

Evaluation of Achievements of National Educational Standards Policy at Primary Schools in Parigi Moutong District

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Abstract

This research focuses on investigations regarding the non-attainment of National Education Standards in Parigi Moutong Regency Elementary Schools. Qualitative methods are used to describe holistic education policy evaluations. In this research, the validity of the data was strengthened through various techniques such as extended participation, careful observation, triangulation, peer checking, and case analysis. The equipment used by researchers includes interview guidelines, observation guidelines, and document recording. The CIPP (Context, Input, Process, Product) evaluation model is the main basis for evaluating education policies. This model is comprehensive and can be applied to policy aspects, from curriculum to institutional policy. The evaluation results show that the achievement of National Education Standards at Parigi Moutong Regency Elementary School is still not optimal. Factors such as community participation, limited facilities, low teacher innovation, and school principal management that is not yet optimal are the main obstacles. Learning processes that are less innovative and weak management of school principals are also a concern. Educational products, such as low AKM results and the lack of development of information technology and an independent learning curriculum, are important highlights in assessing the quality of graduates and human resources for teaching staff.

Keywords achievement evaluation, national education, standards policy

INTRODUCTION

Law Number 25 of 2000 concerning the National Development Program (PROPENAS), states that there are three big challenges in the education sector in Indonesia, namely first, maintaining the educational development results that have been achieved; second, preparing human resources who are competent and able to compete in the global job market; and third, in line with the implementation of regional autonomy, the national education system is required to make changes and adjustments so that it can create a more democratic education process, pay attention to diversity, pay attention to regional and student needs, and encourage increased community participation and carry out school literacy movements so as to create resources. Indonesian human resources are of high quality and competitiveness (Indonesia, 2000).

Education Policy is public policy. Education is public property, and every citizen has the same opportunity to gain access to a decent education. In order to realize quality public services and to fulfill the rights and obligations of the community and public service providers, the government as the authority holder issued Law no. 25 of 2009 concerning Public Services. One of the things discussed in this law is the principle of values which serve as a reference for behavior in providing public services from service providers to the community. The principle of values is needed as an effort to adapt the value order of society which always changes from time to time. Wahab (1998) added "global trends show that



providing competitive and quality public services to the people will continue to meet demands.

According to Lester and Stewart, it is important to carry out policy evaluation, namely: 1). Determining what consequences a policy has by describing its impact; 2). Assessing the success or failure of a policy based on previously established standards or criteria. Anderson (1969) stated that policy evaluation is an activity that involves estimating or assessing policies that include substance, implementation and impact. This was emphasized by W. Dunn, who stated that evaluation has related meanings, each of which refers to the application of several value scales to the results of policies and programs. Furthermore, Dunn, (2003;610) explains the steps for conducting a policy evaluation of the implementation of quality education at the high school level in Palu City. Namely 1) Effectiveness, 2) Efficiency, 3) Adequacy, 4) Alignment, 5) Responsiveness, 6) Accuracy.

Policies for providing quality education must continue to be evaluated, as an effective way to provide and develop high quality and competitive human resources, manifested in national education standards that must be achieved by educational institutions, in this case schools. In accordance with government regulation number 19 of 2005 concerning National Education Standards (SNP) including: 1) Content standards, 2) Process standards, 3) Graduate competency standards, 4) Educator and education standards, 5) Facilities and infrastructure standards, 6) Management standards, 7) Financing standards, and 8) Assessment standards. This SNP achievement can be known through accreditation results (Indonesia, 2005). Evaluation of education quality implementation policies based on PP No. 19 of 2005 concerning National Education Standards is a basic guideline for improving the quality of education. Eight national education standards are a system that must be met thoroughly. National education standards (SNP) are minimum criteria regarding various relevant aspects in the implementation of the national education system and must be fulfilled by administrators and/or education units in all jurisdictions of the Unitary State of the Republic of Indonesia.

Regional Government has a big role in improving the quality of education in the region. Policies regarding quality improvement originate from the central government, but all supporting components for quality improvement are located in the regions. Therefore, the role of regional government in improving quality as expressed in the role of regional government in improving the quality of education is "expanding and equalizing opportunities to obtain quality education for all Indonesian people, improving academic and professional abilities, guaranteeing the welfare and dignity of educational personnel, renewing the education system" (Oktavia, Berlian, & Saragih, 2018). In reality, the strategic role of regional governments has not been able to encourage improvements in the quality of education in the regions due to various conditions. Mohammad Nur Ali, in his study of National Examination implementation policies, said that centralized policies are very bureaucratic and rigid so they often ignore technical matters (Ali, 2010).

In this context, it can be interpreted that technical matters are the priority, because different regional conditions require different technical implementation. The contribution of regional governments in improving the quality of education can be focused on several

components that are relevant to regional conditions and capabilities. In connection with this, Juraid Abdul Latief in his study of regional policies towards improving early childhood education stated that regional governments can maximize efforts to improve the quality of education through 1) increasing the professionalism of educators; 2) program for providing facilities and infrastructure; and 3) a program to improve the welfare of teaching staff (Latief, Amrullah, & Awalunisah, 2019). Policies in the education sector at the central level should be further elaborated by regional governments in accordance with the capabilities of existing regional resources.

Policy in the education sector is part of public policy, namely public policy in the education sector (Nugroho. 2008:37). Arif Rohman (2009: 108) added that education policy is part of state policy or public policy in general. Education policy is a public policy that regulates specific regulations relating to resource absorption, allocation and distribution of resources, as well as regulation of behavior in education. Educational policy is a decision in the form of a guideline for action, both simple and complex, both general and specific, both detailed and loose, formulated through a political process for a particular direction of action, program and plans in organizing education.

Therefore, an education policy regarding the National Education System is presented, which is a renewal of the national education system, which is carried out to renew the vision and mission as well as the national education development strategy. Basics, Functions and Objectives of the National Education System, Basis of Republic of Indonesia Law no. 20 of 2003 is national education based on Pancasila and the 1945 Constitution of the Republic of Indonesia, the function of Republic of Indonesia Law no. 20 of 2003 is to develop abilities and shape character and civilization. The purpose of Republic of Indonesia Law no. 20 of 2003, to develop the potential of students to become noble, healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens. Efforts to fulfill the renewal of the education system require the implementation of Educational Education policies regarding Minimum Service Standards, which is a term in public services regarding the quality and strength of public services provided by the government as an indicator of community welfare. Because education has become a shared task in society, educational institutions have emerged called schools or training centers where the educational process can run formally. In carrying out these educational tasks, according to HAR Tilaar, (2008: 16-18), certain arrangements are needed so that the educational goals expected by the stakeholders of the educational institution can be achieved. So a minimum service standard is needed that has been determined through Government Regulation No. 19 of 2005. In relation to education management regulations, what the government is currently doing refers to Law No. 20/2003 and PP No. 19/2005 concerning National Education Standards (Indonesia, 2003).

In order to achieve the expected quality of education, the Government has established National Education Standards issued through the National Education Standards Agency which contains eight minimum standard criteria that must be achieved by educational institutions and students. This government policy aims to continue to develop and improve



the quality of education in Indonesia. In this way, gradually various educational standard policies in achieving quality must be fulfilled by every educational institution.

METHOD

Types of research

This type of research is qualitative research. This research wants to see a picture of the implementation of policies for providing quality education, and the factors causing the low SNP in Palu City High Schools.

Data source

Primary data sources are data sources that are directly obtained in the research field and from people who are considered representative and selected purposively so that data and information can be obtained regarding the problems being researched. Secondary data is data obtained from a number of literature, national and international journals, mass media, a number of documents that are considered relevant and important in supporting this research.

Data collection technique

There are three data collection techniques used in this research, namely: observation and in-depth interviews, and documentation.

Data analysis technique

The data analysis technique in this research is a qualitative descriptive analysis technique using the Miles & Huberman (1992) analysis model with the following steps: (1) data collection, (2) data reduction, (3)) presenting data (data display), (4) drawing conclusions (conclusion drawing/verification).

Research Instrument

The data and information that will be revealed in this research is rich and in-depth data, not only revealing surface things but also what is beneath the surface. Therefore, the appropriate instrument for this research is the researcher himself. So that the data and information obtained are of high quality, the researcher uses several tools, including: (1) Interview guide, containing a list of open questions which are an explanation of the research focus, then (2) Observation guide which contains formulations of observation items related to situations and conditions. , where the research was conducted. and (3) Documentary records, in the form of written secondary data collection regarding the place or locations where the research was conducted.

The steps taken in developing the instrument, especially the interview guide and interview list, are: (1) Formulate the focus and description of the research focus; (2) Create an instrument development matrix table which includes: problem formulation, problem focus, problem indicators, indicator descriptions, data sources, and question numbers/items/items; and (3) Create a list of questions guided by the description of the focus of the research problem.

RESULTS AND DISCUSSION

Elementary School (SD) is the foundation of education at all levels of education so it is a major concern in creating graduates who are competent (better prepared early on) in facing global challenges. Competent elementary school graduates will be ready to compete at the global level, whereas elementary school graduates who are not competent are not ready to compete at the global level (Widodo & Yulianti, 2020). To produce competent elementary school graduates, good learning methods are also needed.

Therefore, learning activities are an important part of education. Education cannot be separated from teaching and learning activities, or often known as the learning process. This learning process will bring each student to improve 3 (three) educational domains, namely affective, cognitive and psychomotor. To improve these 3 (three) domains, learning activities must really pay attention to each important supporting element. In learning itself, these important elements are often said to be a set of learning and completeness in learning (Ellyzabeth Sukmawati et al., 2022).

The quality of learning cannot be separated from the students and educators who are involved in implementing the learning program. Learning outcomes that have been achieved in accordance with the desired objectives can be known through evaluation. (Susanto, 2013) Through this evaluation, information from the learning program that has been implemented can be seen. So you will be able to find out where the strengths and weaknesses are in the learning program so that it can be improved.

Therefore, to evaluate the independent learning curriculum process in Elementary Schools it must be based on a reliable and standardized model that has previously been used by peer-reviewed studies. In this regard, Dar Assalam (2010) points out that there are a large number of different assessment models (e.g., Tyler's goal-centered model; goal-free evaluation model; Hammond's model; management-oriented evaluation model; context, input, process, product (CIPP) , which have different intended uses according to different evaluators and their scientific background and practical experience. From the CIPP model was chosen for this study because it is widely known throughout the world for its reliability and practicality.

Contextually, the independent learning curriculum for elementary schools in Indonesia has not experienced adequate development, nor has it been evaluated since its inauguration in 1976 (Ameel et al., 2009). The curriculum lacks focus on important skills in Primary Schools such as reading and writing, which necessitates the need to rewrite children's goals and activity plans to suit current trends in modern Primary School education. Therefore, the researcher intends to evaluate the elementary school independent learning curriculum using the Stufflebeam model, and to identify the extent to which the objectives of the elementary school independent learning curriculum correlate with its context and the contribution of input, process and output in achieving the educational needs of elementary school children in the district. Parigi Moutong, Central Sulawesi.

To improve the quality of learning programs and the quality of educators at the Parigi Moutong district elementary school, researchers refer to the qualities that educators have in carrying out their duties, as educators who have been mandated by national education system



regulations. Quality educators can be seen from their skills as evidenced by certification carried out by the government through the teacher certification program. Among the methods that can be used to improve teacher quality is through academic supervision (Lalupanda, 2019). This program is an effort to equip teachers to face the ever-growing advances in information and communication technology.

The problem currently facing education in Indonesia, especially elementary school education, is that there are many elementary schools in Indonesia and more specifically in Parigi Moutong district, Central Sulawesi province, which have competencies that are still below the national CIPP education standards. In empirical reality, elementary schools have not been able to implement educational programs that can provide knowledge and skills in accordance with national education standards. This is due to many influencing factors so that many elementary schools in Parigi Moutong district still have below standard competency. And there are still many students who until now are not yet capable and skilled in developing themselves. Apart from that, they are also expected to be able to fill the opportunities to develop the available character with the provisions they have (Hanafi, 2013).

Evaluation of the National Education Standards Policy at Parigi Moutong Regency Elementary School Assessed from the Context Component

Based on the results of in-depth interviews, there are various factors behind why the SNP in Parigi Moutong Regency Elementary School has not achieved optimal results. The following are the results of interviews in Parigi Moutong Regency as follows:

a. Learning Community Factors

A learning community is a group of teachers, education personnel and other educators who have the same enthusiasm and concern for the transformation of learning through regular interaction in a forum where they actively participate. The Learning Community contributes to supporting teachers, education staff and other educators to be able to discuss and resolve various problems. Learning Communities can facilitate the development of teaching tools that can be used and adapted for learning purposes, teaching materials and assessment materials. With collaboration, members of the learning community who have not been able to develop teaching tools independently can be more helped and also enrich the products produced.

b. Teacher and Principal Mindset Factors

Teachers are at the forefront of the learning process. Whether or not a learning process is successful is largely determined by the quality of the teacher in organizing these activities. Law Number 20 of 2003 concerning the National Education System states that educators are professionals.

c. Factors of Public Awareness of the importance of Quality Education

According to the Principal, there are differences in managing SDN and SDK schools, but to achieve national standards requires community involvement, and this can be realized if the community has an understanding and awareness of the importance of education for

their children. As a school principal who is able to improve SDK accreditation to achieve B accreditation, the requirement is to have the support of student parents to be involved in helping the school. So many schools have not had their accreditation improved, due to low support from student parents.

The main objective of context evaluation is to assess the entire condition of the organization, identify all forms of weaknesses, inventory its strengths that can be used to cover its weaknesses, diagnose the problems faced by the organization, and find solutions. Context evaluation also aims to assess whether the goals and priorities that have been set meet the needs of the parties targeted by the organization.

Evaluation of the National Education Standards Policy at Parigi Moutong Regency Elementary School Assessed from Input Components

Input evaluation is an evaluation model that focuses on identifying problems, assets and also looking for opportunities to help policy makers identify goals, priorities, to help target groups to more broadly assess the goals, priorities and benefits of the program, assess alternative approaches, action plans, staff plans, and budgets for the feasibility and potential to meet targeted needs and objectives.

Evaluation of the National Education Standards Policy at Parigi Moutong Regency Elementary School Assessed from the Process Component

Process evaluation is an evaluation that seeks to assess the implementation of the plan to assist and interpret the benefits. Process evaluation can review organizational plans and previous evaluations to identify important aspects of the organization that must be monitored. In terms of process evaluation, what you need to know is the aim of ensuring the process. Especially in Deviations from the original plan are explained. The main function of process evaluation is to provide input that can help organizational staff carry out programs according to plans, or perhaps modify plans that turn out to be bad. In turn, process evaluation becomes a vital source of information for interpreting product evaluation results. (Esti Wahyu Kurniawati: 2021).

Evaluation of the National Education Standards Policy at Parigi Moutong Regency Elementary School Assessed from Product Components

Product evaluation is an evaluation of SNP policies that seeks to identify and assess outputs and benefits, both planned and unplanned, both short and long term. More specifically, product evaluation aims to assess the success of the program in meeting the needs of the program targets. These assessments about the success of the program or organization are collected from the people involved individually or collectively, and then analyzed. This means that the success or failure of the program is analyzed from various points of view.

In this product component, researchers looked at the achievements of the product component of the SNP content standard implementation program in the form of elementary school student assessment achievements and graduate results. As well as a comprehensive



assessment of the SNP implementation process at Parigi Moutong district elementary school. In the student assessment program product, teachers ensure that every student who passes is a student who has met graduation competency standards.

CONCLUSION

From the research results, the evaluation of the National Education Standards Policy at Parigi Moutong Regency Elementary School was measured based on context, input, process and product evaluation assessments. Of these four components, there are still several obstacles in implementation, including the context component which is related to the qualifications of teaching staff and inadequate supporting facilities and infrastructure. From the process component, it is related to the learning achievement process and the product is related to the quality of graduates, on the other hand it is related to the human resources of teaching staff and school supervisors, especially in improving and developing information technology as well as learning development in implementing the independent learning curriculum.

The CIPP model is not free from a number of weaknesses. Among these weaknesses are (1) because they focus on the information needed by decision makers and their staff, evaluators, in this case elementary school supervisors, may be unresponsive to significant problems or issues; (2) the evaluation results are aimed at top level leaders (top management), so this model could be unfair and undemocratic; and (3) the CIPP model is complex and requires a lot of funding, time, and other resources.

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