TEACHER CHALLENGES IN IMPLEMENTING SCHOOL/MADRASAH MANAGEMENT STANDARDS

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Abstract

The purpose of this research is to explain the teacher's ability to understand and implement the 2020 IASP in the Elementary/Madrasah Management component, as well as to analyze what problems lie behind the teacher's inability to implement it. The method used is descriptive analytical method, with data collection techniques using a questionnaire distributed via Google Form to elementary school teachers and Islamic elementary school teachers in Indonesia. Respondents consisted of 30 teachers who were grouped into 15 PAI teachers and 15 non-PAI teachers. The results of this study found that the ability of PAI and non-PAI teachers to understand and implement IASP 2020 can be seen from the lowest percentage achievement profile, namely 78.3% for PAI teachers, and 68.3% for the non-PAI teacher group. The teacher's problems in implementing IASP 2020 are: First, the level of understanding of the curriculum. Second, the level of understanding of school/madrasah income and expenditure budget planning. Third, the lack of socialization of policies in schools.

Keywords: IASP 2020, School Management Elementary, Teacher Understanding

1. INTRODUCTION

School management is the application of management concepts and functions into the school management process in accordance with the goals to be achieved by the school. School management is intended to be able to meet the needs of stakeholders, so that all processes and stages ranging from planning, organizing, directing, and controlling are intended to be able to adjust to the expectations of the school and stakeholders. School management deals with all components of learning in schools, ranging from curriculum, student affairs, to facilities and infrastructure which are all managed to meet the needs of education implementation in schools(Qibtiah et al., 2018). With this, school management plays an important role in the implementation of all needs related to education in schools. School management is where a set of human resources in the school become implementers based on the division of tasks that have been determined and cooperate with each other to achieve educational goals and expected school goals (Nurochim, 2016). With this, school management plays an important role in the implementation of all needs related to education in schools. School management is where a set of human resources in the school become implementers based on the division of tasks that have been determined and cooperate with each other to achieve educational goals and expected school goals.

Optimization of school management is one of the important elements in realizing educational goals, so the government makes it one of the assessment components in the Education Unit Accreditation Instrument, or commonly known as IASP 2020. IASP 2020 is an accreditation tool from the government used for the assessment of School / Madrasah accreditation consisting of compliance based assessment towards performance based assessment or from rules to principles. There are 4 assessment components in IASP 2020, namely Graduate Quality, Learning Process, Teacher Quality, and School/Madrasah Management (Malik et al., 2020).

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Many human resources must work together to answer the evaluation and realize good school management. Teachers are one of the human resources who have an important role in realizing good school management because they act as implementers and deal directly with various parties in the field.

The role of teachers is very important in education. The good and bad of an education is influenced by how a teacher can convey or teach knowledge and life values that are able to bring students to realize their ideals, both for themselves, their families, society and the nation (Mursalin et al., 2017). Teacher competence in understanding and implementing IASP is very necessary as an effort to realize educational goals. However, to this day there are still teachers who have not been able to implement the points that become standards in IASP assessments.

Based on the description above, this study aims to explain teachers' ability to understand and implement IASP 2020, as well as analyze what problems are behind teachers' inability to implement it.

2. IMPLEMENTATION METHOD

This research is a descriptive qualitative research that uses descriptive quantitative methods, data obtained from population samples are then analyzed using statistical methods to determine teachers' understanding of the achievements of school management components quantitatively.

Data collection was obtained using questionnaires, by conducting surveys through Google Form which were distributed to Elementary School Teachers and Madrasah Ibtidaiyyah Teachers in several regions in Indonesia. The respondents consisted of 30 teachers grouped into 15 PAI teachers and 15 non-PAI teachers. The researcher presented 20 questions which are derived from 13 standards contained in IASP 2020 concerning School / Madrasah Management.

After the researcher gets the results of the survey, then the researcher processes the data and analyzes the results of the lowest and highest respondent achievement profiles. Furthermore, to strengthen the results of data processing, researchers triangulate with interview techniques to respondents who have the lowest achievement profile based on previous surveys. The question asked is to validate between aspects of question items that respondents find difficult to understand and implement, with the lowest percentage of answers from the questions contained in the survey. Another question is about the obstacles faced related to efforts to understand and implement the indicator items in the Primary/Madrasah Management standards. Furthermore, it was explained about the efforts that need to be made to answer the problem.

3. RESULTS AND DISCUSSION

Based on the results of a survey conducted by the author, data and data processing results were obtained about the profile of teachers' abilities in understanding and implementing the school/madrasah management component, the problems and obstacles faced by teachers in implementing the school/madrasah management component in IASP 2020, as follows:
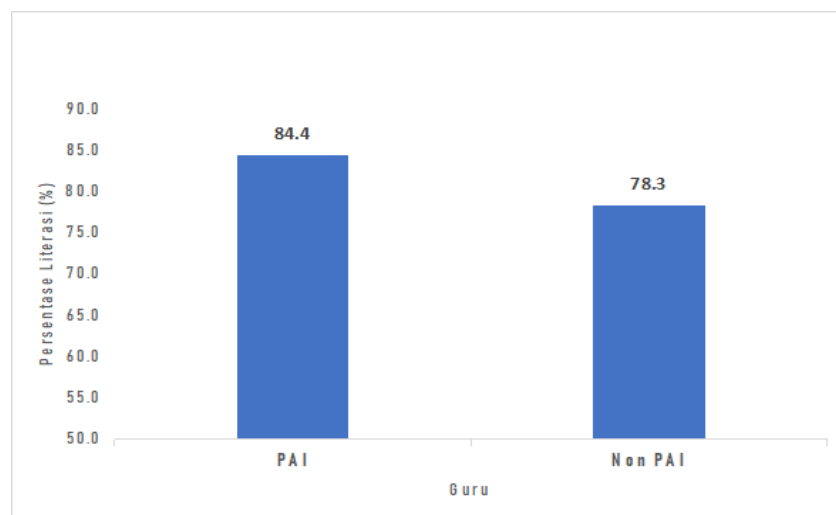
Graph 1. Teacher Literacy Profile Against School Management Standards

Based on the graph above, it was found that the teacher's literacy profile of the school management component found that PAI teachers reached a profile of 84.4%, while non-PAI teachers reached 78.3%. Thus, the ability of PAI teachers to understand and implement the management components of schools/madrasahs is greater than that of non-PAI teachers.

In more detail, the author describes the achievements of the literacy profiles of PAI and non-PAI teachers from 30 respondents as follows:

Respondents	PAI Teacher (%)	Respondents	Non PAI Teachers (%)
1	82.5	16	78.8

2	90.0	17	90.0
3	93.8	18	83.8
4	76.3	19	78.8
5	92.5	20	68.8
6	90.0	21	73.8
7	100.0	22	71.3
8	87.5	23	71.3
9	72.5	24	88.8
10	75.0	25	93.8
11	100.0	26	93.8
12	91.3	27	80.0
13	70.0	28	93.8
14	72.5	29	61.3
15	72.5	30	47.5

Table 1 Achievement of PAI and Non-PAI Teacher Literacy Profile of 30 respondents

Based on the data above, from 30 respondents, it was found that all teachers, both PAI teachers and non-PAI teachers, had a literacy profile of more than 50%. This indicates that the ability to understand and implement the school/madrasah management component is quite good, because its ability reaches more than half of the indicator items contained in the IASP 2020 assessment component.

The highest literacy profile reached 100% achieved by respondent number 7 and respondent number 11, both of whom are PAI teachers. This indicates that the two teachers have and are able to carry out the school/madrasah management indicators contained in IASP 2020.
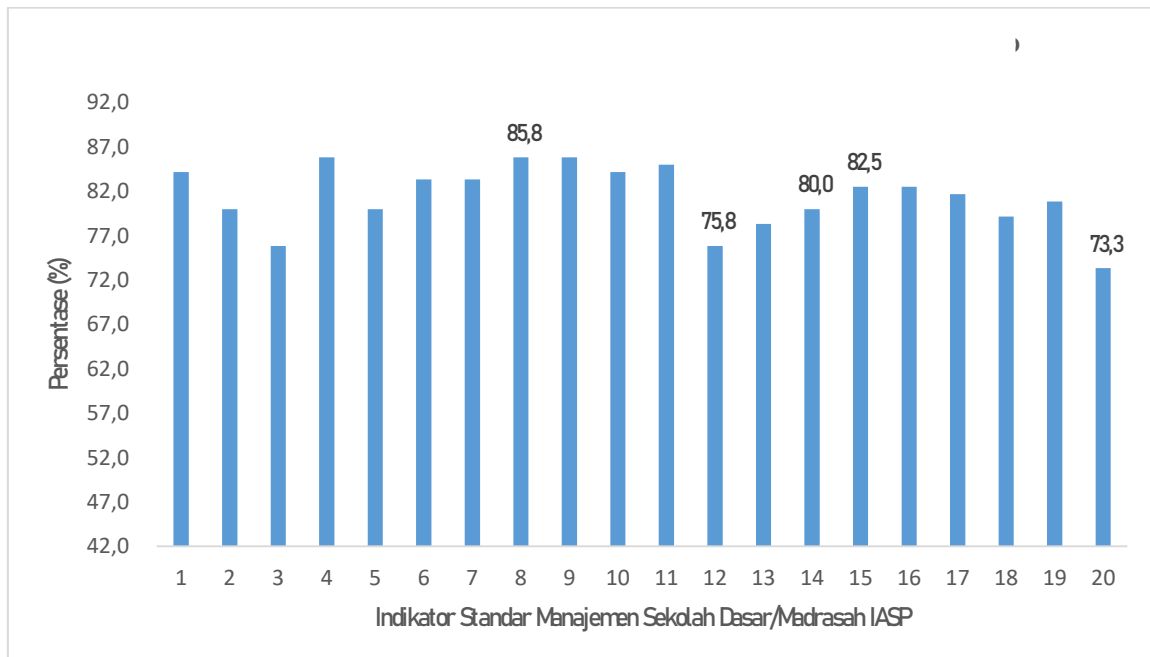
Graph 2 Profile of Teacher Ability in Implementing School Management Components

Based on the data above, it was found that the achievement of the lowest indicator understood by teachers, both the PAI teacher group and the non-PAI teacher group, was indicator number 20 as much as 73.3%. Indicator number 20 contains questions about the ability of teachers to plan activity programs, budgets for school / madrasah income and expenditure by involving school / madrasah committees.

As for the achievement of the highest indicator, it is found in indicator number 8, which is 85.8%. Indicator number 8 contains the ability of teachers to communicate and interact well between fellow teachers, parents, students, the surrounding community and residents in schools / madrasas. To see the results of a survey conducted by the author related to the ability of teachers to understand and implement the points of elementary school / madrasah management standards, it can be seen in the following diagram:
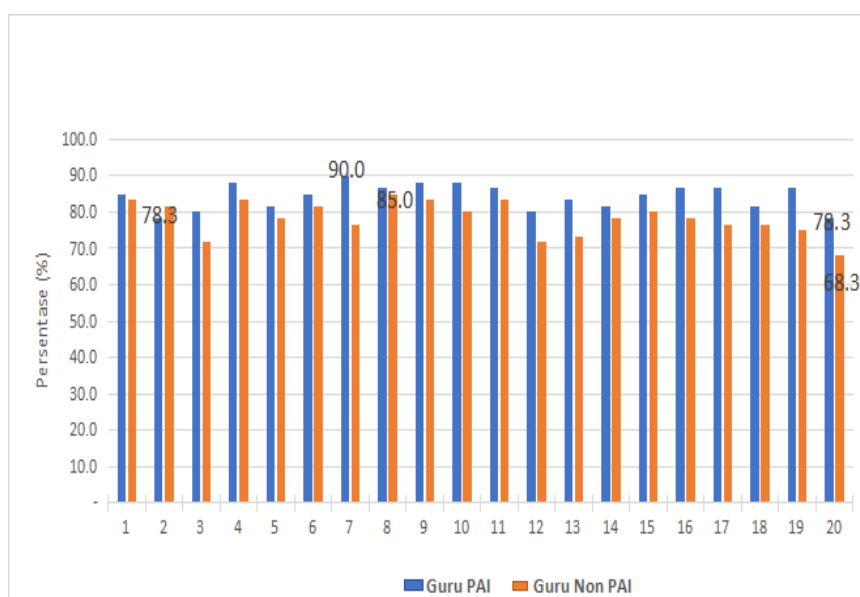
Graph 3 Comparative Profile of Teachers in Implementing Primary/Madrasah Management Based on Indicators

Based on the data in the diagram above, it was found that the highest percentage of PAI teachers was found in indicator number 7, which is 90%. Indicator number 7 contains the ability of teachers to create creative and innovative ideas that are useful in improving management in schools/madrasahs. While the lowest percentage of PAI teachers is found in two indicators, namely indicator number 2 and indicator number 20 which both reach 78.3%. Indicator number 2 contains the ability of teachers to develop and implement the vision, mission, and goals in schools/madrasahs. Indicator number 20 contains the ability of teachers to plan activity programs, budget income and expenditure of schools/madrasahs by involving school/madrasah committees.

Next, we look at the percentages for Non-PAI Teacher profiles. The highest percentage for Non-PAI Teachers is found in indicator number 8 as much as 85.0%. Indicator number 8 contains the ability of teachers to communicate and interact well between fellow teachers, parents, students, the surrounding community and residents in schools/madrasahs. The lowest percentage for the Non-PAI Teacher profile is found in indicator number 20 of 68.3%, this is the same as the lowest percentage obtained in the PAI Teacher profile.

Thus, both PAI Teachers and Non-PAI Teachers have similarities in the lowest percentage profile on indicator number 20. This indicates that many teachers have not been able to plan activity programs, budgets for school / madrasah income and expenditure by involving school / madrasah committees. Problems faced by teachers in the implementation of management standards in schools.

After obtaining data and data processing as previously described, the author then triangulated in the form of interviews with several respondents who had the lowest profile in the survey results. According to Bachtiar (2010: 46) triangulation is a method of synthesizing data against its correctness using other data collection methods, or various

paradigms of triangulation. Data that is declared valid through triangulation will provide confidence to researchers about the validity of the data, so they do not hesitate in drawing conclusions about the research conducted.

The triangulation method carried out by the author is to conduct interviews with several respondents who have the lowest achievement profile results, to find out things that respondents do not understand and cannot do in the IASP 2020 school / madrasah management standards. In addition, the author also provides questions related to the efforts that need to be made by respondents or policy makers so that this school/madrasah management standard can be understood and implemented by all parties involved in the school/madrasah.

Based on the results of data processing that has been carried out previously, the author divided the two groups of respondents into the PAI Teacher group and the Non-PAI Teacher group. In the lowest literacy achievement profile of PAI teachers, it was found in respondent number 9, which was 72.5%. Although this figure has actually exceeded more than half of the standard points that he understands and implements. However, after the interview, this respondent said that aspects that have not been fully understood and implemented in school management standards are related to planning the school/madrasah revenue and expenditure budget. This is indicator number 20, in accordance with the data obtained by the author that indicator number 20 is the indicator with the lowest percentage of competency answers owned by teachers. The respondent felt that this was not his obligation as a teacher, but the obligation of the financial department or the teacher's superiors.

In addition, this PAI Teacher respondent considered that when learning PAI he still lacked supporting references to help the learning process in order to create active learning. According to him, sometimes PAI learning is still monotonous, due to limited methods and practices needed, PAI learning is not like learning Natural Sciences or Science which has a lot of field practice.

The presentation of PAI Teacher respondents is related to indicators of teachers' ability to carry out creative ideas in order to improve the quality of learning. This problem is quite crucial because it is related to improving the quality of learning that will have an impact on students, especially religious education is a very important teaching material in the midst of rapidly developing global social conditions. As said by Talizaro Tafonao that religious education in schools has an important role in building the morals of students in this digital era (Tafonao & Ristiono, 2020). Teachers must also be able to be creative in developing learning ideas, as Sahari said that in carrying out their duties, teachers must have creativity, where this creativity can be realized by doing their work with innovations such as finding new methods in delivering learning materials, trying new ideas in educational innovation (Sahari, 2015). This condition should receive important attention from the school, which has the responsibility to encourage teachers to always have developing abilities in order to improve the quality of learning.

According to Danim in Dedeh Sofia, one of the characteristics of the education crisis in Indonesia is that teachers have not been able to show adequate workperformance. This shows that teacher performance has not been fully supported by an adequate degree of

competency mastery, therefore there needs to be a comprehensive effort to improve teacher competence. Many efforts can be made to improve teacher performance, including by involving teachers in the training program and creating a conducive work climate in the school environment, so that by having better insight and supported by a supportive work environment or climate, it is hoped that teacher performance in carrying out their duties will improve as wellAccording to Danim in Dedeh Sofia, one of the characteristics of the education crisis in Indonesia is that teachers have not been able to show adequate workperformance. This shows that teacher performance has not been fully supported by an adequate degree of competency mastery, therefore there needs to be a comprehensive effort to improve teacher competence. Many efforts can be made to improve teacher performance, including by involving teachers in the training program and creating a conducive work climate in the school environment, so that by having better insight and supported by a supportive work environment or climate, it is hoped that teacher performance in carrying out their duties will improve as well (Hasanah, 2010). Therefore, school management must be able to facilitate teachers to receive training in order to develop their potential in the learning process.

As for Non-PAI Teachers, the lowest literacy achievement profile was found in respondent number 9, which was 68.8%. According to him, things that have not been well understood and have not been able to be implemented are points about curriculum development by involving stakeholders. In addition, it is also about the implementation of the curriculum systematically, creatively and effectively in the context of curriculum development. Thus, the things that are still difficult to understand by respondent number 9 are problems related to the curriculum.

This problem should be a concern for the authorities in schools, because the curriculum is a fundamental thing that must be understood by all parties involved in the learning implementation process. This is in line with the opinion of Crow & Crow which says that the curriculum is the foundation used by educators to guide their students towards the desired educational goals through the accumulation of a certain amount of knowledge, skills and mental attitudes (Suteja, 2012). Baderiah said that effectiveness in the implementation of education must be based on the curriculum, this is because all educational activities boil down to the curriculum. As Baderiah said that the teaching and learning process is the duty and responsibility of the teacher, therefore the teacher is the executor of the curriculum. The continuity of the teaching and learning process in a planned, patterned and programmed manner based on the signs in the teaching program outlines (GBPP) is a characteristic and indicator of the success of curriculum implementation. This is where the position and teaching and learning process as one of the strategies in implementing the curriculum. Teachers as implementers, coaches and curriculum developers at the same time (Baderiah, 2018). Teachers as one of the groups that have an important role in the success of educational goals, should be able to participate in implementing and developing the curriculum.

Meanwhile, overall, these two respondents revealed that one of the reasons for the lack of understanding of the management standards of elementary schools / madrasah in detail is due to the lack of socialization carried out in schools about the standards contained

in IASP 2020. IASP socialization or studies are usually carried out only before school accreditation, not an annual routine activity of the school.

4. CONCLUSION

Based on the results of the research above, it can be concluded that the ability of PAI and Non-PAI Teachers to understand and implement IASP 2020 can be seen from the lowest percentage of achievement profiles in each indicator, namely 78.3% for PAI Teachers, and 68.3% for non-PAI Teacher groups. This indicates that the level of teacher literacy towards Primary/Madrasah Management Standards tends to be quite good, because it reaches more than 50%. However, it was found that the problems faced by teachers in understanding the School / Madrasah Management Standards were grouped into three points, namely: First, the level of curriculum understanding that has an impact on learning innovations that are less effective from the use of media and learning design. Second, the level of administrative understanding is related to planning the budget of school/madrasah income and expenditure. Third, related to policy socialization which is still rarely carried out by policy makers in schools.

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