

Performance Assessment Model Senior High School Dumai-Riau-Indonesia

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ABSTRACT

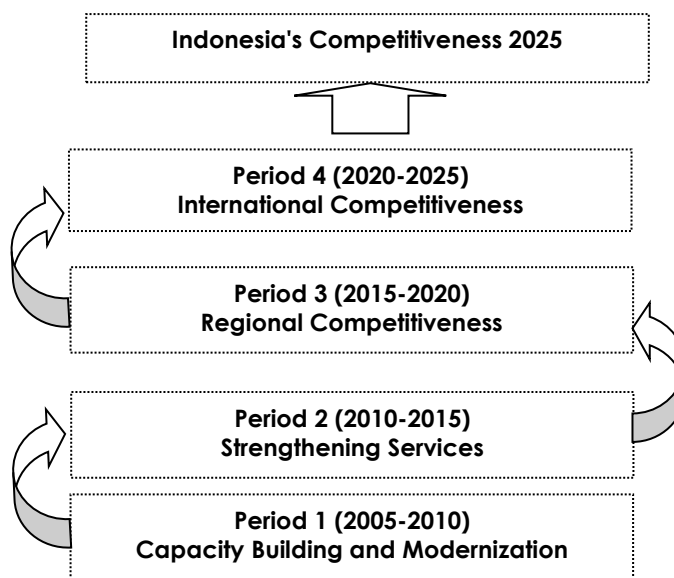
Assessment and evaluation is one of the best ways inside look at the advantages and disadvantages of a system and education. One of the Indonesian government's program for 2015 until 2020 is to create regional competitiveness. So far how high school achievement The extent to which high schools have an advantage over vocational school? How does and indicators to determine a school achievement ?. Through this study that will be studied is an indicator to determine the performance of the school in line with the direction of education in Indonesia. The method used through observation and study off as well as adjust to the standards set by the government. Through this study can be categorized school performance assessment models is influenced consists of several indicators of which is the curriculum and educational assessment, learning and teaching process, teaching/education, infrastructure, management and supervision, education financing and economic, social, environment.

KEYWORDS: Performance, School, Indonesia

1 INTRODUCTION

Indonesia is a country that has the largest population in the world other than India and china. The education system in Indonesia started than elementary school, junior high school, senior high school and college. For a number of students in high school are 4.3 million students [3]. Education is also a reflection of the state. Through education and the leader will be able to give birth to a new young generation to have a vision and incredible dream.

Chart 1.1: National Education Development Long term Plan 2005-2025



Source: Ministry of Education of Indonesia (2005)

Through a long-term plan 2005-2025 Ministry of Education, there are four themes in the development of education, namely (1) capacity building and modernization, (2) strengthening the services, (3) regional competitiveness, and (4)

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international competitiveness. To realize the dreams and hopes will be done through its programs and policies of national education department has three major challenges in education in Indonesia.

1. Equity and access expansion
2. Improved quality, relevance and competitiveness
3. Improved governance, and public image

Through national education development plans can be seen long-term persistence of the weaknesses in the educational equity, quality and governance of education in Indonesia. It has become a natural thing is reflection school education. School became a place for the next generation of knowledge and education. It has become a habit and tradition of the school assessment is often done only be seen by the passing aspect and ease. But it is actually not appropriate. In determining the assessment of the achievement of a school needs to touch and attention to many things and aspects of assessment. To determine these aspects and assessment of school performance studies are certainly needed depth so as to provide information and positive information to parents, the community about school performance that would be able to give them the option to specify a proper school for their children.

In realizing and maintaining a school that is expected is the existence of an achievement and an increase in both achievement and maintenance of a good school organization. To see a school has a high stage of attainment and good, it is necessary to assess the standard stipulation of an achievement. In addition to the need to achieve a feat that regular maintenance. Measure of achievement is the assessment of how the organization taken care of and the values delivered to customers and put holders [5]. He uses the word 'judge' which refers to the process of a more thorough and in-depth measure achievement organization. Measurement of achievement has become a cause very important and meaningful organization. Thus, achievement measurement system is very tightly linked in an attempt to measure the maintenance system organization. In general, achievement measurement system has been initially slipped into every stage of the maintenance organization to determine effectiveness organization.

Other than that things prevailing in Indonesia in education in the first of which is the problem, through the law as the basis of the Indonesian state law has required for implementing education provide a quality education to all the people of Indonesia through Law No. 20 in 2003. However, the effect is the opposite. Educational equity and quality of education is always questionable quality and achievement. Improving the quality of can't be separated from the implementation of quality assurance system/quality assurance. Quality assurance of a product or service needs to be done because the quality of most of the products produced or services provided is very likely to face the risk of not appropriate lower than the required minimum standards. In the field of education, even this logic may also apply, where the majority of graduates (output) produced or services provided by an educational institution, the quality may be lower than the minimum standards that have been required. Quality management in the form of quality assurance will provide assurance to customers that all aspects related to the educational services provided by the educational institution to meet certain quality standards, so that the output produced by the agency or educational units in accordance with the promised. Quality assurance efforts can be done by applying benchmarking using a criterion.

The second problem which is the problem in the process of recruitment and student learning/student. There namely the input process conceded to school students who have problems in recruiting because of corruption. Other than that have a problem in the process namely the implementation of education is not regular because the curriculum is constantly changing as if they have not found a model and a clear direction. In addition, it is the problem in the output namely the enactment of fraud and injustice in the implementation of the national exam as one of the methods in measuring and describing the current student achievement. Another factor that triggers the process of evaluation and assessment is a school that is not optimal. It can be seen is [2] recently carried an internal benchmarking. With the existing competition and government policy towards 2025 will provide the foundation to excess and vocational schools. The decisions made by the government have a clear basis and relevant because through vocational schools for girls and boys are expected to have the ability to direct technical and thus can be glimpsed by the company. It certainly has a challenge faced and challenge for high schools, given the high schools not only public schools but there are also private schools. Competition for secondary schools need to be tightened one of them is the need for assessment of school achievement that can describe the performance of the school that became the basis for parents to choose a school and expected to be a consideration for government in providing permits and feasibility of these schools are still able to operate or not.

The third problem that is, the government has made a long-term education development plan. In which Indonesia will enter the third period namely regional competitiveness. The meaning of regional competitiveness is competitive schools in Indonesia both areas is provinces in Indonesia. One thing that has not been prepared is a system that measures and a spur to reach the target schools and schools can be categorized regional competitiveness.

Through various problems can be seen in the need for indicators and models to determine and assess the performance of a school to reach the stage of regional competitiveness for the education of the Indonesian nation.

2 LITERATURE REVIEW

Evaluation, measurement and evaluation are distinguished because a process may also include measurement and testing, which contains decisions on value. This is in line with the opinion from Arikunto is states evaluation of an activity measure and assess [1]. There are several models of evaluation in education:

a. CIPP Model (Context, Input, Process, Product)

Evaluation of the context in question is assessing the needs, problems, assets, and opportunities to help policymakers set goals and priorities, as well as helping other groups used to know the purpose, opportunities and results. Evaluation of input conducted to assess alternative approaches, action plans, and funding for the continuation of the program in meeting the needs of the target group and achieve the goals set. Evaluation process aimed to assess the implementation of the plan has been established to assist in carrying out the conduct of activities and then will be able to help other user groups to determine the performance of the program and the estimated results.

b. Gaps Model

Evaluation model of the gap (discrepancy model) is to determine the level of compatibility between standard, which is specified in the program's performance actually from the program. Books are the criteria set, while the performance is the result of the implementation of the program. While the gap can be evaluated in the educational program include: (1) the gap between the implementation of the program plan, (2) the gap between the expected or predicted would be obtained with the actually realized, (3) the gap between the state's ability to set the standard capabilities, (4) the gap objectives, (5) gap on the part of the program can be changed, and (6) the gap in the system inconsistent.

c. Goal Free Evaluation Model (GFE)

Model GFE means assessors take on various reports or records the effects of real or concrete and influences undesirable in education and training programs. Special attention is given correctly to the proposed objectives of the evaluation, but not in the evaluation process or product.

d. Formative and Summative Evaluation Model

The primary responsibility of the assessor is to make a decision. But will have to follow the role of assessment varies. There are at least two important roles: formative, to assist in developing the curriculum, and summative, namely to assess the benefits and curriculum that has been developed and the use or placement in schools.

e. Measurement Model

Figure measurement model. According to the two figures in [8] some of the characteristics of the measurement model is:

1. Prioritize the measurement in the evaluation process. Measurement is a scientific activity that can be applied to various fields including education.
2. Evaluation is the measurement of various aspects of the behavior to see the differences in the individual or group. Therefore, the aim is to reveal the difference, it is considered the level of difficulty and distinguishing each grains, as well as the reference group norms developed that describes the position of the students and groups.
3. The scope is the result of the cognitive aspects of learning.
4. The evaluation tool used is the objective form of the written test.
5. Mimicking evaluation models in the natural sciences that promotes objectivity. Therefore, these models tend to develop evaluation tools are raw. Standardization is done by trying out the sample large enough to see its validity and reliability.

f. Suitability Model

People who develop the evaluation of the suitability of the model is Ralph W. Tyler, John B Carroll and Lee J Cronbach. The characteristics evaluation of the suitability of the model developed by the figures are:

1. Education is a process that includes three things, namely the purpose of education, experiential learning, and assessment of learning outcomes.
2. The object of evaluation is the students' behavior and judgments made on the changes in behavior at the end of the educational activity.
3. Changes in behavior occur in the learning outcomes of cognitive, affective and psychomotor.

3 RESULTS AND DISCUSSION

Through the study of literature has seen several models in determining the performance of a school. Education in Indonesia has national standards in education that there are some things that need to be accomplished and achieved, among others are: 1) the standard curriculum, 2) Standard Process, 3) Competency Standards, 4) Standard of Teachers and

Education Personnel, 5) infrastructure Standards, 6) Standard management, 7) Funding Standard and 8) Standards Education Evaluation: Evaluation, Accreditation, Certification, Quality Assurance. In assessing the performance of schools have the main components of the reference assessment of school performance. In the assessment of school performance assessment focuses not only on certain aspects, but covers various aspects of holistic. Thus, the results obtained can be described entirely in terms of feasibility and performance of the school. This performance is primarily evaluated from the primary mission of providing educational services in order to build a generation that has the knowledge and ability as a stock life in the future. Thus, the components of the assessment should cover all aspects of school inputs, school processes, and outputs schools intertwined with each other, so establish the performance, both individually and in school.

The first indicator in assessing school consists of several indicators include: curriculum and educational assessment, teaching and learning, teachers/staff, facilities, management and supervision, education financing.

a) Curriculum and Assessment in Education

Standard content includes the scope of the material and the level of competence to achieve competency in the level and type of education. Standard content includes the basic structure of the curriculum, the burden of learning, curriculum, academic calendar. The curriculum can be divided into two parts, the content and processes. Curriculum as the educational process related to the independence of the material presented teachers (how presented) for learners, while dealing with the relevance of the curriculum content, the interdisciplinary character of knowledge and learning experiences related to what students learn. "Who sets the curriculum?" Is the teacher educators? or the curriculum itself? or the government? Curriculum is not only the content and materials, but the goals and objectives of the school and how assessment strategies to achieve it. Curriculum includes, techniques and teaching strategies, learning activities, such as the utilization of space and time or the whole student activities planned. Another opinion of [5] that government policy intervention in the form of a government program regulations, procedures, adoption books, curriculum guides, teacher evaluation standards, tests and accountability mechanisms, other academic prerequisites, centralized control is more bad than good . Control and operation of the national curriculum, specifically committed to some key elements. Elements referred to include: conditions of approval, achievement test, the instructions and the national curriculum, evaluation and certification of the school, the process of material selection, certification requirements, teachers and school management information system.

Performance assessment methods that are appropriate and commonly applied current and relevant in the business world as well as in the field of education known as "benchmarking". Benchmarking method is an instrument for the analysis of quality, productivity and time. This method can be performed in the category of internal fixation, external and functional at an institution. Performance monitoring system (performance) is an approach to evaluating the "top-down". Another possible approach is to involve "stakeholders (teachers, school superintendent, school committee and representatives of the education watchdog) as is done at the state level in Virginia USA. The involvement of stakeholder groups has a positive impact on the monitoring system. Group called EPR (Educational Performance Recognition) proposed three components of the monitoring system: indicators of learning outcomes and learning progress, setting performance standards system through comparison of performance between schools, districts, region. Accreditation and Certification performed for each level of education and the need for public accountability objective, fair, reliable, transparent. Mechanisms and procedures for accreditation and certification required a valid and reliable instrument to guarantee public accountability to justify the procedure, good qualifications and fair. Issues related to standards of accreditation and certification is required as a means of addressing the issue of control of the education system and the rampant use of fake degree certificates and references accreditation underserved good response from the public. Accreditation and certification system should be directed valid objectivity in order to build the system and the society as equals.

b) Teaching and Learning

The education process is the key process of learning, where educational programs are implemented. One of the objectives and achievements of the school's academic improvement and processes related instrumental in it. The learning process has not been smooth and less well in many of our schools, resulting in low quality of education. Quality of the learning process is highly dependent on a variety of aspects, especially facilities including buildings, facilities and equipment, and are mainly teachers and the learning environment. School effectiveness is influenced by the question of epistemology and political obstacles that are often less serious driving policy. The effectiveness and efficiency of the school is a reflection of the goals and achievements (learning outcomes). [6] emphasizes that it is important in the educational process is the classroom and school environment, the standard of facilities and management, as well as the interaction between the individual and the environment.

In addition to the above factors, the reality in many schools where the process of learning in a conducive atmosphere did not materialize because of the weakness of the teachers with the old ways and are less actively engage learners. Also because of the ability, competence and attitudes of teachers who lacked support the creation of quality learning. So, the process of education is determined by variables or other educational indicators, such as the carrying capacity of the facilities,

atmosphere or climate that is conducive to learning, as well as by the competence and attitude.

c) Teachers/Educators

Input a school can be input related to faculty ratio, the ratio of students, and the facilities and funding, in addition to the input of hope that includes vision, mission, goals and objectives with emphasis on the intangible aspects. Aspects of teaching, including teachers, principals, and staff. Input related to aspects of teaching, including teachers, principals, and staff. The existence of these aspects are very important in the management of an organization, including schools, because if you really understood by the whole school community, will be able to be the main driver of the school's performance to achieve the desired goal. School standards are very human in nature, the number and qualifications sufficient, in accordance with the duties and functions of each [4].

Educators (teachers, principals, and employees) is generally in charge of implementing the planning, learning, coaching, training, monitoring, evaluation, supervision, and services necessary to improve the quality of the learning process. Staff is the soul of the school, and the school is just a container. Therefore, staff is key to the success of schools [4].

The most important innovation in the school is a learning process, because it is a learning process that tasks and functions of the school. Therefore, the learning process should be made to run with high effectiveness. In adhering to the implementation of the school curriculum and syllabus documents were developed with reference to the document. Curriculum standards designed to assure the public that what is acquired in school is totally consistent with the principles and objectives of national education as stated in the national curriculum. Although the school is allowed to develop or implement curriculum that is characteristic of the school is concerned, however, remains the national curriculum should be fully implemented [4]. While aspects of the learning process is the interaction between teachers and students are expected to produce changes in the core of the learners and the learning process is effectiveness. While the evaluation of learning is a process to obtain information about learning outcomes. Learning to be efficient if it achieves the desired result. Of course learning outcomes, not just students getting high grades, but also able to develop their potential to improve the life skills necessary to address and resolve the problems faced life. Therefore, the learning process can't be stopped until the control material, but had to accumulate a life skills [3].

Teachers are educators, is a competent professional expertise in the field of education. In the process of globalization in which the changes occur very rapidly teachers are required to continually adapt to the development of the competencies.

d) Infrastructure

Standard educational facilities include classrooms, a gym, a place of worship, libraries, laboratories, workshops, playgrounds, recreation areas and creation, and other learning resources to support the learning process, including the use of information and communication technologies, as well as facilities other teaching and learning. Fulfillment of education standards is highly dependent on the allocation of funding for education, but also from the community and the parents of those who are able. Education reform that emphasizes improving the quality of education, of course, must also be followed by an increase in the quality of the educational facilities are adequate. Standard facilities and infrastructure should prioritize the security of a child's learning capacity and robustness of the learning process. Educational facilities and infrastructure issues are closely linked to education funding. Government's ability to support the improvement of facilities and infrastructure is still very limited. While there is a charge for the citizens 'free education'.

This is a serious challenge in the development of standards of education indicators. Moreover, the policy of regional autonomy, less education funding to the attention of the authorities in the area of the negative impact of the decline of education will become a new threat. Standard facilities and infrastructure required to each unit of education for the procurement and maintenance. It is a challenge for the largest part of the educational unit in the country. Setting standards is necessary to organize the procurement and maintenance of the system by involving parties of parents and the community around education units are located. Including the obligations of stakeholders, support and assist the government in ensuring the availability of appropriate learning for education. Indicators of the standard of facilities and infrastructure should be adapted to the conditions and capabilities of each educational unit. However, the minimum requirements of the infrastructure and facilities that support the teaching and learning process becomes the responsibility of the government and the community together.

e) Management and Supervision

Management of primary education in the organize education in management: management standard level of education, local government management standards, management standards by governments (central). Education management division of authority is in line with the decentralization issue that also involves the management of education. Law 32 of 2004 on Regional Autonomy (article 13, paragraph 1 f) delegate some authority to the management of education in the area of local

government. This policy provides the opportunity to manage and develop the education sector in accordance with the potential and the conditions of each area. On the one hand, it can drive the growth of the development of national education (for areas that afford adequate financial and human resources), but on the other hand may have a greater decline in quality and management of education in other areas. Thus, it can result in increasingly wide educational disparities among children.

Relationship between decentralization and modernization of education is basically an effort to penetrate the centralized bureaucracy. The evaluation could be a fourth dimension that made the government regulator's legal system, economic and ideological control. Decentralization role in conflict management and give new powers to the political legitimacy of the government. Good education and management needed to support optimal synergetic learning process is managing principal at unit level. However, regional and national needs and seek cooperation for mutual fulfillment. Problems in terms of management education is facing bureaucratic delays and lack of clarity in the pattern of interaction between each level of management. Education units (schools) have the authority "apparent" because management do more is the implementation of "top-down". School Based Management (SBM) is an effort to expand the autonomy of education in the curriculum. But the question is whether there is democracy and independence there? Clear MBS is the central policy.

f) Funding of Education

Educational performance would be worse if not matched by adequate budget. Modern life is a global community, must experience the reality that "education is expensive". The leaders of this country actually realize that the education budget is important, they know that the future of a nation is dependent on the quality of education. However, knowledge and awareness of the importance of education funding, according to [7]"is not matched by an adequate commitment and discipline."

In addition through the depth factor internally in measuring school performance, but need also to be seen the extent to which schools are able to provide education as a sustainable legacy and continue to provide good or better known as the (sustainability concept). Global Vision for Education for Sustainable Development been declared as "A world where everyone has the opportunity to benefit from the qualities education and learn the values, behavior and lifestyles required for future positive social transformation". overall is to integrate the principles, values and practices of sustainable development into all aspects of education and learning to encourage changes in behavior that society will realize a better future principally in the field of integrity environment, advanced power economy, society for the future present and future generations (Uganda National Commission for UNESCO, 2010).

Conference United Nations (UN) about "The Human Environment" in Stockholm, Sweden 1972 to drive for humans to focus attention on the problem environment. At conferences further underscoring the need for the global community of mutual relations between environment and socio-economic issues of poverty and underdevelopment in development. Since the 1980s develop concept of sustainable development as a reprisal against the need to balance economic and social progress with attention to environment and preservation of natural resources. Sustainable development can be achieved through education indulge education is a means to change the perceptions, attitudes and human behavior. Johannesburg summit in 2002, expanding the vision of sustainable development and reaffirms the goals of education in the Millennium Development Goals and Education For All which was issued in the Dakar Framework for Action.

Education has ranked in international as important principles to deal with the global challenge faced an important challenge faced-we face. United Nations has publish 2005 to 2014, is Education for Sustainable Development. Value Education for Sustainable Development or Education for Sustainable Development (ESD) is respect: respect for others, both present and future generations and respect for the planet and what is given to us (ex: sources, flora and fauna). Therefore, schools are also required to assess the extent of the role and influence in the wake of continuing education concept. In this case there are several indicators that seen namely:

a. The economic dimension

From the economic dimension, the point is to educate and train the people who have no skills, no work and no school with various productive skills and control efforts to improve welfare. The productive skills developed highly dependent potential of the existing natural resources. For mountain areas and villages, businesses can be productive agriculture, plantation, farming, fishing, carpentry, and the cottage industry nature of processing after harvest. For coastal areas such processing potential of the sea such as seaweed, pearl, fishing and cottage industry. For environment area anyway, the business development is service more like a train service, machine wash, beauty and service printing. Students are not only trained in utilizing natural resources for productive activities sake only, but it is also the process education, awareness and responsibility and work together to act to maintain and preserve environment.

b. dimensions Environment

Dimensions Environment emphasis on efforts to instill consciousness and responsibility of the individual singly or

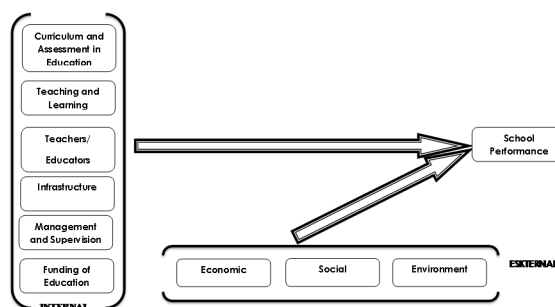
jointly create a clean and councilors Environment to cultivate green behavior in activity every day. An example is planting trees in the study area and its surroundings. Maintain cleanliness of the place of learning and beyond, dispose of waste in place, do not use chemicals on food, do not cut down trees, and get used to using herbs medicine. Culturing programs using the original, and subtracting the original. In Indonesia there are 123 villages develop energy self-sufficient alternative energy sources from oil palm, Jatropha, water and wind. Total production biodiesel start in 2006 could reach 2.9 million tons of production per year and a new bioethanol 240 thousand per year.

c. The social dimension of culture

Application of economic and socio-cultural dimensions in education for sustainable development in Indonesia need to consider the social and cultural. The social aspect of culture is essentially an effort to maintain, develop a system of values, culture, norms that have been well accepted in the community and bring changes on things that are less good. An example is maintaining the prevailing value system in society (mutual assistance, cooperation, kinship, and tolerance). Maintaining traditions that do not violate the norms of moral, religious and legal norms. Repair people's behavior irrational and distorted. Changing the culture of violence to a culture of harmony.

4 Conclusion

Based on the study and analysis has been done can be seen is school performance assessment models is influenced consists of several indicators of which is the curriculum and educational assessment, learning and teaching process, teaching/education, infrastructure, management and supervision, education financing and economic, social, environment.



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