

THE EVALUATION OF MODEL SCHOOL PROGRAMS AT SMP NEGERI 4 PADANGWEST SUMATERA PROVINCE

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ABSTRACT

The aims of this research to evaluate the Model School Program SMP Negeri 4 Padang which can provide accurate information for the central government, local governments, school principals, teachers, and other interested parties, and is optimally beneficial for the implementation of the Model School Program. This type of research is a research evaluation with a quantitative descriptive approach. The evaluation model used is the CIPPO model (context, input, process, product, outcome) developed by Stufflebeam. Data collection techniques are carried out using observation, questionnaires, and documentation. The subjects of this study were the School Education Quality Assurance Team (TPMPS) Model SMP Negeri 4 Padang and schools scanning: SMP Negeri 3 Padang and SMP Frater Padang. The results showed that the Model School and scaling Program at SMP Negeri 4 Padang had been well implemented and must continue so that schools can implement education quality assurance independently and form schools with quality culture. The CIPPO evaluation is used to optimize problems that occur in the implementation of the Model School Program and its impact on schools scanning of SMP Negeri 3 Padang and SMP Frater Padang.

Keywords: evaluataion program, model school Program, CIPPO.



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INTRODUCTION

The national education system is overall educational components that are interlinked in an integrated manner to achieve the objectives of the national education to develop skills and improve the quality of life and human dignity in Indonesia (Law No. 20/2003). Any educational institution shall perform quality assurance in accordance with the Indonesian Government Regulation No. 32 of 2013 concerning National Education Standards. National Education Standards consist of Competency Standards, Content Standards, Standard Process, Assessment Standards, Standards, and Education Personnel, Infrastructure Standards, Standards Management, and Financing Standards. These National Education Standards should be integrated to provide the best service to students.

According to the Regulation of the Minister of Education and Culture No. 28/2016, quality assurance of education is a mechanism that systematic, integrated, and sustainable to ensure that the entire process of the implementation of compliance with quality standards. The quality of education is not something that exists by itself but is the result of an overall educational process of input, process, and output. If an education process goes well, effectively, and efficiently, then there is an enormous opportunity to gain quality education. Whole school improvement requires an approach involving the entire education units to

jointly have a quality culture. Education quality assurance processes in an education unit is an independent activity of the educational unit concerned.

Regulation of the Minister of Education and Culture No. 28/2016 also contains about Quality Assurance System for Primary and Secondary Education. The Quality Assurance System for Primary and Secondary Education is developed so that quality assurance can run well at all levels of education management. Quality Assurance System of Elementary and Secondary Education consists of two (2) components, namely: Internal Quality Assurance System (SPMI) and External Quality Assurance System (SPME).SPMI a quality assurance system that runs inside the school and run by all components in school. SPMI covers all aspects of the provision of education by utilizing a variety of resource-to to achieve the National Education Standards (NES). This quality assurance system is evaluated and developed on an ongoing basis by the school and is also determined by the school to the guidelines outlined in the management and disseminated to the stakeholders of the school.

In carrying out the education quality assurance and improvement of the education unit is facilitated, monitored, and evaluated by the government. In addition to facilitating, supervising, and overseeing compliance with quality standards by the education unit, the government is also mapping-based quality standards that have been set. The mapping is used as an ingredient in the manufacture of appropriate quality planning authority respectively. The government is a component of external education quality assurance. In order to do SPMI implementation by all educational units optimally, then the developed educational unit will be the implementation of quality assurance models independently, hereinafter referred to as model schools. The model school established and supervised by the Education Quality Assurance Agency (LPMP).

The activities of the Model School Development Program have been carried out by LPMP West Sumatra since 2016 until now. The schools that become Model Schools for each year always increase according to the quota set by the Ministry of Education and Culture. Therefore, not all schools have received the Model School Program guidance. Model schools are schools that have been proposed by the local government according to the criteria set by the Ministry of Education and Culture. Schools that have been designated as Model Schools run the Model School Program. The school runs Education Quality Assurance to be an example for other schools.

Model school in West Sumatra are in each district/city in West Sumatra. The school became the target of a Model School Program 2016 until 2019 as listed in the table below which is spread at each level of education starting from elementary school, junior high school, senior high school, and vocational school, are as follows.

Table. 1. No. of Schools Model on 2016 in West Sumatra until 2019

Year	No. of Schools Model
2016	129 schools
2017	304 schools
2018	352 schools
2019	352 schools

Every year there is an increase in the quota for schools that receive the Model School Program. Every year LPMP West Sumatra always conducts monitoring and evaluation of

the model school, but the school was subjected to monitoring and evaluation of only a few schools that were sampled. The analysis of the results of monitoring and evaluation is in the form of a percentage of the implementation of the Regency/City Model School Program.

From several schools targeted at the model school in West Sumatra, Padang Publik Junior High School 4 is one of the junior high schools that meet the criteria of the model so that it becomes one of the targeted schools MSSD Program LPMP West Sumatra. SMP Negeri 4 Padang has become a Model School from 2017 until now. The school has five (5) schools scanning, namely Padang Public Junior High School 2, Padang Public Junior High School 3, SMP Frater Padang, Padang Maria Junior High School, and Padang Murni Junior High School. All operations impacted the Model School Program by some schools model school to the impact that any spillover schools can implement in their respective schools.

SMP Negeri 4 Padang is led by a school principal who is highly committed to receiving assistance from LPMP West Sumatra so that a school with a quality culture can be realized in the implementation of the Internal Quality Assurance System. SMP Negeri 4 Padang is always on time to provide activity reports to the West Sumatra LPMP. So far, it is not known the level of success in implementing the model school program, especially at SMP Negeri 4 Padang. Therefore, the researcher is interested in conducting evaluation research on the implementation of the Model School Program at SMP Negeri 4 Padang and its impact on schools scanning. To find out the implementation of the Model School Program at SMP Negeri 4 Padang and its monitoring, it is necessary to conduct a program evaluation to examine more deeply the context, inputs, processes, products, and outcomes of the model school program at the Junior High School. In order for this research to be more focused and clear, the researchers limit only two (2) impact schools to be discussed on the Outcome element, namely SMP Negeri 3 Padang and SMP Frater Padang. The basis for choosing the CIPPO evaluation model is because CIPPO is fundamental, comprehensive, and integrated, so it is hoped that it can answer problems that occur in the implementation of the Model School Program and its impact on schools scanning.

METHODS

The research was conducted at SMP Negeri 4 Padang with two (2) school scanning, namely SMP Negeri 3 Padang and SMP Frater Padang, West Sumatra Province. This type of research is evaluation research with a quantitative descriptive approach. The evaluation model used is the CIPPO model (context, input, process, product, outcome) developed by Stufflebeam. The data collection technique is done by means of observation, questionnaires, and documentation. Data analysis was done by giving a score for each statement in the questionnaire, then entering it into a tabulation sheet, and calculating it with a descriptive formula. The mean value of each variable is then calculated and converted into a relative No. (percentage). The subjects of this study were the School Education Quality Assurance Team (TPMPS) SMP Negeri 4 Padang and School Scanning: SMP Negeri 4 Padang and Padang SMP Frater Padang.

RESULT AND DISCUSSION

Evaluation of the Context of the Model School Program for SMP Negeri 4 Padang

1. Objectives of the Model School Program

The education quality assurance implementation program in schools requires an involvement approach of all school components. For internal quality assurance can be carried out by all the educational units optimally, developed educational unit will be the implementation of quality assurance models independently, hereinafter referred to as model schools. The model schools serve as an example directly by other educational units that will implement quality assurance so that there is a pattern that impacted implementing quality assurance of education. Based on the results of research conducted by researchers, the purpose of the Model School Program at SMP Negeri 4 Padang can be said to walk with a Very Good. The indicators are schools already understand the goals and objectives of the Model School Program and to become an example for spillover schools so schools were also induced to implement in their respective schools.

2. The Target Model School Program

According to the Guidelines for the MSSD by the Directorate General of Primary and Secondary Education Ministry of Education and Culture Target Model School Program is a school that meets the following criteria: 1) Schools are derived from the district/city; 2) Schools that do not meet the National Standard of Education; 3) All the components of the school are willing and committed to following the development of a whole series of implementation Model School Program; and 4) Support from local government. The Model Schools that are the target of the Model School Program must meet the above criteria and constitute a recommendation from the local education office and are determined by the West Sumatra LPMP based on the results of verification to prospective model schools. SMP Negeri 4 Padang is one of the schools that meet the above criteria. Model School Program Implementation in SMP Negeri 4 Padang has been right on target. It is shown from the results that the school has implemented the Model School Program with a high commitment.

Evaluation of the Model School Input Program of SMP Negeri 4 Padang

Human resources are subdivided into Education Quality Assurance Team, teachers, and students. Further described is also research that includes infrastructure and budgets from school.

Human Resources

— Implementing the Model School Program

School Education Quality Assurance Team (TPMPS): School Education Quality Assurance Team (TPMPS) is a team that manages the Model School Program. Elements of the School Education Quality Assurance team is at least composed of the elements: leadership representatives of the educational unit, teachers' representatives, representatives of education personnel, and representatives of the school committee. School Education Quality Assurance team set TPMPS decree passed by the Principal. In practice, the selection of the School Education Quality Assurance Team at SMP Negeri 4 Padang has appropriate expectations for the personnel, but in the execution of their duties and functions, is still not optimal. There are still some TPMPS that have not yet prepared a strategy for quality compliance recommendations. For that there TPMPS who require assistance to formulate a recommendation understanding of quality compliance strategy.

- *Educator or teacher:* According to Law No. 14/2005 concerning Teachers and Lecturers, Article: 9 mandates that every teacher is required to obtain a minimum academic qualification of S1 / D4. Based on the results of research in SMP Negeri 4 Padang showed that teachers who have a minimum education qualification of S1/DIV as many as 36 people or 94% and teachers who do not have a minimum educational qualification as much as 6%. This shows that teachers SMP Negeri 4 Padang qualified education are in the category of Very Good and have met the minimum standards in education, namely that 90% of a junior high school teacher who is qualified by education.
- *Students:* Students are the main target of the implementation of the education system. The education system is expected to generate insane implemented a quality of students carry out learning in the education system were implemented. Based on the results of the research, in the 2019/2020 school year, there were 544 students registered in July 2019, with details of 224 students in class VII, 183 in class VIII, and 137 in class IX. Students are divided menjadi 18 learning group, seven (7) group learning in class VII, six (6) of classrooms for class VII, and five (5) study groups for class IX. Based on the No. of students and the No. of class groups, found the average No. of students per class group is in the range 28 until 32 people. This means that the study group at SMP Negeri 4 Padang is by Permendikbud No. 22 of 2016, namely the No. of students per class totaling 32 until 33 people.

Facilities and infrastructure

Means of learning is one of the factors that affect student learning outcomes, it is clear in the learning process will be successful if supported with adequate facilities. To get high student learning outcomes, quality learning facilities, and optimization are needed. Therefore learning process cannot be separated from teaching facilities it is intended to achieve the goal of learning. Based on the research results, building on SMP Negeri 4 Padang permanent shape with sufficient infrastructure. Education facilities at SMP Negeri 4 Padang can be said to be Good.

Quality Report Card

School Quality report card is the result of the quality of the data mapping. The quality data is analyzed by the school to be used as the basis for preparing the School Work Plan. By analyzing the data quality in the Quality Report Card, schools can identify the weaknesses and strengths schools so they get an idea to plan school activities aimed at enhancing the quality of schools. Thus, these data can be utilized for the school work plan as outlined in the Work Plan School.

RAPBS

Supriadi (2010) the cost of education is one of the components that enter a crucial instrumental in providing education. Sources of education costs include (1) the government, such as the APBN and APBD, (2) schools (school fees), (3) the community (donations), (4) the business world (companies) and (5) grants. For the implementation of the Model School Program, model schools are given financial assistance as stimulus funds

in the implementation of sample quality assurance activities so that model schools are accustomed to implementing quality assurance programs and are impacted on impacted schools.

Evaluation Process Model School Program SMP Negeri 4 Padang

Implementing Model School Program

Model Schools implement the Model School Program using government grants based on the Technical Guidelines for Using Government Assistance Funds for Model School Development from the Ministry of Education and Culture. The Model School activities are carried out following the MoU agreed between SMP Negeri 4 Padang and LPMP West Sumatra as the implementing agency for the Model School Program in the province.

Activities carried out include: preparation, implementation of SPMI socialization, quality mapping, quality compliance planning, and implementation of quality compliance. In the Preparation Stage, SMP Negeri 4 Padang has implemented it very well even though there is one (1) TPMPS person who has not reviewed the understanding of SPMI and five (5) people who have not identified the Follow-up Plan stage after Technical Guidance in the planning and implementation of quality compliance. However, in general, the Preparation Stage can be said to be Very Good. The implementation of SPMI socialization to stakeholders is still categorized as Good because SMP Negeri 4 Padang has not yet involved the world/industry and community / religious leaders. The implementation of quality mapping has been very well implemented because 92% of TPMPS have carried out quality mapping. Likewise in implementing quality compliance planning, SMP Negeri 4 Padang has done it very well because it is based on the results of the mapping that was done previously. Likewise in the implementation of quality compliance, 91% of TPMPS have implemented it. This means that SMP Negeri 4 Padang is skilled in implementing quality compliance following previously made plans.

Monitoring and Supervision of Model School Programs

Monitoring and supervision is an important step in the policy process because the policy analysis process will not stop until the implementation stage. After implementation may arise the problems to be solved, and alternative or new recommendations (Patton and Sawicki, 1987) in Nana Fattah (2012).

In the Model Schools Program monitoring activities, the school model of monitoring, coaching, and problem resolution on the implementation of the Model School Program. School Education Quality Assurance Team SMP Negeri 4 Padang had been monitoring the preparation begins monitoring instruments and carry out monitoring of the implementation of the fulfillment of the quality that has been done. However, TPMPS has yet to make a follow-up program based on the monitoring results. For the implementation of monitoring in SMP Negeri 4 Padang categorized Good.

Reporting Model School Program

Each Model School Program recipient schools must create and submit reports on financial accountability following the technical guidelines of Use Help Government Model School Program.

Irianto (2010) every expenditure that has been done should be held systematically to all funders, whether from the central, regional, and community levels. Based on this research, SMP Negeri 4 Padang always submit reports to the Model Schools Program SPJ LPMP West Sumatra.

Barriers Model School Program

Educational Program Implementation Model based on the Activity Report Model School Program are given LPMP West Sumatra without major obstacles. The implementation of the Model School Program during the learning process interferes with the learning process. To overcome this, SMP Negeri 4 Padang finds a solution by replacing the teachers involved with the Model School Program activities that are not participating in activities. This is done so that the learning process continues.

Evaluation of Model School Product Program SMP Negeri 4 Padang

Based on this research, it appears that the evaluation product is the Model School Program Work Plan School. The School Work Plan for SMP Negeri 4 Padang is prepared based on the School Self-Evaluation analysis. This is following the Model School Program Schools that Work Plan that was based on the results of the analysis of the School Self-evaluation carried out in Phase Mapping Quality, then planned and implemented based on plans made. Implementation activities monitored the implementation of quality compliance to see the level of success of an activity that has been carried out.

Evaluation Outcome Model School Program SMP Negeri 4 Padang

SMP Negeri 3 Padang

SMP Negeri 3 Padang is the impact of school a model school SMP Negeri 4 Padang. SMP Negeri 3 Padang has made a School Education Quality Assurance Team Decree oversee quality assurance activities in schools. However, the Decree of the School Education Quality Assurance Team, SMP Negeri 3 Padang did not include elements of the School Committee. This is not by the provisions in Permendikbud No. 28, 2016 stating that the elements contained in the minimum TPMPS consist of elements from school leaders, staff, teachers, and school committees. Even so, SMP Negeri 3 Padang keep running the quality assurance program that is obtained when accompaniment followed Model School Program.

SMP Frater Padang

Brother junior high school Padang is the impact of the model school SMP Negeri 4 Padang Private status. SMP Frater Padang has made SK School Education Quality Assurance Team oversee the activities of Quality Assurance at the school along with lists of tasks and functions of each element of the TPMPS. However, there is a slight difference from SMP Negeri 3 Padang. SK TPMPS in SMP Frater Padang more complete than SMP Negeri 3 Padang TPMPS SK because they included the job description and function of each personnel. SMP Frater Padang has also involved committee elements in the Decree of the School Education Quality Assurance Team. This shows that the SK TPMPS SMP Frater Padang is very good. SMP Frater Padang also always involves the teachers in the Model School Program activities and implements it to school.

CONCLUSION

Evaluation Results Cippo against Model School Program at Padang Public Junior High School 4 showed that the Model School Program has been performing well but still require further assistance to the Quality Assurance Team Model School and School of the impact that the implementation is optimal. Padang Public Junior High School 4 impacted Model School Program is to school an impact, among other things to Padang Public Junior High School 3 and Padang Frater Junior High School. This is evident from the involvement of school TPMPS impact on school activities and implements the model in their respective schools. The Model School Program should be continued so that schools can implement a quality assurance independently and form a cultured school quality.

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