

QUALITY CULTURE DEVELOPMENT MODEL IN STATE ELEMENTARY SCHOOL-TENGGARONG

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Abstract---The purpose of this study was to find a model for developing a quality culture in State Elementary School - 02 Tenggarong. This research used a qualitative approach with a phenomenological type. Data was collected through participant observation, in-depth interviews, and documentation. The research instrument is the researcher himself. Key people are the principal, the teacher, and the school supervisor. Data were analyzed using the Miles and Huberman interactive model. Data validity is through credibility, transferability, dependability, and confirmability. This research found: (1) School quality culture is a superior school in PBM, MBS, and extracurricular; the meaning is in accordance with the results of the quality culture guidance; (2) Quality culture indicators are the implementation of the seven pillars of MBS effectively and efficiently; the meaning is in accordance with the results of the quality culture guidance; (3) there are five steps of quality culture; the meaning is in accordance with the experience at school; (4) there are seven factors supporting quality culture; the meaning is in accordance with the experience at school; (5) there are five factors that inhibit quality culture; the meaning is in accordance with the experience at school; (6) there are eight steps to overcome the inhibiting factors of quality culture; the meaning is in accordance with the experience at school; and (7) there are four ways to develop a quality culture; the meaning is according to experience in school.

Keywords: developing quality culture; inhibiting and supporting quality culture; school based management (MBS): quality culture,

I. INTRODUCTION

School moral education in any country is carried out in certain social and cultural contexts, Theodore Roosevelt says educating people in the mind and not in morals means educating threats to society.(Roosevelt, 2013). Education in a general sense is a form of learning in which the knowledge, skills and habits of a group of people are transferred from one generation to the next such as teaching, training, research, or self-taught.(Carpenter, 2015)

National Education aims to educate the nation's life and develop Indonesian people as a whole, that is, people who have faith and are devoted to God Almighty and virtuous character, have knowledge and skills, a steady and independent personality, and social and national responsibility Education is only complete when it leads to all individual developments, which include not only mental development but also moral development(Robingaenah, 2018). Moral education influences individual social thinking and makes him distinguish between what is right and what is wrong. Moral education is a basic need for modern times where one quickly witnesses the decline of moral values(Rosita, 2016). Moral education is important because it teaches diversity, tolerance, mutual respect and pluralistic values.

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Determination of quality standards, one of which is determined by the readiness and ability of all components of education in schools. Implementation of quality culture requires readiness and ability of all components because the quality of education is a systematic and integrated activity by educational units or programs, local governments, governments and communities to improve the intelligence of the nation's life through education (Ismail, 2018). This means that quality education requires readiness from all components in the school.

The results of the study (Garritzmman, 2016) stated that the quality of Indonesia's education was ranked 12th out of 12 Asian countries studied. The results of this PERC study support the results of the study of Global Campaign Education (GCE) (2014) finding that the quality of education gets an E value, the action of education gets an F value, and the quality of the teacher also gets an F value from the 14 Asia Pacific countries studied (Sumarsono, 2019). The quality of Indonesian education is ranked lowest. Consistent with the results of the GCE study above, Unesco in 2005 found that Indonesia was ranked 10th out of 14 Asian countries. The findings of Unesco were in line with the findings of the Pearson Curve Research, an independent research institute in 2013 in the UK, which concluded that Indonesia's education system was the lowest from 40 countries studied. Then Pearson Curve repeated his research on the same country in 2014 (Adha, Gordisona, Ulfatin, & Supriyanto, 2019). The results turned out to be consistent with last year's research, namely the lowest quality of education in Indonesia of the 40 countries studied.

Many factors affect the quality of education, among others: the quality of teachers, the quality of students, the quality of school principals, the quality of school supervisors, and the quality of school facilities and infrastructure. With regard to the quality of teachers, based on the results of a World Bank study in 2012 it turned out that the quality of Indonesian teachers was ranked 12th out of 12 Asian countries studied. The findings of this World Bank study turned out to support the results of the 2012 Teacher Competency Test (TCT). It turned out that the teacher's score got an average of 4.30 from the targeted 7.00. The study also found that teachers were weak both in mastering the material being taught and in the teaching methods (Yunus, 2016). The problem is that almost all of our teachers have never been upgraded with competencies through training or technical guidance. The results of the Indonesian Teachers Federation (2012) research in 29 districts / cities concluded that 65% of teachers had never been trained. Kompas research (2015) which concludes that the competency value of academic supervision of school principals and school supervisors is very low because school principals are rarely given technical guidance while school supervisors are almost never guided. Ironically, school supervisors coach school principals and teachers.

To realize the quality culture in the school the Directorate of Elementary School Development has implemented various quality culture improvement programs through strengthening quality learning, improvement of facilities and infrastructures, structuring school management, character education programs, clean and healthy school programs, library performance optimization programs and various other programs.

Based on an initial survey at State Elementary School 02 Tenggara that it apparently does not yet have an adequate quality culture but still uses old or traditional teaching methods such as the teacher only uses the only teaching method namely lectures, the teacher is the only source of learning School management still uses the model that is, it depends on instructions from the Center on the subject of new school management called Community Based Management (MBS). School Based Quality Improvement Management (MPMBS) since 2002 and now changed to Community Based Management (MBS) but has not been implemented in concrete actions through daily habituation or in other words not yet cultured quality School change does not only include quality culture but also schools must able to create a supportive school atmosphere (conducive) for the personal development of students, not only being a mechanical and bureaucratic institution, but becoming an educational institution that is creative, innovative, and democratic. So the need for a quality culture development model in State Elementary School 02 Tenggara.

II. THEORITICAL REVIEW

a. The Concept of Quality Culture in Schools

This definition explains that culture is generally seen as a pattern of knowledge, skills, behavior, attitudes and beliefs as well as material artifacts produced by the community and transferred from one generation to the next. Culture is all intellectual, social, technological, political, economic, moral, religious, and aesthetic human (Marcoulides, Heck, & Papanastasiou, 2005). Thus, culture covers all aspects of life that have been passed down from generation to generation.

The term culture of school organization was first conveyed by Firestone & Wilson (1985), which was further developed by Hopkin (2001) stating that the culture of school organization is an important element that selects the influence of culture outside of school that influences learning in the classroom and at school. Class culture and culture outside the school affect the culture of school organizations (Kiral & Kacar, 2016).

Culture that is implemented in educational institutions is called school culture. School culture is one of the important school elements in supporting improvement in school performance and quality (Alotaibi, 2014). School

culture is the dominant values supported by schools or philosophies that guide school policies towards all elements and components of schools including educational stakeholders, such as how to carry out work in school and the basic assumptions or beliefs held by school personnel. School culture refers to a system of values, beliefs, and norms that are mutually accepted, and carried out with full awareness as natural behavior, formed by an environment that creates a common understanding among all elements and school personnel such as school principals, teachers, staff and students and if necessary form the same community opinion as the school.

The purpose of quality culture in schools is to create an elementary school that has a quality culture in providing excellent services and to be a benchmark (presumption) for other schools in the vicinity and to be a reference for fostering stakeholders. the realization of increased student learning outcomes; job satisfaction; realization of work productivity; directing the behavior of school residents to improve the quality of the process and student learning outcomes; the creation of compact school community team work; filtering of global culture that is not in accordance with the local culture of schools; realization of increased commitment and motivation of school residents and parents of students; and the establishment of effective schools (Bendermacher, oude Egbrink, Wolfhagen, & Dolmans, 2017).

The benefits of quality culture in schools according to (Carpenter, 2015) are focusing on the culture of school organizations from national and global cultures; differentiate schools from one another; creating a school identity; directing and shaping professional behavior; socializing and transmitting knowledge; creating standards of behavior that ensure consistency in the actions of members of the organization; being a social glue that is shared by members of the organization; provide general purpose members of the organization with specific goals and values that direct the organization; form a culture of learning and quality culture; increase the commitment of school residents and parents; stabilize the social system in schools; and make schools more effective.

The role of the principal in developing the school's organizational culture is as a reformer, communicator, and unifier with a growing trust in every school member and person in charge (Maxwell & Thomas, 1991). While the principal of the principal needed is facilitating the development, implementation, and affairs of the vision of learning in schools with the support of the school community. besides that its role is to develop school culture, prepare affective learning programs, implement best practices in learning and make overall development plans for teachers and education personnel (Rosita, 2016). his role is also to organize the organization, implementation and resources in order to promote a safe, efficient and effective learning environment, collaborate with the school community, respond to the different concerns and needs of the community, and mobilize community resources. Carry out activities in an integrated, fair, and ethical manner (Malhi, 2013). Besides that, his role is to understand, respond to, and try to influence politics, social, economics, law, and culture in a wider context than the school context

Deal offers a concrete example of how the principal changes the culture of the school organization as follows: Reinventing school history, Constructing shared values through slogans or mottos, Celebrating victory or success together in schools (Malhi, 2013), Celebrating rituals and ceremonies, Presenting the best experiences and Working with family networks. There are two factors that influence the development of culture in schools. Internal factors are factors that influence the development of school culture that comes from the school environment, including: principals, teachers, education personnel, students, school vision, school programs, school regulations, and infrastructure education. External factors are factors that influence school culture outside the school environment (Yunus, 2016). These factors include: community, school committee, parents and family, the local education office, and the geographical location of the school.

Effective schools have a strong quality culture which includes characteristics. The characteristics in question are shared values and consensus on how to get things done, the principal acts as a hero who applies the core values; Different rituals together embody broad beliefs; situational employees as heroes; cultural acculturation rituals and renewal; the significance of rituals to celebrate and change core values; a balance between innovation and tradition, between autonomy and control and widespread participation in cultural rituals. Cultural elements in the school environment include interaction with the community, visible symbol expressions, invisible conceptual foundations, and values, philosophy and ideology in the form of visual and behavioral concepts.(Marcoulides et al., 2005).

b. The Concept of Quality in Schools

Quality implies the degree / level of excellence of a performance or effort both visible and invisible, while the quality of the school is interpreted as excellent service provided by schools to students in accordance with National Education Standards. At the school level, quality includes input (everything needed for learning to take place), process (change of students from uneducated to educated) and output (learning achievement) (Bendermacher et al., 2017).

Jager and Nieuwenhuis stated that the quality concept discussed in TQM-based education is related to the notion of quality that is related to customers. Harvey stated that quality is in conformity with the requirements or needs or desires of customers (Walks, Clifford, Economy, & Space, 2015). Theoretically, it is the customer who sets the

requirements. McNealy states that quality is able to meet or exceed customer needs and expectations (Walks et al., 2015). These needs and expectations are determined through communication with customers, both related to products, services, people, processes and the environment.

School quality depends on the quality of inputs, processes and outputs. Inputs are processed to produce output. A high-quality education process if the coordination, alignment, integration of school inputs can be carried out in harmony so as to create an atmosphere of learning that is active, innovative, creative, and fun (Maxwell & Thomas, 1991).

Inputs include students, teachers, education personnel, curriculum, policies, rules, study facilities, money, materials, machinery, and so on. The process includes learning, school management, assessment, and so on. Outputs include academic and non-academic achievements, graduates and students who have dropped out of school. Speaking of quality, researcher argues that quality is the output of individuals, groups or organizations that are able to meet the expectations and needs of others or the community. In the world of education, the concept of quality can be interpreted in various ways. Some stated that the quality of education was the achievement of educational goals, and some also stated that the quality of education was the superiority of the outputs produced.

c. Quality Culture Management

Efforts to develop school culture management should refer to the following principles: Focus on the school's Vision, Mission, and Objectives. The development of school culture must always be in line with the vision, mission and goals of the school. The function of the school's vision, mission and goals is to direct the development of school culture. The vision of school excellence, for example, must be accompanied by tangible programs regarding the creation of school culture; Creation of formal and informal communication (Robingaenah, 2018). Communication is the basis for coordination in schools, including in conveying messages of the importance of school culture, informal communication is as important as formal communication. Thus both lines of communication need to be used in conveying messages effectively and efficiently.

Besides that they are Innovative and willing to take risks is one of the dimensions of organizational culture. Every change in school culture causes risks that must be accepted especially for reformers. Fear of risk causes a lack of courage for a leader to take an attitude and a decision in quick time (Carpenter, 2015). Besides that they must have a clear strategy. The development of school culture needs to be supported by strategies and programs. The strategy includes ways to be taken while the program covers operational activities that need to be done. Strategy and program are two things that are always related.

Performance-oriented from the development of school culture needs to be directed at the targets that may be measurable. Measurable goals will make it easier to measure the performance achievements of a school (Carpenter, 2015). A clear evaluation system to determine the performance of school culture development needs to be evaluated routinely and in stages: short, medium, and long term. Therefore it is necessary to develop an evaluation system, especially in terms of when the evaluation is carried out, who does it and the follow-up mechanism that must be done. Have a strong commitment The commitment of the school's leadership and citizens strongly determines the implementation of the school's cultural development programs. Lots of evidence shows that weak commitment, especially from the leaders, causes programs not to be implemented well.

Decisions based on consensus are the hallmark of positive organizational culture in participatory decision making which results in consensus decision making. Although it depends on decision making, in general consensus can increase the commitment of members of the organization in implementing the decision with a clear reward system. Retrieval of school culture should be accompanied by a reward system, although not always in the form of goods or money. Another form is award or credit points, especially for students who show positive behavior that is in line with the development of school culture (Lance, 2010). Self-evaluation, is one of the tools to find out the problems faced at school. Evaluation can be done using the brainstorming approach or using a self-assessment scale. Principals can develop self-assessment methods that are useful for the development of school culture.

III. RESEARCH METHOD

The research approach method used in this study is qualitative with a phenomenological type. This type was chosen because the researcher wanted to find the meaning behind the data obtained in the field in order to find a culture development model of the subject's quality of research for principals, vice principals, and school committee members, the sample technique used snowball sampling. Data collection by observation techniques, interviews, documentation studies, data analysis using the Lichman model (Lichtman, 2010). The validity of the data is carried out with the criteria of credibility, transferability, dependability, and confirmability.

IV. RESULTS AND DISCUSSION

a. Quality Culture

School quality culture in the opinion of informants is almost the same as superior schools in PBM, SBM and extracurricular. This finding apparently supports the revelation of quality culture according to Goetsch & Davis (Fandy Tjiptono & Anastasia Diana, 2003) & Goetsch & Davis (2014) is an organizational system that produces an environment conducive to the formation and continuous improvement of quality. School is an organizational system that produces a conducive environment such as the findings of this study namely the superior school environment in PBM, MBS and extracurricular where the principal as a leader in fostering quality culture in schools.

Excelling in MBS means the school produces an environment that is conducive to the formation and continuous improvement of quality, especially in school management. SBM is a management approach that must be applied by primary schools as part of basic education units based on minimum service standards. The application of MBS in schools encourages schools to actively, independently, openly and accountably carry out various programs to improve the quality of education in accordance with the needs of the school itself, accompanied by participatory decision making. State Elementary School-002 Tenggaraarong implements MBS because it implements a national education strategic policy. One of the national education strategic policies in accordance with the mandate of Law Number 20 Year 2003 concerning the National Education System is the MBS.

State Elementary School -002 Tenggaraarong is included in the high category which is proven to have won first place in the MBS competition. In terms of national education policies, the sustainability of the MBS program in Indonesia needs to be maintained and improved continuously. As the contents of Law Number 20 of 2003 concerning the National Education System Article 51 Paragraph (1) states that: "The management of early childhood education, basic education and secondary education is carried out based on minimum service standards with the principles of school / madrasah-based management. MBS in State Elementary School is directed at optimizing the quality of the learning management component. Because learning is the core activity at school. So that the management of learning in schools is always maintained quality.

b. Quality Culture Indicators

School culture as formulated by Hoy (2008) correlates with the success of the management development of educators. In addition, it is also known that there are two out of five aspects of school culture that can be suspected as determinants that influence the success of the management of the development of educators in schools, besides that the participation of parents in improving the quality of primary school education is manifested in aspects of learning, student affair, facilities and infrastructure , public relations, finance, and school personnel.

c. Quality Culture Steps

There is a difference in perception between the existing regulations and the principal who carries out school-based management where the principal carries out a quality culture step that adapts to the situation and condition.

d. Supporting Factors of Quality Culture

Leadership is an organizational context element that ties structural / managerial and cultural / psychological elements by creating mutual trust and understanding. Effective leaders are considered people who are able to take on multiple roles, namely motivators and regulators of vision. Strong leadership according to (Marcoulides et al., 2005) is leadership that has a clear vision. Visionary principals leadership is forward-looking leadership. Vision means long-term ideal goals to be achieved, dreams to be realized, or answers to where the school is going to be taken. Visionary leadership is also called strategic leadership. Instead there is what is called tactical leadership, which is an ideal or normative vision. Quality culture is ideal.

e. Inhibiting Factors of Quality Culture

Lack of experts who can assist in the development of a culture of school quality; educators still lack training; there is still the perception of the community that the improvement of school quality culture is the responsibility of schools only; there is no model in the area that can be used as a reference, much funding is still sourced from the School Operational Assistance funds; partnerships that are still limited, and have not yet received full support from stakeholders.

f. The way to Overcome the Inhibiting Factors of Quality Culture

Socialization to the community means to involve the community in various activities; establishing partnerships with advanced schools; collaboration with competent educational institutions; involving teachers in seminars, training workshops, comparative studies; create an MOU with related institutions; selling school products out; and establishing school branding.

g. Quality School Development

The development of quality schools is done by fulfilling the 11 important factors below that greatly affect the quality of schools, namely (Coleman & Leadership, 2012): Professional leadership; Having the same vision, mission, goals and objectives of the school; A supportive learning environment; Concentrate on learning; High expectations for maximum achievement; Strengthening or providing motivation and supporting facilities; Monitoring progress regularly; Give students the right to be served in a prime and full of responsibility, clear learning objectives, learning organization that runs well; and School partnerships with parents / family.

V. CONCLUSION

Based on the results of the study and discussion of research findings, the research conclusions are as follows, the findings of this study are the superior school environment in PMB, MBS and extracurricular where the principal as a leader in fostering quality culture in schools. Excelling in MBS means the school produces an environment that is conducive to the formation and continuous improvement of quality, especially in school management. MBS is a management approach that must be applied by primary schools as part of the basic education unit based on minimum service standards Development of quality schools is carried out by fulfilling 11 factors that greatly affect school quality.

VI. RECOMMENDATIONS

The results of this study are expected to contribute to the development of the concept of management education in particular the concept of quality development culture in elementary schools. The results of this study are expected to be input for future researchers.

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