

IMPLEMENTATION OF MADRASAH/SCHOOL SELF-EVALUATION (EDM/S) AND THEIR PROBLEMS

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Abstract-*This study aims to identify potential problems and alternative solutions in implementing Madrasah/School Self-Evaluation (EDM/S). This study uses secondary data in the form of documentation of legislation, research results, evaluation reports, and other publications, and is analyzed by meta-analysis. Secondary data is sourced from guidelines for implementing EDM/S in several madrasah/schools, the media, official documents of laws and regulations, and reports on the results of related studies. The results showed that the constraints faced included aspects of concepts, instruments, infrastructure, human resources, and administration. These problems arise as a result of the lack of proper socialization, the absence of a madrasa/school commitment, and the absence of cooperation between various stakeholders, and the ability of human resources in IT skills. The alternative to overcome these problems is by making special policies at the district/city level that can be used as a legal umbrella in the planning, budgeting, and monitoring processes.*

Keywords: self-evaluation, madrasah/school, quality assurance.

Abstrak-*Penelitian ini bertujuan untuk mengidentifikasi potensi masalah dan alternatif pemecahannya dalam pelaksanaan Evaluasi Diri Madrasah/Sekolah (EDM/S). Penelitian ini menggunakan data sekunder berupa dokumentasi peraturan perundang-undangan, hasil penelitian, laporan evaluasi, dan publikasi lainnya, serta dianalisis secara meta-analisis. Data sekunder bersumber dari pedoman pelaksanaan EDM/S di beberapa madrasah/sekolah, media, dokumen resmi peraturan perundang-undangan, dan laporan hasil kajian terkait. Hasil penelitian menunjukkan bahwa kendala yang dihadapi meliputi aspek konsep, instrumen, infrastruktur, sumber daya manusia, dan administrasi. Permasalahan tersebut muncul sebagai akibat dari kurangnya sosialisasi yang tepat, tidak adanya komitmen madrasah/sekolah, dan tidak adanya kerjasama antara berbagai pemangku kepentingan, dan kemampuan sumber daya manusia di bidang IT.*

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Alternatif untuk mengatasi permasalahan tersebut adalah dengan membuat kebijakan khusus di tingkat kabupaten/kota yang dapat dijadikan payung hukum dalam proses perencanaan, penganggaran, dan pengawasan.

Kata Kunci: evaluasi diri, madrasah/sekolah, penjaminan mutu.

INTRODUCTION

Law Number 20 of 2003 concerning the National Education System states that the National Education System is the entire education component that is interrelated in an integrated manner to achieve the goals of national education, namely to develop capabilities and improve the quality of life and human dignity of Indonesia. Furthermore, in the Government Regulation of the Republic of Indonesia Number 19 of 2005 concerning National Education Standards, it is mandated that every Education Unit in the formal and non-formal channels is obliged to guarantee the quality of education. The education quality assurance aims to meet or exceed the National Education Standards.

The Primary and Secondary Education Quality Assurance System is a unified element consisting of an integrated organization, policy, and process that regulates all activities to improve the quality of Elementary and Secondary Education in a systematic, planned and sustainable manner. The Quality Assurance System consists of the Internal Quality Assurance System (SPMI) and the External Quality Assurance System (SPME). SPMI is implemented by education units, for example through School/Madrasah Self-Evaluation activities. Meanwhile, SPME is carried out by institutions outside the education unit such as the central government, regional governments, the National Education Standards Agency, and the School/Madrasah Accreditation Board. (Kemdikbud,2016:7-8)

Efforts to improve the quality of education will not be realized without efforts to improve the implementation of education towards quality education. To realize this quality education, efforts to build a quality culture in the education unit become a non-negotiable needs. Educational units must implement the quality assurance of such education independently and continuously.

Quality improvement in education units cannot run properly without a quality culture in all school components. To improve the quality of schools as a whole, a special approach is needed so that all school components together have a quality culture. Therefore, it is

necessary to implement an Education Quality Assurance program in all schools in Indonesia with an approach involving all school components (whole school approach).

Efforts to improve and develop the quality of schools must continue to be carried out. Schools need to look for new innovations in implementing various programs that have been prepared in accordance with the demands of society and an increasingly changing social environment. The program is part of school activities that are structured and planned to develop the quality of existing learning.

In contrast to 2012, the implementation of EDM/S in 2013 was carried out with an internet-based real time transaction approach. Filling in the instrument is done when the respondent is connected to the site <http://padamu.kemdikbud.go.id>. The online EDS implementation process is carried out to improve time and resource efficiency with the assumption that more and more educational units already have ICT facilities (computers, laptops, and the internet) as well as the growing and stable data communication network throughout Indonesia. This is also in line with the provision of internet facilities by the Ministry of Education and Culture through the National Education Network and the implementation of the Teacher Competency Test (Badan Pendidikan dan Budaya Human Resources and Education Quality Assurance, 2013). This online EDM/S policy has caused a number of problems in the field.

Meanwhile, in Permendiknas Number 63 of 2009 concerning the Education Quality Assurance System Article 2 paragraph (2), the objectives of the SPMP are stated, namely (a) the establishment of a quality culture of formal, non-formal, and/or informal education and (e) the establishment of an information system for the quality of formal education and informal information and communication technology based. This means that the principal as a manager must be able to develop plans based on information and communication technology in order to build a school quality culture. In fact, nowadays many elementary school principals, in their planning preparation, do not base their self-evaluation properly. In general, principals make plans based on desires, not needs. As a result, its direction and purpose are unclear. Based on the results of research conducted by Hendarman (2016), in the application of School Self-Evaluation (EDS), a number of obstacles were still found regarding the concept, the instruments used, infrastructure, human resources, and administration. To overcome the obstacles in implementing EDM/S there needs to be synergy,

coordination, and commitment.

RESEARCH METHODS

This study aims to identify the implementation of EDM/S and its problems or potential problems and alternative solutions in implementing Madrasah/School Self Evaluation (EDM/S). This study uses secondary data in the form of documentation of legislation, research results, evaluation reports, and other publications, and is analyzed by meta-analysis. Secondary data is sourced from guidelines for implementing EDM/S in several madrasahs/schools, the media, official documents of laws and regulations, and reports on the results of related studies. The results showed that the constraints faced included aspects of concepts, instruments, infrastructure, human resources, and administration.

LITERATURE REVIEW

Madrasah/School Self Evaluation (EDM/S) is one of the strategic instruments used by each madrasah education unit to determine the objective conditions of madrasah strengths and weaknesses in achieving educational quality standards.

Madrasah/School Self-Evaluation (EDM/S) is an internal madrasah self-evaluation process that involves stakeholders to see the performance of the madrasa based on Minimum Service Standards (SPM) and National Education Standards (SNP), the results of which are used as the basis for preparing a plan. Madrasah Work (RKM) and as input for education investment planning at the district/city level.¹

The existence of EDM/S causes each educational unit to prepare an education unit development plan in which school development goals are evaluated every four years. In relation to the school development plan, each education unit establishes a special structure related to collaboration and school development in the form of a school committee. Since late 2011, secondary schools are required to establish a school development unit that is responsible for EDM/S. Another thing that was done in order to stimulate the evaluation capacity of schools was to establish the Agency for School Quality Development (ADQS) in 2009, which was formed as part of the Ministry of Vocational Education and National Education (Faubert, 2009).

The Madrasah/School Self-Evaluation Program (EDS) in Indonesia is carried out periodically every year by distributing

¹Bpsdmpk-Kemdikbud, Peningkatan Kompetensi Kepala Sekolah Dalam Mengelola Implementasi Kurikulum – Evaluasi Diri Sekolah”, (Jakarta: Kemdikbud, 2015), 3.

questionnaires to respondents in each school. The results of filling out the questionnaire instrument are the basis for the process of analyzing the quality of education starting from the school level, district/city level, provincial level to the national level. In 2010 the EDS program involved 10,000 schools, in 2011 it involved 29,000 schools, in 2012 it involved 39,000 schools. In 2013 all schools throughout Indonesia were involved, starting from the elementary, junior high, high school and vocational schools, both public and private, especially under the auspices of the Ministry of Education and Culture (Badan Pendidikan dan Budaya Human Resources Development and Education Quality Assurance, 2013).

From the results of the EDS, information about school performance can be obtained, namely the management of schools that have met the SNP to be used as the basis for preparing RPS/RKS and RAPBS/RKAS. In addition, through EDM/S, evidence of appropriate physical school performance can be obtained and has been verified by various parties. The results of EDM/S can also be used to improve school performance, namely in the form of determining priority programs for school improvement. There are several advantages that schools get from EDM/S. First, schools are able to identify their strengths and weaknesses as the basis for preparing further development plans. Second, schools are able to recognize opportunities to improve the quality of education, assess the success of improvement efforts, and make adjustments to existing programs. Third, schools are able to know the challenges they are facing and diagnose the types of needs that are needed for improvement. Fourth, schools can determine the level of performance achievement based on 8 SNPs. Fifth, schools can provide official reports to stakeholders on progress and results achieved.

The implementation of EDM/S turned out to be experiencing problems, especially in the early stages caused by a number of internal and external factors, particularly regarding the commitment and integrity of various parties. In addition, the results of EDM/S are still not optimally utilized by schools or madrasas to improve the quality of learning.

FINDINGS AND DISCUSSION

The data sources in this study reveal that in general the problems in the implementation of EDM/S mainly concern three aspects, namely internet access, mastery of ICT, and the system or application used. Regarding internet access, it was revealed that its availability is still

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very limited in the context of location and limited time to access it. The problem of slowness in accessing is especially experienced during high-traffic hours. These high-traffic hours are especially during school hours. During these hours there is an increase in data storage capacity or internet capacity that is used so that slow loading does not occur. As a result of this, the activation process by educators and education personnel (PTK) in terms of the percentage of activity is low. After activating, PTK must fill in the EDM/S questionnaire data which contains 56 questions for teachers, and 42 questions for school principals. Due to limited access, not all CAR can complete verification and validation (verval) at school. on the other hand, only a few teachers have additional facilities such as internet modems, so they cannot do verification at home or in other places such as internet cafes. It was also revealed that not all parties can operate computers, especially those that are online, to fill in online EDM/S, including Educators and Education Personnel (PTK). To overcome this, the school assigns the school operator to fill out the EDM/S questionnaire or complete the questionnaire with the relevant PTK. As a result, it takes more time considering that quite a lot of PTKs are not able to operate computers. Another alternative that some schools do is to download and print out the EDM/S Questionnaire Form for Teachers and Principals. Ingredient 49 that have been printed out are given to the relevant PTK to be filled in manually. The materials that have been filled in by the CAR manually are inputted by the school operator. For some locations, even though operators have assisted, they are still very limited in nature due to distance, transportation and time constraints. A number of delays also occurred because errors were still found in the said entry after verification and validation (verval) were processed, especially regarding personal data and PTK personnel, which were only known to the PTN concerned.²

Another technical obstacle related to the system is that the PADAMU application in filling out requires very detailed data so that sometimes teachers cannot verify and validate (verval) due to the cessation of data entry due to incomplete files. For this reason, more massive socialization and even training are needed so that CAR can really understand what to do. There are ten obstacles faced in implementing EDS related to administrative aspects. The constraints referred to, namely 1) the guide is not complete; 2) schools do not have time to implement so that EDS tends to be considered an additional

²[http://uptdjabung.wordpress.com/2013/07/18/downloadangket-isian-eds-ks-dan-guru-padamu-negeri/.](http://uptdjabung.wordpress.com/2013/07/18/downloadangket-isian-eds-ks-dan-guru-padamu-negeri/))

burden for schools; 3) implementation until reporting EDS is done by a teacher; 4) the results of the EDS have not been utilized optimally in the preparation of the School Activity Plan (RKS); 5) the limited time allocated for socialization, so that the material for socialization activities is not conveyed in its entirety and more specifically; 6) the incomplete attendance of school members in activities is due to conflicts with other activities in the school so that the understanding of school residents about the nature, use and benefits of EDS is not fully understood by some school residents; 7) the focus of a lot of work on certain individuals in the team; 8) training has not been optimal, so that schools' understanding of the National Education Standards, especially regarding the essential indicators for filling out the online EDS instrument, is still incomplete, causing problems of understanding and varying implementation, as well as difficulties in filling out; 9) there are still schools in making programs not based on EDS. EDS is only considered as a project and independent of the following activities and school programs; and 10) there are still some schools who are afraid to fill in data honestly because there is still an assumption that EDS is an assessment and concerns school performance and achievement.

ALTERNATIVE SOLUTIONS TO THE PROBLEM OF APPLICATION OF EDM/S

There are several actions that can be taken by internal parties, namely school principals and school committees and external parties, namely local governments and the education office or ministry of religion in the implementation of the EDM/S program. Actions from the madrasa/school internal party include:

- 1) Madrasas/schools should make careful planning in conducting socialization so that they do not clash with other activities at school
- 2) Madrasas/schools should include the implementation of EDM/S in the calendar of the education office and budgeted according to need
- 3) Madrasas/schools foster a sense of care and responsibility that EDM/S is the need of all school members.

Another action within the internal scope of the school, namely involving the committee management in the School Development Team (TPS). The existence of committee management in TPS will greatly assist in the smooth search for data so that complete and accurate

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data is collected. Furthermore, respondents expressed the importance of providing guidance to TPS members, particularly related to the ability to operate computers. This is to overcome the many delays in completing the final EDM/S report due to the lack of TPS ability in operating computers, thus hampering the process of filling out the online EDM/S instrument.

The main action related to external parties is to make policies/regulations that support the EDM/S program. Things that need to be regulated in the policy, namely 1) the frequency (frequency) of supervisor visits to schools to oversee the process of running the EDM/S program, 2) a mechanism for quality interaction and communication between supervisors and stakeholders at the school level, 3) proportional ratio between supervisors and the number of accompanying schools in implementing EDM/S, 4) optimizing the involvement of supervisors in the Madrasah/School Development Team (TPM/S), and 5) increasing the competence of school supervisors. Meanwhile, problems related to HR include the low ability of Human Resources in using IT.

CONCLUSION

This study found that the implementation of online EDM/S which has only been running for two years has a number of problems both conceptually and technically. Conceptual problems basically involve the perception of parties who are the subject of EDM/S, namely Educators and Education Personnel (TPK) who do not fully understand the purpose and use of EDM/S. Meanwhile, technically, the problems are related to access to the internet, the ability of teachers to utilize ICT, as well as the systems and applications used.

What is very critical is that the internal and external parties of the school still do not have the same perception about the importance of EDM/S as an instrument in the education quality assurance system. The obstacles that arise are essentially the result of the unsuccessful implementation of the socialization, the lack of commitment of madrasahs/schools to implement EDM/S, and the absence of full support from other stakeholders for the successful implementation of EDM/S in schools.

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