

Teachers' Voices toward Eight National Education Standards in a Private Elementary School in Yogyakarta

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Abstract

To make Indonesia's education system equal to each other, Indonesia through the Ministry of Education and Culture has already set the eight national education standards. This research aims to explore the implementation of the eight education standards in one of private elementary schools in Yogyakarta. The participants of this research are four teachers from the reference school. Moreover, those participants also have a functional position in that school such as headmaster, treasurer, and curriculum designer. A descriptive qualitative will be used in this research to find out the research's result. The research questions for this research are: 1) How is the implementation of eight national standards in the school, 2) What are the teachers' perceptions on eight national standards in a private elementary school in Yogyakarta. Using an interview guideline as the instrument, the data will be gained through in-depth interviews. From the data, it is supposed to explore the implementation of eight national education standards through teachers' opinion in reference schools. Besides, the result will be used to evaluate the support from the government towards the implementation of eight education standards in Indonesia's school. In addition, the limitation of this research is the choosing of elementary school because the researchers want to know the implementation started from the basis.

Keywords: Elementary School; Education Standards; Government

Abstrak

Untuk membuat sistem pendidikan Indonesia setara satu sama lain, Indonesia melalui Kementerian Pendidikan dan Kebudayaan telah menetapkan delapan standar pendidikan nasional. Penelitian ini bertujuan untuk menjajaki penerapan delapan standar pendidikan di salah satu SD swasta di Yogyakarta. Peserta penelitian ini adalah empat guru dari sekolah referensi. Selain itu, para peserta tersebut juga memiliki posisi fungsional di sekolah itu seperti kepala sekolah, bendahara, dan perancang kurikulum. Kualitatif deskriptif akan digunakan dalam penelitian ini untuk mengetahui hasil penelitian. Pertanyaan penelitian untuk penelitian ini adalah: 1) Bagaimana penerapan delapan standar nasional di sekolah, 2) Apa persepsi guru tentang delapan standar nasional di sebuah sekolah dasar swasta di Yogyakarta. Dengan menggunakan pedoman wawancara sebagai instrumen, data akan diperoleh melalui wawancara mendalam. Dari data tersebut, seharusnya mengeksplorasi penerapan delapan standar pendidikan nasional melalui pendapat guru di sekolah rujukan. Selain itu, hasilnya akan digunakan untuk mengevaluasi dukungan dari pemerintah terhadap penerapan delapan standar pendidikan di sekolah Indonesia. Selain itu, keterbatasan penelitian ini adalah dipilihnya sekolah dasar karena para peneliti ingin mengetahui pelaksanaannya dimulai dari dasar.

Kata kunci: sekolah dasar; standar pendidikan; pemerintah

I. INTRODUCTION

Indonesia is a democratic country. It caused all aspects is needed to have democracy from the basic thing. One of the aspects that use democratic is education. Based on Regulation number 20 the year 2003, education should be held by democratic, and also education is opened for

the public without discrimination with the human right value, cultural value, and variety of people in Indonesia. In general, education can be taken by every human. Then, Indonesia as a developing country will concern in this field to fulfill the next generation's preparation to be the leader of this country, to bring this country to the goals, such as

the fourth paragraph of Opening Regulation.

The education field is not only talking about the learning and teaching process, but there are elements behind the process. There are curriculum, lesson plans, the criterion of educator, education cost, managing the process, and stuff. Then for education, especially the curriculum in Indonesia now has changed from the decade. It has happened because of an imbalance between global change and the implementation of education in this country. Education in Indonesia still could not follow the global flow. Either it fastened or the capability of Indonesia education which still low. The changing of that curriculum made education in Indonesia did not touch the good structure for education. The quality of education will continue due to the demand of various parties, both learners, parents, government, the business world and society in general (Iwan, 2019). Therefore, the government made regulation which called as "eight standards of education". The eight national education standards of education covered all purposes of education in Indonesia. According to Tilaar (2006) stated that National Standards of Education functions are as: 1) measurement of educational quality, 2) mapping of educational problems, and 3) drafting strategies and development plans after obtained data from the evaluation of national study such as national exam. The government wants to build the maximum teaching and learning process from the content standard of education, graduation competency standard, learning process standard, facilities and infrastructure standard, management standard, education funding standard, educational valuation standards, and educators and education staff standard.

The place that the researcher take place is one of Islamic elementary in Yogyakarta. This school has 12 classrooms, with more and less 250 students. The researcher asks several questions about the four elements in school to find out the research question. 1) How is the implementation of eight national standards in the school, 2) What are the teachers' perceptions on eight national standards in a private elementary school in Yogyakarta. Therefore, this research aims to know how far the school follows and implement the eight national education standards effectively.

National Education Standards

National Education Standards Agency stated that national education standards are the minimum criterion on the education system in Indonesia as jurisdiction. National education standards consist of eight standards, and those are

standard of graduation competency, standard content, standard process, education standard and education personnel, the standard of facilities and infrastructure, management standard, standard education cost, and assessment standard. Each standard was regulated in the Minister of Education and Culture Regulations. The eight national standards are highly recommended to be the measurement in every school to touch the goal of education. All elements of school are needed to consider and implement the eight standards because the government will assess the school quality from implementing the standards.

The aims of the standard are a measurement of quality education, mapping education problems, and as a strategy for evaluation at the end of the academic year, for example, National Examination. Then, the national education standards also aimed to control on the quality of national education for enrich the life of the nation and build the good attitude which a civilized nation with dignity ((Tilaar, 2006; Sudrajat, 2010) in Raharjo, 2014; Triwiyanto, 2013; Damanik, 2015). Therefore, all eight national education standards have been used for guidance on managing the school's processes and implementing the regulation from the government to make the learning process in school and the nation's quality education better.

The government has published the regulation for eight national education standards. Its function is as the basic rules on planning, implementation, and control for education to increase the quality education (Triwiyanto, 2013). The standards have been made to be used by schools to touch the goal of education. The decision of the National Education Standards Agency showed that the national education standards will be planned completely, directly, and sustainable appropriate with the demands for changes in local, national, and global life. As the explanation above about the aims of the standards, it means that standards are important to improve the quality of education in Indonesia.

Standard of Graduates Competency

Standards of graduation competency are the qualification of graduation competency which consists of the attitude, knowledge, and skills of the graduate student. It used to guidance on assessing and decision the students' graduation from education units. It consists of all subjects' competency, group of subjects, and subjects itself. For the part of soft skills, these standards will cover students' attitudes, knowledge, and skills on each subject (Damanik, 2015; Handayani 2016).

Therefore, students' competency standards for a graduate from their schools must fulfill the criteria from the standards of graduation competency. On the other hand, if students or the schools do not follow the standards, it means they those elements break the regulation, and the government does not recognize them, and the students' graduation will be considered.

Standard Content

In standard content, based on Damanik (2015), it is the scope of material on education and level of competence to touch the graduation competency on every level and type of education. These standards also consist of the basic framework and curriculum structure, learning load, curriculum in education unit level, and calendar academic year. The setting of education is located in managing the curriculum which will be the tool of the education system to get the education goal. Sudin (2014) stated that curriculum as seen as the guidance to reach the objectives of teaching learning in the school. The curriculum itself or the content of education has several elements, core elements and additional elements that relate to each other to get the goal. The ministerial regulation related to standard content is Ministerial Regulation number 22 the year 2006 about primary education and secondary unit, Ministerial Regulation number 24 the year 2006 concerning Competency Standards for Graduates for primary and secondary education. Therefore, it could be concluded that all the basic things on education in each school should follow the standard content as the guidance to ease the way contribute knowledge to reach the education's goal.

The school curriculum according to Madus and Kellaghan (2012) is the total school effort to achieve the desired success of the school and society. The curriculum in this sense is the school effort to influence learners, both in class and outside school.

Standard Process

This standard is related to the implementation of learning in the education unit to achieve the graduation competency standard. The learning process was held with interactively, inspiring, exciting, challenging, and motivate students to participate actively, then give space to students to build their creativity, skills, interest, and the students' psychological (Damanik, 2015). The standard process under the Ministerial Regulation number 41 the year 2007 about Standard Process for Primary and Secondary

Education Unit, also Ministerial Regulation number 1 the year 2008 about Standard Process on Special for Education. Sanjaya (2006) stated that the standard of educational process as a standard of learning implementation can be influenced and linked to seven other standards. Then the last regulation is Ministerial Regulation number 3 the year 2008 about Standard Process on Equality Package Program A, Program B, and Program C. This standard will be a guidance for the teaching and learning process, especially for the lesson plan. The lesson plan should be structured well to reach the goal of education.

Education and Educator Standard

The standard for education and educator is the important thing that has to be considered in the education unit. In this standard the educator has to has proper academic qualifications and competencies as the agent of learning. It requires the educator to be healthy, having the ability to achieve the goal of education. It is not only about the qualification to teach in the classroom but also about teaching in society with people (Handayani, 2016). There are 13 standards which involve in this standard. Two of them are Ministerial Regulation number 16 the year 2007 about Educator and Teacher's Competency Standard and Ministerial Regulation number 43 the year 2009 about Standard of Administrator Staff on Package Program A, B, and C. On the other hand, if educator knows what standard that they have to be and the school knows what qualification the educator that education unit needs, it will ease the time consuming and will not cause other problem on educator as one of the important that has to be considered in the education field.

Standard of Facilities and Infrastructure

This standard is guidance for guide school to fulfill the needs especially for the facilities and infrastructure in a school. Standard of facilities and infrastructure have been made below Government Regulation number 19 the year 2005 about Standard National Education. Then, Ministerial Regulation number 24 the year 2007 about Standard of Facilities and Infrastructure stated that implementing the teaching and learning process will be centered at the students, so the process should include faith with God, learn to understand the learning, able to do and act effectively, learn to be useful each other, and learn to build and find identity through active learning process, creativity, effective and exciting learning. When the facilities and infrastructure in a school are enough to fulfill the students' needs and the school's learning process, it will help the school or

the education unit to achieve the education goal.

Standard Education Cost

Based on Government Regulation number 19 the year 2005 in article 62, verses 1 stated that education cost includes investigation cost, operational cost, personal cost. Verses 2 stated that investigation cost includes facilities and infrastructure cost, development of the human resource, and working capital. Verses 3 involved in verses 1 which focus on how much the cost that the students should pay it to join in the learning process. Then, continuing to verses 4, the operational cost means educator's salary, the teaching media that the educator has made or bought, the expenses for communication cost, and stuff. Standard education costs set the component of how much cost for operational in an education unit in a year (Damanik, 2015). According to Fattah (2008), there is a correlation between the amount of education cost to improving the quality of basic education. Therefore, the Education planner should use the best possible resources available and to keep an on watching.

Management Standard

Based on Adi, Hananta, Setyaningtyas, Susilo, and Damayanti (2018) the scope of standard of management is an effort to explore, keep, move and maintain education resources in a balanced and sustainable manner to achieve goals. The implementation of management in school will be shown by the autonomy, partner, participation availability, and accountability, this statement is explained regarding the Government Regulation number 19 the year 2005 in article 49 verses 1. The sequences for managing the education by two headmasters from California University stated that the first step is planning, organizing, staffing, directing, and controlling (Handayani, 2016). This standard requires schools to have vision and mission on their schools to easier deciding the goal of each school. Therefore, this standard has to be done carefully to get specific at once get the general of how managing schools.

Assessment Standard

This standard is about the standard which relates to the mechanism, procedure, and instrument of assessing students (Damanik, 2015). Under the Ministerial Regulation number, 20 the year 2007 about Standard Education Assessment. These standards guide the education unit to do such an evaluation of the learning and activities that the schools have done. While doing the assessment, for example,

the weakness of curriculum, lesson plan, educator, and staff will be apparent. Therefore, after doing the assessment, there will be an evaluation to search where the gap and lack of the process. Lee (1999(in Cousin, 2003)) described the devolution of control of the evaluation function by the evaluator in a large-scale school improvement program this standard can be guided to the education unit, to get the minimum standard of a good school and stuff.

Related Studies

Many scholars have conducted in studying this field. Sasangko (2018) have conducted in research revealing the implementation and the application of the national education standards. Using interview, observation, and document analysis as the way to gather the data. The result shown that the implementation and the application of eight education standards had a well done implemented and matched with the school needs. On the other hand, even though the implementation have been done by the school, but not all the national education standards can be implemented.

The other related study that has investigated about the eight national education standards was conducted by Riswani, Susanti, Bakhtiar, Zein, Khaidir and Taher (2019). The study was use mixed method, quantitative and qualitative approaches in Islamic public madrasah in Riau. The data collection technique was using questionnaire, interview and documentation. The result showed that the implementation of National Education Standards there still low in almost all standards and it also informed that Madrasah there were not familiar with National Education Standards.

II. METHODOLOGY

This current study implied a qualitative research design and use a qualitative method to gather and analyze the data. By doing an in-depth interview with 4 (four) school's elements: headmaster, vice headmaster on curriculum, vice headmaster on infrastructure, and school's treasurer in Muhammadiyah Ambarbinangun Elementary School, Yogyakarta. The participants have been selected based on the availability to be introduced. In doing the in-depth interview, the researcher used several questions toward the research and some questions related to the research question. The questions have been translated into Indonesian by the researcher to ease

the participants understand the questions. All of the recordings of in-depth interviews have been transcribed into written results to easier finding the participants' answers. In giving the result and discussion, the researcher gave anonymous the name of the participants to be participant A, B, C, and D. The headmaster will be A, vice headmaster on curriculum will be B, vice headmaster on infrastructure will be C, and school's treasurer will be D. At the end, all of the answers from the participant would be analyzed to get the answers that answering the research questions and the answer that related to the research question.

III. RESULT AND DISCUSSION

The eight national education standards have to be the standard that must be followed by schools. Because the function of those standards are as a guidance for reach the goal of education in Indonesia. Each schools that follow the guidance will be easier to get such accreditation in acknowledgement from government that the school has reached the standard in education field. Therefore, this research come to answer the research question, is Muhammadiyah Ambarbinangun Elementary School has implemented the eight national education standards or not? This research also would explain from four school's elements consist of headmaster, vice headmaster on curriculum, vice headmaster on infrastructure, and treasurer who responsible in managing schools' stuff for each standards. Therefore, in each explanation also consist with which one of standard that involve in authority of each school's elements.

Standard of graduation competency

The students who will graduate from that school have to fullfill the requirements. In that school, one special requirement is the students must memorize 30th juz in Al-Qur'an. As the participant B said:

"Our target is, when the students graduate from here, they have memorized the 30th juz. The program of memorizing Qur'an was began from first grade by the 'surah pendek' one to the longer one."

Besides it, the students' attitude and softskill also being the part which will be requirement in graduation. The participant B claimed that students have to have good attitude first then followed by the knowledge. When students fullfill their good attitude, their life will be safe because all the good things we did will be back to ourselves. This is inlined with the previous

study by Damanik (2015) and Handayani (2016) which stated that for the part of soft skills, these standards will cover students' attitudes, knowledge, and skills on each subject. Therefore, this is could be said that that school had fullfill the the standard of graduation competency.

Standard of content

In this school, there are two teachers who manage about the curriculum and the standard content. That school has used K13 since 2016 with several constraints in the beginning. The changes of curriculum, make the school elements were confused because many of teachers did not come from primary school education field. Then, the school make training to all teachers about K13, so that the teachers could do adaptation with the new curriculum.

"Our teachers still not familiar with K13, so that we send our teachers to join training to improve their knowledge as well."

The participant B as the vice headmaster of curriculum stated that implementing K13 also has pros and cons, because several parents of the students also did not understand about those kind of things. So, the teachers make understanding for the parents to keep calm and make sure that there will not be something bad for their children. The outcome of the tools that teachers used in learning is the students' achievements during learning, and related to Damanik (2015), it is the scope of material on education and level of competence to touch the graduation competency on every level and type of education, this is same. So, that school is trying to be better by following the government rules well and make the graduation competency standard which was suit with the government standard as well.

Standard process

As the third standard in this school was implemented with their own curriculum which there will always have 'tadarus' and singing Indonesia Raya followed by reading Pancasila. Each class will also have time to do Dhuha prayer alternately.

"We try our best to teach our students the nationality value by singing Indonesia Raya and Pancasila. Then, for the attitude or akhlak, we put 'tadarus' for every students in their class."

For the process which has conducted by the school, it was appropriate with Muhammadiyah Organization which honor the Islamic value. Besides they conducted K13, the headmaster still use the previous daily routine

activities such reciting Al-Qur'an; tadarus, and Dhuha prayer. On the other hand, to increase the moral value as Indonesian people, it proven by singing Indonesia Raya and Pancasila. This has gotten support from Damanik's statement (2015) that the learning process was held with interactively, inspiring, exciting, challenging, and motivate students to participate actively, then give space to students to build their creativity, skills, interest, and the students' psychological. Several habits that the schools provide will build the students' character. Therefore, in standard process, Muhammadiyah Ambarbinangun Elementary School was good in implementing this standard.

Education and educator standard

As well as about management standard. Focusing on the education and educator, participant A claimed:

"In this schools, some of the teachers do not come from the primary teacher education. They come from economic bachelor degree, animal husbandary bachelor degree, government science bachelor degree, and from islamic bachelor degree."

There are many teachers who do not learn about how to teach elementary school students, even they come from the other field which has not corelation with elementary school. Actually, the headmaster worried about the capability of the teacher, but because of some reasons such as the teachers were felt be able to teach in that school, or because the teacher were active in Muhammadiyah field, so the teacher were selected to be part of Muhammadiyah Ambarbinangun Elementary School. The statement from Handayani (2016) support the participant A's answer: It is not only about the qualification to teach in the classroom but also about teaching in society with people. It means that the educator in that school more and less has the requirements from government standard.

The other information about educator in that school is there are more than 50% teachers who have gotten the primary teacher education lesson. It means that the educator of that school was raise enough to get the standard of education and educator. On the other hand, the teachers in that school also have been sent to follow some study banding with public school, which has different treatment from government. Then, the teachers would also get training in some seminars to increase teachers' knowledge. After joining the study banding and training, the teachers are

hoped to be able to implement their knowledge to that school to improve, then increase school's reputation.

Standard of facilities and infrastucture

Participant C explained that the facilities in that school are not complate and still a lots of lacks. Muhammadiyah Ambarbinangun Elementary School only has one projector. In fact, that school has 13 classes which need the support tools in learning. As the participant C said:

"We do not have science laboratorium and computere laboratorium. We only have six toilets. There are computere and laptop, but it was used by the teachers in office."

Supporting facilities in that school are still low and really need to be developed. Besides computer, laboratorium, that school also do not have own sport ground. During this time, they use village's ground to do sport. Then, with 13 classes, that school only has 6 toilets which it feels less.

"Actually with the facilities and infrastructure which not suit with the standard, but it was not bad. We have cleaning service who clean the school, we have enough book in the library, because during learning process one student can take one book, we also have 'pojok literasi' in each class."

Facilities of book, they get from government and parents. In an occasion, the school will open donation for book to be put in the library or in 'pojok literasi'. Then, the school also has target as participan C stated that their target are having finger print for presence, computers, computer laboratorium, science laboratorium, projector, and digital library. In short, it can be concluded that the facilities and infrastructure in that class still in progress to touch the standard.

Standard of education cost

As the sixth standard in Muhammadiyah Ambarbinangun Elementary School are good management. The participant D said that the estimation from this school come from *BOS Nasional*, *BOS Kabupaten*, and supporting operational education. Here the income for the payment also is not difficult and too heavy for parents. Parents only need to pay 35.000 rupiah for each month, but then for the payment will change in every year adapt with the needs. The school's component which involve from tha eight standards that need to be paid are employee budget, goods and services budget, and modal.

Regarding the participant D's explanation, how many cost that the school get or

the school paid are still balance, but if they get additional payment from donation it is a good news. Because talking about cost, how much money are matters. The conclusion is that school is use and suit with the standard of education cost.

Focusing on the management standard, the participant A claimed that:

“We have not reach yet 100% of the management standard. We have some constraints, and many school’s programs which have yet run well, and there are many urgent agenda rather than the school’s program which has been designed in the beginning.”

The participant A said that in managing school’s elements or programs, they still have a lot of lacks. Then, those lacks actually do not come from them, but from the unexpected urgent needs. Therefore, from the participant A’s statement, it can be concluded that in managing school, Muhammadiyah Ambarbinangun Elementary School still in progres to touch the atandard.

Assessment standard

The participant B stated that for assessing the students they focus on two aspects, *akhlak* (attitude) and knowledge. As the explanation in graduation competency standard in assessing students, the school will guide students to be able to memorize 30th juz in Al- Qur’an. The system for assessing students also use mid term assessment and final assessment. Besides that, each teachers has methods on assessing students indirectly such as with daily activities of daily assessment in aswering teacher’s question or so on. In short, for the assessment standard, that school was trying its best to be could assess as good as possible toward the students or the teacher.

IV. CONCLUSION

Eight National Education Standards as the guidance for education in Indonesia being the important things to be followed by each school. The school tried its best to implement all of the standards of government. In this research had been done by interviewing some components in the school such as headmaster, school treasurer, vice headmaster on curriculum and vice headmaster on facilities. The data were analyzed toward the eight standards that had been provided by the government. This method we used to figure out whether the school is a good school based on the standards from the government or not. Researcher found that the fact is that the school is enough to conduct teaching and learning activity. Each

standards actually has been completed by the school, but there is still the lack in every standard. The example of the lack in one standard is that in Standards of Facilities. In that school, there is no laboratory to conduct the science practice, and this is not in line with the standard facilities in the elementary school that they have to have a laboratory for their students.

Our suggestion for the school based on this observation is that researcher hope the school will fulfill the whole standards appropriately so that the school will have learning and teaching activity in a good way. And also, the school should make a creative way to overcome the school’s limitation, so that the school will run the teaching activities even though there is a limitation in their school.

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