
School Administration With National Standards of Education to Improve the Quality of Education Indonesia

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Abstract

School administration is the entire management process, starting from controlling, managing and regulating various ways or efforts so that school goals can be implemented. Management of the development of Graduate Competency Standards and Educators and Education Personnel Standards is a program to determine the quality of education. To encourage the improvement of the quality of education in Indonesia, the government implements a standardization of the education system that must be applied by all educational institutions in Indonesia. The program was called the National Education Standards which later became the basis for the government to plan, implement, and supervise education. By implementing this standardization, it is hoped that there will be an increase in the quality of education in Indonesia. In its preparation, the National Education Standards have been perfected with full planning, direction and sustainability, adjusting for life changes that occur on a national and global scale.

INTRODUCTION

The Indonesian nation is currently faced with efforts to increase Human Resources (HR). This is expected to make people who are knowledgeable and broad-minded so that they can compete with other nations, in other words, that the Indonesian people inevitably have to pay more attention to the field of education as a means in that direction. Because it is impossible for quality human resources and development in all fields to be achieved without education.

The quality of national education is measured through the achievement of all National Education Standards. The National Education Standard is the main reference that

regulates the minimum standards that must be met in school management by all school administrators, namely teachers and school principals. The demands of a teacher's professionalism are not only from the government, but also from the community who use teachers in guiding, teaching, and educating students (Nasyirwan, N. 2015).

National Education Standards that will be discussed include Graduate Competency Standards, Educators and Education Personnel Standards. Graduate Competency Standards are criteria in determining student graduation in each educational unit and are an assessment guide in determining student graduation, which includes competencies for all subjects, and includes aspects of attitudes, knowledge and skills.

Educators and education staff as one of the human resources are personnel who play an important and strategic role, especially in efforts to improve the quality of education, because educators and education staff directly interact with students on a daily basis (Nurlindah, N., Mustami, MK, & Musdalifah, 2007). M. tth). Management of educators and education personnel is a series of activities carried out starting from planning for the procurement of educators and education personnel, recruitment and selection, appointment and placement, orientation, compensation, supervision and assessment and development to dismissal.

Schools have extraordinary authority in determining school progress, because they know both physically and psychologically, (Rahmatullah, AS, et al., 2022) especially the principal as a budget maker, (Syahrani, S. 2021) it is certain that his policies will affect all resources even affect student achievement if the budget policy he decides is for the procurement of internet and other learning resources, (Syahrani, S. 2022) in other words the principal is actually the determinant of the pace of digital adaptation of his school (Syahrani, S. 2022) and learning in schools it will be more weighty because all learning media can be shown through browsing the internet if the allocation of funds is prioritized for procurement and internet speed through indihome installations so that school administration runs more smoothly (Shaleha, Radhia, and Auladina Salihah, 2021) so that education development becomes more focused, (Syahrani, S. 2018) and such actions are actually part of the priority School management is actually in line with Islam which in the Koran there are many verses that speak of the importance of management and adapting and actions like this are a strategy that is responsive to the current conditions that occur in the world of education, (Chollisni, A., et al., 2022) transfer science can go hand in hand with character building and accompanied by supporting facilities, (Syahrani et al, 2020) because nowadays facilities and infrastructure, especially internet access, seem to be the number one need (Syahrani, 2018) so for schools that have unlimited internet access with normal signals and free access even with extraordinary speed has the opportunity to be glimpsed by many people, (Syahrani, 2017) so it is hoped that the school will be more ideal according

to dreams, (Syahrani, 2017) although the development of facilities and infrastructure including internet facilities is still being carried out (Syahrani, 2017).

METHODS

This research used a qualitative research method of literature study (library research). The research stages are carried out by collecting library data sources, classifying data based on research formulas, citing references to be presented as research findings, making abstractions to obtain complete information, interpreting data to produce knowledge for drawing conclusions.

Library research is not only for the first step in preparing a research concept framework, but at the same time utilizing various library sources to understand new phenomena that occur. Through this literature study, the author analyzes the tasks and functions of the management of developing Graduate Competency Standards and Educators and Education Personnel Standards to gain a deeper understanding and orientation to the quality or quality of education.

RESULTS AND DISCUSSIONS

The results of the studies that have been carried out, there are findings in this study, which are school administrations with the National Education Standards to improve the quality of education in Indonesia which are considered supporters of the National Education Standards, including:

Graduate competence standard

Graduate Competency Standards are qualifications of graduate abilities that include attitudes, knowledge, and skills. Graduate Competency Standards are used as assessment guidelines in determining student graduation from educational units, which include competencies for all subjects or groups of subjects (Poerwanti, E. 2008). To develop a curriculum, first, an analysis of the competencies needed to be able to carry out certain tasks is carried out. The results of the analysis in turn produce Graduate Competency Standards.

Competence is the ability to think, behave and act consistently as a manifestation of the knowledge, attitudes and skills possessed by students. Meanwhile, Competency Standards are a measure of the minimum competence that students must achieve after participating in a learning process in a certain education (Amrin, S. 2017). Graduate Competency Standards are a set of graduate competencies that are realized by student learning outcomes, these standards must be measurable and observable to facilitate decision making for teachers, lecturers, other education staff, students and parents in determining and implementing educational policies.

Graduate Competency Standards are the main source of achievement for all subjects at certain levels of education. These Graduate Competency Standards serve as a reference

for assessing and monitoring the achievement of student learning outcomes in learning activities. To be able to determine the achievement and conformity of the competency standards of graduates and graduates of each education unit as well as the curriculum used in the education unit, monitoring and evaluation should be carried out. Monitoring and evaluation should be carried out systematically and periodically so that the results become input for improving the competency standards of the graduates (Suryati, A., Rochman, C., & Nurmila, N. 2019).

There are three dimensions that are measured in the Graduate Competency Standards, namely dimensions (attitudes, knowledge, and skills). These dimensions are mutually integrated into a unified whole of students. Dimensions of attitude on graduate competency standards, namely if students have attitudes that show behavior that has faith and devotion to Allah SWT, have characters such as discipline, honesty, care, responsibility, can learn for life, and have physically and mentally healthy as appropriate. with the development and growth of other students, the scope of nature at every level, starting from the child's family environment, the child's school environment, the environment around the child such as the community, nation, and state.

The second dimension in the Graduate Competency Standards is the knowledge dimension. In this dimension has different levels according to the stages and derivatives. In the dimension of knowledge, students or graduates are required to have knowledge that is factual, procedural, conceptual, has meta-cognitive knowledge according to the level in a clear, detailed, specific and complex manner regarding science and technology, arts and culture, as well as the humanities and is required to have the ability to solve problems related to the family environment, school, community, natural surroundings, as well as other wider areas such as the nation and state or in regional and international areas.

The last dimension in the Graduate Competency Standards is the skill dimension. In this dimension, students or graduates are expected to have the ability and skills to think critically, creatively, innovatively, productively, collaboratively, independently, and communicatively in accordance with scientific approaches. For the elementary school level, the scientific approach referred to will have to be in accordance with the level of child development that is in line with the learning activities carried out. Meanwhile, for the junior secondary level, the scientific approach implemented must be in accordance with what he/she has learned in school and can look for other references independently. For the intermediate level, the scientific approach carried out is a continuation of what he has learned in educational units and other sources independently (Dewi, M. P., Marsidin, S., & Sabandi, A. 2020).

Objectives of Competency Standards Graduates from various levels. Based on Government Regulation Number 19 of 2005 concerning National Education Standards

Article 26 Paragraphs (1) to (3) states: 1) Graduates Competency Standards at the basic education level aim to lay the foundation for intelligence, knowledge, personality, noble character, and skills to live independently and pursue further education. 2) Competency Standards Graduates in general secondary education units aim to improve intelligence, knowledge, personality, noble character, and skills to live independently and attend further education. 3) Competency Standards Graduates in vocational secondary units aim to improve intelligence, knowledge, personality, noble character, and skills to live independently and attend further education according to their vocational skills.

The functions and benefits of Graduate Competency Standards are as follows; 1) Become an assessment guide to determine student graduation. 2) Become the basic foundation of intelligence, knowledge, personality, character, and independent living skills while at the general/vocational primary and secondary education level. 3) It is used as a guideline for the graduation limit for students in each educational unit. 4) To improve the quality of education fundamentally and comprehensively at the primary and secondary education levels. 5) Be used as a reference in preparing other educational standards, for example content standards, process standards, and others.

Standards of Educators and Education Personnel

Educators and Education Personnel Standards are criteria for pre-service education and physical and mental eligibility, as well as in-service education. Educators must have academic qualifications and competencies as learning agents, be physically and mentally healthy, and have the ability to realize national education goals (Susanti, H. 2021).

Teachers are the center of efforts to improve the quality of education, therefore every effort to improve education will and must maintain the arrangement of teachers. He further explained that in principle there were three dominant issues regarding teachers that were highlighted in the report, namely the quality of teachers related to pre-service education and selection, the incentives they received, and the uneven distribution of teachers.

The challenges and future strategies are how to improve the quality of teachers (both through pre-service education and through in-service education), make them more trained, have a better level of teacher welfare/incentives, so as to make the teaching profession more attractive and competitive in line with the demands of their duties, and spread teachers more evenly. Efforts to fulfill the above expectations are politically regulated in the legislation, namely No. 19 of 2005. There are several important terms and explanations that can be extracted about the standards of educators and education personnel contained in the legislation, namely No. 19 of 2005. Article 1 explains that "Standards for Educators and Education Personnel are criteria for pre-service education and physical and mental eligibility, as well as in-service education." This means that the standard includes a number of criteria that must be met before and after serving as

educators and education staff. Broadly speaking, there are two required qualifications, namely academic and non-academic qualifications.

As emphasized in article 28 that educators and education staff must have academic qualifications and competence as learning agents, be physically and mentally healthy, and have the ability to realize national education goals. The intended academic qualification is the minimum level of education that must be met by an educator and education staff as evidenced by a diploma and certificate of relevant expertise in accordance with the provisions of the applicable legislation. Competence as a learning agent at primary and secondary education and early childhood education includes Pedagogic Competence, Personality Competence, Professional Competence, and Social Competence.

Then for someone who does not have a diploma or certificate of expertise but has special skills that are recognized and needed, they can be appointed as educators after passing a feasibility and equivalency test. Academic competencies and competencies as learning agents are developed by the BSNP (National Education Standards Agency) and are stipulated by a Ministerial Regulation. Then in the context of seeking teachers who have academic qualifications and competencies, an Education Quality Assurance Institution has been established, hereinafter referred to as LPMP, which is a technical implementing unit of the Ministry based in the province and tasked with assisting the Regional Government in the form of supervision, guidance, direction, advice, and technical assistance to primary and secondary education units as well as non-formal education, in various efforts to ensure the quality of education units to achieve national education standards (article 1).

Then in article 2 it is stated that to guarantee and control the quality of education in accordance with the National Education Standards, evaluation, accreditation, and certification are carried out (Hidayati, H. 2014).

In particular, the duties and functions of educators are based on Law No. 14 of 2005, namely as learning agents to improve the quality of national education, develop science, technology, and art, and serve the community. Article 6 states that the position of teachers and lecturers as professionals aims to implement the national education system and realize the goals of national education, namely the development of the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Amon, L., Ping, T., & Poernomo, SA 2021).

The objectives of Management of Educators and Education Personnel in general are: 1) To enable organizations to obtain and retain skilled, trustworthy and highly motivated workers. 2) Increase and improve the capacity of education personnel. 3) Developing a high-performance work system that includes strict recruitment and selection procedures, a performance-adjusted compensation system, management development and training

activities related to organizational and individual needs. 4) Develop management practices with a high commitment to realizing that educators and education staff are valuable internal stakeholders and help develop a climate of cooperation and mutual trust. 5) Creating a harmonious work climate.

Education Quality

Quality in education is a way of managing all educational resources, which are directed so that all people involved in it carry out their duties with enthusiasm and participate in improving the implementation of work so as to produce services that match and even exceed expectations. With the paradigm of government policy along with the development of science and technology which has brought changes in almost all aspects of human life where various problems can be solved by efforts to master and improve science and technology which is very beneficial for human life, but on the one hand these changes also has brought humans into an era of increasingly fierce global competition.

In order to be able to play a role in global competition, as a nation we need to continue to develop and improve the quality of its human resources. Improving the quality of human resources is a necessity that must be carried out in a planned, directed, intensive, effective, efficient, and productive manner in the development process. The urgency of improving the quality of human resources has made the government and the private sector together have and continue to strive to make it happen through various efforts to develop higher quality education (Rabiah, S. 2019); (Widjaja and Aslan, 2022).

The concept of quality education is a dynamic idea containing two kinds of concepts, namely the absolute concept and the relative concept. In everyday life the concept of quality is more of an absolute concept, which contains goodness, beauty and truth, is ideal without compromise, with the highest standards so that it is admired by many people and few are able to have it. The quality of quality education is: Fulfillment of school infrastructure, Determination of assessment standards, Providing direction to teachers and students in teaching, Improving teacher professionalism and special coaching for students.

The planning of educational quality support programs is carried out by the principal together with teachers, employees, and parents of students. The principal together with the teacher and his staff first gather in a forum to analyze what programs are needed by teachers and students at school (Novia, A., & Lubis, W. 2017).

In improving the quality of education through the standards of educators and education personnel there are five things that need to be done, namely:

1. Optimizing the role of national education

It functions to develop abilities, shape the character and civilization of the nation, and is realized in a learning atmosphere and learning process so that students actively develop their potential. To create a learning atmosphere and learning process so that students actively develop abilities, and shape the character and civilization of the nation,

the role of education and education personnel is important. Educators are professionals in charge of planning and implementing the learning process, assessing learning outcomes, conducting guidance and training, as well as conducting research and community service. Meanwhile, education personnel are tasked with carrying out administration, management, development, supervision, and technical services to support the education process in educational units. Efforts to optimize the performance of educators and education personnel are commonly referred to as management of educators and education personnel.

2. The character of the nation formed by education and education personnel.

That divides the duties and responsibilities of educators into five, namely the responsibility for guidance, curriculum development, professional development and fostering relationships with the community.

3. Coaching of educators and education staff is carried out from the beginning of educators.

It is necessary to improve the management of educators and education personnel, this needs to be emphasized to prospective educators and education staff. That education is not just a bureaucratic activity, but an effort to build human character, character, a conducive school culture, and an effort to give birth to a capable national character.

4. A national character competency is developmental.

Educational materials that are developmental in nature require a fairly long educational process and are mutually reinforcing between learning activities and other learning activities, between the learning process in the classroom and curricular activities at school and outside of school.

5. The curriculum is the heart of education.

To interpret it requires a broad horizon of knowledge, not narrow. The curriculum as a guide for implementing learning activities means that in the curriculum there is an interaction guide between educators and students (Mhsw, T., & Santoso, Y. 2019); (Aslan, 2019).

CONCLUSION

Graduate Competency Standards (SKL) are part of the overall competency of graduates that have been determined and implemented as a result of student learning activities. With the learning outcomes of these students, Graduate Competency Standards can be measured and seen to make it easier for educators and education personnel to make decisions in determining and implementing educational policies. Graduate Competency Standards consist of the dimensions of attitudes, knowledge, and skills, which are used as assessment guidelines in determining the graduation of students from the education unit.

The standards of educators and national education personnel are determined to maintain the quality of educators or the results achieved in education. High and superior quality of Human Resources (HR) and with the latest skills can only be produced from quality education. The role of educators and education staff is at the core of the educational effort itself. The problem of the quality of educators is in line with the demands of development and change. A change demands the role of a renewal agent in generating renewal ideas and managing change.

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