

Quality Cooperation of Management Models of Private Basic Education in Creating Effective School

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Abstract—Effective schools are often equated with the terms Quality School and productive school. Equating schools effectively with the term quality school or productive school according to the researchers' view is not always appropriate. Although there are some elements of similarity, there are clearly differences. Quality School is a school that has fulfilled the established standards of quality, and its main focus is on processes based on quality standards. While the productive school is focused on productivity and output indicators produced by schools, as well as school imaging efforts. The Effective School focuses on the school's efforts to achieve the goals set through systemic analysis or the system of input, process and output (IPO) systems. Based on theoretical studies and research results, many things that influence and determine school effectiveness. Among the factors that influence and determine school effectiveness are school leadership, principal performance, school administration staff performance, teacher motivation, teacher commitment, organizational culture / climate, teacher teaching performance, learning facilities, school finance / education funding, implementation Total Quality Management (TQM) and one of the established quality standards provides a significant contribution which is the management of community empowerment in the realization of an effective Primary School in the City of Bekasi.

Keywords—*effective school; management; quality*

I. INTRODUCTION

One of the educational problems faced by the Indonesian people is the low quality of education at every level and unit of education, especially primary and secondary education which results in low quality of human resources (HR). Various efforts have been made to improve the quality of national education such as national and local curriculum development, improvement of teacher competencies and qualifications through qualification training or education, procurement of books and learning tools, procurement and improvement of educational facilities and infrastructure, development and procurement of teaching materials, education funding policies and improving the quality of school education.

However, various efforts to fulfill education quality indicators have not shown significant improvement. This is due to problems with the management of education in Indonesia, namely the existence of policies and the implementation of national education that uses input and output analysis that is not implemented consequently. Likewise, the implementation

of education carried out in a centralized bureaucratic manner often places schools as educational providers heavily dependent on bureaucratic decisions, school autonomy policies in the context of School Based Management (SBM) are often not in line.

Besides that, the participation of school citizens and parents / community in the implementation of education is very minimal, especially with the existence of political jargon of "free school" in the implementation of education in the Basic Education level. The quality of education in Indonesia has not achieved optimal results. This is evident from the results of the measurement of the Human Development Index (HDI) between 1995 and 2005, Indonesia is still in a low position when compared to 179 other countries. Indonesia's HDI rating is always in the top 100 position, losing to Thailand, Malaysia and the Philippines. In 1995 Indonesia ranked 104th, below Malaysia (59) and the Philippines (100), in 2000 ranked 109th, below China (99) and the Philippines (77) and in 2005 ranked 110th, ranking Indonesia is lower than Vietnam which is ranked 108 and far lower than Malaysia (61), Thailand (73) and the Philippines (84).

Based on the facts above, of course it needs improvement efforts, one of them is through improving the quality of management of education units or management of school quality development, namely the management of education units optimally which is directed to be a school that has superiority / quality-based, resulting in resources quality and dignified human beings, namely intelligent, competitive, comprehensive and highly competitive Indonesian people both at national and international levels through effective school development.

One of the efforts that can be carried out by education managers in the effort to develop and improve the quality of education is to develop schools into effective schools. The urgency of effective school development is based on the argument that effective schools contain indicators of the expectations of achieving systemic educational goals. Hoy and Miskel state: Effectiveness of the indicators can be derived for each phase of the open-system cycle-inputs (human and financial resources), transformations (internal process and structures) and outputs (performance outcomes). At one time or another, virtually every input, transformation or outcome variable has been used as an indicator of organizational effectiveness [1].

As a system, schools have a core component in the form of input, process and output (IPO), which is a whole and interrelated entity, bound, influenced, needed and mutually determined. Effective schools focus on school efforts in achieving the goals set through systemic analysis or an input, process and output (IPO) system approach as developed by Hoy and Miskel.

In the context of education's input, process and output (IPO) linkages, the effectiveness aspect is one of the performance groups of the education system that must be prioritized. Therefore, effective schools and the development of schools into effective schools are prerequisites for improving the quality of education.

Effective schools are often equated with the terms Quality School and productive school. Equating schools effectively with the term Quality School or productive school according to the author's view, it is not always appropriate. Although there are some elements of similarity, there are clearly differences. Udin S. Saud states "Quality School is a school that has fulfilled the established standards of quality, and its main focus is on processes based on quality standards. While the productive school is focused on the indicators of productivity and output produced by schools, as well as school imaging efforts. "Effective Schools focus on school efforts in achieving the goals set through systemic analysis or an input system approach., process and output (IPO). Based on theoretical studies and research results, many things that influence and determine school effectiveness. Among the factors that influence and determine school effectiveness are school leadership, principal performance, school administration staff performance, teacher motivation, teacher commitment, organizational culture / climate, teacher teaching performance, learning facilities, school finance / education funding, implementation Total Quality Management (TQM), good school planning, work motivation of school organization personnel, commitment of school organization personnel, cooperation and networking, parental / community participation, student capacity, etc.

Field facts on Private Primary Education units in Bekasi City in the implementation and development of effective schools indicate that they are not yet developed and optimal as expected. Of the Private Basic Education units, less than 10% of schools have occupied national standard school status with the criteria set out above. Likewise, the quality of the Bekasi City Private Basic Education unit output which includes learning outcomes, time effectiveness (job satisfaction), job satisfaction, dropout rate and overall quality of the school (overall quality) have not shown high level of effectiveness. This means that most of the Private Basic Education units (more than 90%) still need to develop their management. However, in some schools that have not yet occupied the national standard school status and accredited school effectiveness or effective school development have been implemented. The contributing factors include education policy at the level of Private Primary Education in the City of Bekasi more directed towards efforts to achieve continuing figures (enrollment rates, APK and APM) in the framework of the 9-Year Compulsory Basic Education Program and its

implications, so that quality development efforts are often overlooked.

On this basis, the authors are interested in researching how the efforts to develop the quality of collaboration of Private Primary Schools in Creating Effective Schools in the City of Bekasi.

II. LITERATURE REVIEW

A. *Quality of Continuing Basic Education*

The quality of education, as one of the pillars of human resource development is very important in its meaning for national development. In fact, it can be said that the future of the nation lies in the existence of quality education in the present, quality education will only emerge if there is a quality educational institution. Therefore, efforts to improve the quality of education are a strategic point in efforts to create quality education.

Management of improving the quality of education is a method of quality improvement that relies on the institution itself, applying a set of techniques, based on the availability of quantitative & qualitative data, and empowering all components of educational institutions to sustainably increase the capacity and ability of the organization to meet the needs of students and the community. In the management of quality improvement, there are efforts to: (a) control the ongoing process, both curricular and administrative, (b) involve the process of diagnosis and the process of action to follow up the diagnosis, (c) requires the participation of all parties: leaders, education staff, students, parents and experts. Educational institutions must develop quality improvement programs that include: goals, targets and targets to be achieved, for the annual 3 or 4-year program and the one-year program. The purpose of educational institutions, including, targets and targets must be formulated in writing with: (a) clear, (b) easily understood by all parties involved in educational institutions, so that they know for what they all work hard, (c) each party engaging in educational institutions understands what links are made to achieving the stated goals, and (d) the progress of the institution must be felt by all parties involved. The preparation of education quality improvement programs needs to be done by applying four techniques: school review, benchmarking, quality assurance, and quality control.

School review is a process when all school components work together especially with parents and professionals (experts) to evaluate and assess school effectiveness, as well as graduate quality. Benchmarking is an activity to set standards and targets to be achieved in a certain period. Benchmarking can be applied to individuals, groups or institutions through three basic questions that will be answered by benchmarking are: (1) how good is our condition? (2) how good should we be? and (3) how to achieve that good.

Quality assurance is a technique for determining that the education process has proceeded as it should. With this technique it can be detected whether or not there are irregularities that occur in the process.

Quality control is a system to detect the occurrence of quality output deviations that are not in accordance with the standards. Quality control requires clear and definite quality indicators, so that quality deviations can be determined. Implementation of Quality Improvement Management includes: a. Preparation phase: 1) Deliver information to education staff, parents, and the community; 2) Developing a development team consisting of educational staff, principals, and experts; 3) Train the school evaluation team; 4) Determine focus: aspects that will be evaluated along with their respective indicators. 5) Determine randomly the subject of information sources and sample respondents. b. Implementation phase: 1) Collection of information, 2) Information processing, 3) Preparation of draft (opaque) reports and recommendations, 4) Submission of reports and recommendation. c. Follow-up Phase: 1) Principals, teachers, and parents learn the results of the evaluation. 2) Arrange priority scale. 3) Setting school targets and targets. 4) Develop work programs to improve school quality.

Quality improvement cannot be done speculatively or trial and error. All actions in quality improvement must be based on clear data. Likewise, the objectives, targets, and targets must be stated in the form of clear data, so that later they can be evaluated carefully.

All components of education; namely the leadership of the institution, education staff, students (students) and even parents must be encouraged to take their respective roles. This concept can be done through Integrated Quality Management (MMT), which has been more popular in the business and industrial world with the term Total Quality Management (TQM).

Total quality management in the school's perspective has a strategic role in planning and implementing and evaluating the success of educational programs, especially in the high school environment as a research study. Based on the research of experts, the Effective School has indicators such as:

- The school has a clear vision and mission and is carried out consistently [2]; focus together and clearly [3]; clear goals and high expectations, Clear goals and high expectations [4];
- A good school environment and discipline and regularity among students and staff [2]; An environment that supports learning (Shannon & Bylsma: 2005); Orderly climate of an orderly school climate [3]; school climate, School climate [5]; a school environment characterized by a good work climate, responsiveness and caution towards students' needs; positive climate and school culture, A positive climate and school culture [6];
- Strong Principal Leadership [2]; Effective school leadership [3]; Learning leadership, Instructional leadership [4]; educational leadership, Educational leadership [5]; Effective school leadership, Purposeful leadership [6];
- There are awards for teachers and staff as well as students who excel [2]; recognition of academic success, Recognition of academic success [4];

assessment of school potential, Evaluative potential [3]; the existence of a system of rewards and punishments, The system of rewards and punishments [6];

- Effective school management: clear delegation of authority [2]; implementation of managerial tasks at leisure (time on task) effective school management (School site management) the sense of community (Sense of community) the direct support of the leadership of employees (Direct support) [4]; the involvement of deputy leaders in decision making and student progress (involvement of the deputy head in policy decisions and pupil progress improvement) [6];
- Support of the surrounding community [2];
- Schools have a clear program design (Mortimore: 1991); the existence of collaborative and collegial school planning (Collegial and collaborative planning) (Purkey & Smith: 2008);
- Schools have their own system focus [4];
- Student capacity: Students are given responsibility [2]; high standards and expectations for all students [3];
- Curriculum management and effective learning: Teachers implement innovative learning strategies, ongoing evaluation, school curriculum that is designed and integrated with each other [2]; Curricula, learning and evaluation that exceed standards, Frequency of monitoring of learning and teaching are high. [3]; availability of a planned and meaningful curriculum [4]; the existence of a quality curriculum that provides opportunities for students to find learning experiences (Curriculum quality / opportunity to learn), curriculum oriented to student achievement (Achievement orientation), effective learning time (Effective learning time), the presence of feedback and strengthening learning (Feedback and reinforcement), conducive class atmosphere (Classroom climate), the opportunity for students to study independently (Independent learning), evaluate potential themselves (Evaluative potential), consensus and integration (Consensus and cohesion), structured learning (Structured instruction) and adaptive learning (Adaptive instruction) [5]; 11. Involve parents and the community in helping the education of their children. [2]; Parental support and involvement [4]; Parental involvement [5,6]. The existence of effective collaborative relationships: The level of innovative cooperation and communication [3]. Continuous staff development: Development of teaching staff and focused education staff [3]; staff stability and development (Staff development; Staff stability) [4].

III. RESEARCH METHOD

The final result of this research is the recommendation of the concept of developing the Quality Management model for Institutional Cooperation for Private Basic Education in the realization of an effective school. This model is arranged through stages in accordance with the abilities and possibilities that can be carried out by the author, such as the exploration of

theoretical concepts as the basis for thinking; exploration of empirical information in the field and development models. To achieve the expected goals, this research was carried out with a Research and development approach through exploration studies

This research is not designed to test hypotheses, from an influence or relationship between variables, but to describe the data, facts, and trends that occur, then analyzed and recommended what must be built to achieve a situation. This study, conceptually categorized as a qualitative case study approach with descriptive analytic presentation.

Bogdan and Biklen reveal that, the characteristics of qualitative research include; (a) direct data sources in a reasonable situation; (b) is descriptive; (c) prioritizing processes rather than products or results; (d) data analysis inductively; (e) prioritizing meaning [7].

Qualitative case studies have characteristics; (1) has a natural or natural setting; (2) humans as tools or research instruments can be more adaptable; (3) using qualitative methods; (4) Inductive data analysis; (5) Grounded theory through inductive analysis; (6) reports are descriptive; (7) more concerned with the process than the results, (8) the existence of "limits" that are determined by the focus of the research; (9) There are specific criteria for data validity; (10) Research designs are temporary; (11) the results of the research are negotiated and mutually agreed between the researcher and the respondent and the resource person.

Analytical description studies are intended to obtain information about the symptom status at the time of the study. This research is directed to identify and clarify various information regarding education issues, as well as aspects related to the problem.

Winarno suggested that analytic descriptive studies have the following characteristics: 1) Descriptive research tells something systematically about the data or characteristics of a particular population or a specific field in factual and accurate, and analyzes it, (therefore this method is often called an analytical method) and interprets existing data. 2) Descriptive research emphasizes observation and natural setting, it seeks theory rather than tests theory. Therefore, descriptive research is very useful to generate tentative theories. 3) There are several types of descriptive research, including case studies, surveys, development studies, follow-up studies, analysis of documentation studies, trend analysis, trend analysis, time and motion studies. motion study), and correlational studies [8].

This opinion, can be summarized that the qualitative approach has the main characteristics:

- Retrieval of data is carried out in a reasonable atmosphere, perhaps without manipulation of the situation, with the researcher, as the main instrument;
- The sample is purposive in nature, which is taken in accordance with the focus of the study which can provide as much information as possible (redundancy) without prioritizing the amount;

- Research results in the form of descriptions, which prioritize processes rather than products;
- Data analysis is carried out continuously to search for meaning that is contextual, or in accordance with the perception of the subject under study;
- Conclusions are drawn through the verification and triangulation process.

Based on these characteristics, it can be stated that there are several things related to the exploration of this research, among others; (1) subject or resource person; (2) data collection techniques and instruments; (3) research steps; (4) data analysis procedures; (5) validation of research findings. This descriptive-analytic study will focus on a case study on the development of a Private Primary School model in the City of Bekasi, this is considered to be eligible for a sample or research data source related to the main study.

A. Case Study Area

Determination of Case Areas The institutional level that is used as a source of data, Private Primary Schools in the City of Bekasi whose authentic data sources are taken from the principal, teachers, school committee heads, students and the surrounding community who are considered relevant to provide information or comments about the identified problems, are determined " snowball "in accordance with the research objectives and expected data. b. School Determination Primary Schools Private cases studied to assess relevant issues, are determined based on the scale of mapping as needed. c. Respondents or Informants Determination of respondents in this study was selected purposively and determined by snowball techniques, according to needs.

B. Data Collection

a) *Data and information:* Data and information needed in this study include: (1) geographic, government, population, social economic, political and cultural data and information; (2) schooling related to managerial, teaching and learning processes, graduates and graduate mobilization; (3) data relevant to the research focus.

b) *Techniques and research instruments and data collection guidelines:* Data collection techniques are used, documentation studies; Interview; observation and prediction or study of trends. The instruments used in qualitative research are humans, and tools such as notebooks, tape recorders and cameras. As an instrument guideline, the basic information and data required are prepared by researchers through a discussion process with relevant experts.

IV. RESEARCH FINDINGS AND DISCUSSION

A. School Organizational Structure

The organizational structure in the Private Elementary Education of the City of Bekasi in its principle can support efforts to improve the quality of education and school collaboration in the realization of effective schools in the Private Elementary School of Bekasi City. This was recognized

jointly by the school committee, the principal, and the teachers. The current organizational structure is complete from the principal to the TU staff. The organizational structure is one part of school administration, the clearer and more complete the school administration is the better. The organizational structure of schools in Bekasi City Private Primary Schools has clearly defined its objectives in upoksi (duties, principal and functions), each of which has its own rights and responsibilities.

B. School Rules

To improve the quality of education, schools need to develop regulations to achieve the expected quality. The regulations that have been developed by schools include the rules of teachers, employees and students. Regulations that exist in schools, for example teacher and employee rules, or student discipline can be used as a joint guideline as well as a measure of commitment and performance of all personnel in an effort to improve the quality of education in schools.

The regulations made are always adjusted to the conditions of the school environment.

C. Task Description

To achieve the expected quality of education, there needs to be a firm description of the job descriptions of each of the personnel in the school. At present, a description or job description is made based on the principal's decision regarding the division of tasks carried out at the beginning of the school year. Job descriptions of each employee are needed to provide clarity of duties, obligations and responsibilities of employees so that there is no overlap in handling between each task. The task description is now quite conducive for improving the quality of cooperation in Private Basic Education in the City of Bekasi. A characteristic of the job descriptions in this school is that the job descriptions are arranged in a rotation system and are made in one school year so that all personnel experience.

D. Plans and Programs

Planning is an absolute thing that must be done to achieve the expected quality of education. For this reason, schools always plan to improve the quality of education by making short-term and long-term programs, such as one-year programs and five-year programs. The planning is a form of efforts to improve the quality of education which includes planning improvements to the physical development of schools and work systems. In addition, schools must create and have an RPS (School Development Plan) to be used as a reference for school plans in order to improve and develop schools in the future. Programs developed by schools include extracurricular and extracurricular activities. Academic improvement programs and others. While non-academic programs such as scout extracurricular programs, PMR and others.

E. Condition of Parents

Based on the results of research by experts in the world economy and education, many conclusions state that there is a significant correlation between education and the economy. The more advanced the education sector of a nation, the more

advanced the nation's economic growth will be. Seeing these conditions, improving the quality of education is at the forefront of improving the quality of the economy.

Development of the education sector is closely related to economic growth because education plays an important role in efforts to improve the economic sector.

Private elementary schools in the city of Bekasi are supported by people whose majority of people are entrepreneurs, the economic condition is very good with a high per capita income, but attention to schools is still low, it should allow all school activities to be supported by school committee members. This can be proven that all activities that are programmed together between schools and committees can run well, thereby automatically supporting the development of Private Primary Schools in Bekasi City in a better direction.

V. RESEARCH CONCLUSION

The strategy of developing an effective school model based on nine intelligences at the beginning of the characteristics of effective schools first. Haidar stated that there are seven things that determine that the school is called superior including First, clear vision and mission of the school, second, high commitment to excellence, third, qualified leadership, fourth, opportunities for learning and clear, fifth, environment safe and regular, sixth, a good relationship between home and school, seventh, monitoring student progress regularly.

First, the school's vision and mission are clear. The majority of our schools have not been able and are not empowered to be able to articulate their vision and mission. Vision is a brief, easy to remember, encouraging, and street lighting torch to advance soaring.

Second, high commitment to excellence. Administrative staff, teachers, and principals have a determined determination to make their schools as effective schools in all aspects, so that all students can master the subject matter in the curriculum. All have the potential to contribute to the education process. This commitment is the energy to transform conventional culture (mediocrity) into a superior culture.

Third, capable leadership. The principal is the leader of the teacher and not the leader of followers. This means that in addition to the principal there is a leader within the scope of his authority so as to create a shared decision-making process. Continuous communication is carried out between the principal and teachers to understand the culture and ethos of the school dreamed of through the school's vision. If it is not communicated continuously, the vision will die itself. Besides the principal, the teacher is also a leader with the following qualities: (1) skilled in using teaching models based on research, (2) working in teams in planning lessons, assessing students, and in solving problems, (3) as a mentor to colleagues, (4) strive for efficient learning, and (5) collaborate with parents, family and other community members for student learning.

Fourth, clear opportunities for learning and time management. All teachers know what to teach. Adequate time allocation and proper scheduling are very influential on the

quality of teaching. Teachers make the most of available time for mastering basic skills. In this case it is necessary to maintain a balance between the demands of the curriculum and the availability of time.

Fifth, a safe and orderly environment. Effective schools are orderly, purposeful, serious, and free from physical and psychological threats, not oppressive but codative for learning and teaching. Students are taught to behave safely and orderly through cooperative learning, respect for human diversity, and appreciation of democratic values. Many studies show that a healthy school atmosphere has a positive effect on productivity, morale, and teacher and student satisfaction.

Sixth, a good relationship between home and school. Parents understand the school's mission and vision. They are given the opportunity to play a role in the program to achieve the vision and mission. Thus, schools not only educate students, but also parents as school family members who are valued and involved.

Seventh, monitoring student progress regularly. Student progress is monitored continuously and the results of monitoring are used to improve student behavior and performance and to improve the overall curriculum. The use of technology, especially computers, makes it easy to continuously document monitoring results. Models of effective school development based on nine intelligences include ethics, spiritual intelligence, contextual intelligence, operational

intelligence, emotional intelligence, collegial intelligence, reflective intelligence, and pedagogical intelligence and systemic intelligence. These nine intelligences are implemented in schools into five elements, namely in utilization of learning technology, institutions, policies, human resources and natural resources and school culture.

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