

# School Management

*by* SIMILARITY JIKA

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Ida Ayu Made Sri Widiastuti

# SCHOOL MANAGEMENT



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Haura Utama

*School Management*, karya Ida Ayu Made Sri Widiastuti,  
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Editor: Dr. Ida Bagus Nyoman Mantra, S.H., S.Pd., M.Pd.

Dr.Eng. Heru Sukoco, S.Si. M.T.

Penata isi: Zulfa

Perancang sampul: Nita



**CV. Haura Utama**

📍 Anggota IKAPI Nomor 375/JBA/2020

📍 Nagrak, Benteng, Warudoyong, Sukabumi

☎ +62877-8193-0045 ✉ [haurautama@gmail.com](mailto:haurautama@gmail.com)

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## FOREWORD

School management manages the school by planning, organizing, directing, and supervising schools to achieve stated educational goals. Good education management can improve the quality of education and create a conducive learning environment. This can help students reach their maximum potential and prepare them for a successful future. The writing process of this book took a great deal of effort and dedication from the author and other contributors. Therefore, the author would like to express her sincere gratitude to everyone involved. Through all the hard work, finally, this book could be completed to add literature about school management.

The author would like to dedicate her gratitude to contributors who have given ideas, thoughts, and support during the writing of this book. Special thanks were also directed to websites and blog writers whose writings were used as additional resources for this book. This book could be a better one. However, the author hopes this book may benefit all readers to understand school management better.

Denpasar, November 2023

Author

## COURSE DESCRIPTION

This course is planned to educate the students as teacher candidates on comprehension and skills in the field of school-based management (MBS) and to obtain any other constitutional product concerning school management and acknowledgment of national education standards implemented in schools to compare minimal standard service and the reality in schools and reflects for a future career. To achieve this goal, the materials discussed in this course are focused on: (1) the Basic concept of management and school management, (2) School-based management, (3) 8 national standard education, (4) Learning supervision and teacher profession development, (5) School and quality culture, (6) School development planning (7) school accreditation, and (8) decision taking in areas of expertise Lectures combine the lecture method, writing practice and quizzes. Assessments to determine competency achievement are carried out by tests and non-tests, weekly writing assignments, quizzes, mid-semester exams, and end semester exams.

## LESSON LEARNING OUTCOMES

Unit		Lesson Learning Outcome
1	Concept of Management and School Management	Being able to identify the basic concept of management and school management and the aspects of school management
2	School-based management	Being able to describe the school-based management and consider the constitution products and national standard education
3	National Education Standard	Being able to comprehend the eight national standards of education in an emphasis on the Graduate Competency Standard, Content Standard, Process Standard, Educational Assessment standards, Standards for Educators and Education Personnel, Facilities and Infrastructure Standards, Management Standards, and Financing Standard

4	Learning Supervision and Teacher Profession Development	Being able to describe learning supervision and teacher profession, development of scientific research, and self-development supervision.
5	School and Quality Culture	Being able to identify and develop the school culture and quality culture
6	School Development Planning	Being able to describe and plan the school development based on the school condition of the study.
7	School Accreditation	Being able to describe the definition of accreditation, the objective, function, benefits, and components of the school accreditation, as well as mapping the teacher's role in preparing the school accreditation
8	Areas of Expertise	Being able to make decisions appropriately for problem-solving in the area of expertise based on the data based information, determining the problem-solving in the area of school management and analyze the area of expertise based on data

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# CHAPTER I

## CONCEPT OF MANAGEMENT AND SCHOOL MANAGEMENT

Prestigious schools certainly have neat and consistent school management. Of course, the management model will be different depending on the goals of each school. Therefore, each school has a different system and concept for organizing its institution.

### **1. Definition of Management**

Quoted from the dictionary.cambridge.org page, other terms for management are management, regulation, control, or control. It can also be interpreted that management is the people who are responsible for a business organization. The definition of management is actually comprehensive, and its application can also be for various purposes. For example, it is applied to manage time so that each activity is planned and can be done well. In general, management is a process by someone in organizing activities carried out by individuals or groups. The system or management must be implemented to meet the targets to be achieved by the individual or group in collaboration by optimizing existing resources. Management contains elements of planning, regulation, implementation,

goals to be achieved and management implementers as individuals or groups. Thus, management is the art of organizing and planning something to achieve a goal.

## **2. Meaning of School Management**

Education or school management is an effort to improve school performance in achieving educational goals, both national and institutional goals. Of course, every school has several factors as performance indicators to be achieved. Management for schools can also be interpreted as the process of managing and administering schools. Management here intends to empower human and other resources to achieve school goals, like a principal who must carry out his duties and functions in managing school components to achieve the formulated goals.

On the other hand, Fatah (2004) claims that school Management is a political approach that aims to redesign school management by giving power to the principal and increasing the participation of the community in efforts to improve school performance, including teachers, students, school principals, and increasing community participation. School Management changes the decision-making and management system for each party interested at the local level (local stakeholders).

Arikunto (1999) states that school Management is the arrangement of the education system that provides complete freedom to the principal for the readiness of all school staff, to utilize all available learning resources and facilities to organize education for students and have accountability for all these actions."

School management is essential for the continuity of the organization in the field of school administration. Because of this, schools can become independent, and the activities within them can be carried out more effectively. <sup>1</sup>Two factors influence school-based management, namely internal factors and external factors. Internal factors include everything within the school, such as buildings, facilities, and infrastructure, as well as human resources within it. Meanwhile, external factors influencing school management are the residents, surrounding agencies, and the school's relationship with the surrounding environment.

The concept of education or school management is divided into two aspects, namely external management and internal management. Internal school management includes laboratories, libraries, buildings, and other physical facilities, implementation of educational evaluations, funding sources, and relationships between teachers and students. External management includes relationships with parties outside the school. These

include the community, education department, education council, and school committee.

### **3. Characteristics of School Management**

#### **a) Multidisciplinary**

Management is basically multidisciplinary. Although management is developed as a separate discipline, it draws knowledge and concepts from various disciplines such as psychology, sociology, economics, etc. Management integrates concepts drawn from various disciplines and applies them to the functioning of an organization.

#### **b) An Applied Branch**

Although management is a distinct field of study, school management has yet to develop as a separate discipline. It is an applied branch of management. It applies the techniques and principles of management to accomplish the desired objectives of the school.

#### **c) Flexibility**

School management should not be based on rigid principles. It should be flexible. Although there are rules and regulations in every school, these rules and regulations should not be followed very rigidly. Instead, there should be scope for additions and alterations depending on



situational demands. However, flexibility does not mean the management conditions without any specific norm or standard rules and regulations because fluidity may create confusion and chaos. What is meant is a proper balance between rigidity and flexibility.

d) Practicability

School management should not be a bundle of theoretical principles. The school should decide its achievable objectives. It should provide measures to achieve the practicable objectives.

e) Humane

School management is humane. It deals with human teachers, students, parents, and community members. It concerns the welfare and development of human beings in the school setting. The human element is the most essential element of school management.

f) Objective-based

Every school has specific objectives. The school organizes men and materials to accomplish these objectives. Organizing, direction and control, decision-making, and evaluation must be geared to the accomplishment of the objective of the school. School management in modern days is regarded as 'management by objective'.

g) A Semi-Profession

Although management has grown in business and industry, school management is not a profession. The main benchmarks of a profession include 1) a body of specialized knowledge, 2) formal training and experience, 3) An organization to espouse professionalization, 4) An ethical code for the guidance to conduct, 5) The licensing of practitioners, 6) A commitment to service rather than to monetary benefits. In terms of these benchmarks, school management can be called a profession. It is semi-profession.

#### 4. Functions of School Management

The function of school management <sup>1</sup> is to improve the quality of schools and improve the welfare of teachers, which will then provide output in a more effective and efficient teaching and learning process. School management can make school officials more professional as those who lead various activities in the school. Apart from that, it also emphasizes various parties to play an active role in school educational planning.

Not much different from management functions in general, the functions of school management include:

- a. Making a school plan includes the goals and basis for establishing the school.



- b. Organizing all school resources to achieve common goals.
- c. Directing all school members and stakeholders to always work together for the quality of the school.
- d. Supervise the running of school operations.

School Management emphasizes maximum involvement of various parties, as in private schools, thus ensuring the participation of staff, parents, students, and the broader community in formulating decisions about education. There is an opportunity to participate and increase their commitment to school. Next, these aspects Ultimately will support effectiveness in achieving school goals. There is control from the community and monitoring from the government, school management becomes more accountable, transparent, egalitarian, and democratic, and eliminates monopoly in education.

## **5. The purpose of school-based management**

According to Subakir (2001), the main objective of implementing School Management is to improve management efficiency and increase the relevance of education in schools, with greater and broader authority for schools to manage their own affairs.

The main goal of school management is to increase the relevance of actual conditions in schools with the existing educational curriculum. However,

there are other goals of this management, namely to increase community participation in school progress, flexibility in classroom and school management, increase the role of student parents, speed up the distribution of education, and improve the quality of schools effectively. School Management aims to empower schools by granting autonomy to schools and encouraging schools to make participatory decision-making. In detail, **the Goals of School Management, according to the Ministry of National Education**, are:

1. Improving **the quality of education** through school independence **and** initiative in managing and empowering available resources
2. Increase awareness of school residents and the community within organizing education through joint decision-making.
3. Increase the school's responsibility to parents, the community, and the government regarding school quality.
4. Increasing healthy competition between schools regarding quality education to be achieved.

## **6. The Scope Area of School Management**

School management can be viewed conceptually as a formal alteration of governance structures, as a form of decentralization that identifies the individual school as the primary unit of improvement and relies

on the redistribution of decision-making authority as the primary means through which improvement might be stimulated and sustained (Mohrman, 1994). Thus, the school manager has to perform many activities either by himself or through and with others in the school. Hence, the scope of the school is extensive. It includes the following elements:

a. Planning

This involves setting the vision, mission, and goals of the school, as well as determining the strategies and action plans needed to achieve those goals. Planning in school management includes curriculum development, scheduling, and resource allocation.

b. Budgeting

Creating and managing budgets for various school programs and activities. Ensuring responsible fiscal practices and transparency in financial matters and seeking funding opportunities and grants to support educational initiatives.

c. Organising

Organizing entails structuring the various components of the school, such as classes, staff roles, and departments, to optimize efficiency and effectiveness. It involves creating an organizational hierarchy, defining roles and

responsibilities, and establishing lines of communication.

d. Directing

Directing involves leadership and guidance. School managers, including principals, headmasters, or administrators, provide direction to teachers, staff, and students to ensure everyone works toward the school's objectives. It also involves motivating and supervising staff members.

e. Controlling

Controlling refers to the process of monitoring and evaluating the performance of the school against its goals. It involves measuring outcomes, comparing them to the desired outcomes, and taking corrective actions if necessary. This helps ensure that the school stays on track and continuously improves.

f. Parent and Community Engagement

Establishing positive relationships with parents and guardians. Encouraging parent involvement in school activities and decision-making and Collaborating with community organizations to enhance students' learning experiences.

g. Decision-Making

In simple language, decision-making means to make a decision, take a decision, or simply decide a course of action. Decision-making is a conscious and human process involving both individual and social phenomena based upon factual and value premises, which concludes with a choice of one behavior activity from among one or more alternatives to move toward some desired state of affairs. Using data to make informed decisions about curriculum and teaching strategies. Evaluating the effectiveness of instructional methods and programs

h. Evaluating

Monitoring student progress and academic performance. Conducting assessments to gauge the effectiveness of instructional methods. Assessment not only aims to determine student learning outcomes but also to obtain information related to learning problems faced by students (Widiastuti, et al 2020). Using assessment data to inform instructional decisions and curriculum improvements.

i. Instructional Leadership:

Providing instructional leadership to teachers, guiding and supporting their teaching methods. Observing classrooms provides feedback for improvement and encourages



innovative teaching practices that enhance student learning.

## **EXERCISES**

### **Task 1. Pre-comprehension: Answer the questions below!**

1. Explain briefly what you know about the concept of management!
2. Explain briefly what you know about the school management!
3. What is the importance of conducting appropriate management in education?
4. Mention some important points related to school management!

### **Task 2. Post-Comprehension: Answer the questions below!**

1. What does management mean in the context of organizations?
2. What are the primary managerial functions?
3. What role does planning play in efficient management?
4. How might good decision-making help to successful school management?
5. What role does leadership play in school administration?

6. What are the most significant problems that school administrators confront when administering educational institutions?
7. How does organizational structure affect school management?
8. What role does communication play in school administration, and how may it be improved?
9. What are the distinctions between school administration and corporate administration?
10. How might performance evaluation and feedback be used in school administration to promote continuous improvement?

**Task 3. Advanced comprehension:**

Write a summary of the learning material discussed in this lesson using your own words. Submit the summary to the Google Drive folder provided by the head of the class!



## CHAPTER II

# SCHOOL-BASED MANAGEMENT

### **1. Rules and Roles of School-Based Management**

School-Based Management (SBM) is an approach to school management that gives more authority to schools, teachers, and school staff in decision-making and managing daily operations. This aims to increase the efficiency, effectiveness, and accountability of schools in meeting educational goals.

School-Based Management (SBM) is a framework that prioritizes participation and collaborative decision-making in managing schools. The rules and roles in SBM are fundamental to achieving effectiveness in school operations and improving the quality of education. Following are some of the main rules and roles in School-Based Management:

#### **a. Principal Leadership**

The principal has a crucial role in SBM. They are responsible for leading and managing the school, formulating the vision, and planning appropriate educational programs. They must also ensure all stakeholders are involved in school decision-making.

b. School Board

In many countries, the school board is the body that plays an essential role in SBM. They are tasked with formulating school policies, overseeing fund management, and providing feedback to the school principal.

c. Head of Academic Program

The head of the academic program is responsible for designing the curriculum, coordinating teaching methods, and monitoring learning outcomes. They must also ensure that the curriculum conforms to national standards.

d. Teachers

Teachers have a significant role in SBM. They must design lesson plans, provide learning materials, and evaluate student progress. In addition, teachers are also expected to participate in school decision-making and contribute to planning school programs.

e. Administrative Staff

Administrative staff, such as school secretaries, financial staff, and other staff, have an essential role in running the daily operations of the school. They must ensure that the school administration runs smoothly and supports learning activities.

f. Principal Teacher

The principal teacher is a figure who assists the principal in coordinating teacher activities and dealing with problems that arise in the classroom.

g. Parent and Teacher Committee

The parent and teacher committee is a forum where parents and teachers can discuss educational problems and formulate recommendations for improvement. They have an essential role in helping schools understand the needs of students and parents.

h. Security and Environment Committee (K3L)

This committee is responsible for maintaining the security and environment of the school. They must ensure that school facilities are safe and conducive to learning.

i. Student Committee

The student committee is a forum for students to voice their interests and problems. These committees can help improve the student learning experience and provide meaningful input to school staff.

j. Evaluation and Monitoring

It is emphasizes the importance of ongoing evaluation and monitoring. Management's role in

this case is to collect data and information about student progress, the effectiveness of school programs, and the quality of teaching. Teachers must provide constructive feedback to develop students' creativity and critical thinking in learning to enhance their learning outcomes (Widiastuti et al., 2018). Rules should lead to the use of this data for better decision-making.

Overall, it promotes a culture of participation, transparency, and accountability in school management. Clear rules and defined roles help create an environment where all stakeholders can work together to improve the quality of education and achieve the educational goals set by the school. The following are the main points regarding the rules and roles of school-based management:

#### **A. School-Based Management Rules:**

##### **1) Decentralized Authority**

SBM gives authority to school principals, teachers, school staff, and school committees to make decisions related to school management, curriculum, budget, and other resources. This differs from the centralized management model, where central authorities make decisions.

## 2) Community Participation

SBM encourages active participation of the school community, such as parents, in decision-making related to the school. This allows schools to be more responsive to local needs and community desires.

## 3) Transparency and Accountability

SBM encourages schools to provide transparent information about educational policies, budgets, and outcomes. That way, the community can monitor and evaluate school performance.

### **B. Role of School-Based Management**

#### 1) Principal

The principal has an essential role in SBM. They are responsible for the day-to-day management of the school, including curriculum development, resource allocation, and staff management.

#### 2) Teachers

Teachers are not only tasked with teaching but also with designing the curriculum, assessing student progress, and participating in school decision-making.



### 3) School Committee

The school committee is a forum for community participation in school management. They can assist in planning, monitoring, and evaluating school policies and programs.

### 4) Parents and Community

Parents and the community have a role in providing input, supporting the school, and monitoring school performance.

## **C. Benefits of School-Based Management**

- 1) **Improving the Quality of Education:** SBM allows schools to better respond to local needs and adapt the curriculum according to student characteristics.
- 2) **Increased Accountability:** By involving the community and society, SBM increases school accountability in achieving educational goals.
- 3) **Teacher Empowerment:** Teachers have more authority in decisions affecting student learning.
- 4) **Increased Parental Involvement:** Parents feel more involved in their children's education and have greater access to school information.

- 5) **Adaptation to Change:** SBM allows schools to adapt to changes in the educational environment more easily.

At the point of School-Based Management is the idea that education should be a joint effort between teachers, students, parents, and the community. This aims to create a more effective and relevant learning environment, ultimately improving the quality of education and student learning outcomes.

## **2. Educational constitutional products**

Educational constitutional products refer to several elements and policies formed within a country's legal framework to regulate the education system. These elements reflect the values, goals, and principles underlying a country's education system. The following are some of the main components of an educational constitutional product:

- 1) **Education Law:** Education law is the legal basis that regulates a country's education system. This includes provisions regarding student rights and obligations, educational funding, curriculum, and academic standards that schools must meet.
- 2) **Educational Rights and Freedoms:** Educational constitutions generally recognize the right of every individual to obtain a quality and relevant education. This includes the principles of

equality, non-discrimination, and equitable access to education.

- 3) **Education System and Organizational Structure:** Educational constitution products also include the organizational structure of the education system. This includes the roles and responsibilities of educational institutions, such as ministries of education, education boards, and educational supervisory agencies.
- 4) **Curriculum and Standards:** Educational constitutions usually determine the curriculum taught in schools and the academic standards students must achieve. This helps ensure that the education provided is relevant and meets specific standards.
- 5) **Language of Instruction:** Many countries with diverse ethnic groups and languages regulate the use of language of instruction in education. Educational constitutional products possibly establish an official language for instruction and also recognize the right of minorities to study in their mother tongue.
- 6) **Education Funding:** Education laws often include provisions regarding education funding. This includes budget allocations, funding sources, and monitoring mechanisms for using funds.



- 7) Teachers' Rights and Responsibilities: Educational constitutional products may also include the rights and responsibilities of teachers, including their rights to adequate working conditions and training necessary to improve the quality of teaching.
- 8) Parental Participation: Educational constitutions often support parental participation in their children's education. This may include the right to be involved in school decision-making, attend parent meetings, and provide feedback on teaching.
- 9) Inclusive Education: Educational constitutional products tend to reflect the principle of inclusion, namely education for all individuals, including those with special needs. This means that the education system must cover different types of students.
- 10) Higher Education: Many educational constitutions also include provisions regarding higher education, including the regulation of universities and other institutions.

The educational constitutional product is the legal foundation that regulates education in a country. They create frameworks that help ensure quality, inclusive, and relevant education is available to all citizens and underscore the importance of fundamental values and principles in education.

### 3. National Education Standards

National Education Standards (SNP) in Indonesia are a set of guidelines and parameters that regulate all aspects of education in this country. SNP aims to maintain and improve the quality of education, as well as create a uniform framework throughout Indonesia. The following is a more detailed explanation of National Education Standards in Indonesia:

- 1) Introduction to SNP: National Education Standards (SNP) in Indonesia are a series of regulations and guidelines implemented to ensure the quality of national education. SNP is designed to achieve the main goals in the education system, namely improving the quality of education and preparing students well for the future.
- 2) Legal Basis: SNP is regulated by various relevant laws and government regulations, such as the National Education System Law (UU Sisdiknas) and, more specifically, government regulations. This standard is the legal basis for the entire education process in Indonesia.
- 3) SNP Goals: One of the main goals of SNP is to ensure consistent quality of education throughout Indonesia. This is done by setting standards that must be adhered to by all educational institutions, both primary,

secondary, and tertiary levels. Another goal is to promote the principles of equality and inclusion in education.

- 4) **Educational Content and Process:** SNP includes standards for curriculum, assessment, teaching methods, and learning processes. This includes the division of subjects that must be taught, the subject matter, and the competency standards that students at various levels of education must achieve.
- 5) **Educators:** SNP also regulates competency standards for teachers and other educational staff. This includes teacher education and training requirements, as well as the demand to improve their competencies throughout their careers continually.
- 6) **Funding:** SNP includes education funding standards, which involve providing educational budget allocations. This aims to ensure sufficient resources to support the implementation of SNP in various educational institutions.
- 7) **Evaluation and Monitoring:** SNP requires a continuous evaluation and monitoring system to ensure the implementation of standards and improve the quality of education. This evaluation involves assessing student learning outcomes, program evaluation, and monitoring compliance with standards.

- 8) Inclusive Education: One of the SNP's focuses is promoting inclusive education that provides learning opportunities for all individuals, including those with special needs. This includes developing a curriculum accessible to all students, including those with special needs.
- 9) Technological Progress: In the digital era, SNP also considers technological developments and includes standards related to information and communication technology (ICT) in education, as well as the possibility of using technology to improve the learning process.
- 10) Community Participation: SNP encourages community, parent, and student participation in the education process. This includes participation in school decision-making and oversight of SNP implementation.

Overall, National Education Standards in Indonesia are an essential tool in efforts to improve the quality of education and achieve national education goals. By following the SNP, educational institutions in Indonesia are expected to be able to provide higher quality and relevant education, as well as prepare the younger generation to face future challenges better.

## **EXERCISES**

### **Task 1. Pre-comprehension: Answer the questions below!**

1. Mention important aspects that you know about school management!
2. What is the importance of conducting appropriate management in education?
3. Mention some important points related to school management!

### **Task 2. Post-Comprehension: Answer the questions below!**

1. What data or metrics may be utilized to analyze the relationship between school management practices and student academic performance and accomplishment outcomes?
2. What are the major elements impacting resource allocation in school administration, and how can a cost-benefit analysis be utilized to optimize resource utilization?
3. How does school administration affect overall school culture and environment, and how can these variables be examined and improved?
4. What role does school management strategy alignment with educational objectives and policies play in an educational institution's



performance, and how can this alignment be monitored and evaluated?

5. What quantitative and qualitative effects do different leadership styles and techniques in school administration have on teacher motivation, job satisfaction, and retention rates?
6. What are the most difficult problems in managing special education programs within a school, and how can an examination of these issues help to generate improved management practices and policies?
7. How can data-driven decision-making be integrated into school administration to make more effective and informed decisions, and what tools or systems might help with this?
8. What are the consequences of shifting demographic and enrolment patterns for school administration, and how can demographic data analysis inform strategic planning and resource allocation?
9. What is the link between school management practices and family involvement in kids' education, and how many surveys and feedback analyses influence parental engagement strategies?
10. What analytical tools may be used to examine how school administration adapts to emerging



technological trends and digital learning environments?

**Task 3. Advanced comprehension:**

Write a summary of the learning material discussed in this lesson using your own words. Submit the summary to the Google Drive folder provided by the head of the class!

## CHAPTER III

### NATIONAL EDUCATION STANDARD

National Education Standards 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. National Education Standards function as a basis for planning, implementing, and supervising education in order to realize quality national education.

National Education Standards aim to guarantee the quality of national education in order to educate the nation's life and form a dignified national character and civilization. National Education Standards are refined in a planned, directed, and sustainable manner in accordance with the changing demands of local, national, and global life.

There are 8 National Education Standards (SNP) in Indonesia.

#### **1. Graduate Competency Standards**

Graduate competency standards are minimum criteria regarding the unity of attitudes, skills, and knowledge that show the student's ability achievements from their learning outcomes at the

end of the education level. Graduate competency standards are used as a guideline in determining student graduation from an educational unit. Graduate competency standards are used as a reference in developing other standards. Achievement of graduate competency standards is determined based on comprehensive data regarding participants. Education is obtained continuously during the learning period.

Physical Evidence Documents: School Rules, Picket Books, Extra-Curricular Activity Reports, Student Discipline Notebooks, Student Work Results, School Exam Score Data, Class Advancement Marks. For more details regarding graduation standards, see Minister of Education and Culture Regulation No. 20 of 2016

## **2. Content Standards**

Content standards are minimum criteria that cover the scope of material to achieve graduate competency in certain pathways, levels, and types of education.

Physical evidence documents: Learning Implementation Plan (RPP) Question Grid, Summative Formative Assessment Results, Notes/List of Assessments and Competency Achievement Analysis Results, Enrichment Remedial Implementation Program, Assessment

Result Report, Evaluation and Reflection Meeting Activity Documents. Content standards can be seen in Minister of Education and Culture Regulation No. 21 of 2016

### **3. Process Standards**

Process standards are minimum criteria for the learning process based on pathway, level, and type of education to achieve graduate competency standards. Process Standards include Learning Planning, Learning Implementation, and Learning Process Assessment.

Process Standards refer to Minister of Education and Culture Regulation No. 22 of 2016

### **4. Educational Assessment Standards**

Education assessment standards are the minimum criteria regarding the mechanism for assessing student learning outcomes. The procedural mechanism for conducting the assessment includes:

- a. Formulation of assessment objectives
- b. Selection and/or development of assessment instruments
- c. Implementation of assessments;
- d. Processing of assessment results; And
- e. Reporting assessment results.

Assessment of student learning outcomes is carried out by the objectives of the assessment in a fair, objective and educational, manner. The forms of assessment are formative and summative assessments.

Assessment standards are based on Minister of Education and Culture Regulation No. 23 of 2016

## **5. Standards for Educators and Education Personnel**

Educator standards are the minimum criteria for competency and qualifications that educators have to carry out their duties and functions as role models, learning designers, facilitators, and motivators of students. The minimum criteria for educator competence include pedagogical competence, personality competence, social competence and professional competence. Minimum criteria for educator qualifications must be met by educators as proven by a diploma and/or expertise certificate.

Standards for educational personnel other than educators are the minimum criteria for competency possessed by educational personnel other than educators by their duties and functions in carrying out administration, management, development, supervision, and technical services to support the education process in the education unit.

Examples of physical evidence: Documents of teacher professional development activities.

Educator and Educator Standards refer to:

- 1) Minister of Education and Culture Regulation No. 12 of 2007
- 2) Minister of Education and Culture Regulation No. 13 of 2007
- 3) Minister of Education and Culture Regulation No. 16 of 2007
- 4) Minister of Education and Culture Regulation No. 24 of 2008
- 5) Minister of Education and Culture Regulation No. 25 of 2008
- 6) Minister of Education and Culture Regulation No. 27 of 2008
- 7) Minister of Education and Culture Regulation No. 40 of 2009
- 8) Minister of Education and Culture Regulation No. 41 of 2009
- 9) Minister of Education and Culture Regulation No. 42 of 2009
- 10) Minister of Education and Culture Regulation No. 43 of 2009
- 11) Minister of Education and Culture Regulation No. 44 of 2009



## 6. Facilities and Infrastructure Standards

Facilities and infrastructure standards are <sup>1</sup> the minimum criteria for facilities and infrastructure that must be available to the Education Unit in providing education. Facilities are anything that can be used as tools and equipment to achieve learning objectives.

The infrastructure as referred to in this article is the basic facility needed to carry out the functions of the Education Unit.

Facilities and Infrastructure Standards refer to:

Minister of Education and Culture Regulation No. 24 of 2007

Minister of Education and Culture Regulation No. 33 of 2008

Minister of Education and Culture Regulation No. 40 of 2008

## 7. Management Standards

Management standards are minimum criteria regarding planning, implementation, and <sup>1</sup> supervision of educational activities carried out by the Education Unit so that the implementation of education is efficient and effective. Planning, implementing, and supervising activities.

Education at early childhood education and primary and secondary education levels applies school-based management (SBM) which is demonstrated by independence, partnership, participation, openness, and accountability. Educational activity planning is outlined in short-term work plans (1 year) and medium-term (4 years). Management Standards refer to Minister of Education and Culture Regulation No. 19 of 2007.

### **8. Financing Standard**

Financing standards are minimum criteria for education financing in educational units. Education financing consists of investment costs and operational costs. Investment costs include cost components: land investment, provision of facilities and infrastructure, provision and development of human resources, and fixed working capital. Operational costs include non-personnel personnel costs components.

Financing standards are regulated in Minister of Education and Culture Regulation No. 69 of 2009

## EXERCISES

### **Task 1. Pre-comprehension: Answer the questions below!**

1. Explain briefly what you know about the Indonesian education standards!
2. What is the importance of conducting an appropriate education standards!
3. Mention some important points related to the education standards!

### **Task 2. Post-Comprehension: Answer the questions below!**

1. What are the key elements of Indonesia's national education standards and how have they evolved over the years?
2. How does the Indonesian education system address issues of access and equity in providing quality education to all students?
3. What assessment methods and tools are used to measure students' learning outcomes and outcomes according to Indonesian education standards?
4. How are teacher qualifications and professional development requirements determined according to Indonesian education standards?

5. What role do teaching standards and learning materials play in the Indonesian education system and how are they developed and revised?
6. How does the Indonesian education system accommodate and support students with special needs and disabilities while maintaining educational standards?
7. What measures are in place to ensure that schools and educational facilities meet the standards set by the Indonesian government?
8. How do Indonesian education standards address issues related to cultural diversity and the preservation of local culture and language?
9. How does the Indonesian education system balance the need for both traditional and 21st century skills in its standards and curricula?
10. What are the current initiatives or reforms to improve and update Indonesia's educational standards to meet the changing needs of students and society?

**Task 3. Advanced comprehension:**

Write a summary of the learning material discussed in this lesson using your own words. Submit summary to the google drive folder provided by the head of the class!

## UNIT IV

# LEARNING SUPERVISION AND TEACHER PROFESSION DEVELOPMENT

### 1. Learning supervision

It is not only students whose achievements will be assessed. Teachers will also be assessed for the quality of their performance. If student assessment is carried out through learning assessment activities, teacher performance assessment is done through educational supervision. The quality of education in Indonesia is reflected in the quality of students. Teachers are at the forefront of improving students' abilities. The growth and improvement of teachers' teaching abilities must continue to be developed. Principals, supervisors, and teachers with more abilities need to supervise teaching so that teachers receive assistance in developing their abilities to carry out learning.

Supervision is an activity carried out by a supervisor to view, observe, and assess an activity implementation process to be used as material for providing considerations, suggestions, or recommendations for improving quality. In the learning context, learning supervision is an activity carried out by supervisors, school principals, or assisted by senior teachers to help teachers improve



the quality of learning. Supervision does not aim to find teacher mistakes, judge teachers, or embarrass teachers.

Teaching supervision is assistance provided to teachers to develop their abilities in improving the quality of the teaching and learning process in the classroom. The activities are carried out through various techniques, both individual and group. One model of teaching supervision is collegial supervision. This supervision is an alternative form of implementing teaching supervision. Teachers who have more abilities become supervisors of other teachers. The collegial supervision models found are individual-formal (which is primarily done in the form of clinical supervision), group-formal (which is primarily done in the form of lesson study), individual-informal (which is primarily done in the form of personal conversations), and group-informal in the form of discussions.

With learning supervision activities, school principals can measure or assess the quality of the learning process in the school they lead. Furthermore, the assessment results can be used as a basis for coaching teachers if necessary. The teacher's ability to use a variety of appropriate and varied learning models and materials is a concern for supervisors. Learning supervision is a mandatory monitoring activity and is one of the duties of a school principal. This activity aims to help teachers



develop learning process management skills to achieve goals.

In addition, learning supervision is also carried out by school supervisors who are also part of academic supervision, both for ICS and teachers. Subandi (2013) states that the role of supervision in improving teacher performance. Supervision plays an essential role in improving teacher performance, including the following:

- a. To show weaknesses and efforts to improve and prevent these weaknesses.
- b. Taking action to ensure that a goal is achieved, which is desired.
- c. To see the teacher's performance in implementing learning towards students.
- d. To build harmonious and good relationships between people, employees, and fellow teachers at a school.
- e. To motivate teachers or employees to carry out their duties well.
- f. To measure and assess the abilities of teachers and assess how much the teacher's performance has been achieved

In its implementation, so that supervision activities can be carried out in the school adequately and appropriately, the school principal can carry out

supervision using 2 (two) types of techniques.  
Techniques for Implementing Learning Supervision  
in Schools

### 1) Individual Supervision Techniques

Individual supervision techniques are techniques for implementing supervision carried out on individual teachers. In this activity, the supervisor/principal only faces one teacher who is the supervision target so that later it will be known what the teacher carries out the quality of learning in the classroom. This technique is generally carried out utilizing class visits, observations, meetings with individual teachers, inter-class visits, and self-assessments.

A class visit is an activity of visiting a particular class where the learning process will be supervised by briefly observing the progress of the learning activities. This activity aims to help teachers overcome problems in the classroom. For example, If a school principal carries out a visit and finds problems in classroom learning, then the teacher who has the problem can be handled by the supervisor or principal.

Class observation is observing the implementation of learning in detail and thoroughly in class. The aim is to obtain objective data regarding aspects of the learning effectiveness situation, as well as difficulties that

1  
teachers may face to improve the quality of learning (Widiastuti et al, 2022). Aspects that are observed or observed include the efforts made by teachers and activities between teachers and students in the learning process, the use of learning media, teaching methods, the accuracy of the media chosen for learning, the accuracy of choosing and using methods and the relationship with the material taught, as well as student or learner responses in the learning process. Class observations are carried out through several systematic stages, including Preparation or Planning, Implementation (Observation), Closing, Evaluation of observation results, and Follow-up.

Individual meetings are face-to-face, which can be in the form of conversations or dialogues, exchanging ideas between school supervisors and teachers. The purpose of this individual meeting is so that teachers can consult regarding improving their deficiencies.

Inter-class visits are a teacher visiting another class while another teacher is teaching. This means that one teacher pays attention to another teacher carrying out the learning process with students in the same school. The purpose of this inter-class visit is to share experiences in learning.

## 2) Group Supervision Techniques

The group supervision technique is for carrying out supervision aimed at more than one teacher, maybe two, three, and so on. Group supervision is carried out for teachers who have the same problems.

## 2. Teachers Profession Development

Human resource development in teacher training is often known as teacher professional development, which refers to activities carried out to increase professional career growth. Teacher professional development is defined as an activity that is carried out to find out whether the teacher's abilities meet the demands of current education in accordance with the expertise and skills possessed by the teacher. This professional development is provided with long-term goals so that the teacher can understand and comprehend the teaching and also use the skills he has to be able to develop the teacher's potential.

Teaching as a profession needs to be accompanied by the implementation of teaching profession regulations so that there will be a balance between the rights and obligations of someone who works as a teacher. Including Indonesia needs teachers who are not just called teachers but teachers who are professionals in their profession as



teachers. The rules of the teaching profession come from the two essential words profession and the specific field of teacher/teaching. A professional is a job or activity carried out by a person. It becomes a source of income for life, which requires skills or abilities that meet specific quality standards or norms and requires professional education.

Teacher performance assessment can be interpreted as an assessment process of achievements regarding teacher performance in the past or currently based on their work environment and about the teacher's rewarding future potential and contribution to the progress and quality of the school. In addition to developing teacher professionalism, it is carried out through performance assessment. To obtain a good quality of the learning process, one of the efforts to overcome problems in the learning process is to improve learning patterns and to make children take an active role in the learning process (Widiastuti et al., 2021). Teachers must also develop and implement activities.

Sustainable development consists of personal development, scientific publications, and innovative work. This sustainable development activity can improve the skills and abilities of teacher professionalism so that teachers have good performance appraisals and can improve educational services to students. Every teacher is

1 required to carry out various activities in carrying out their duties and responsibilities. The scope of the teacher's activities includes (1) participating in education, (2) handling the learning process, (3) carrying out professional development activities, and (4) carrying out supporting activities. Professional development activities are teacher activities framework for the application and development of science, technology, arts, and skills to improve the quality of the learning process to produce something beneficial for education in general and the school environment in particular.

Learning supervision plays a vital role in developing professionalism in Teachers. Supervision is used to improve learning processes and outcomes, which requires strong motivation from a teacher. A supervisor needs to make various efforts to develop the professionalism of the teachers he supervises. Teacher professional development is a continuous process. There are several principles in teacher professional development, including:

- a. It takes a long time for the service to affect the learner.
- b. Central role in job training in schools.
- c. Good interaction between individuals and the environment is very supportive in developing teacher professionalism.



Professional development of an educator is significant, whereas development is general growth that is not focused on specific jobs. Teacher professional development classifies several indicators in professional development, including:

- a. Follow information according to current developments in science and technology supporters of the profession.
- b. Using a variety of varied learning methods.
- c. Using media as a property in teaching.
- d. Follow ongoing curriculum developments.

### **3. The Development of Scientific Research**

**1** Teaching is a professional position, so a teacher must be able to carry out his duties professionally. Someone is considered a professional if they can do the work duty to always adhere to work ethics, be independent (free from pressure from external parties), fast (productive), precise (effective), efficient and innovative, and based on principles of excellent service that are based on elements of science or theory systematic, professional authority, public recognition, and a regulatory code of ethics.

This is in accordance with the Law of the Republic of Indonesia Number 20 of the Year 2003 concerning the National Education System, which states that the position of teacher is as Sulipan

(2007) states that educator is a professional position. For this reason, teacher professionalism is required to continue to develop in accordance with developments in time, science, and technology, as well as community needs, including the need for quality human resources and the capability to be able to compete in regional, national, and international forums. In this regard, a teacher must continue to improve professionalism through various activities that can develop his abilities in managing learning and other abilities to become participants.

Students have learning skills, including skills in acquiring knowledge (learning to know), skills in developing identity (learning to be), skills in carrying out specific tasks (learning to do), and skills to be able to live side by side with others in harmony (learning to live together). Teacher professional development activities aim to improve teacher quality so that teachers are more professional in carrying out their duties and responsibilities.

Carrying out written/scientific work activities in education is one way to develop teacher professionalism. The scope of written/scientific work activities in the field of education include scientific works resulting from research, studies, surveys, and evaluations in the field of education, written work in the form of a review or scientific review of one's own ideas in the field education, popular scientific writing, presentations at scientific meetings,

textbooks, diktats lessons and translation works or works of translation.

One of the teacher's professional development is by writing scientific papers. A scientific paper is a work that contains and examines a particular problem using scientific principles. The scientific principle referred to is that scientific work uses scientific methods in discussing problems, presents studies using standard language and scientific writing, and uses scientific principles, namely objective, logical, empirical, systematic, straightforward, clear, and consistent (Prayitno, et al. 2001).

Teachers must write scientific papers to develop themselves and be published<sup>1</sup> to the public as a form of teacher contribution to improving the quality of the learning process in schools. The development of sustainable professionalism is one of the main elements that will be given a credit number. There are also types of continuous professional development. It consists of two sub-elements. The first sub-element is self-development, and the second is scientific publications and innovative work. Scientific publications include (1) Presentations at scientific forums, namely presentations of writing in the form of papers containing summary reports of research results, ideas, reviews, or scientific reviews, (2) Scientific publication of research results or scientific ideas in

the field of formal education, including written research reports (PTK), scientific reviews, popular scientific writings, and scientific articles, (3) Publication of textbooks, enrichment books, and teacher guides including books lessons, learning modules/dictates, translated works, and teacher manuals.

#### **4. The Sustainable Profession**

Regarding sustainable professions, Continuous Professional Development is a form of continuous learning for teachers. Through various methods and approaches, efforts are made to maintain and improve our overall competency. It aims to facilitate teachers to achieve predetermined competency standards, improve teacher competency to meet future professional demands, motivate teachers to continue carrying out their primary duties and functions as professional educators, and raise the image and dignity of the teaching profession.

The sustainable development activity cycle consists of three stages, namely self-development, scientific publications, and innovative work. Personal development includes training, workshops, seminars, and certification. Scientific publications include writing scientific articles, books, or journals. Innovative work includes activities such as curriculum development or new learning media.



## EXERCISES

### **Task 1. Pre-comprehension: Answer the questions below!**

1. Explain briefly what you know about learning supervision!
2. Explain briefly what you know about teacher profession development!
3. What is the importance of conducting appropriate teacher professional development?
4. Mention some important points related to teacher profession development!

### **Task 2. Post-Comprehension: Answer the questions below!**

1. What are the key principles of effective academic supervision in the context of professional teacher development?
2. What role do school administrators and educational leaders play in overseeing teacher professional development?
3. What are the most common challenges teachers face during supervision in their professional development journey?

4. How can teacher self-assessment and reflection be integrated into the supervision process to enhance professional development?
5. What strategies can be used to create a supportive, nonjudgmental environment during teacher supervision?
6. What impact do technology and digital devices have on the way teacher supervision is carried out and professional development?
7. How important is continuous feedback and assessment in professional teacher development through supervision?
8. How can collaboration and peer supervision contribute to the development of professional teacher knowledge and skills?
9. What are the best practices for tailoring teacher supervision to each educator's specific goals and needs?
10. What research-based models or frameworks are available to improve teacher supervision in professional development?

**Task 3. Advanced comprehension:**

Write a summary of the learning material discussed in this lesson using your own words. Submit the summary to the Google Drive folder provided by the head of the class!



## UNIT V

### SCHOOL AND QUALITY CULTURE

School quality culture is an important factor in education to shape students into human beings with noble character, honesty, responsibility, optimism, courage, skill, cooperative behavior, tenacity, discipline, and integrity. Schools with superior quality culture can be seen from several variables that influence it, namely school management, learning processes, extracurricular activities, library performance, and health services through school health efforts. Developing a school quality culture is an effort to create a school with a quality culture by paying attention to 1) measurable planning, 2) clear organization, 3) effective and efficient implementation, and 4) monitoring and evaluating progress on an ongoing basis.

Developing a school-quality culture is the duty and responsibility of the school principal as an educational leader. However, developing a school quality culture requires the participation of all school personnel and stakeholders, including parents of students, and therefore, managerially developing a school quality culture is the responsibility of the school principal. At the same time, in day-to-day operations, it is the task of all school personnel and related stakeholders.

The development of a quality culture in schools is carried out through an exceptional team and involves all school members, then determined by school policy. The quality culture development policies that have been adopted and agreed upon are socialized to all school members either through notice boards, letters, circulars, or open communication to be understood, understood, approved, followed, and accepted as policies or school rules. Apart from that, outreach was also carried out to parents of students. After that, it is implemented or carried out together.

Next, a joint evaluation is carried out through regular school meetings and meetings with student guardians. This includes receiving meaningful input in the context of improvements as a follow-up to the effectiveness of education at school. Developing a school-quality culture is the duty and responsibility of the school principal as an educational leader. However, developing a school quality culture requires the participation of all school personnel and stakeholders, including parents of students, and therefore managerially developing a school quality culture is the responsibility of the school principal. At the same time, it is the task of all school personnel and related stakeholders (Fathurrohman, 2015).

The process of developing a school-quality culture can be carried out at three levels, namely (1) development at the level of spirit and values, (2)

development at the technical level, and (3) development at the social level. At the first level, the process of developing a school quality culture can begin with development at the spirit and values level, namely by identifying the various spirits and values of the quality of school life that the school adheres to, for example, the spirit and values of discipline, the spirit, and values of school life. The value of responsibility, the spirit and values of togetherness, the spirit and values of openness, the spirit and values of honesty, the spirit and values of the spirit of life, the spirit and values of social and respect for others, and unity and oneness (Torrington & Weightman, in Preedy, 1993). Therefore, there can only be systematic development of a school-quality culture by identifying various spirits and values that can be used as a basis.

In order to develop a school quality culture, three steps must be taken by the school principal, namely: Identification of spirit and values as a source of school quality culture, carried out together with all stakeholders, and stipulated as an official school policy in the form of a principal's decision letter. Continuous socialization of spirit and values to all stakeholders, either through meetings, school magazines, school contact books, school wall magazines, displayed on classroom walls, or in the form of circulars.

The school principal always fosters commitment from all stakeholders to uphold the spirit and values established together. At the second level, there is technical level development. Development at the technical level is carried out after the principal and stakeholders have succeeded in identifying the spirit and values, namely by developing various management work procedures, management toolkits, and management work habits. ) school-based that truly reflects the spirit and values that will be cultivated in school. In order to develop the technical level of school quality culture, the principal can take the following steps: The principal, together with all relevant stakeholders, evaluates the extent to which all components of the school system, such as the school organizational structure, description of school tasks, school work systems and procedures, school policies and rules, school rules, formal and informal relationships, reflect the spirit and values of the school. Fundamental values that are very functional for the growth and development of schools.

Furthermore, the school principal and related stakeholders develop various technical policies for each system component that genuinely reflect the spirit and fundamental values that are very functional for the growth and development of the school. School system components that reflect the spirit and values that are very functional for the



growth and development of the school should be maintained and implemented. If not, various changes and updates should first be made as necessary. After that, the school principal, as manager of Schools, has the authority to make various technical policies immediately.

Meanwhile, at the third level is the development of the social level. Social level development in the context of school culture development is a process of implementation and institutionalization so that it becomes a work habit at school and outside school.

Why is assistance necessary?

To realize a culture of quality in schools, <sup>1</sup>the Ministry of Education and Culture, through <sup>1</sup>the Directorate of Primary School Development, has implemented various programs to improve the culture of quality through strengthening quality learning, improving facilities and infrastructure, structuring school management, strengthening character education, school literacy movements, healthy school programs, optimizing library performance, and various other programs, to holding a School Quality Culture Competition.

This mentoring activity is carried out to assist schools in developing a culture of <sup>1</sup>quality systematically and sustainably through <sup>1</sup>improving <sup>1</sup>the quality culture of learning, the quality culture of school-based management, and the quality culture



of organizing extracurricular activities and school health efforts by optimizing the resources owned by the school, collaborating with other schools and collaborating with agencies/institutions/ Business and Industry World.

A quality culture can only be achieved with careful planning, consistency in implementation, and quality assurance to ensure that all programs comply with standards. Quality culture is necessary to prepare the nation's children to become hosts in their own country. Children are not just at school, but what is far more important is what is taught at school and what positive changes are obtained at school.

A quality culture does not always have to start with extensive programs but can start with small things that can bring significant changes. Achievement can be achieved later, and achievement is not only related to winning competitions, National Examination scores, etc. Still, it can be expanded to include changes in children's positive behavior, which is part of achievement.

### **1. School Culture and Primary Service**

The definition of school culture has been conveyed by Zamroni, namely the pattern of values, traditions, principles, and habits that are formed over the long journey of school and developed at

school over a long period so that they become a guide and are believed by the entire school community. so that it can improve the attitudes and behavior of all school residents.

1) School culture goals

The following are school culture goals that are important to maintain in schools:

- a. Realizing improvements in student learning outcomes.
- b. Creating job satisfaction.
- c. Realizing work productivity.
- d. Directing the behavior of school residents <sup>1</sup> in order to improve the quality of student learning processes and outcomes.
- e. Creating cohesive school community cooperation.
- f. Filtering out a global culture that is incompatible with the school's local culture.
- g. Realizing increased commitment and motivation of school residents to parents of students.
- h. Creating effective schools.

## **2. The Functions of School Culture**

School culture is important for the school environment, so it must receive support from all groups, especially the school community. According to Peterson, the following are some of the functions of school culture:

- a. School culture influences school achievement and behavior and is the basis for students to achieve success. This is because a good school culture can create a calm atmosphere and provide competitive opportunities for these students.
- b. School culture creates creative, innovative, and visionary challenges.
- c. The school's culture differentiates it from other schools, even though it uses the same components.
- d. School culture allows all levels of management to focus on the goals and culture of the school so that it unites and binds them together in carrying out the school's mission.
- e. School culture can be counterproductive and hinder educational and cultural success.
- f. School culture can differentiate and determine certain groups within the school.

- g. School culture transmits all forms of behavior in the school community.

### **3. Elements of School Culture**

School culture emerges as a unique and interesting phenomenon because the attitudes and behaviors that live and develop in schools will reflect the beliefs and convictions of the school community. Hedley Beare divides school culture into two, namely visible elements and invisible elements. Here are the details:

#### **a. Invisible elements**

The visible elements that can be conceptually manifested in school culture by Hedley Beare are Vision, mission, goals, and objectives

- Curriculum
- Communication language
- School narrative and character narrative
- Organizational structure
- Rituals and ceremonies
- Teaching and learning procedures
- Setting a reward or punishment system
- Social psychology services

Patterns of school interaction with the community, parents, and materials in the form of facilities and equipment, artifacts and memories, and uniforms. Invisible elements, then, are the school's basic views on broad reality, the meaning of life, or what the school considers important and must fight for, for example, formulating a vision, mission, goals, and objectives.

#### Example of school culture

There are many examples of school culture that can be developed to improve the quality of education, some of which are:

a) School literacy movement

This activity aims to make students have an interest in reading. The selected reading books must contain national, local, and global moral values. Schools can plan a 15-minute activity reading non-learning books before or after class.

b) Extracurricular activities

Extracurriculars aim to develop students' talents and interests. Apart from that, by actively participating in extracurricular activities, students can socialize better and will get used to being active, creative, and responsible.

c) Get into the habit of spontaneous, excellent, and polite behavior. By accustoming good and polite



behavior to students, this character will grow outside of school, too. Excellent and polite character is considered to have been formed in students if they do it spontaneously.

- d) Set school rules can be used as limits on whether or not students can do something; for example, they cannot be late, they must wear complete uniforms, and so on. Create routine activities that are carried out before and after the learning process.

Activities routinely carried out before and after the learning process will form consistent and orderly characteristics of students and educators. Examples of activities include the flag ceremony every Monday, reading prayers before studying, singing the national anthem, and so on.

#### **4. How to Build a Positive School Culture**

There are several steps in building a positive school culture. Here are the explanations

- 1) The teacher controls student activities. Teacher and student relationships are critical to building a positive school culture. Therefore, teachers can control student activities from the teaching and learning process to outside of these activities.

- 2) Make a class agreement.

Class agreements are created to help teachers and students form practical learning activities. The process of making a class agreement is to formulate clear rules that do not harm several parties and understand the expectations between students and educators.

- 3) Implement a positive disciplinary culture. Then, students and educators must implement a culture of discipline by complying with applicable regulations and agreements.

## **5. Strategy for Maintaining Quality Culture**

According to Nasution (2005), the characteristics of an organization that has a quality culture are 1) Open and continuous communication, 2) Internal partnerships that support each other, 3) Teamwork approach in a process and in overcoming problems, 4) Obsession with continuous improvement continuous, 5) Widespread employee involvement and empowerment, 6) Want input and feedback. Quality culture, according to Goetsh and Davis, is an organizational value system that produces an environment that is conducive to the establishment and continuous improvement of quality. Quality culture consists of philosophies, beliefs, attitudes, norms, traditions, procedures, and expectations to

improve quality. Broad employee involvement and authority.

To ensure optimal quality and service in education. So, the government has spurred the enthusiasm of schools to develop a culture of sustainable quality education. One of the programs is a school with a quality culture. This school is a reference and pilot school at the elementary school level, which has excellence in implementing the education system and developing a culture of quality so that it becomes a benchmark for surrounding schools. Schools with a culture of quality have the task of organizing a quality education system in addition to developing educational innovation with all its supporting aspects. Apart from that, it is also hoped to disseminate educational innovations to other elementary schools and provide facilities for developing other elementary schools with the principle of moving forward together.

Developing a quality culture in elementary schools leads to the provision of quality essential education services through a culture of quality learning, a culture of quality school-based management, and an extracurricular culture. To optimize efforts to fulfill national education standards. Apart from that, we also create innovation and collaboration by encouraging other schools in the area. Strategy to build a quality culture: Identify changes/improvements needed, Put

planned changes in writing, develop a plan to make changes, Understand the emotional transition process, Identify people and support them, Take a heart and mind approach, Implement a courtship strategy to support the Quality Culture program.

## **EXERCISES**

### **Task 1. Pre-comprehension: Answer the questions below!**

1. Explain briefly what you know about school quality culture!
2. What is the importance of conducting a school quality culture?
3. Mention some important points related to school quality culture!

### **Task 2. Post-Comprehension: Answer the questions below!**

1. What is “school quality culture” and how does it differ from other aspects of school management and organization?
2. How can a positive culture of school quality impact student success and overall academic performance?
3. What are the key factors that contribute to developing and maintaining a strong quality culture in schools?
4. How do school leaders and administrators foster a culture of continuous improvement and accountability in the pursuit of educational quality?
5. What role do teachers and staff play in developing and promoting a quality school



culture and how can they participate effectively in this process?

6. How can a school's values, mission, and vision be aligned to establish a quality culture that reflects the unique needs of the school community?
7. What strategies and practices can be used to ensure that all stakeholders, including students, parents, and the community, are actively involved in promoting a positive quality culture in schools?
8. What challenges or obstacles might schools face when trying to establish and maintain a culture of quality and how can they be overcome?
9. What metrics or indicators can be used to evaluate the effectiveness and sustainability of a school's quality culture?
10. How can schools adapt and develop their quality culture to continue to respond to increasing educational demands, technological advances, and changes in social expectations?

**Task 3. Advanced comprehension:**

Write a summary of the learning material discussed in this lesson using your own words. Submit the summary to the Google Drive folder provided by the head of the class!

## UNIT VI

### SCHOOL DEVELOPMENT PLANNING

#### **1. The Concept of School Development Planning**

Planning is a way to make activities run well, accompanied by various anticipatory steps to minimize gaps that occur so that the activity achieves the stated goals (Hamzah B. Uno, 2007). So, planning to develop schools is very important and urgent to do. The reasons are:

- a. Planning is made to prepare for better problem-solving, both visible problems (foreseen) and problems that are not visible (unforeseen). From a plan, it can be seen how to develop a school.
- b. Planning is made to adapt innovations, resolve conflicts, and improve quality to achieve desired results.
- c. Planning can also facilitate problem-solving capabilities. With careful planning, it can open up significant opportunities for development and growth.

In the assessment theory, to make plans, it is very important (urgent) to identify the school's needs (identified), so that school improvement priorities can be scientifically justified.



Figure 1. Planning Process Cycle at School  
(Modified from De Roche)

The review or audit step is part of the assessment to determine needs, which can be interpreted as the gap between what exists and what is expected. Meanwhile, the formulation and reformulation of the general goals of the school (definition or redefinition of whole school aims) are needed to review the school's goals based on the results of the review or audit. Preparation of a school development plan (establishment of school development plan) is the next step, which is followed by a budget process or

process to determine how much expenditure is needed.

If these steps have been carried out, then the implementation of the plan can be carried out. In the end, monitoring, evaluation, and reporting are steps that should be remembered to determine the level of program success.

How do you plan according to Cunningham's theory?

Cunningham (1982) developed the planning process by asking eight key questions; "Where are we? What do we want to aim for? What resources do we need to achieve the goal? When will the plan be implemented? Who is responsible? What impact will this have on human resources? And what will be needed to achieve progress? " To answer this question, Cunningham gave an example of the planning process at a school.

The planning process begins with the desire to know something and answer the following questions:

1) Where are we?

In this first step, planners first understand the internal-external environment, challenges, capabilities, and opportunities related to school improvement planning within six years in the context of programs and services in the school district area.

2) What are we aiming for?

To carry out this second step, a needs assessment activity is required, which includes determining the mission, goals, policies, and strategic objectives.

3) What resources are needed to achieve the goal?

This step requires preparing budgets and resources for operational planning based on strategic planning.

4) How do we achieve the goal?

In the fourth step, planners must formulate operational objectives, programs, procedures, and projects and identify performance objectives and tasks.

5) When will the plan be implemented?

In this case, planners must determine the priority scale and schedule of activities.

6) Who is responsible?

In this step, it is determined who is responsible for carrying out the activity, what their role is, and whether they delegate authority in its implementation.



7) What is the impact on HR?

Planners in this step must be able to identify job satisfaction, performance, individual morale, and organizational climate.

8) What data is used to measure progress?

In the final step, data collection and evaluation of the activities carried out must be carried out.

The eight steps above are in line with the following four steps offered by Russell Ackoff (1982):

- 1) Results planning (ends planning): determining general goals, specific goals, and policies.
- 2) Means planning: the process of selecting methods to implement.
- 3) Resource planning: the process of obtaining the necessary resources (raw materials, money, human resources, etc.).
- 4) Organizational planning: the process of building and improving reciprocal relationships between people and groups.

## **2. The Main Components in Preparing Strategic Planning**

In strategic planning, the organization's vision and mission are first formulated. Once the vision and mission are determined, the strengths and

weaknesses of the organization, as well as the opportunities and threats in the environment, must be assessed. This step is called a SWOT analysis. After that, specific goals and organizational strategies are determined to achieve the vision and mission in accordance with the results of the assessment that has been carried out. Next, the strategy is determined based on the SWOT analysis, and then plans and implementation programs are drawn up. Thus, strategic planning includes mission, goals, change, and development (Cunningham, 1982).

### **3. The Strategy of School Development Planning**

A school development planning strategy is a plan designed to develop a school to make it better. This plan includes formulating the school's vision, mission, and goals, work culture as a challenge in school development, partnership networks as a challenge in school development, and stages of school development. Strategic steps for developing school planning can be carried out in several ways. According to Maksum (2018), in strategic steps for school development, the primary duties of school principals include:

- 1) Strategic environmental analysis using analysis methods such as SWOT, School Self-Evaluation (EDS), or other methods.

- 2) Using National Education Standards (SNP) indicators to be analyzed.
- 3) Finding the gap between natural conditions and expected ideal conditions.
- 4) Grouping school programs that detect gaps based on a priority scale.
- 5) Putting the priority scale into the medium-term work plan (RKJM).
- 6) Describe the RKJM operationally into an annual work plan (RKT).
- 7) Complete the RKT with financing to become a school activity plan and budget (RKAS).
- 8) Carrying out monitoring to determine the extent to which the goals and results of various school plans have been achieved and evaluated in the form of monitoring, supervision, and evaluation.

The school planning development strategy includes several steps, namely:

- 1) Strategic environmental analysis:

Analyzing the school's internal and external environment to determine existing strengths, weaknesses, opportunities, and threats.

2) School self-evaluation:

Carrying out a self-evaluation of school performance to determine the extent to which the goals have been achieved.

3) Formulate the school's vision, mission, and goals:

Determine the direction and goals the school wants to achieve.

4) Formulating strategic programs:

Determining strategic programs that will be implemented to achieve 5-year medium-term goals.

5) Determining implementation strategies:

Determining implementation strategies for strategic programs that have been formulated.

6) Identify physical evidence:

Identify physical evidence that can be used as a basis for formulating recommendations.

7) Formulate recommendations:

Formulate recommendations based on the results of self-evaluation and strategic environmental analysis

## **EXERCISES**

### **Task 1. Pre-comprehension: Answer the questions below!**

1. Explain briefly what you know about school development planning!
2. What is the importance of conducting school development planning!
3. Mention some important points related to school development planning!

### **Task 2. Post-Comprehension: Answer the questions below!**

1. How important is school development planning to achieve educational objectives and improve learning outcomes?
2. How to effectively integrate the school's mission and vision into the school development planning process?
3. What are the steps typically involved in developing a comprehensive school development plan and how can they be tailored to meet the specific needs of a school?
4. How do schools identify and prioritize areas for improvement or development in their planning process?



5. What strategies and resources are available to involve all stakeholders, including teachers, parents, students, and community members, in the school development planning process?
6. How can schools ensure that their growth plans are aligned with district, state, and national educational standards and guidelines?
7. What role does data analysis and evaluation play in informing and shaping the goals and strategies outlined in school development plans?
8. How can schools establish timelines and systems to monitor and evaluate progress toward the goals set out in their development plans?
9. What are the potential challenges and obstacles that schools may encounter when implementing their development plans and how can they be overcome effectively?
10. How can schools periodically update and review their development plans to respond to changing educational priorities, emerging trends and changing community needs?

**Task 3. Advanced comprehension:**

Write a summary of the learning material discussed in this lesson using your own words. Submit summary to the google drive folder provided by the head of the class!

## UNIT VII

# SCHOOL ACCREDITATION

### 1. Definition Accreditation

Definition of Accreditation based on Law Number 20 of the Year 2003 concerning the National Education System, article 1 paragraph (22) is a process comprehensive assessment of the suitability of the unit or program education, the results of which are realized in the form of recognition and eligibility ranking in the form published by an agency that is independent and professional. Meanwhile, according to Ministerial Regulation Education and Culture Number 13 of 2018 concerning Agencies National Accreditation of Schools/Madrasahs and National Accreditation

Early Childhood Education and Non-formal Education, article 1, that

Accreditation is an activity to assess the suitability of an educational unit, primary and secondary education, early childhood education units, and non-formal education based on predetermined criteria to provide quality assurance of education. Accreditation is recognizing an educational institution given by an authorized body after it is assessed that it meets specific standard requirements or criteria. The formal education unit

in question includes <sup>1</sup> elementary schools (SD), Madrasah Ibtidaiyah (MI), Junior High School (SMP), Madrasah Tsanawiyah (MTs), Senior High School (SMA), Madrasah Aliyah (MA), Vocational High School (SMK), Madrasah Aliyah Vocational Schools (MAK), Special Schools (SLB), Special Madrasah (MLB), Cooperation Education Unit (SPK), and other formal education units which is equal.

Accreditation is the process of assessing or evaluating the quality of an institution by a team of experts (called assessors) based on predetermined quality standards. Accreditation is carried out on instructions from an independent body outside the institution, the result of which is recognition of an institution as having met the specified standards. Accreditation is carried out periodically and continuously to determine whether an institution is fit to operate.

So, in this case, the meaning of school accreditation is the recognition and assessment of an educational institution regarding the suitability and performance of an educational institution carried out by the National School/Madrasah Accreditation Board (BAN-S/M), which then results in the form of recognition of a suitability rating.

## **2. The Objective of School/Madrasah Accreditation**

- 1) Providing information about the suitability of the school/madrasah held;
- 2) Providing recognition of eligibility ratings;
- 3) Mapping the quality of education referring to national standards of education and
- 4) providing accountability to stakeholders (stakeholders) as a form of public accountability

## **3. School Accreditation Function**

With the explanation of the objectives above, the results of the accreditation function to:

- 1) Provides an overview of the level of school performance as a tool for coaching, developing, and improving the quality (effectiveness, efficiency, and innovation) of education.
- 2) Providing assurance to the public that accredited schools can provide educational services according to established standards.
- 3) Providing public services so that students will receive good educational services in accordance with national standard requirements

#### **4. Benefits of Accreditation Results**

The results of school/madrasah accreditation are helpful:

- 1) Reference <sup>1</sup> in efforts to improve quality and development of school/madrasah;
- 2) Feedback on empowerment and development efforts performance of school/madrasah residents to implement the vision, mission, goals, objectives, strategies, and school/madrasah programs;
- 3) Motivation for schools/madrasahs to continue to improve their quality education in a gradual, planned, and competitive manner at district/city, provincial, national, and even regional levels and international And
- 4) Information and recommendations from the Government, regional governments, educational foundations/institutions, as well as school/madrasah committees in order to improve school quality.

#### **5. School Accreditation Requirements**

Schools/madrasahs proposing to be accredited must meet the following requirements:

- 1) Having a decision letter for the establishment or operation of a school/madrasah;



- 2) Having students at all grade levels;
- 3) Having educational facilities and infrastructure;
- 4) Having educators and educational staff (PTK);
- 5) Implementing the applicable curriculum And
- 6) Having graduated students.

However, for certain categories of schools, such as special schools, one-roof schools, schools abroad, and cooperative schools, accreditation policies are set that differ from schools in general. According to Government Regulation No. 19 2005 concerning National Education Standards, article 2 paragraph (1) states that its scope includes:

- 1) content standards;
- 2) standard process;
- 3) graduate competency standards;
- 4) standards for educators and personnel education;
- 5) facilities and infrastructure standards; (6) management standards;
- 6) financing standards; and (8) educational assessment standards.

## **6. Accreditation System**

National Accreditation Board for Schools/Madrasahs (BAN-S/M), starting in 2018,

has designed changes to the accreditation system, from changes in administrative compliance (compliance)-based paradigm to based performance (performance). The main things that are assessed are the quality of graduates, the learning process, the quality of teachers, and school/madrasah management.

#### Sequence of accreditation implementation

- 1) System Accredited School/Madrasah Database: List Schools/madrasahs previously accredited. Schools/madrasahs are contained in this database after the system. If this is enforced, you must enter regular data and information into the monitoring system related to unit performance education (BAN-S/M will determine indicators).
- 2) Monitoring data on the dashboard is carried out using a mechanism automatically (machine-generated), and does not involve assessors to prevent conflicts of interest. Evaluation of data and information carried out through the dashboard monitoring system application created thoroughly to ensure that the school/madrasah is Entering the system will provide information about quality education units.
- 3) Accreditation Process: if the school/madrasah has been declared an accreditation target, enter the process stage of accreditation. Principles of

Accreditation Implementation School/madrasah accreditation is carried out based on 6 (six) following principles:

- a. Objective. Various aspects related to the quality performance of schools/madrasahs are checked according to actual conditions based on predetermined indicators.
- b. Comprehensive. An assessment of the quality performance of schools/madrasahs is carried out to all aspects so that the results obtained can fully describe the eligibility conditions for each school/madrasah.
- c. Fair. In implementing accreditation, there is no distinction between schools/madrasahs based on culture, beliefs, and social culture, and regardless of status, schools/madrasahs, both public and private. School/madrasah served and treated fairly and not discriminatory.
- d. Transparent. Information relating to school/madrasah accreditation, such as accreditation tools, standard operational guidelines (POS), schedules, assessment systems, and accreditation results, can be accessed by the public.
- e. Accountable. School/madrasah accreditation can be accountable to stakeholders both in

terms of methods, implementation processes, and the results of the assessment.

- f. Professional. School/madrasah accreditation is carried out by the assessor with adequate competence, training, and integrity.

## **7. Components of the School Accreditation**

In implementing accreditation, several components are used as an accreditation assessment. According to Kherysuryawan.id, there are 4 main components in school accreditation in 2023, namely:

- 1) Graduate Quality Component: Assessing the quality of graduates produced by the school/madrasah.
- 2) Teacher Quality Component: Assessing the quality of teachers who teach in schools/madrasahs.
- 3) Learning Process Components: Assessing the quality of the learning process carried out by the school/madrasah.
- 4) School Management Component: Assessing the quality of school/madrasah management. the form of instrument for school accreditation

## **8. The Teacher's Role in School Accreditation**

One component that determines whether the teaching and learning process can run well and smoothly is the teacher. However, the role of the teacher must be replaced by something. Complete and sophisticated facilities and infrastructure, even if teachers are not competent in the field, these facilities and infrastructure will be destroyed without being used properly. Likewise with the curriculum, whatever the curriculum, the teacher remains the spearhead of its implementation. This is further emphasized by the existence of Teacher and Lecturer Law No. 14 of 2005, which states that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education, formal education, primary education, and secondary education.

Teachers are one component in the education system whose role is crucial. Teachers are the drivers of the learning process, especially those that occur within the school (Afrizawati, Anggraini, and Nurhayati, 2021), as an illustration of the importance of the role of teachers in the educational process. In this process, the role of the teacher is enormous in the learning process.

Teachers are central figures in education because of their role in driving and facilitating



learning, including: 1) explaining that teachers should also have roles as academics, researchers, and lifelong learners. This is related to the role of teachers, which is closely related to the field of pedagogy, so it requires pedagogical skills and other knowledge that supports its role in effectively overseeing the teaching and learning process. Currently, teachers no longer play the role of understanding teacher-centered learning. 2) The teacher is a facilitator who designs how a learning process applies flexible strategies, transparent assessment methods, and activities that motivate students to be actively involved. The assessment of knowledge is carried out by measuring the students' mastery, including factual, conceptual, and procedural knowledge at various levels of thought processes (Widiastuti, 2018). Apart from that, the driving teacher also receives student feedback about the learning process that occurs. This allows the development of an atmosphere of critical thinking, collaboration, communication, and creativity in accordance with the character required by the Republic of Indonesia 4.0 era. (Hoesny and Darmayanti 2021).

1 Law No. 14 of 2005 article 20 paragraph (a) states that in carrying out professional duties, teachers are obliged to plan, implement a quality learning process, and assess and evaluate learning outcomes. However, the reality in the field shows

that the quality of learning in school still cannot meet the process standards set by the government. This can all be seen from the fact that many teachers making lesson plans are still photocopies, not all of the teachers carry out the learning process using the innovative learning approach, teachers still use conventional approaches, and there is a lack of teachers who master IT media to apply in the learning process. Factors that influence the quality of learning in the classroom are teacher competence, learning methods used, curriculum, facilities, infrastructure, and the learning environment, both natural (psychological) social and cultural environments.

The social environment of learning in the classroom and at school (teacher's office and administrative staff) directly or indirectly influences the quality of learning. To create the situation expected in the statement above, a teacher must have the conditions needed to teach and build student learning to be effective in the classroom, working together with each other in learning to create an atmosphere of fun and mutual respect.

The role of teachers is very decisive in efforts to improve the quality of formal education. For this reason, teachers, as learning agents, are required to carry out the learning process as well as possible within the framework of educational development. Teachers have a very strategic function and role in

the development of the educational sector and, therefore, need to be developed as a dignified profession.

1 Law no. 14 of 2005 concerning Teachers and Lecturers Article 4 emphasizes that teachers as learning agents function to improve the quality of national education. To carry out their functions well, teachers must have specific requirements, one of which is competence. The educational process can run effectively and efficiently if teachers have adequate competence in terms of type and content. However, if we understand more about the content in each type of competency, as stated by experts and from the government policy perspective, becoming a competent teacher is not something simple to realize, and improving teacher competency requires serious effort. Comprehensive, from the wishes of teachers, school principals, supervisors, or supervisors and the government, in this case, from the education service level to the department.

Principal supervision also affects increasing student learning achievement because school principals who plan and implement supervision programs regularly will certainly positively impact the quality of learning carried out by teachers. School principals, as supervisors, are required to act as researchers to collect accurate data about the teaching and learning process, analyze it, and then draw conclusions. This role can be carried out, for

example, through planned classroom observation activities, being a good listener regarding various problems presented by the teacher, and trying to follow developments in education and teaching, especially regarding the teaching and learning process. In theory, school accreditation and principal supervision influence student learning achievement. One effort that can be made is to optimize the role of the school principal as supervisor.

School principals, as managers, are tasked with developing personnel performance, significantly increasing teacher professional competence. It needs to be underlined that what is meant by professional competency here is not only related to mastery of the material. Still, it includes all types and contents of competency content, as explained above. From the perspective of national education policy (Ministry of National Education, 2006), there are seven leading roles of school principal supervision, namely, (1) educator (educator), (2) manager, (3) administrators; (4) supervisor (supervisor); (5) leader (leader); (6) creator of work climate; and (7) entrepreneur. The above shows that teachers are vital in the education system, especially in schools.

The curriculum, facilities, costs, and so on will not mean much if the essence of learning, namely teacher interaction with students, is low quality. The teacher's role in transforming input is so important



in education, to the point that many experts state that in schools, there will be no change or improvement in quality without changes and improvements in the quality of teachers (Directorate of Educational Personnel, Ministry of National Education, 2008). Teacher quality is one of the main requirements that must be considered in achieving educational goals.

Teachers are an essential component in schools, considering their dominant role<sup>1</sup> in education in general, because teachers play a role in the learning process, where the learning process is the core of the overall educational process. The learning process is a process that contains a series of teacher and student actions in a reciprocal relationship that takes place in an educational situation to achieve specific goals, where the process contains multiple roles for the teacher.

The role of a teacher includes many things; namely, teachers can act as teachers, class leaders, mentors, learning environment regulators, learning planners, supervisors, motivators, and evaluators. In general, the quality of a teacher can be measured by how ideally he performs in carrying out his duties and roles. Performance is performance or performance. Performance can also be interpreted as work performance, implementation, or performance results.



Quality education is essential for realizing an advanced, modern, and prosperous national life. The history of the development and development of nations teaches us that advanced, modern, prosperous, and prosperous nations have quality education systems and practices. Meanwhile, quality education depends on quality teachers who are professional, prosperous, and dignified. (Awaludin 2017).

Teachers can choose and use various teaching techniques and skills effectively to achieve a more effective learning process. Decisions about what teaching techniques and skills will be selected to perform the teaching function depend on what is known (*what they know*), what one believes (*what they believe*), interests, skills, and personality of the teacher himself. (Hoesny and Darmayanti 2021).

This aligns with Ring's concept regarding teaching function, namely that teachers focus on the "purpose" of the behavior they display when teaching rather than just focusing on the "behavior" of teaching itself. (Ring et al. 1993). Even though teachers have the freedom to choose and use various teaching techniques and skills, general criteria and principles of learning effectiveness can still be established; for example, delivering a good movement task results in students understanding how to do it and the purpose. Every teacher needs to

know this as a tool to evaluate the effectiveness of their learning process. (Erwinsyah 2017)

#### **a) Learning Management**

When carrying out teaching duties in a class, teachers need to plan and determine what learning management needs to be done by considering the condition of students' learning abilities in the subject matter that will be taught in that class. (Afrizawati, Anggraini, and Nurhayati 2021). Develop strategies to anticipate if obstacles and challenges arise so that the teaching and learning process can continue and the predetermined learning objectives can be achieved. Furthermore, in managing the classroom, the teacher must know the objectives of learning management. (Erwinsyah 2017).

The main goal of learning management is to save time and energy. Good learning management helps provide pleasant learning conditions and effective procedures for carrying out activities economically and efficiently. (Nanat Fatah Natsir 2007). Effective learning management is an absolute prerequisite for an effective teaching and learning process. It must be understood that the classroom atmosphere and activities are the closest environment for students throughout their developmental hours at school. In an educational environment,

learning management is vital to pay attention to and understand. (Erwinsyah 2017).

Learning management aims to ensure that every student in a class can study and work in an orderly manner to achieve learning objectives effectively and efficiently. (N. Nurhayati and Rosadi 2022). Meanwhile, learning management is intended to develop students' abilities in using learning tools, provide conditions that enable students to learn, and help students obtain the expected results.

A student's learning conditions will be optimal if the teacher can organize students and learning facilities and control them in a pleasant atmosphere to achieve learning goals. Successful learning management is also supported by good interpersonal relationships between teachers and students and between students and students. (Susilana and Riyana 2008).

Theoretically, It is clear that the teacher largely determines the level of achievement of learning management objectives. This is because teachers try to create classroom conditions so the learning process can run according to its objectives. The actions that teachers need to take in creating classroom conditions are reciprocal and practical communication and interpersonal

relationships between teachers and students, in addition to planning/preparing for teaching.

Educational issues need to receive better attention and handling, which concerns the importance of learning management. Empirical evidence of the weakness of the old pattern of national education management and the rollout of regional autonomy has encouraged adjustments to the old pattern of education management in the future, which has a more nuanced autonomy and is more democratic. (Safitri 2021).

In the old pattern, the duties and functions of the school principal were more about implementing programs rather than taking the initiative to formulate and implement quality improvement programs created by the principal himself, while in the new pattern, the principal has greater authority in managing his institution, decision making is carried out in a participatory manner, schools are more flexible in managing their institutions, a professionalism approach is preferred over a bureaucratic approach, school management is more decentralized, school changes are more driven by the school's self-motivation rather than being regulated from outside the school, educational regulations are more straightforward, the role of the centre shifts from controlling to influencing



and from directing to facilitating, from avoiding risks, using money more efficiently because the remainder of this year's budget can be used for next year's budget, prioritizing teamwork, sharing information with all school members, prioritizing empowerment and a flatter organizational structure so it is more efficient (Slamet 2016)

#### **b) School Accreditation**

Accreditation is an activity to assess the suitability of a program in an educational unit based on predetermined criteria. School accreditation is an assessment activity carried out by the government and independent institutions with authority to determine the suitability of programs and educational units in formal and non-formal education pathways at each level and type of education, based on predetermined criteria, as a form of public accountability carried out objectively, fairly, transparently and comprehensively using instruments and criteria that refer to National Education Standards (Marjuki, Mardapi, and Kartowagiran 2018).

In Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System (President of the Republic of Indonesia, 2003), it is stated that accreditation is carried out



to determine the suitability of educational programs and units in formal and non-formal education pathways at each level and type of education. The accreditation process is carried out regularly and openly to assist and empower educational programs and units to develop existing resources to achieve national education goals. (Awaludin 2017).

The evaluation results are then used as considerations in decision-making. According to Mardapi, assessment includes all methods used to assess individual or group performance. The assessment process includes collecting evidence about the achievements of a program.

In this context, assessment can relate to all educational processes, including curriculum, facilities and infrastructure, administration, learning methods, and students. Apart from that, Mardapi also stated that evaluation is one of a series of activities in improving an institution's quality, performance, or productivity in implementing its programs. All activity programs use evaluation to see the program's success level, determine the effectiveness and efficiency of the ongoing program, and obtain information for determining the next activity. (Marjuki, Mardapi, and Kartowagiran 2018).

Assessment is carried out by collecting and interpreting measurement data adjusted to actual conditions based on factual evidence available in the school. Furthermore, evaluation is making decisions or judgments using reference data from assessment and measurement results based on predetermined standards or criteria. The decision results in the determination of the school's accreditation status, (N. Nurhayati 2021)

School accreditation must be interpreted as an effort to improve educational units' quality, performance, and productivity. There are three essential things in the school accreditation process so that the results can improve the quality of education, namely, input, process, and output.

According to Patil, accreditation is an essential evaluation form to maintain the quality of education. There are three stages of the educational process, namely, input, process, and output. Therefore, it is necessary to carry out a comprehensive assessment covering aspects of input, process, and results in the accreditation process. School accreditation results can also be used as evaluation material. The evaluation aims to see whether the planned program has been achieved, is valuable, and is efficient in its implementation. Evaluation of the quality of an

educational unit is an important thing that must be carried out by the educational unit itself, educational providers, and external parties. (Patil and Pudlowski 2005)

## **EXERCISES**

### **Task 1. Pre-comprehension: Answer the questions below!**

1. Explain briefly what you know about school accreditation!
2. What is the importance of conducting school accreditation!
3. Mention some important points related to school accreditation!

### **Task 2. Post-Comprehension: Answer the questions below!**

1. What is the purpose and importance of school accreditation in the education system and what impact does it have on the quality of education?
2. What are the major accrediting agencies and organizations responsible for evaluating and accrediting schools, colleges, and universities?
3. How do accreditation processes differ between public and private educational institutions and what are the common criteria used for evaluation?
4. What specific standards and criteria do accreditation agencies typically use to evaluate the performance and quality of educational institutions?

5. How often must schools go through the accreditation process and what are the consequences of not maintaining accreditation status?
6. What role do self-assessment and internal reviews play in preparing for the accreditation process and how can schools effectively engage in this self-assessment?
7. How does accreditation affect students and their ability to transfer credits between accredited institutions or apply for financial aid?
8. What are the benefits and challenges of international accreditation for schools and universities, especially in the context of global education?
9. How does accreditation promote continuous improvement in schools and what mechanisms exist to support continuous improvement in educational quality?
10. What are the possible implications of accreditation for schools in terms of funding, reputation, and ability to attract students?

**Task 3. Advanced comprehension:**

Write a summary of the learning material discussed in this lesson using your own words. Submit summary to the google drive folder provided by the head of the class!



## UNIT VIII

### AREAS OF EXPERTISE

#### 1. Concept of Problem Solving

Problems are a part of life, man. Simple problems can be answered through a simple thinking process, while complex problems require steps for complex solutions, too. This means that solving a problem requires an ability specific to the individual who wants to solve the problem. Problem-solving ability is a skill in students to be able to use activities to solve problems, problems in sciences, and everyday life problems. The problem-solving process provides opportunities for someone to play an active role in learning, searching, and finding their own information or data to process into concepts, principles, theories, or conclusions.

Problem-based learning is learning that is delivered by presenting something with problems, asking questions, facilitating investigations, and opening a dialogue. Problem-based learning is a set of teaching models that uses problems as a focus to develop skills, problem-solving, materials, and self-regulation. Problem-solving is a planned process that needs to be carried out in order to obtain a specific solution to a problem that may take time to obtain. Another opinion states that problem-solving

is an effort to find a way out of a difficulty. Problem-solving has been defined as a high-level cognitive process that requires more modulation and control than routine or fundamental skills. Several definitions of problem-solving can be summarized as follows:

- 1) Problem-solving ability is a general goal of teaching.
- 2) Problem-solving, including methods, procedures, and strategies, is the core and primary process in the curriculum.
- 3) Problem-solving is an essential ability in learning. When solving problems, students are faced with several challenges, such as difficulty in understanding the problem. This is because the problems faced are not problems that students have faced before.

## **2. Problem-Solving Stages**

There are four stages of problem-solving, <sup>1</sup>namely (1) understanding the problem, (2) planning a solution, (3) implementing the plan, and (4) checking again (Polya, 1973:5). The Polya problem-solving diagram can be seen in Figure 2.



Figure 2. Polya Trouble Shooting Diagram

From the problem-solving stage diagram above, it can be detailed as follows (Polya, 1973: 5-17):

**1) Understanding the problem (*understand the problem*)**

The first stage in problem-solving is understanding the problem. Students need to identify what is known, what exists, quantities, relationships, and associated values, and what they are looking for. Some suggestions that can help students understand complex problems: (1) ask questions about what they know and are looking for, (2) explain the problem in their own

words, (3) relate it to other similar problems, (4) focus on the part important aspects of the problem, (5) developing a model, and (6) drawing a diagram.

## **2) Make a plan (*devise a plan*)**

Students need to identify the operations involved and the strategies required to solve a given problem. This can be done by students in ways such as: (1) guessing, (2) developing a model, (3) sketching a diagram, (4) simplifying the problem, (5) identifying patterns, (6) making tables, (7) experimenting and simulation, (8) working in reverse, (9) testing all possibilities, (10) identifying sub-goals, (11) making analogies, and (12) ordering data/information.

## **3) Implement the plan (*carry out the plan*)**

What is implemented clearly depends on what has been planned beforehand and includes the following: (1) interpreting the information provided into form; and (2) implementing strategies during ongoing processes and calculations. In general, at this stage, students need to maintain the plan they have chosen. If, for example, the plan cannot be implemented, then students can choose another method or plan.

The following aspects need to be considered when rechecking the steps previously involved in resolving the problem, namely: (1) rechecking all vital information that has been identified; (2) check all the calculations involved; (3) consider whether the solution is logical; (4) look at other alternative solutions; and (5) reread the question and ask yourself whether the question has been truly answered.

Meanwhile, there are five stages that can be carried out in solving problems, namely as follows:

- 1) Reading (*read*). Activities carried out by students at this stage are noting keywords, asking other students what is being asked about the problem, or restating the problem in language that is easier to understand.
- 2) Explore (*explore*). This process includes looking for patterns to determine the concept or principle of the problem. At this stage, students identify the problem given, presenting the problem in a way that is easy to understand. The question used at this stage is, "What is the problem like"? At this stage, drawing or table-making activities are usually carried out.
- 3) Choosing a strategy (*select a strategy*). At this stage, students draw conclusions or make hypotheses about how to solve the problems they



encounter based on what they have obtained in the first two stages.

- 4) Solve the problem (*solve the problem*). At this stage, all skills, such as counting, are carried out to find an answer.
- 5) Review and discuss (*review and extend*). At this stage, students recheck their answers and see variations in how to solve the problem.

Meanwhile, Dewey (Carson 2008: 39) states that the level of problem-solving is as follows:

- 1) Facing problems (*confronting problems*), namely feeling a difficulty. This process can include becoming aware of the unknown and frustration at the ambiguity of the situation.
- 2) Problem definition (*define the problem*), namely classifying the characteristics of the situation. This stage includes activities of specifying what is known and what is not known, finding goals, and identifying standard and extreme conditions.
- 3) Solution discovery (*inventory of several solutions*), that is, looking for a solution. This stage can include activities of paying attention to patterns, identifying steps in planning, and selecting or finding algorithms.
- 4) Consequences of the alleged solution (*conjecture consequence of solution*), namely carrying out plans for suspected solutions. Such as using

existing algorithms, collecting additional data, conducting needs analysis, reformulating the problem, trying it for similar situations, and getting results (answers).

Testing the consequences (*test consequences*), i.e., testing whether the problem definition fits the situation. This stage can include evaluating whether the hypotheses are appropriate. Is the data used appropriately? Is the analysis used appropriately? Is the analysis appropriate to the type of data available? Are the results reasonable? And can the plan used be applied? In another matter?

### **3. Five problems in school management include the following:**

- 1) Education is narrowed in meaning to teaching

Sometimes, learning and teaching activities have a narrow meaning and become an activity of transferring knowledge whose culmination is ended with test after test. Thus, the exam is the final result of the peak of educational activities. Learning achievement is measured by the ability to answer several essay questions and choices. Unconsciously, period teaching is only oriented toward cognitive evaluation, while attitudes, values, and morals are simply ignored. Even though educational activities are integrated

activities that combine attitudes, abilities, intellectual and behavior of students.

## 2) Weak Vision and Mission of Educational Institutions

Appropriate vision and mission of an educational institution becomes an urgent starting point that should be addressed by management. The vision of educational institutions has been designed from the start to become an umbrella in input activities, processing up the output of learning and teaching activities to produce profitable outcomes. With the vision and mission of educational institutions, we can plan innovation and determine what is needed in educational activities.

## 3) Education Management is more administrative.

Education management and teaching performance of teachers/lecturers more focuses on administrative demands rather than creating culture-quality learning. The activities are conducted to ensure completion of the syllabus and lesson plan and are heavily loaded with paper rather than paying attention to the quality of the process. The quality only becomes a slogan and needs to be actually achieved to a high standard. Education personnel are busy with the fulfillment of paperwork they need to keep up

with their accreditation and personal certification.

4) Lack of qualified human resources

Educational resources, good teacher teaching performance, quality student learning culture, budget, facilities and infrastructure, and management education still need to be improved and more significant in realizing the goals of National Education. There are more educational resources available focused on administrative matters rather than process-oriented learning as a whole, total and comprehensive.

5) Weak **Science and Technology**

The growth **and development of** technology in this era of globalization, digitalization, reform, and autonomy can shift and develop school management. The current technological developments have the potential to start being produced, developed, competed, and validated not only in the environment of higher education institutions. Many developments are outside the higher education environment, especially in institutions, government, and productive industrial sectors. So that there is an image of the institution. The industrial world of science and technology leaves behind higher education.



#### **4. Solutions offered to solve the problems above**

Education is closely related to globalization. Education may not symbolize the process of globalization that will create a global society. Among the solutions to overcome the above problems are efforts constructive elements that should be earthed include:

##### **1) Education with a global perspective**

In moving towards the digital era 4.0, Indonesia must carry out reforms in the educational process by creating a more comprehensive education, flexible, systematic, and global outlook so that para graduates can function effectively in a democratic society. Education should be broadened to more than just struggling with assignments or teaching alone.

For this reason, education must be designed in such a way that allows students to develop natural and creative potential in a total atmosphere of freedom, togetherness, and responsibility. Besides that, education must produce graduates who can understand the community and all the factors that can support it in achieving success or obstacles that cause failure in social life. One alternative that can be done is developing education with a global perspective.



## 2) Improving Quality

Quality education is education that is capable of carrying out processes' maturation of the quality of students who are developed by means of freeing students from ignorance, inability, dishonesty, and bad morals and faith. Quality education is born from a sound management system (good management system) of the system, good planning (good planning system), and delivered by the teacher good teachers with quality educational components.

To stem the quality and management of education, there is an applicative implementation that is in accordance with the main strategic plan and statutes, vision, mission, and objectives of education institutions that require strong commitment, teamwork, and innovative thinking. After having a mature vision and mission, educational institutions must also have visionary leadership so that the vision and the mission can be socialized and transformed to the academic community and community so that the vision and mission can run well.

## 3) Mastering Science and Technology

Education strategy in anticipating <sup>1</sup> advances in science and technology lies in the ability to configure value systems that are accommodating to the aspirations to race within the competition

in the field <sup>1</sup> of science and technology on the one hand and capability on the other in psychological and pedagogical creative power to transfer Modern science and technology itself.

The school manager responds and forms a capable institution to provide services quickly and accurately (service management). Making changes or developments in media-based learning technology and science, evaluating institutions by improving the number of members and the number of assets that must be managed, and being dynamic and open to all changes in the political life of education.

#### 4) Open and uncomplicated administrative management

Each type and level of educational management has its own specifics but is basically problem-solving. Education administration targets improving the quality of educational components as well as the mobility of these components.

These efforts, in turn, can improve <sup>1</sup> the quality of management education and experience education of employees. Efforts to solve educational administration problems. The outline includes things that are physical and soft, personnel, and management.

5) Producing graduates who have high competitiveness

To produce output that high competitiveness, you must be supported by a teaching and learning process based on student empowerment, namely a learning process that is more interactive, inspiring, exciting, challenges, motivates students to be active, foster initiative, creativity, independence, according to talents and interest, and set an example. Through a teaching and learning process, it is hoped that it can produce graduates who are superior, empowered, and full of confidence.

As a professional education management, every school is required to to make changes toward more dynamic. They must have a continuous enthusiasm for looking for new breakthroughs to produce a change in the nature of development and refinement, from tense conditions again worrying about becoming a more dynamic condition, both physically and academically, such as changes in scientific enthusiasm, learning atmosphere, and improving education management strategies. Besides, education managers must try hard to move their subordinates to change, at least support changes initiated proactively and dynamically, and even progress toward the development of global education and industry.

## **5. Analysis of Expertise Area Based on School Management**

Education is a learning experience in the form of formal learning, non-formal and informal, which are carried out at school and outside school, lasts a lifetime, intending to optimize consideration of individual abilities so that in the future they can play a role in life appropriately. Education must be carried out holistically planned. Education must be organized into a program consistently involving all intermediate educational components: Educational objectives, educators, students, facilities and infrastructure, curriculum, funding, community, educational assessment, and management education.

Considering that the educational aspect is essential, making efforts to improve the quality of education must be carried out continuously continuously. Through education, empowerment, maturity, independence, and the overall quality of the nation can be realized. Quality becomes the only thing that matters in education, business, and government.

The <sup>1</sup>problem currently facing the Indonesian nation is the low quality of education at every level <sup>1</sup>nd educational unit. Many efforts have been made to improve the quality of national education, for example, developing national and local curricula,



increasing the competency of teachers through training, providing improvements to educational facilities and infrastructure, and improving the quality of school management. But with that said, various Education quality indicators have yet to show significant improvement. Part schools, especially in cities, show an increase in the quality of education, which is quite encouraging but different from schools in the village. It is still worrying. Quality is something that is an opportunity to put in a competitive position. Quality is the adjustment of benefits and uses.

It has been stated that to achieve an educational process, all forms of power and effort are required. Aimed at starting from the main objective to the objectives of the sub-topics, the implementation of high-quality education programs has been included in order to create individuals who are able to compete with other individuals. Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious, spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, nation, and state.

The school is one of the three educational centers required to produce superior output. School is also a system of social interaction of an entire organization consisting of personal interactions



linked together in a relationship. A school is one formal educational institution specifically established to provide services and organize socialization or education processes to prepare humans to become individuals, citizens of society, the state, and the world in the future.

The main objective of implementing school-based management is to improve the quality of education, balance the authority structure between schools and government through independence and internal school initiatives, manage and empower available resources in a manner that increases the awareness of school residents and the community in the implementation of education in schools. The concern of the school community and society will increase the sense of responsibility of parents, society, and the government regarding the quality of school education.

It has been stated that educational unit standards must follow the rules set by the government in order to achieve the objectives of implementing education by paying attention to:

### **1) Planning (planning)**

Selection of a set of activities and subsequent decisions on what should be done, when, how, and by whom. Planning is the basic process by which management decides on goals and how to achieve them. Planning in organizations is

essential; in fact, planning plays a more significant role than other management functions.

## 2) Acting

<sup>1</sup> An action to ensure that all group members strive to achieve targets in accordance with managerial and business planning. Implementation is the process of mobilizing people to carry out activities to achieve goals so that process efficiency and work result effectiveness are realized. Meanwhile, implementation is an activity to realize plans into real actions to achieve goals effectively and efficiently.

## 3) Supervision (Supervisor)

<sup>1</sup> Supervision of school management includes monitoring, supervision, evaluation, reporting, and follow-up on supervision results. Monitoring of school management is carried out by school committees or other forms of representative institutions of interested parties on a regular and ongoing basis to assess management efficiency, effectiveness, and accountability. Meanwhile, supervision of academic management is carried out regularly and continuously by the school principal and school supervisor.

#### **4) Leadership (Leadership)**

The process of influencing or giving an example by a leader to his followers to achieve organizational goals. Leadership is "doing it on the job" with practices such as apprenticeship to a master artist, craftsman, or practitioner. In this case, leadership is very urgent in creating an educational unit as the primary support for successful performance so that it is more conceptualized.

#### **5) Management (Management)**

The definition of management is an art in science and organization such as planning, building an organization and its organization, movement, and control or supervision. Management is also defined as one of the work activities that every organization has to achieve a planned organizational goal in order to reach a satisfactory peak.

#### **6) Assessment**

The process of collecting and processing information to determine the achievement of student learning outcomes. The primary assessment is carried out by the teacher through observation during a certain period of time and attitude assessment is not carried out on every basic competency (Widiastuti & Saukah, 2017). If we look closely at the sentence, assessment is

the process of collecting and collecting and processing student learning outcomes, namely data obtained during the learning process and testing activities, but in reality, many teachers or educators collect and process information on student learning outcomes only from testing. through tests or exams.

Education is the responsibility of all individuals in life. Education is very important for human life, starting from multi-individual and individual personality. There has been much discussion about problems in the scope of education, including starting from the structured systems that exist in the world of education itself. Every effort has been made so that the world of education succeeds with what has been planned. Regulation after regulation has been implemented in the preparation of education implementation programs from the Central, Provincial, and regional levels down to the lowest level. To achieve these regulations, they can be implemented according to the government's wishes in order to create the nation's next generation who are dignified and qualified in their scientific intelligence.

In the view of Islamic teachings, everything must be done neatly and structured. This must be done in a timely manner, starting from the smallest matters to the largest matters. To achieve a neat process, there must be a management system so that the

performance and objectives of educational regulations can be achieved. In accordance<sup>1</sup> with National Education Government Regulation no. 19 of 2017: Concerning Education Management Standards by Primary and Secondary Education Units. Article 1: "Every educational unit is obliged to comply with nationally applicable education management standards."

This means that all educational units can be aligned in carrying out education management in accordance with what is determined by the government. Generalization in various matters includes:

- 1) Each educational unit must have guidelines that regulate:
  - a. Curriculum
  - b. Staffing
  - c. Learners
  - d. Facilities and infrastructure
  - e. Education financing
  - f. Educational support units
  - g. Educational special services
  - h. Public Relations.
- 2) Each educational unit is managed on the basis of an annual work plan, which is based on the



medium-term work plan of the educational unit which covers a period of 4 (four) years, namely:

- a. Educational/academic calendar, which includes learning schedules, tests, exams, extracurricular activities, and holidays.
- b. Schedule for preparing the educational unit-level curriculum for the next academic year.
- c. Subjects or subjects offered in odd semesters, even semesters, and short semesters, if any.
- d. Assignment of educators to subjects or courses and other activities. Lesson textbooks are used in each subject.
- e. Schedule for use and maintenance of learning facilities and infrastructure.
- f. Procurement, use, and minimum inventory of consumables.
- g. Program to improve the quality of educators and education personnel, which includes at least the type, duration, participants, and program organizers.
- h. Schedule of educational council meetings, educational unit consultation meetings with parents/guardians of students, and educational unit meetings with

school/madrasah committees for primary and secondary education levels.

- i. Schedule of lecturer council meetings and academic senate meetings for higher education levels.

However, there are still many schools that do not meet the criteria set by the government in terms of education management units. This is a problem, and it is very urgent for the central government to delve deeper into the problems that exist in the world of education. By focusing more on educational units at levels from the top to the lowest level.

One of the problems that stands out in education is the recruitment of workers or staff in the implementation of the work system. In various schools, there are many problems regarding this problem, which underlies the failure to achieve educational unit regulations. To advance the quality of education that is being handled by educational institutions, the role of each management in accordance with their field can be the initial foundation for overcoming this problem. Usually, in this recruitment, most schools do not pay attention to the provisions that have been set for recruiting new employees, especially in private schools. Most recruit for the following reasons:

- a. Accepted because they are still relative
- b. Recruited because of close friends

- c. He was recruited because he had made a contribution during his lifetime
- d. Accepted because it was brought in by an insider (long-standing permanent employee)
- e. Accepted because it was passed on from their parents (hereditary).

From the problem of recruiting new employees, it is obvious that the management of the education unit is damaged. In fact, it is clear from government regulations that there are several criteria that a new employee must have and requirements that must be met. However, these problems should be paid more attention to by the government, even though the consequences are fatal if they are addressed immediately and a solution is found. Formally, it has become mandatory that a professional job requires conditions that must be met, including<sup>1</sup> work as a teacher. These requirements are intended to determine a person's suitability for the job. In addition<sup>1</sup> these requirements are intended so that a teacher can carry out his duties and responsibilities professionally and can provide services that meet expectations.

<sup>1</sup> Government Regulation no. 19 of 2005 concerning National Education Standards Chapter VI Article 28 states that:

1. Educators must have academic qualifications and competence as learning agents, be physically

and spiritually healthy, and have the ability to realize national education goals.

2. Academic qualifications, as referred to in paragraph (1), are the minimum level of education that must be met by an educator as evidenced by a relevant diploma and/or expertise certificate in accordance with applicable statutory provisions.
3. Competence as a learning agent or at primary and secondary education levels, as well as early childhood education, includes: a) pedagogical competence, b) personality competence, c) professional competence, and d) social competence.
4. A person who does not have a diploma and expertise certificate as intended in paragraph (2) but has unique skills that are recognized and required can be appointed as an educator after passing a suitability and equality test.

From the regulations above, it has been explained that educators must have quality academic competence. However, there are still educational units that are arbitrarily not based on these standards.

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious and spiritual strength, self-control,



personality, intelligence, noble character, and the skills needed by themselves, society, nation, and state.

One of the problems that stand out in educational matters is regarding employment recruitment or staffing in implementing the work system. In various schools, there are many problems regarding this problem, which underlies<sup>1</sup> the failure to achieve educational unit regulations. To improve the quality of education that educational institutions are handling, the role of each management in accordance with their field can be the initial foundation for overcoming this problem. Usually, in this recruitment, most schools do not pay attention to the provisions that have been set for recruiting new employees, especially in private schools.

From the problem of recruiting new employees, it is obvious that the management of the education unit is damaged. In fact, it is clear from government regulations that there are several criteria that a new employee must have and requirements that must be met.

School-based management is essentially also a model management that provides autonomy (authority and responsibility). Greater to the principal), giving flexibility to the school, encouraging direct participation from school members (teachers, students, principal, employees)



and the community (parents of students, figures related communities), and improving the quality of schools based on national education policies and applicable laws.

One of the components of school quality is that the school can produce achievements and high academic performance of students by using resources efficiently and carefully, creating a supportive school climate, and creating a quality learning process. From this analysis, one component of school quality is good-quality learning; if the quality of the learning at the school is good, it will encourage improvement, and the school becomes a quality school.

## EXERCISES

### **Task 1. Pre-comprehension: Answer the questions below!**

1. Explain briefly what you know about school areas of expertise!
2. What is the importance of conducting school areas of expertise!
3. Mention some important points related to school areas of expertise!

### **Task 2. Post-Comprehension: Answer the questions below!**

1. What are the specific areas of specialization that a school can focus on to establish itself as a centre of educational excellence?
2. How can schools identify and prioritize areas of specialization based on the unique strengths and resources they have?
3. What strategies can schools use to develop expertise in areas such as STEM education, the arts, sports, or vocational training?
4. How does focusing on specific areas of specialization benefit students and their overall educational experience?

5. What role do teachers, staff, and administrators play in developing and maintaining areas of expertise in schools?
6. What challenges might schools face in developing and maintaining expertise in specific areas and how can they be overcome?
7. How can schools effectively communicate and market their areas of expertise to prospective students, parents, and communities?
8. How can schools collaborate with external organisations, industry partners and experts to enhance their areas of expertise?
9. How do the areas of specialization contribute to the school's long-term vision and mission and how can they align with educational goals and standards?
10. How do areas of specialization affect a school's reputation, enrolment, and ability to attract and retain talented educators and students?

**Task 3. Advanced comprehension:**

Write a summary of the learning material discussed in this lesson using your own words. Submit summary to the google drive folder provided by the head of the class!

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## GLOSSARY

Academic Program	A way for companies to make their products and services available to those affiliated with a higher education institution
Accomplishment	Something that has been achieved successfully
Accountable	Responsible for and having to explain your actions
Achieve	to do or obtain something that you wanted after planning and working to make it happen
Accreditation	A formal, independent verification that a program or institution meets established quality standards and is competent to carry out specific conformity assessment tasks.
Activities	Is a situation in which a lot of things are happening or being done
Administering	To control the operation or arrangement of something
Administrator	Someone whose job is to control the operation of a business, organization, or plan
Applied	Having a practical purpose or use
Area	the total space taken up by a flat (2-D) surface or shape of an object

Authority	The power or right to control, judge, or prohibit the actions of others
Assessment	The act of judging or deciding the amount, value, quality, or importance of something, or the judgment or decision that is made
Budgeting	The process of creating a plan to spend your money
Childhood Education	A term refers to educational programs and strategies geared toward children from birth to eight year-old
Community	The people living in one particular area or people who are considered as a unit because of their common interests, social group, or nationality
Community Engagement	People working together to affect positive change
Content standards	Minimum criteria that cover the scope of material to achieve graduate competency in certain pathways, levels and types of education.
Continuity	The state of continuing over time, esp. without change or interruption
Controlling	A primary goal-oriented function of management in an organisation.
Curriculum Standards	Curriculum that must be taught in schools and the academic standards that must be achieved by students
Directing	The process of instructing, guiding, counselling, motivating, and leading people in an organisation to achieve the organisational goals



Decentralization	The process by which the activities of an organization, particularly those regarding planning and decision-making, are distributed or delegated away from a central, authoritative location or group and given to smaller factions within i
Decision-Making	The act or process of deciding something especially with a group of people
Decentralized Authority	The process by which the authority in an organization is delegated to the lower level managers.
Democratic	Relating to, appealing to, or available to the broad masses of the people
Development	The process of growth, or changing from one condition to another. In economics, development is change from a traditional economy to one based on technology
Education	The transmission of knowledge, skills, and character traits. Its precise definition is disputed and there are disagreements about what the aims of education are and to what extent education is different from indoctrination by fostering critical thinking
Educational constitutional products	A number of elements and policies formed within a country's legal framework to regulate the education system
Education Law	Legal basis that regulates a country's education system

Educational Rights and Freedoms	Educational constitutions generally recognize the right of every individual to obtain a quality and relevant education
Education System and Organizational Structure	Organizational structure of the education system
Education assessment standards	Minimum criteria regarding the mechanism for assessing student learning outcomes
Educator standards	Minimum criteria for competency and qualifications that educators have to carry out their duties and functions as role models, learning designers, facilitators and motivators of students.
Educator	A person who teaches people
Efficiency	The quality of achieving the largest amount of useful work using as little energy, fuel, effort, etc. as possible
Egalitarian	Believing in or based on the principle that all people are equal and deserve equal rights and opportunities
Eliminate	Completely remove or get rid of (something)
Evaluation	The making of a judgement about the amount, number, or value of something; assessment
Facilities and infrastructure standards	Minimum criteria for facilities and infrastructure that must be available to the Education Unit in providing education

Feedback	Information or statements of opinion about something, such as a new product, that can tell you if it is successful or liked
Financial	The finances or financial situation of an organization or individual
Financing standards	Minimum criteria regarding the components of education financing in educational units. Education financing consists of investment costs and operational costs
Flexibility	The ability to change or be changed easily according to the situation
Graduate competency standards	Minimum criteria regarding the unity of attitudes, skills, and knowledge that show the student's ability achievements from their learning outcomes at the end of the education level.
Globalization	A term used to describe the increasing connectedness and interdependence of world cultures and economies
Headmasters	A man who is the head teacher in a school.
Humane	Having or showing compassion or benevolence
Implementation	The process of making something active or effective
Improvement	The act or process of improving
Innovative teaching	The process of proactively introducing new teaching strategies and methods into the classroom

Inspection	A study of school conditions, to discover problems or defects of the students, teachers, equipment, school curriculum, objectives, and methods
Instructional Leadership	The traits possessed by effective educational leaders to inspire action and optimism.
Institutionalization	Process of developing or transforming rules and procedures that influence a set of human interactions
Laboratories	A room or building equipped for scientific experiments, research, or teaching, or for the manufacture of drugs or chemicals
Leadership	The action of leading a group of people or an organization
Libraries	A building or room containing collections of books, periodicals, and sometimes films and recorded music for use or borrowing by the public or the members of an institution
Madrasah	A college for Islamic instruction
Management	The administration of an organization, whether it is a business, a non-profit organization, or government body
Management Standards	Minimum criteria regarding planning, implementation, and supervision <sup>1</sup> of educational activities carried out by the Education Unit so that the implementation of education is efficient and effective

Mission	An important assignment given to a person or group of people, typically involving travel abroad
Monitoring	Observe and check the progress or quality of (something) over a period of time; keep under systematic review
Multidisciplinary	Combining or involving several academic disciplines or professional specializations in an approach to a topic or problem.
National Education Standards	A set of guidelines and parameters that regulate all aspects of education in this country.
Opportunities	A time or set of circumstances that makes it possible to do something
Objective-based	Based on facts rather than feelings or opinions
Organizing	Arrange systematically; order
Planning	The process of making plans for something
Practicability	The quality of being practicable; viability
Primary	First in order of time or development
Principal Leadership	Those who articulate their values, make decisions guided by their values, and consistently live their values in a transparent manner, all while clearly adhering to the ethical codes and standards of their environment



Problem-solving	A skill in <sup>1</sup> students to be able to use activities to solve problems, problems in sciences, and in everyday life problems
Professionalization	The action or process of giving an occupation, activity, or group professional qualities, typically by increasing training or raising required qualifications
Process standards	Minimum criteria for the learning process based on pathway, level, and type of education to achieve graduate competency standards.
Quality education	Education that is capable of carrying out processes' maturation of the quality of students who are developed by means of freeing students from ignorance, inability, dishonesty, and bad morals and faith
Responsibilities	The state or fact of having a duty to deal with something or of having control over someone
Semi-Profession	An occupation that requires advanced knowledge and skills but is not widely regarded as a true profession
School	An institution for educating children/ any institution at which instruction is given in a particular discipline
School-Based Management	A management framework which is school-based, student-centred and quality-focused
School Board	A unit of local government that determines the policy, budget, leadership, and administration within a certain district's public schools

School quality culture	Factor in education to shape students into human beings with noble character, honesty, responsibility, optimism, courage, skill, cooperative behavior, tenacity, discipline, and integrity
Scientific paper	A work that contains and examines a particular problem using scientific principles
Student Committee	An administrative organization of students in different educational institutes ranging from elementary schools to universities and research organizations around the world
Supervising	Observe and direct the execution of (a task or activity)
Supervision	An activity carried out by a supervisor to view, observe, and assess an activity implementation process to then be used as material for providing considerations, suggestions, or recommendations for improving quality
Stakeholders	A party that has an interest in a company and can either affect or be affected by the business
Strategic environmental analysis	Analyzing the school's internal and external environment to determine existing strengths, weaknesses, opportunities, and threats.
School self-evaluation	Carrying out a self-evaluation of school performance to determine the extent to which the goals have been achieved

Teacher	A party that has an interest in a company and can either affect or be affected by the business.
Teacher performance assessment	An assessment process achievements regarding teacher performance in the past or currently based on their work environment and about the teacher's rewarding future potential and contribution to the progress and quality of the school.
Transparency	The condition of being transparent
Vision	The ability to think about or plan the future with imagination or wisdom

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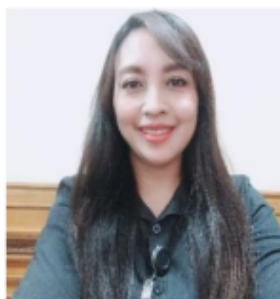
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## CURRICULLUM VITAE



Ida Ayu Made Sri Widiastuti received her two Master's degrees in English Education from the Ganesha University of Education and Linguistics from the Udayana University both in 2013, and Doctoral degree in English Language Teaching from the State University of Malang in 2019. She is an Associate Professor and has been a lecturer in the English Language Education study program at the Faculty of Teacher Training and Education Universitas Mahasaraswati Denpasar since 2010. Currently, the writer is actively conducting research in the fields of Education and Assessment and has many publications published in various accredited national and reputed international journals. In addition, the writer is also active as a national evaluator for lecturer's workload (BKD), a member of the National Accreditation Board for School/Madrasah (BAN S/M), a reviewer of reputable national and international journals, and a speaker or resource person in various national and international seminars and conferences.



# SCHOOL MANAGEMENT

School management is an effort to improve school performance in achieving educational goals, both national and institutional. Every school has several factors performance indicators to be achieved. Management for schools can also be interpreted as the process of managing and administering schools. Management here intends to empower human resources and other resources to achieve school goals. Like a school principal who is required to carry out his duties and functions in managing school components to achieve the formulated goals.

The concept of education or school management is divided into two aspects, namely external and internal management. Internal school management comprises laboratories, libraries, buildings and other physical facilities, implementation of educational evaluations, funding sources, and relationships between teachers and students. Besides, external management includes relationships with parties outside the school. These include the community, education department, education council, and school committee.



**Penerbit Haura Utama**

Anggota IKAPI Jawa Barat  
Instagram: @haurautama  
Website: penerbithaura.com  
Email: haurautama@gmail.com

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