of education, with the existence of a standard that is not a static measure but will continue to increase. Fifth, the standard function is for mapping educational problems. Sixth, the function of the SNP is to develop strategies and development plans after obtaining data from the learning evaluation (Tilaar, 2012: 106-109).

The importance of standards to make reference in the implementation of national education is something that must be fulfilled. SNP functions as a basis for planning, implementing, and supervising education in the context of realizing quality national education, SNP also aims to ensure the quality of national education in the context of educating the nation's life and shaping the character and civilization of a dignified nation (<http://bsnp-indonesia.org>). With the SNP, educational units can use the SNP as a benchmark for the implementation of education, the SNP is also used as a basis for monitoring and evaluating the implementation of education in Indonesia, especially in education units, making it easier to measure and assess its quality. The achievement of standards can be used as a benchmark to determine corrective steps and policies that will be carried out in improving the quality of education. The SNP is prepared by the National Education Standards Agency (BSNP), which is an institution established by the government in accordance with the mandate of Law Number 20 of 2003 concerning the National

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Education System in Article 35 paragraph (3) which contains the development of SNP as well as monitoring and reporting of national achievements carried out by a standardization, assurance, and quality control body for education. BSNP is an independent and professional institution with a mission to develop, monitor the implementation, and evaluate the implementation of national education standards (<http://bsnppindonesia.org>). The duties and authorities of the BSNP are to assist the Minister of National Education and have the authority to develop the SNP, administer the National Examination (UN), provide recommendations to the government and local governments in guaranteeing and controlling the quality of education, formulating graduation criteria for primary and secondary education units, and assessing the appropriateness of the content, language, presentation, and graphics of textbooks. The standards developed by BSNP are effective and binding on all educational units nationally. The SNP that is compiled must be refined in a planned, directed, and sustainable manner in accordance with the demands of changing local, national, and global life. BSNP is an important institution in ensuring the delivery of quality education. BSNP certainly needs to continue to conduct studies from the data obtained to always improve and improve the quality of education. BSNP needs to be strengthened its role in efforts to formulate education quality policies through standards that are built in accordance with the conditions of the Indonesian territory so that they can progress together side by side with other countries in realizing quality education.

### **Education Curriculum Content Standards**

Content standards cover the scope of the material and the level of competence to achieve graduate competence at certain levels and types of education. The content standard contains the basic framework of curriculum structure, learning load, unit level curriculum, academic calendar. The educational curriculum can be classified into two parts, namely content and process (Tuckman, p. 228). The curriculum as an educational process is related to the independence of the material presented by the teacher (how it is delivered) to students, while the curriculum content relates to the relevance, interdisciplinary conditions and characteristics of knowledge and learning experiences related to what students learn. The national curriculum, as recommended, recorded, tested at the national level, if it is not attached and has no potential for strength will tend not to be implemented at the local level. In practice, although policy strength is the main key in the control system network and curriculum analysis, it is not the only factor influencing national curriculum policy at the local and school levels. This means that the strength of the policy can have an impact on the implementation of the policy, but no matter how strong the policy, it can not be implemented if desired. Another factor that influences the implementation of national curriculum policies is the extent to which teachers and education circles in the regions have

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foresight and understanding of the intentions of state policies. And the extent to which the state directly and indirectly empowers local educators to implement curriculum policies and the extent to which education circles at the regional level, schools have the capacity to implement these policies.

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## **Process Standard**

The educational process is the key to the ongoing learning process, where educational programs are implemented. Bryk and Hermanson explain "the essence of schooling is academic improvement and the processes that are instrumentally involved in it." (1993, p. 455). The learning process has not been smooth and not good in many of our schools, causing the low quality of education. The quality of the learning process is highly dependent on various aspects, especially the supporting facilities including buildings and equipment facilities, and most importantly the teachers and the learning atmosphere. School effectiveness is influenced by epistemological problems and political obstacles that are often less serious in directing policy. School effectiveness and efficiency is a reflection of its goals and achievements (learning outcomes). Madaus et al., (1980: in EEPA) emphasize that the important process variables in education are the classroom atmosphere and school environment, standard facilities and their management, as well as interactions between individuals and the environment. Chapman and Aspin (1997), underlined that the main quality issues related to the value system, code of ethics, and reasonable standards of behavior of students both in schools and in society at large need to be involved in assessment policies and practices. In addition to the above factors, the reality in many schools where the learning process is in a conducive atmosphere does not materialize, due to the weakness of teachers who teach in the old ways and do not involve students actively. Also because of the ability, competence and attitude of teachers who do not support the creation of a quality learning process. So, the educational process is largely determined by other educational variables or indicators such as: the carrying capacity of the facilities, a conducive learning atmosphere or climate, as well as by the competence and attitude of the teacher.

## **Graduate competence standard**

The quality of education is also determined and measured by the quality of graduates produced by certain educational institutions, and the quality of educational institutions is also assessed by the quality of the graduates they produce. From time to time the competence of graduates becomes a problem, and the education variable that is affected is the evaluation system of educational institutions. The phenomenon of the evaluation system that does not guarantee the competence of graduates is evident from the annual school graduations that are close to 100%, while those who pass purely from the university's UMPTN or SPMB selections are less than 10%. Drost, S. J., (2005 p.:16) revealed "If college graduates are not qualified, do not get jobs, then according to needs, we are looking for scapegoats: the PT system is bad, the curriculum does not match the needs, the lecturers are not qualified, and so on. No one ever claimed he was the scapegoat!". On the

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other hand, educational institutions (schools, universities) that graduate are the most responsible for the issue of graduate competence. And the evaluation system as the last filter in producing graduates needs to be evaluated so that it is not difficult to find scapegoats for the quality of graduates. Graduate competency standards lie in the formulated educational goals and curriculum content. The relevance of a curriculum that is oriented to the needs of employment will be able to guarantee the quality of graduates who are ready to enter the world of work, if supported by a good educational process. Here the insight of the teacher's knowledge to recognize the competencies needed by students will also be very helpful in the preparation process. Furthermore, schools, especially teachers, need to focus on collaborative consultation rather than supervisory or defensive activities. This creates an atmosphere of dialogue between students and teachers. So that children get support to become members of the community. Quality schools provide curriculum, academic activities which are the basic rights of students, which can guarantee the achievement of quality education that is relevant to needs.

## **CONCLUSION**

The quality of human resources is determined by the quality of their education. Education is a form of human capital investment which if managed properly will have an impact on improving human welfare itself. In Indonesia, the problem of education is very complex. There are 3 aspects of education problems in Indonesia, namely aspects: quality of education, equitable distribution of education and its management. From the aspect of education quality, several important indicators that greatly influence are curriculum, educational content, learning and evaluation processes, teacher quality, educational facilities and infrastructure, and books. In the midst of this complex range of educational problems, the government stipulates PP no. 19/2005 concerning the National Education Standards (SNP) and the National Education Standards Agency (BSNP). The BSNP is an independent and independent agency tasked with developing and monitoring the implementation, and evaluating of the SNP. Based on PP No. 19/2005 on SNP includes standards: curriculum content, process, competency of graduates, educators and education personnel, facilities and infrastructure, management, financing, educational assessment standards.

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