

Efforts to Improve School Effectiveness in Organizations

Ardianti

STAI Rasyidiyah Khalidiyah Amuntai Kalimantan Selatan, Indonesia

ardianti052@gmail.com

Keywords

School
Organization,
School
Effectiveness,
Progressive
Education.

Abstract

The concept of an effective school is the specification of the organizational development process in the principal's management process that is in accordance with the actual needs of the school. This managerial efficiency is characterized by the optimal functioning of the organizational structure, teacher and professional performance, progressive student preparation and learning. School effectiveness is also reflected in the implementation and development of academic activities and the achievement of educational goals. Therefore, the more skilled school principals, teachers, and school staff are in carrying out their duties and responsibilities, the more efficient and effective the entire school system and services will be.

INTRODUCTION

The government must seriously formulate the credibility of education that is in line with the spirit of pluralism, unity, and the unity of the Indonesian nation. The foundation of education based on Pancasila can lead the Indonesian nation to become a large and whole nation. The legislature must be supported by community organizations concerned with education, and professional educational organizations can develop educational ideas that are fundamentally driven and supported by the realities of educational policy. This means that Indonesia must become a country of character and ethics. Southeast Asia is more advanced and competitive, not left behind in an open and democratic global life.

Therefore, national education must have a solid foundation and broad and correct basic policies. Every educational action is directed and derived from a choice of values based on the philosophical view of Pancasila, which is translated into an educational philosophy that underlies all professional behavior. So in education administration, it doesn't matter who he is, where he was born, whether he is still from the field. But the question is whether he can do his job, is he professional, is he honest and disciplined.

Indonesia's shaky foundations and weak education policies show that we are trapped in a situation of its own making. Therefore, what happened in the country cannot be proud of as an educational success story. The problem of education management faces the complexity of education because various variables influence it.

In education, it faces various issues, namely equality and equity, decentralization, standardization, curriculum quality and development, regional competitiveness and capabilities. Possible solutions include: 1) Strengthening the vision and mission through needs analysis; 2) Educational institutions that are oriented towards a managed vision and mission; 3) Teacher protection and leadership professionalism; 4) Decentralization, Debureaucratization and specialization empower education; 5) Autonomy in the management of the education unit budget, the solution to implement and control the power of education and culture at the district/city level is to empower schools.

It is designed to enhance the role of schools in managing education, by providing opportunities to greatly help improve school performance. In fact, Mulyasa believes that the school's relationship with the community and government is very important and has great benefits both for fostering spiritual and material support as well as as a source of learning.

Control of education is carried out by the principal together with teachers, the education office, local government, legislature, school boards and the community. For each role and authority, it is regulated in accordance with applicable regulations.

Therefore, the school organization must be relevant to applicable laws and move more aggressively in achieving independence and school progress (Rahmatullah, AS, et al., 2020) and if you look at current conditions, school organizations should be adaptive and even always internet-based, (Syahrani, S. 2021) with an internet-based school organization, of course it's easier to develop, (Syahrani, S. 2022) maybe even easier to manage (Syahrani, S. 2022) because this type of organization looks like more ready to face the times (Syahrani, S. 2022) and considered ready to compete with the outside world, (Shaleha, Radhia, and Auladina Salihah, 2021) because they are used to and adaptive to information technology that continues to develop, (Syahrani, S. 2018) especially In the Koran, there are actually many verses that talk about this, so that Islam is not left behind (Syahrani, S. 2019) of course there are many strategies that must be carried out in order to be able to master technology. The latest theory in terms of developing school organization (Chollisni, A., et al., 2022) no matter how great a school is, without adapting to the times, it still feels like something is lacking (Syahrani et al, 2020) especially now that there are many quality schools and the technology is also advanced (Syahrani, 2018) if these two things are fulfilled, of course it is easier to promote schools, (Syahrani, 2017) so it is hoped that the course of a school will be more ideal according to dreams, (Syahrani, 2017) although there are still many weaknesses, but must always improved (Syahrani, 2017).

METHODS

Scientific articles should be prepared with this method and systematic steps to facilitate research. In this article, the researcher uses the literature study method by collecting literature (material materials) sourced from books, journals, and other related sources about increasing school effectiveness in organizations.

RESULTS AND DISCUSSIONS

The results of the studies that have been carried out, there are findings in this study, which increases the effectiveness of schools in organizing can not be separated from the parts that are considered supportive in increasing the effectiveness of schools in the organization, including;

Definition of Effectiveness

Interpreting effectiveness, each person gives a different meaning depending on the views and interests of each person. As quoted by Mulyasa, acknowledged by Chung and Maginson, "it means different things to different people". In the Big Indonesian Dictionary, it is stated that to be effective means to cause consequences (results, effects, impressions), to be effective or effective, to have consequences. Therefore, effectiveness is the match between the person doing the task and the intended target. Effectiveness is how an organization manages to obtain and utilize resources in an effort to realize operational goals.

In the book *Principalship*, Sergiovanni expresses the opinion of several experts on effectiveness, namely Etzioni who says effectiveness is the extent to which an organization achieves its goals, Steers argues that organizational effectiveness emphasizes focusing on the suitability of the results achieved by the organization. and Goals to be achieved, Tobert believes, organizational effectiveness is the suitability of the results achieved by the organization with its goals. Thus, organizational effectiveness is the match between the achievement of the desired results and the ability to achieve the expected results. Generalizations describing effectiveness indicate that if informal groups, individual needs, and bureaucratic goals work together or in the presence of technical variables, the development environment, good opportunities, strong personal skills, and motivation.

Organizational effectiveness according to Gibson, Ivacevich, and Donnely is a very broad concept that includes a number of components of the concept, both short term, such as production, efficiency and satisfaction. The medium term (intermediate), namely adapting (adaptiveness) to the environment, and development (development) and growth. While the long term is the organization can survive (survive). Organizational effectiveness by Hoy and Miskel is a multidimensional phenomenon consisting of adaptation components

of the quantity and quality of the product, for higher student achievement, an integrated goal system, and latency that can guide the selection of indicators. effectiveness. While Steers said that organizational effectiveness is the extent to which the organization carries out all its main tasks, and organizational members tend to try harder to achieve organizational goals (T.J. Sergiovanni, 1987).

Improving School Effectiveness in Organization

As for achieving organizational effectiveness there are several main requirements, namely according to Ewell and Lisensky is to understand the different ways in which an organization can be effective. Therefore, organizational leaders not only identify critical dimensions of organizational performance, but also mobilize the organization towards its effectiveness. Slater and Teddie argue that organizational effectiveness is limited by its context, in connection with this Creemers argues that school effectiveness models consist of three levels, namely school, class, and student background as the context. The three elements of effectiveness in the school context are management and leadership at the school level, the readiness of teaching staff at the classroom level, and the readiness to learn and learning outcomes at the student level (T.J. Sergiovanni, and Starrat, 1983).

Some organizations maximize effectiveness that's true. Through the philosophy that effective schooling can be achieved because it assumes that basically all students can master this subject. Define the teaching mode and implement it properly. The concept of validation is a broad concept, but effectiveness is not part of it, cannot be separated from the organization and has an important meaning for an organization and its importance is associated with the level of success of an organization in achieving a high level of productivity and quality. Edmonds and Ornstein and Levine have identified school effectiveness as follows: 1) strong leadership, 2) an ordered human climate, 3) frequent monitoring of student progress, 4) high expectations for all students (high expectations and requirements for all students), 5) teaching focus should be on students (focus on teaching important skills to all students) (World Bank Study, 1997). The typology of school effectiveness according to Saiter and Teddie is the functioning of three main factors, namely: 1) administrative provisions, 2) teacher readiness, 3) student readiness. So schools that are not effective are prepared to study well. While effective schools on the other hand, schools that tend to go forward or backward are a picture of school effectiveness (Gorton, R. A, 1976).

The causes that increase the effectiveness of schools in organizations, groups, and individuals are the main task of management. The most important aspect of its effectiveness according to Hersey and Blanchard is its relationship with the organization as a whole and the organization over a period of time. There is no standard definition of organizational effectiveness, but organizational effectiveness cannot be separated from the management process to achieve organizational goals. An organization can be said to be effective if there

is a match between the results achieved and the expectations (goals) that have been set. More firmly that organizational effectiveness is the match between the results achieved with expectations and the ability to achieve the expected results.

Approach Towards More Effective Schools

According to Krakower, there are four approaches, namely: 1) effectiveness that focuses on results (achievement of goals), 2) specifications of organizational development procedures that emphasize practical alignment with managers' needs to manage (process management), 3) Describe internal processes by emphasizing relationships between people in an organization (organizational climate), and 4) harmonious relationships inside and outside the organization (environmental adaptation). At the same time, Cameron proposed four methods of organizational effectiveness, namely models: resource system, internal process, open system, and participant satisfaction. The internal processes approach focuses on the management, information processing, and decision-making processes within an organization, all of which are the work of management.

An approach solution is needed to measure the effectiveness of school organizations, an expert Steer (1977) in (Seotopo, 2010: 66-67) reveals an internal process approach, which consists of several components of the approach, described below: 1) Adaptation consists of: Flexibility, Innovation, Control, Growth, Development. 2) Achievement of objectives consists of: Achievement, Productivity, Resource Acquisition, Efficiency, Quality. 3) Integrity consists of: Satisfaction, Employee Transfer, Absenteeism, Climate, Communication. 4) Latency consists of: Loyalty, Interest, Identity, Motivation, Role and Norm.

The development of the school as a complete system, its management is very dependent on the management of all subsystems, both individually and as a whole system. The effectiveness of the principal's leadership and his ability to use his full potential to develop good cooperation with all school members is very important both internally and externally. The presence of schools, teachers, students and other school personnel whose performance affects and is influenced by the effectiveness of school organizations.

Achieving school goals inherently depends on the optimal functioning of all organizational components. According to Moejiarto, research on effective schools is still rare in Indonesia. According to Ahmadi, nearly 80% of thousands of research and information projects on various educational issues revolve around curriculum development, packaging of teaching materials, teaching methods and media, teacher education and training, and others that are directly related to teaching issues. and the learning process (PBM). At the same time, structural issues (management of educational institutions and the fundamental problems, theories and concepts underlying educational

work) have not received sufficient attention and attention. Thus, it can be understood whether the impact and contribution of various educational innovation efforts tend to be sporadic, piecemeal, and incremental to improve the performance of the education system.

For certain schools, its effectiveness can be seen from the quality of management and the achievement of goals related to the quality of graduates. In other schools, school effectiveness can be seen from the utilization of all potential organizational facilities, including human resources and non-human supporting material resources. By their nature, organizations are often complex entities that seek to allocate resources rationally to achieve goals. The results of this study indicate that the role of the principal is the dominant factor in making schools effective. So school effectiveness is centered on the principal's management process, namely the running of the school's organizational structure, teacher performance, student learning readiness and work performance of non-teacher personnel, and the specification of organizational development procedures that are truly in line with the needs, namely, counselors and administrative staff.

Characteristics of an Effective School

Many experts in the United States have studied the various characteristics of effectiveness, such as Croghan, who conducted extensive research on the competence of principals in Florida, and concluded that effective principals are capable of creating effective schools. The results of research into effective schools, says Lezotte, and the prospects for improving education over the last five years are even brighter, as the US sees its school reforms as efforts to improve school quality, all of which is a commitment to school efficiency (Nanang Fattah, 2000).

The effectiveness of school organizations according to Ornstein and Levine is characterized by: 1) a safe and orderly environment that supports the teaching and learning process, 2) a clear mission and commitment to collaborate with school staff, 3) direct instructional leadership featuring the principal, 4) a friendly atmosphere. support students in acquiring high skills, 5) planning and implementation that can provide student learning outcomes, 6) monitoring student learning progress and improving instructional, and 7) positive school and family relationships where parents play an important role in supporting the basic mission school helps the achievement of goals.

At the same time, Purkey and Smit emphasized the characteristics of organizational effectiveness, showing that there are 13 indicators of organizational effectiveness, namely: 1) school-based management focus, 2) target teaching leadership, 3) staff stability, 4) consensus target, 5) Industry development school staff, 6) Parental Support, 7) Academic Achievement, 8) Effective Use of Time, 9) District (Pemda) Support, 10) Higher Education Planning and Relations, 11) Organizational Commitment, 12) Clear Goals and High Expectations at School , and 13) good and strong rules.

The components of school effectiveness characteristics include leadership management, commitment, strategic environment, expectations, school climate, and the role of government. These characteristics illustrate that organizations can become more effective through these components. Well-functioning (effective) schools have a strong focus on learning management, learning methods and behaviors, curriculum and instructional design, and principals and teachers' attitudes and behaviors.

Improving Educational Performance in Schools

To improve educational performance, recognizing the importance of the teaching profession is as important as acknowledging that the disciplines of educational administration coexist and support each other in fulfilling the goals and functions of education outside of teaching. The successful performance of the education system is not only supported by education personnel known as teachers, but also by other education personnel, including within the education office (district/city education office).

In Sergiovanni's view, the school is outstanding and successful, teachers prepare students, students are accustomed to spending almost two hours a night on homework, and students voluntarily borrow more books from libraries than similar schools. The teachers make reports systematically and regularly and they are satisfied with school achievement because of their hard work, the parents show high enthusiasm for sending their children to the school (Sergiovanni, 1987).

This illustrates that an effective school can be seen in the achievement of students' learning outcomes which are quite high and good, as evidenced by the numbers on the learning outcomes test with the correct test procedure. Extracurricular programs in schools that are good and successful, such as sports management and performing arts management are carried out professionally until the school receives reports from the community and parents are very happy and satisfied with the school program.

To achieve good and successful schools, principals share ideas with teachers and other staff, help each other, turnover rates or low teacher turnover due to sanctions, students with mental disorders are included in a very low position when compared to other similar schools. Good and successful schools on extracurricular activities, successful reporting activities reporting lists of responses from extracurricular activities, student progress in each field of study, percentage of student tardiness, percentage of student deviant behavior, and teacher reputation are widely disseminated.

Therefore, it can be concluded that good and successful schools are more complicated than good and effective schools. The extraordinary and successful schooling at Lipsitz is an inherently difficult quality to express, especially difficult as to what makes the school different, and what the dimensions of success are. The concept of total quality

management according to Salis, Edward's management is to continuously update the school to allow future requests to be provided according to the wishes and expectations of the enrolled. The overall quality of school management provided is better than similar schools. It is reinforced by Sergiovanni that such a school will produce students who have critical thinking, problem-solving skills, aesthetic appreciation or appreciation, creativity and curiosity, and have good personal competence.

CONCLUSION

School management according to experts can be divided into three levels: effective schools, excellent schools and successful schools. Each level has its own criteria and measures to reflect the quality of each level which is measured from the level of achievement set. To improve the quality of education in Indonesia, a school management program is promoted that includes school management service standards based on the School Management System (SBM), in which SBM is conceptually considered promising to provide higher quality schools. To measure the level of quality, effectiveness, excellence, and (extraordinary) success of schools, the minimum service standards organized by schools can be set at all these levels.

REFERENCES

- Bappenas, *School Based Management*, Jakarta: Bappenas bekerjasama dengan Bank Dunia (tidak diterbitkan), 199).
- Chollisni, A., Syahrani, S., Dewi, S., Utama, A. S., & Anas, M. (2022). The concept of creative economy development-strengthening post covid-19 pandemic in Indonesia: Strategy and public policy management study. *Linguistics and Culture Review*, 6, 413-426.
- Depdikbud, *Kamus Besar Bahasa Indonesia*, Jakarta: Balai Pustaka, 1990.
- Fattah, Nanang, *Manajemen Berbasis Sekolah*, (Strategi Pemberdayaan Sekolah dalam Rangka Peningkatan Mutu dan Kemandirian Sekolah), (Bandung: Andira, 2000).
- Fiske, Edward B., *Decentralization of Education; Politics and Consensus*, (Washington DC: The Word Bank, 1996).
- Gorton, R. A. *School Administration, Challenge and Opportunity for Leadership*, (Iowa: Brown Company Publishers, 1976).
- Hoy, Wayne K. dan Miskel, Cecil G, *Educational Administration* (Theory, Research and Practice), (New York: Random House, 1987)
- Mulyasa, E. *Manajemen Berbasis Sekolah; Konsep, Strategi dan Implementasi*, Bandung: Rosda, 2003
- Mulyasa, E. *Menjadi Kepala Sekolah Profesional dalam Konteks Menyukkseskan MBS dan KBK*, Bandung: Rosda, 2003
- Rahmatullah, A. S., Mulyasa, E., Syahrani, S., Pongpalilu, F., & Putri, R. E. (2022). Digital era 4.0: The contribution to education and student psychology. *Linguistics and Culture Review*, 6, 89-107.
- Sergiovanni, T.J dan Starrat, R.J, *Supervision Human Perspective*, (New York: McGraw Hill Book Company, 1983).
-

- Sergiovanni, *The Principalship, A Reflective Practice Perspective*, (Boston:Allyn Bacon, 1987)
- Shaleha, Radhia, and Auladina Shalihah. "Analisis Kesiapan Siswa Filial Dambung Raya Dalam Mengikuti Analisis Nasional Berbasis Komputer di SMAN 1 Bintang Ara Kabupaten Tabalong." *Joel: Journal of Educational and Language Research* 1, no. 3 (2021): 221-234.
- Syahrani dkk, *Guru Masa Kini*, Amuntai: STIQ Amuntai Press, 2020
- Syahrani, *Efulgensi Kemandirian Desa*, Bandung: Jatidiri, 2017
- Syahrani, *Evidensi Dalam Administrasi dan Manajemen Pendidikan*, Ponorogo: Myria Publisher, 2018
- Syahrani, *Humanisasi Dalam Administrasi dan Manajemen Pendidikan*, Yogyakarta: Global Press, 2017
- Syahrani, *Idealisme Manajemen Pendidikan*, Bandung: Asrifa, 2017
- Syahrani, S. (2018). Manajemen Kelas yang Humanis. *Al-risalah*, 14(1), 57-74.
- Syahrani, S. (2019). Manajemen Pendidikan Dengan Literatur Qur'an. *Darul Ulum: Jurnal Ilmiah Keagamaan, Pendidikan dan Kemasyarakatan*, 191-203.
- Syahrani, S. (2021). Anwaha's Education Digitalization Mission. *Indonesian Journal of Education (INJOE)*, 1(1), 26-35.
- Syahrani, S. (2022). Kesiapan Santri Dalam Mengikuti Analisis Nasional PKPPS Anwarul Hasaniyyah (Anwaha) Kabupaten Tabalong. *Adiba: Journal of Education*, 2(1), 23-31.
- Syahrani, S. (2022). Model Kelas Anwaha Manajemen Pembelajaran Tatap Muka Masa Covid 19. *Al-Madrasah: Jurnal Pendidikan Madrasah Ibtidaiyah*, 6(1), 38-47.
- Syahrani, S. (2022). Peran Wali Kelas Dalam Pembinaan Disiplin Belajar di Pondok Pesantren Anwarul.,Hasaniyyah (Anwaha) Kabupaten Tabalong. *AlQalam: Jurnal Ilmiah Keagamaan dan Kemasyarakatan*, 16(1), 50-59.
- World Bank Study, *Indonesian Sugested Priorities for Education*, (Devisi Sumberdaya Manusia, 1997).
-