

## Education Quality Assurances on Level Senior High School Based School Values

Asep Sunandar\*, Johar Permana, Desi Eri Kusumaningrum, Sunarni

Educational Administration Department, Faculty of Education,  
Malang State University

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### ABSTRACT

The research aims to examine implementation of educational quality assurance principles based on school values and to measure education quality with the instrument have been found. Research conducted with quantitative approach, data analysis done by descriptive statistics with the help of SPSS (Statistical Product and Service Solutions) software. There is 10 principles had being guidance for quality assurance based on school values. Result of quality measure showed several senior high school has ever status stub international standard school at Malang city is at a level of quality that diverse. These findings suggest these schools have applied the principles of education quality assurance with a good, however there are some principles that its application should be improved that is commitment in improving the quality of learning, education quality improvement, sharing in learning innovation, provide motivation and appreciation of student achievement.

**KEY WORDS:** quality assurance, education, school values.

### INTRODUCTION

One of the main Indonesia education problems is the lack of education quality in which this problem is an accumulation of education services process, such as its resources, process, and education output. When we discuss about quality, it is not simply limited by one aspect but it is holistic. Education quality assurance process should be supported by the availability of the relevant instruments with the values and culture in schools. Thus, the process can produce accurate data and gained wide acceptance throughout education practitioners.

Values, in school context, means a view that believed as a good direction and it can be used as guidelines to run education process in school. Robbins [1] stated that value is divided into two categories, they are content attribute and intensity. Content attribute means behavior is important and intensity attribute is focused on how important the behavior is.

In organizational context, Tosi et al [2] stated that these values may have originated with the firm founder and reflect his or her fundamental beliefs about what should be done, how it should be done, who should do it, and they way that member are treated. Value is fundamental, it is determined by organization founder and it is a guideline of how the organization works. This idea shows that value is needed by the organization and lasting from generation to generation.

Constructively, value is perceivable as work pattern or guidelines at work. George and Jones [3] called it as work values in which it guides ethical behavior at work. Some values that believed as a guide at work are honest, perceivable, and helpful. These work values are universal because it can be applied to educational organization and others, although George stated it in business organization context.

George and Jones are also identifying these values into two categories, intrinsic work values and extrinsic work values, you can see them bellow:

**Table 1. A Comparison of Intrinsic and Extrinsic Work Values [3]**

Intrinsic work values	Ekstrinsic work values
Interesting work	High pay
Challenging work	Job security
Learning new things	Job benefits
Making inportant contributions	Status in wider community
Reaching full potensial at work	Social contacts
Responsibility and autonomy	Time with family
Being creative	Time for hobbies

\*Corresponding Author: Asep Sunandar, Educational Administration Department, Faculty of Education, Malang State University. e-mail: asepsunandar.fip@um.ac.id

Based on the values, we construct them in educational context. Those principles have to internalize in education process so it will become a culture quality in educators, students, and school administrator daily life.

Quality Assurance (QA) is a quality monitoring that is done from planning process until the product is produced and marketed. QA is a quality control (QC) concept development. The differences are QC is focused on process in which process have to run correctly or adapted from guidelines and QA is a control of the whole process, start from planning, implementation, producing, and marketing.

Sallis [4] defined that QA is different from quality control. It is a before and during the event process concerned to prevent faults occurring in the first place. Quality assurance is about designing quality into the process to attempt to ensure that the product is produced to a predetermined specification. Based on the definition above, QA and QC are different, QA is wider and holistic. Visscher, A. J. [5] stated that Quality Assurance (QA) can be defined as all activities carried out with the intention of ensuring institutional quality. The statement showed that QA is an activity that consisting with service production process. Moreover QA aspect is not simply oriented to run production process but it's aimed to the development of product quality in the future.

QA implementation process is done with some techniques, for example we adopt QA implementation process by European Commission in which they used Common Quality Assurance Framework (CQAF) technique. CQAF consists of some steps: planning, implementation, evaluation and assessment and review. Based on CQAF technique, QA is a holistic assurance process. It begins with planning, implementation, evaluation and review for quality development that is expected in the future. This technique is a guideline in how to formulate quality assurance pattern, from planning to evaluate.

Education quality assurance in Indonesia is regulated by some policies. Indonesia Government Regulation No 19 in 2005 Section 91 [6] stated that: (1) Every level formal and non formal education must have education quality assurance; (2) Education Quality Assurance is oriented to accomplish or exceed Education National Standard; (3) Education Quality Assurance can be done step by step, systematically, and planned in a quality assurance program that may have target and clear time framework. Other policy that support preceding policy is Regulations Of National Education Minister No 63 in 2003 Article 1 Paragraph 2 [7] stated that, "Education quality assurance is systemic activities and integrated with organization or education program, schools, district, government, and society to increase educated people by education". Both of them (regulations) stated that Indonesia government has to commit that they are increasing education quality by education quality assurance. The main goal of education quality assurance is increasing the perspicacity of life a nation, it means that the measuring of quality in Indonesia's education context is the increasing of educated people.

Quality assurance process to increase the amount of educated people needs strategy and basic principles. Fattah [8] stated that quality assurance strategy can be done by measuring and evaluating the process by internal audit and external audit. Former research done by Sukmadinata [9] stated 5 principles that have to obey in education quality assurance process, they are: (1) Focuses in customer (2) Thorough involvement in which all of components in organization have to participate in efforts to improve the quality of education; (3) Measuring (4) Education as a system and (5) Sustainable improvement. The principles can be input to development more complete principle in education quality assurance.

## METHODS

Research conducted with quantitative approach, the researchers compiled a number of instrument which is based to 10 principles of quality assurance, that is (1) enforcement rules and school vision, (2) the improvement of teacher professionalism, (3) high commitment in improving learning process quality, (4) commitment in improving education quality, (5) sustainable improving quality, (6) an open communication, (7) values and customs as the guidelines of education process, (8) interaction in improving learning result, (9) innovation sharing in learning process, (10) motivation and appreciation of student achievement Sunandar, et al [10]. To increase the objectivity of the study was also conducted observation and documentation study. Data analysis done by descriptive statistics with the help of SPSS software, the data is classified based on predetermined criteria researcher.

## RESULTS

The result of enforcement rules and school vision principle showed that 4.5% is at “Enough” category, 59% is at “Good” category, and 36,6% is at “Very Good” category. The statement below showed that on the first principle, respondent opinion was positive. It means that school is already having vision, mission, and school rules, and they implemented it wisely. The attainment equals to 59% (Good category) and 36,6% (Very Good category) showed that school is able to develop and implement their rules.

The result of improving teacher professionalism principle, showed 4,5% is at “Enough” category, 50,7% is at “Good” category, and 44,8% is at “Very Good” category. This result stated that respondent showed a positive perception on teacher improvement professionalism principle. The attainment of this principle equals to 94,5% (Very Good category). Teachers attended education seminar, training and workshop frequently, and got higher academic title. It means that teacher perception is positive in developing their professionalism.

The result of high commitment in learning quality improvement principle, showed that 0,7% is at “Less” category, 12,7% is at “Enough” category, 47,8% is at “Good” category, and 38,8% is at “Very Good” category. On the third principle found that 0,7% and 12,7% respondents thought that commitment in improving quality learning process was not good enough. It means that teacher’s perception of principle implementation is not good enough. It showed that teacher, headmaster, and educational administrators in external organization are needed to fix and improve teacher’s commitment for improving quality learning process.

The result of commitment in improving education quality, showed that 1,5% respondents thought that the implementation of this principle is at “Less” category, 3,7% is at “Enough” category, 61,2% is at “Good” category, and 33,6% is at “Very Good” category. It is almost equal to the previous principle in which the respondent thought that there are some weaknesses in improving education quality. Although it is only 5,2% but it is indicated that teachers were not understand enough about the important of education quality improvement. Data showed that the amount of “Good” category and “Very Good” category are 94,8%, it means that basically teachers are understand and implement education quality improvement mainly. They can spread it to others that do not understand and implement education quality improvement yet.

The result of sustainable quality improvement principle, showed that 6,7% is at “Enough” category, 49,3% is at “Good” category, 44,0% is at “Very Good” category. It’s mean the awareness of sustainable improvement is well-understood and implemented by teacher is school. These conditions are a good potency for education administrators in order to optimize good perception of teacher, such as the important of sustainable quality improvement.

The result of open communication principle, showed that 5,2% is at “Enough” category, 50% is at “Good” category, and 44,8% is at “Very Good” category. It described that respondent understand well and able to communicate in education process. Open communication is important to serve a good service, and good service is able to satisfy the customers and they will appreciate the school. It emphasizes the important of open communication.

The result of values and customs as the base of education process principle, showed that 2,2% is at “Enough” category, 58,2% is at “Good” category, and 39,6 is at “Very Good” category. It’s mean the understanding and application of education in school were concern to values and local wisdom. It also showed that education process is not against culture and society etiquette.

The result of interaction in result learning improvement principle is 1,5% is at “Enough” category, 54,5% is at “Good” category, and 44% is at “Very Good” category. The data showed that interaction in learning result improvement was running well, it is only 1,5% respondents that thought about understanding and implementation principle is on “Enough” category.

The result of sharing of learning innovation principle, showed 1,5% is at “Less” category, 11,9% is at “Enough” category, 46,3% is at “Good” category, 46,3% is at “Very Good” category. The result showed that sharing in learning information were not optimum in which 13,4% respondent thought that this principle is at “Enough” and “Less” category. The condition indicates that this aspect is important for education executors to care about it.

This result of motivation and appreciation of student achievement principle showed 1,5% is at “Less” category, 11,9% is at “Enough” category, and 53% is at “Good” category. It is mean that teachers were giving the students reward rarely. This aspect is very important in order to increase their courage and competence so

they would reach another achievement. The weakness of this principle is described that school administrators have to strive more to realize the teachers about the important of motivating and appreciating students' capability.

## DISCUSSION

Quality measuring that is done in some high schools ex RSBI in Malang city is aimed to measure how deep the implementation of these quality principles. We chose a good quality school in order to make the result as a benchmark for other schools. It showed some quality principle that found in previous studies that already implemented well, although it points various results. We can explain that every principle is well-implemented in some schools but in some schools they are still need improving.

Hadis and Nurhayati [11] showed their study result: quality is an important wisdom to increase competitiveness so the product will give the customers high satisfaction or at least the product has the same quality with its competitor. This limitation shows that quality is dynamic. Service or product is not only give the customer normal procedures but also achieve the optimum procedure. In giving service we have to serious and consistent to improve quality. This context can be concluded that expectation of quality improvement is high and dynamic following society needs and market.

Measuring of service quality based on the same quality concept. Quality measuring concept based on school values is description of quality characteristics. The study and quality views make quality as a main goal that have to achieve by quality operating process in organization or company. That's why we need a system that can manage and improve output quality of educational institution. Quality management becomes important need for organization or institution. Customer behavior becomes more selective and competitive and it makes organization administrators apply quality assurance.

Quality assurance process is done by planning, implementation, and evaluating process. Some principles have differences, such as quality assurance by ISO is always hold the 8 principals, Gaspersz [12] explanation: focused on customers, leadership, people involvement, process approach, system approach of management, sustainable improving, factual approach in decision making, advantageous relation.

Quality assurance based on school values is an effort to attain quality attainment criteria in which these values are developing in school. This concept is expecting that the whole of school components are know the quality criteria so well. School values is not only a customs or habits of teachers, students, and staff but it also become work principle that would always adhere with education activity. George and Jones stated that values as work values is guide ethical behavior at work. It means that good customs and habits would be good guidelines at work.

School values that found in this study were work values and ethical behavior that believed and applied by teachers in education process. The implementation of these principles will help school in education quality assurance and smoothen the measuring quality.

## CONCLUSIONS

1. Based on this study we concluded that education quality assurance based on school values can be done by holding on ten values that we have found.
2. Quality assurance principles those are formed and implemented well alike vision, mission, and organization rules, teacher professionalism improvement, sustainable improvement, open communication, understanding of values and school cultures, interaction in improving learning result principle.
3. The rest are the principles that are not implemented well yet, they are commitment of improving learning quality, commitment in improving education quality, sharing in learning innovation, and motivation and appreciation of students achievement principle.

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