

EVALUATION OF THE FULFILLMENT OF 8 NATIONAL STANDARDS OF EDUCATION IN THE PACKAGE C PROGRAM IN THE SKB OF GORONTALO PROVINCE

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EVALUATION OF THE FULFILLMENT OF 8 NATIONAL STANDARDS OF EDUCATION IN THE PACKAGE C PROGRAM IN THE SKB OF GORONTALO PROVINCE

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Introduction

One of the components in the national education system that is in a leading position that is in direct contact with the object or target of achieving national education goals, is the principal. The Head of the Learning Activity Center (SKB) is an education manager who leads the education unit, namely the school. The consequence of the entrusted position or position is that the head of the SKB has a fairly heavy moral obligation and responsibility, which must be carried out and carried out in carrying out his main duties and functions in realizing 8 national education standards. Due to the strategic importance of the head of the SKB in relation to the implementation of the 8 national education standards, the consequence is that there is a great need for Principal/Madrasah Standards which include Qualification Standards and Competency Standards.

An effective SKB principal must at least know, be aware of, and understand three things: (1) why quality education is needed in schools, (2) what must be done to improve school quality and productivity, and (3) how to effectively manage schools to achieve high performance. Indicators of an effective SKB principal in general can be seen from three main things, namely: (1) commitment to the school's vision as a guide in carrying out its main tasks and functions, (2) making the school's vision a guide in managing and leading schools, and (3) always focuses its activities on the learning and performance of tutors in the classroom (Greenfield, 2013).

Although the government has made efforts to standardize education nationally through the stipulation of Government Regulation Number 19 of 2005, the extent to which the implementation or level of achievement at each level and each educational unit, especially in Gorontalo Province, needs to be known or evaluated through efforts to map fulfillment or achievement. national education standards. The results of the mapping that describe the actual situation regarding the implementation of 8 national education standards can be used as input that will produce various policies for restructuring education in Gorontalo Province. Thus the function of national education standards is to map educational problems.

²¹ This study was conducted to determine the fulfillment of 8 national education standards in the Package C program at SKB Bone Bolango Regency, SKB Gorontalo City, and SKB Gorontalo Regency Gorontalo Province. Each level of education unit is taken as an example by using certain methods.

From the background described above, the researchers set the title Evaluation of Compliance with 8 National Education Standardson the Package C program inSKB Gorontalo Provinceon the grounds that; (1) the function of the national education standard as an ideal standard, the level of achievement can be determined at least every 5 years, while the implementation of the 8 National Education Standards by the government has been going on for more than 5 years, (2) so far there has never been any mapping activity or effort that should have been carried out. carried out by a competent institution.

A. THEORITICAL REVIEW

1. Program Evaluation Conceptual Study

Evaluation comes from the word evaluation (English). The word is absorbed into the Indonesian vocabulary with the aim of maintaining the original word with a slight adjustment of the Indonesian pronunciation into "evaluation" (Arikunto, 2008). There are several terms that have almost the same meaning as evaluation, namely measurement and appraisal. Measurement or in English measurement is an activity to measure, which is to compare something with certain criteria/measurements (Junaidi, 2016). While the assessment is an act of making decisions on something with a good or bad measure

Arikunto and West Java, (2016) say that program evaluation is a process to find out whether educational goals have been realized. Furthermore, it was stated by two evaluation experts, namely Cronbach and Stufflebeam (in Arikunto and Jabar, 2016) that program evaluation is an effort to provide information to be conveyed to decision makers.

Thus it can be concluded that evaluation in general can be interpreted as an activity or a process of providing data and information that can be used as consideration or alternative determination in decision making and subsequent program preparation so that the quality or results can be known. So, the essence of evaluation is the provision of information that can be used as consideration in decision making.

Evaluation models differ from one another, but the purpose and objective is the same, namely to collect data or information relating to the object being evaluated. Furthermore, the information collected can be given to decision makers in order to accurately determine the follow-up to the program that has been evaluated.

2. Program Concepts to be Evaluated

The program concepts evaluated in this study are 8 (eight) ¹³ National Education Standards. The Ministry of Education and Culture ¹⁸ as the institution most responsible for achieving national education goals. In this effort, a guide or reference is needed which is used as a standard or benchmark so that the implementation of education ¹⁸ leads to the educational goals to be realized. The answer is the enactment of ¹⁸ Government Regulation Number 19 of 2005, concerning ¹⁶ National Education Standards as an elaboration of ¹⁶ Law Number 20 of 2003, concerning the National Education System.

¹⁶ The overall implementation of the expected standards is a guarantee for improving the quality of national education. In this government regulation, "8 National Education Standards (SNP)" have been established, which are implemented in structured and tiered formal and non-formal education units consisting of basic education, secondary education, and higher education.

In Law Number 20 of 2003, Chapter I, Article 1 paragraph (17) it has been explained that "National Education Standards" are the minimum criteria regarding the education system in the entire jurisdiction of the Unitary State of the Republic of Indonesia. In Chapter IX, article 35 paragraph (2) it is stated that the national education standard is used as a reference material for curriculum development, education personnel, facilities and infrastructure, management and financing.

The National Education Standards Agency (BSNP), has formulated the functions and objectives of the national education standards, namely: The National Education Standards serve as the basis for planning, implementing, and supervising education in the context of realizing quality national education; National Education Standards aim to ensure the quality of national education in the context of educating the nation's life and shaping the character and civilization of a dignified nation; National Education Standards are refined in a directed and sustainable manner in accordance with the changing demands of local, national, and global life.

Considering that the education profile in inter-regional education units throughout the territory of the Unitary State of the Republic of Indonesia varies because there are striking differences in several aspects, to balance this condition it is necessary to standardize education nationally with the 8 National Education Standards in order to achieve equality in the quality of education. Thus, it is hoped that all educational units at various levels of education units throughout the territory of the Unitary State of the Republic of Indonesia will achieve national quality standards.

The scope of national education standards has been stated in Government Regulation No. 19 of 2005, concerning National Education Standards, Chapter II article 2, it is stated that the Scope of National Education Standards includes: (a) content standards, (b) process standards, (c) standard competence of graduates, (d) standards of educators and education personnel, (e) standards of infrastructure, (f) standards of management, (g) standards of financing, and (h) standards of assessment

3. Program Evaluation Model Used

The evaluation model used to evaluate the 8 (eight) National Education Standards is CIPP (Context, Input, Process and Product). The CIPP evaluation model is an evaluation model developed by Stufflebeam which aims to assist in curriculum improvement, but also to decide whether the program should be discontinued.

This model contains four components, namely context, input, process and product, and each needs its own assessment. Context evaluation includes research on the school environment, influences outside of school. If the context evaluation is adequate, then the input evaluation is the curriculum implementation strategy in terms of effectiveness and economy. Then a process and product evaluation is held, for example the compatibility between planned activities and actual activities. This model prioritizes continuous formative evaluation as a way to improve learning outcomes. However, the focus of research is not only learning outcomes but the entire curriculum and environment. Assessment is done by comparing the actual performance with the agreed standard. Determining standards must consider many factors, including student performance in the cognitive, affective, and psychomotor fields, ability of teaching tutors, school administration, facilities, teaching tools and resources, curriculum, instructional guidelines, curriculum determinants, philosophy and mission of the institution. the data collected are compared and assessed against that standard (Nasution, 2010)

The CIPP evaluation model is the most applied model by evaluators. Therefore, the description given is relatively long compared to other models. The CIPP model was developed by Stufflebeam at Ohio State University. CIPP which is an abbreviation of the initial letters of four words, namely: Context evaluation: evaluation of context, Input evaluation: evaluation of input, Process evaluation: evaluation of the process, Product evaluation: evaluation of results (Yusuf, 2015).

Methods

1. Place and time of research

This research was conducted at the Gorontalo Provincial SKB which includes the Bone Bolango Regency SKB, Gorontalo City SKB, and Gorontalo Regency SKB from March to July 2021.

2. Research Method

This evaluation research uses the Evaluative method with the model *CIPP*. Program evaluation is one type of object of evaluation research (evaluation research). The fundamental orientation of all evaluation research is gaps. This evaluation research is directed at the results (product) of evaluation focus on Fulfillment of 8 National Education Standards. Thus the data collected will be analyzed using an inductive/deductive approach (for data from planning and evaluation evaluations). This is done because the opportunity is high enough to determine the value of something on the basis of predetermined benchmarks (criteria).

3 Research Respondents

The data collected in the study refers to the focus of research related to the study of compliance with the 8 National Education Standards. The data needed in this study are aspects related to the Evaluation of Compliance with 8 National Education Standards, which include: (1) Content Standards, (2) Process Standards, (3) Graduate Competency Standards, (4) Educators and Educational Personnel Standards, (5) Management Standards, (6) Facilities and Infrastructure Standards, (7) Financing Standards, and (8) assessment standards on the Gorontalo Provincial SKB.

Respondents in this study were principals, tutors and students who were taken as many as 3 principals, 28 teachers, 3 education staff, and 30 active students as respondents. Sampling using simple random sampling technique. The technique used to collect data in this research is a questionnaire, observation and documentation. To answer the problems in this study and based on the type of data collected, the following data techniques were used:

Descriptive percentage is used to describe the fulfillment of 8 National Education Standards in the Package C Program in the Gorontalo Provincial SKB. The results are presented in the form of a frequency table. To calculate the percentage in the form of frequency, a formula is used (Arsyad, 2005):

$$Pr = \frac{f}{n} \times 100$$

Where:

pr : percentage
f : frequency
n : number of samples

while to calculate the percentage in the form of a score the formula is used (Arsyad, 2005):

$$Pr = \frac{SC}{SI} \times 100$$

Where:

pr : percentage
SC : The achievement score is the total score obtained by all respondents
SI : The ideal score is the maximum number of scores that can be achieved

For the interpretation of evaluation data on the fulfillment of 8 National Education Standards in the Package C and SKB program of Gorontalo Province, the following criteria are used:

Table 1. Conversion of Percentage Calculation Results and Qualitative Criteria for Program Achievement

| No | Percentage Scale(%) | Predicate | Description of Evaluation Results |
|----|---------------------|---------------|--|
| 1 | 0 – 40 | Very Low (SR) | Stopping the program because it is seen that the program has no benefits or cannot implemented as expected |
| 2 | 41 - 55 | Low (RD) | Revise the program, because there are parts that are not in line with expectations |
| 3 | 56 – 70 | Medium (SD) | Continuing the program because the implementation of the program shows that everything has gone as expected |
| 4 | 71 – 100 | Height (TG) | Disseminate the program, because the program has been successful, it is very good if it is carried out again in other places |

Source: Ministry of National Education, 2005: 39)

Furthermore, the percentage of scores mentioned above will be described quantitatively.

Results

Based on the results of the study, the following discussion is described:

1. Context

Based on the results of the study, it was found that the implementation of the national education goals in the Package C program at the SKB Bone Bolango Regency was in the high category (92%), the Gorontalo City SKB was in the high category (88%) and the Gorontalo Regency SKB was in the high category (86%). . Thus the school can disseminate the program, because the program has been successful.

In the implementation of school objectives, it was found that the SKB of Bone Bolango Regency was in the high category (74%), the SKB of Gorontalo City was in the medium category (66%) and the SKB of Gorontalo Regency was in the medium category (64%) with the final average score of 68 with the medium category so that only one school can disseminate the program, because the program has been successful, namely the SKB Bone Bolango Regency while the other two schools continue the program because the implementation of the program shows that everything has gone as expected.

The results of Windaningrum's research (2019) that goals are achievements that can be measured and are a translation of the vision, mission and values adopted. The purpose of education in schools cannot be separated from the goals of education. The purpose of education is also mentioned in Law no. 20 of 2003 in Article 3 is as follows "Education aims to develop 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 citizens and responsible.

2. Input

Evaluation of the inputs for meeting the 8 national education standards in the Package C program at the Gorontalo Provincial SKB found that educators and education staff at the Bone Bolango District SKB were in the high category (98%), the Gorontalo City SKB was in the high category (96%) and the Regency SKB was in the high category. Gorontalo is in the high category (96%) with the final average

score of 97 in the high category so that one school can disseminate the program, because the program has been successful.

Furthermore, the evaluation of students found that students in SKB Bone Bolango Regency were in the high category (72%), Gorontalo City SKB was in the medium category (68%) and SKB Gorontalo Regency was in the medium category (68%) with an average the final score was 69 with the medium category so that only one school was able to disseminate the program, because the program had been successful, namely the SKB Bone Bolango Regency while the other two schools continued the program because the implementation of the program showed that everything had gone as expected.

3. Process

Evaluation of the 8 national education standards in the Package C program at the Gorontalo Provincial SKB showed that the fulfillment of 8 SNPs in the Bone Bolango Regency SKB was in the high category, while the Gorontalo City SKB and Gorontalo Regency SKB were in the medium category. From the observations made, the SKB of Bone Bolango Regency and SKB of Gorontalo City have C accreditation while the SKB of Gorontalo Regency has not been accredited. This of course requires high hard work from all components in the three schools to improve the fulfillment of 8 national education standards.

The discussion of research results is presented according to the following 8 SNP components: (1) graduate competency standards, (2) content standards, (3) process standards, (4) assessment standards. (5) standard of educators and education personnel, (6) standard of management, (7) standard of facilities and infrastructure, and (8) standard of financing

On Graduate Competency Standards, research findings on compliance with graduation competency standards show several things: (1) having Minimum Completeness Criteria (KKM) documents for subject groups which include: Science and Technology, Social Studies and Cultural Arts; (2) tutors teach by prioritizing active student involvement in the learning process; (3) tutors carry out the learning process mostly using CTL; (4) using environmental learning media; (5) train students to think critically, creatively and innovatively; (6) carry out the

learning process of refraction; (7) students gain experience in the arts and culture; (8) students are trained to gain spirited experience/sportsmanship; (9) students are given experience in social life in society and the state. Research findings learning outcomes: (1) the average value of subjects in each class shows an increase from each semester, (2) the graduation rate increases from year to year, (3) the number of class stays and drop outs decreases. Research findings that require confirmation include; The learning outcomes of students have not all subjects exceeded the national standard, which is a score of 75.

In the Content Standards, the findings of this study show that most of the content standard indicators are met in the Gorontalo Provincial SKB. The indicators that have been met include: having implemented KTSP in all subjects, having carried out KTSP development activities according to the provisions, having curriculum documents in the form of document I (KTSP books) and syllabus for all subjects, having documents for remedial activities and enrichment by teachers, have a document for Guidance Counseling and extra-curricular activities, have a Competency Standard (SK) document for all subjects, have an academic calendar document, have a Minimum Completeness Criteria (KKM) document. It has also developed local content curricula that are oriented to regional needs, community social needs, cultural development, development of social potential with national and international competitiveness. Indicators that seem weak in their application include the development of a syllabus for subjects that use development steps, the preparation of lesson plans based on the principle of encouraging active participation in learning, developing a reading and writing culture, ²⁷ the use of information and communication technology in learning.

On process standards, research findings indicate that standard process indicators are met as well as strengths, including: teachers develop the syllabus independently, teachers carry out the learning process according to the KTSP, teachers prepare lesson plans by taking into account the characteristics of students, namely: the initial ability of students, intellectual level, interests and talents, learning motivation, social ability, learning style, special needs, and cultural background (multi-cultural). Likewise, the head of the SKB has carried out learning

supervision which includes: planning, implementation, and assessment, the head of the SKB is following up on the results of the supervision. The head of the SKB carries out learning supervision by paying attention to 4 stages of learning: (1) preparation, (2) implementation, (3) learning evaluation, and (4) follow-up plans. From a number of standard indicators, the process proposed is already available in schools and implemented according to standards. However, there are still some implementation indicators that need to be improved.

In the Education Assessment Standards, the research findings show that all the indicators of the assessment standards mentioned above are met based on the documents contained in the SKB. However, there are several indicators that still need to be discussed further. Findings that are no less important than this research are, among others, not all tutors use various forms and types of tests in assessing learning outcomes through formative tests and summative tests. Only the most popular forms of essay tests and multiple choice tests for tutors are used in formative and summative tests. In the ideal case, all types of tests are important to be applied through formative tests and summative tests so that students have a broad understanding of various forms and types of tests. Likewise, it is still rare for tutors to have fortopolio records of student behavior both individually and in groups. Based on these findings, the priority for tutoring policies is more directed at the ability and skills to develop various forms and types of assessment instruments such as evaluation instruments, measurement instruments, and assessment of learning outcomes. This is useful for improving the ability and assessment skills as one of the main tasks of the tutor as a learning agent.

⁹ Standards of Educators and Education Personnel Indicators of compliance with the standards of educators and education personnel include: (1) 75% of the qualifications of S-1/D.IV tutors; (2) 75% of tutors teach according to diploma background; (3) the educational qualifications of school principals, vice principals and educators are all S-1; (4) have Administration according to standard; (5) laboratory staff, librarians and administrative staff 75% according to educational expertise; (6) educators and education staff 90% well behaved; (7) the head of the

SKB has experience as an educator; (8) have adequate counseling tutors; (9) the head of the SKB carries out supervision properly.

The research findings show that all of the indicators mentioned above have documents in schools. However, there are some things that still need to be discussed further. First, the type of staff in the SKB consists of (1) the head of the SKB, (2) the deputy head of the SKB, (3) the subject tutor, (4) the supervising tutor, (5) the laboratory assistant, (6) the librarian, (7) the staff administration (including school safety). Second, the requirements for the head of the SKB in terms of qualifications for S-1/D IV have been met and even several SKB heads have qualified for S-2 and S-3. Likewise, the qualification requirements for S-1/D IV tutors have exceeded the 75% standard.

The Management Standards with Indicators include: (1) there is a formulation of the school's vision-mission, and goals; (2) has an intermediate work program (4 years) and an annual work program; (3) have management documents of 8 National Education Standards; (4) has a school organizational structure; (5) there is a program for empowering educators and education staff; (6) there is a financing management document; (7) have a student coaching document; (8) have documents for the management of facilities and infrastructure; (9) there are rules to control school order and safety; (10) have learning management documents; (11) have a teacher supervision document; (12) have employee management documents.

The findings of the study on compliance with management standards show that the achievement of management standard indicators in general is already above the average based on the results of reviewing documents owned by schools. Equally important, the findings of this study indicate that the school's management information system (MIS) has not been managed effectively and efficiently. This means that it has not fully supported the implementation of an effective and efficient, and accountable education administration. The valid SIM provides documents for information facilities or databases that are easily accessible, either in the form of requests for information or the provision of information from stakeholders related to school management, both orally and in writing. For this

reason, the development of MIS in schools needs to be a priority in increasing the effectiveness and efficiency of management standards.

In the standard of Financing Standards, the findings of this study indicate that the junior high school level education units include basic education levels that carry out compulsory education as regulated in Law Number 20 of 2003 concerning the National Education System, article 34 paragraph (2) reads "The Government and Local Governments guarantee the implementation of compulsory education at the minimum level of basic education without charging a fee. The government provides school financing through two types of budgets, namely BOS funds and grants accompanied by SOPs. Thus, the main task of schools in financing standards is only to make the School Budget Work Plan (RKAS) and realization documents as mentioned above.

4. Product

The fulfillment of the 8 national education standards in the Package C program at the SKB Bone Bolango Regency showed that all national education standards were in the high category. However, the overall average of these 8 SNPs still needs to be increased because they are still at the percentage of 79.25%. In overall national education standards, not all indicators are in the good and very good criteria, that there are still many that are in the sufficient and less criteria.

The fulfillment of the 8 national education standards in the Package C program at the Gorontalo City SKB shows that all national education standards are in the moderate category with an overall average of 8 SNPs that still need to be improved because they are still at the percentage of 68.25%. In the overall national education standard, only a small number of indicators are in the good criteria and most are in the sufficient, less and very poor criteria.

The fulfillment of the 8 national education standards in the Package C program at the Gorontalo District SKB showed that all national education standards were in the medium category with an overall average of 8 SNPs that still needed to be improved because they were still at the percentage of 65.88%. In the overall national education standard, only a small number of indicators are in the good criteria and most are in the sufficient, less and very poor criteria.

Conclusion

Based on the descriptions in the previous chapters, it can be concluded as follows:

1. In the context aspect, all schools have and implement national education goals, visions, missions and school goals and are in the high category for the SKB Bone Bolango Regency and the medium category for the Gorontalo City SKB and Gorontalo Regency SKB. The average of the three schools on the results of the context aspect is in the high category
2. In the input aspect, all schools have teaching staff and education staff, and adequate students and are in the high category for the SKB Bone Bolango Regency and the medium category for the SKB Gorontalo City and SKB Gorontalo Regency. The average of the three schools on the results of the input aspect is in the high category
3. In the process aspect, graduate competency standards, content standards, process standards, assessment standards, standards for educators and education personnel, management standards, and financing standards are in the high category for the SKB Bone Bolango Regency and the medium category for the SKB Gorontalo City and SKB Gorontalo Regency. The average of the three schools on the results of the process aspect is in the high category
4. In the product aspect, the results obtained by the SKB of Bone Bolango Regency in meeting ⁹ national education standards are in the high category, while the SKB of Gorontalo City and SKB of Gorontalo Regency are in the medium category. Follow-up is carried out covering all national education standards. The average of the three schools in the product aspect is in the high category

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