



Implementation of School Work Plan (RKS) Based on Internal Quality Service Standards (SPMI) in Elementary Schools

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Abstract

The purpose of this study was to find out the form of implementation of school work plans based on internal quality service standards in elementary schools. Methods of data collection is done through interviews, observations, and documentation. Observations are made to observe, find data from several facts regarding matters related to problems with the implementation of the school work plan being carried out. Interviews were conducted to obtain information regarding the implementation of the school plans used by elementary schools. Documentation of this research is in the form of school RKS documents and RKS implementation report documents, EDS documents and school quality report cards owned by schools as well as RKS implementation reports. Takalar South Sulawesi. The findings in this study show: 1). Description of the implementation of the internal quality audit mechanism in school work plans based on internal quality service standards at SDN Takalar Regency., 2). Supporting Factors for the internal quality audit mechanism in the School Work Plan based on internal quality service standards for primary schools, 3). Inhibiting Factors of the internal quality audit mechanism in the standard-based School Work Plan Internal quality services at UPT SDN No. 221 Labumesang Presidential Instruction.

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INTRODUCTION

Regulation of the Minister of National Education (Permendiknas) Number 19 of 2007 concerning Management Standards states that each school is required to prepare a school work plan consisting of a medium-term work plan and an annual work plan. Then strengthened through Government Regulation number 17 of 201 concerning the management and implementation of education in Article 51 which states that early childhood, primary and secondary education units are required to make policies for planning and implementing programs in a transparent and tabular account.

Sek processand the needs of learners. The School Work Plan (RKS) is prepared as a work guideline in school development, a basis for monitoring and evaluating the implementation of school development, and as a reference material for identifying and submitting necessary resources. The school work plan is important for the school because it is the basis for the school to implement programs that are in accordance with the vision, mission, goals, and objectives of the school. It is the school's priority to make the targets to be achieved as short, medium and long term.

Minister of Education and Culture Number 28 of 2016 concerning the Quality Assurance System for Primary and Secondary Education, Education Quality Assurance is a systematic, integrated, and sustainable mechanism to ensure that the entire process of providing education is in accordance with quality standards. Then Government Regulation Number 19 of 2005 concerning National Education Standards Article 91 which contains a statement that every education unit on formal and non-formal channels is required to carry out quality assurance of education. Education quality assurance aims to be able to meet or exceed the National Education Standards (SNP). Based on the results of the analysis of documents conducted by researchers, it was found that the implementation of the School Work Plan in Takalar district has a school work plan report, but in its preparation it is not in accordance with the

implementation of the School Work Plan because its implementation is only based on the BOS Fund reference which is only in the form of school operational assistance provided by the government to the education unit. This has led to an alignment between the report on the implementation of the school work plan and the results of the analysis of the achievement of the quality report card and EDS based on 8 National Education Standards and based on the results of the evaluation of internal quality service standards (SPMI).

Based on this, researchers want to see the implementation of school work plans based on internal quality service standards (SPMI) for elementary schools in Takalar Regency, South Sulawesi, which are carried out in accordance with the quality of education or not. This research is important to see whether the Internal Quality Assurance System (SPMI) in elementary schools implemented by each primary and secondary education unit can be realized in accordance with quality achievements or exceed the quality of the National Education Standards (SNP).

The purpose of this study is to find forms of implementation of school work plan programs based on internal quality service standards in elementary schools; a). know the description of the Internal Quality Audit mechanism in the School Work Plan (RKS) in elementary schools in Takalar Regency, South Sulawesi at elementary schools in Takalar Regency, South Sulawesi., b). knowing the supporting factors of the Internal Quality Audit mechanism in the School Work Plan (RKS) in elementary schools in Takalar Regency, South Sulawesi in elementary schools in Takalar Regency, South Sulawesi. c). knowing the factors inhibiting the Internal Quality Audit mechanism in the School Work Plan (RKS) in the elementary school of Takalar Regency, South Sulawesi in the elementary school of Takalar Regency, South Sulawesi.

This research contributes to the development of scientists in the field of educational administration, especially in school planning and management, school management, achieving the vision and mission, as well as the

competence of the principal and producing synthesis in the implementation of school work plan programs based on internal quality service standards in elementary schools.

METHOD

This research uses a qualitative research approach, research that seeks to understand an event or problem that occurs by collecting information and processing it to arrive at a solution. This type of research is descriptive. This type of descriptive research is used to investigate and understand a problem that has occurred. The research was conducted at UPT SDN. No. 221 Impres Labbumesang SD Takalar Regency, by collecting situations or phenomena from supervisors, principals and teachers, by collecting various information that is processed to get solutions so that the problems raised can be solved within a certain time. Penelitian is descriptive. This type of descriptive research is used to investigate and understand a problem that has occurred. The data sources in this study are supervisors, principals, teachers and education staff, as well as parents of students / committees who understand the implementation of RKS in schools. The data collection techniques and instruments used in this study are observations, interviews, and documentation. The validity of the data used in this researcher to find out the truth and accuracy of the research results in accordance with the problem and the focus of the research. To determine *trustworthiness*, four criteria are used, namely: Internal validity (*credibility*), External validity (transferability), reliability (*dependability*), and objectivity (*confirmability*) Sugiyono (2018: 185). The data analysis technique used in this study refers to the concept in Moleong (2010: 204) which classifies data analysis in four stages, namely: a). Data Collection Stage (Collection)., b). data reduction., c). presentation of data., and d). conclusion making.

RESULTS AND DISCUSSIONS

Implementation of the internal quality audit mechanism in the School Work Plan (RKS) based on Internal Quality Service Standards in Takalar District Elementary School, South Sulawesi.

This research resulted in a general discussion on the implementation of the internal quality audit mechanism in the school work plan carried out by the school and the SPMI team, where the school held a meeting in the preparation of the CTR, RKJM, and RKAS then socialized to all school residents so that it could be implemented by school residents and the school RKS was implemented into the ARKAS application connected to the ministry's server, and the school also held workshops with school residents, from these results it can be said that the school has made a determination but has not met the SPMI standards. This result refers to Law Number 25 of 2004 concerning the National Development Planning System, Law Number 20 of 2003 concerning the National Education System, Government Regulation Number 19 of 2005 concerning National Education Standards, namely Article 53 paragraph (1) which states that each education unit is managed based on an annual work plan which is a detailed elaboration of the medium-term work plan of the education unit which includes a period of 4 (four) years. Permendiknas Number 19 of 2007 concerning Education Management Standards and Strategic Plans of the Ministry of National Education. RKS is a basic school document that accommodates all the interests of the School system and is the main reference for the implementation of school programs in a transparent and accountable manner, as the main characteristic of the implementation of School-Based Management by the Education Unit. (Triaryanti and Hidayah 2018; Salamun 2018).

An overview of the implementation of the school work plan carried out by the school in the implementation of the annual work plan and the medium-term work plan has been implemented. In implementing schools identifying potential strengths and weaknesses of schools and

including various school activities in school implementation and carrying out activities that are compiled into learning activities, teachers also make rpp and learning media in accordance with the CTR. In this case, the implementation of the school work plan has been implemented, but in its implementation based on documents and observations has not been carried out properly according to the desired internal quality service standards. So it is necessary to improve the ability of the Principal in preparing a School Work Plan. In order for the principal to improve his ability to compile RKS, managerial assistance is needed for collaborative supervision, namely assistance related to school management between companions and companions sharing, cooperation and giving or receiving each other is not patronizing. With a collaborative approach, mentoring will be more successful because those who are accompanied by a companion have the same position, sitting equally low standing equally high, so that the companion is flexible, familial and not rigid. (Wibowo, Nurmalasari, and Arifin 2020; Salamun 2018).

Some of the main steps to ensure the quality that the Headmaster is obliged to maintain. First, formulate a strategy or method in planning (plan) based on the achievements of the previous program. In planning, the Headmaster needs to take into account the strength of the resources owned by the School so that the target is always adjusted to the real ability to realize it. Second, implement strategies or carry out activities in accordance with the program. Third, monitoring and evaluating the process and results of work, making improvements to the work process to improve performance. Fourth, using the results of monitoring evaluation data as a basis for making continuous improvements. This has not been realized by most principals, which has an impact on the assumption that the preparation of RKS only aborts obligations. (Salamun 2018).

Overview Evaluation of school work plans carried out by schools in evaluating schools observes and reflects on activities that have been implemented successfully or not and measures the extent of the success rate of school work plans

achieved based on the achievement of internal quality service standards, in this case looking at the results of observations and documentation where the school still needs to improve the results of the school work plan report in order to implement the school work plan in accordance with internal quality service standards. The results of this study are in line with the Regulation of the Minister of National Education Number 63 of 2009 concerning the Education Quality Assurance System. This regulation directs educational institutions to be ready to conduct self-evaluations and prepare to be monitored by local governments. Especially for self-evaluation, among schools the term school self-evaluation (EDS) is known, and among madrasahs it is known as madrasah self-evaluation (EDM). In other words, school/madrasah self-evaluation (EDS/M) is an evaluation activity that is (1)based on SPM and SNP (2)carried out by the school/madrasah concerned under the coordination of the principal/madrasah, (3) on the quality of its own education, (4)to find the root of the problem faced, and (5)make recommendations and concrete steps to improve the quality of its own education in the future form of RKS/M. (Chamidi 2018).

Overview Control of school work plans carried out by schools carries out activities in discussing and reflecting and then revising school work plans within a period of one year and four years based on the results of the assessment of internal quality service standards of the school and coordinating with the Takalar district education office, In this case based on the results of observation and documentation still has not been maximized in the implementation of school work plans based on internal quality service standards.

Faktor Supporting the internal quality audit mechanism in the School Work Plan (RKS) based on internal quality service standards at elementary schools in Takalar Regency, Sulawesi Selatan.

Theresearch was seen from the supporting factors that the target school has an EDS and Quality Report Card and the principal also has a

certificate of strengthening the competence of the principal and the principal of the driving school then the school also cooperates with stakeholders in achieving learning and improving the quality of education in schools and schools also gets BOS funding from the Order. The results of this study are in accordance with the results. In financial management, there is not only transparency but there must be support from various parties, one of which is the community, namely the school committee and parents. In addition to transparency and accountability, it is also very important to manage the school's activity plan and budget (RKAS). (Nuryeti et al., n.d.) . The implementation of SPMI begins with the School Self-Evaluation (EDS) process which includes eight SNPs by the School Education Quality Assurance Team (TPMPS); preparation of quality fulfillment plans which are then contained in the Work Plan and Conditions (RKS) and School Activity and Budget Plan (RKAS); implementation of quality fulfillment, monitoring, and evaluation by TPMPS. (Ula and Burn 2021).

Factors that hinder the internal quality audit mechanism in the School Work Plan (RKS) based on internal quality service standards in elementary schools

As a result of the research, it is seen from the factors that hinder the implementation of School Work Plan. In the planning of school work plans consisting of CTR, RKJM, and RKAS is not in accordance with the results of the quality report card, so many school programs cannot be paid by the BOS and school budgets and in making school work plans are not in accordance with the achievements of 8 national education standards, then the SPMI team still does not understand the creation of a school work plan based on internal quality service standards. In this case, based on observations and documentation, schools are still unable to optimally make school work plans based on internal quality service standards and are also seen from the aspects of the SPMI team who do not understand in making school work plans based on internal quality service standards where the SPMI team still needs

guidance in making school work plans based on internal quality service standards. Therefore, to get good SPMI implementation results (Ula dan Bakar 2021) stated that it is necessary to start from the School Self-Evaluation (EDS) process which includes eight SNPs by the Education Quality Assurance Team (TPMPS); preparation of quality fulfillment plans which are then contained in the Work Plan and Conditions (RKS) and School Activity and Budget Plan (RKAS); implementation of quality fulfillment, monitoring, and evaluation by TPMPS. To reduce the factors hindering the implementation of internal quality assurance, it is expected that it is necessary to transform quality education as a fulfillment of SPMI which describes achievements in the form of increasing mastery of technology, increasing collaboration of school elements and competencies as well as significant quality report card scores. (Marzuan and Herlina 2021).

CONCLUSION

Based on the results of the research conducted, it can be concluded that: 1). The determination, implementation, evaluation, control, improvement in Takalar District Elementary School as a whole has not been implemented properly based on the results of documentation and interviews, because there are still teachers who do not understand in making school work plans based on internal quality service standards and the school SPMI team needs training in making school work plans based on quality service standards. internal because it was found that the creation of school work plans still uses BOS funds that are not in accordance with the results of the evaluation of the EDS TEAM based on the achievement of the Education quality report card and school self-evaluation in accordance with national education standards. 2). Supporting factors for the internal quality audit mechanism in the School Work Plan (RKS) in elementary schools in Takalar Regency, South Sulawesi.

Supporting factors for the school's Annual Work Plan (RKS) based on Internal Quality

Service Standards (SPMI) are: (1) the school has an annual work plan, a medium-term work plan and a medium-term work plan as well as a school budget work plan; (2) Establish cooperation between principals, teachers and stakeholders in achieving and improving the quality of education in schools; (3) Some teachers have been certified; (4) his principal as the principal of a driving school in North Galesong Subdistrict, Takalar Regency. 3). Factors inhibiting the Internal Quality Audit of School Work Plans (RKS) in elementary schools in Takalar Regency, South Sulawesi. Factors that hinder the implementation of internal quality audits in the school's Annual Work Plan (RKS) based on Internal Quality Service Standards (SPMI) are: (1) Teachers do not understand the preparation of SPMI-based school work plans and need guidance or training in preparing School Work Plans (RKS) based on Internal Quality Service Standards (SPMI); (2) the school's SPMI team does not understand the procedures that must be carried out in the SPMI stage; (3) The District Education Office does not socialize the preparation of SPMI-based school work plans; (4) schools in making school work plans are still based on BOS funding guidelines that are not in accordance with the creation of school work plans because they do not include EDS and education quality report cards that are the same age as national education standards; (5) there is ineffective communication between the school coconut and the school's SMPI team in the preparation of the CTR, and the RKJM so that there are still errors in the preparation of the school work plan prepared.

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The study also provides advice; 1).Ecolah in making school work programs must be based on the achievements of the SPMI TEAM analysis based on school self-evaluation and educational report cards, so that the implementation of the school work program is in accordance with national education standards (SNP)., 2). Di hope that schools with the ability of their resources can be used as a school program implementation team that will carry out the achievement of school

work plans both in the long and medium term. , 3). It is expected that the school and the City District Education Office will create a training program for the principal and the school SPMI team to make a work plan in accordance with the results of the analysis of the SPMI Team of their respective schools. The results of the research are input to the principal, supervisors, teachers and the District Education Office so that in making a school work plan, it must be based on the results of the evaluation of the school SPMI TEAM based on the achievement of the school education report card in question.

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