

School Based Quality Management and the Profile of Basic Competencies of Teacher Graduates from the Open University in South Kalimantan

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Abstract

The purpose of the research is to ascertain the professional competencies of graduated teachers' the Elementary School Teacher Education Programme of the Faculty of Teacher Training and Education, Open University; to unveil the school condition and to detect the upgrading of elementary school teachers' professional competencies in South Kalimantan. The data is collected through closed questionnaires, observation, interview, and documentation. The result show that the teachers' basic competencies have weaknesses in class management and teaching-and-learning process, while the school condition does not support the school based quality management.

Abstrak

Tujuan kajian ialah untuk menentukan kebolehan profesional guru graduan daripada Program Studi Pendidikan Guru Sekolah Dasar Fakulti Pendidikan dan Latihan Guru, Universiti Terbuka; untuk mengetengahkan keadaan sekolah dan mengesan penambahbaikan kebolehan profesional guru sekolah dasar di Selatan Kalimantan. Data dikumpulkan melalui soal-selidik tertutup, pemerhatian, temubual dan dokumentasi. Hasil menunjukkan bahawa terdapat kelemahan dalam kebolehan asas dalam pengurusan bilik darjah dan proses pengajaran dan pembelajaran, manakala keadaan sekolah tidak membantu pengurusan berdasarkan kualiti.

Introduction

The Indonesian government and its people has conducted efforts to enhance the quality of national education. The renewed system of national education is marked by the issued of Laws No. 2 Year 1989 (Undang-Undang No. 2 Tahun 1989), Government Regulations (Peraturan Pemerintah) No. 28, 29, 30 Year 1990, 1994 Curriculum renewal, and the launching of the 9-years learning compulsory programme.

Some efforts conducted in improving the quality of teachers are providing better education for the going-to-be elementary school teachers and facilitating elementary school teachers with knowledge. The latter is facilitated through the Teachers' Working Group and Teachers' Workshop. Teachers are advised to participate in the programmes to improve their ability in mastering the materials and class administration reutilising the latest technologies.

The teachers graduated from the Teachers' School can continue their study to Diploma II as in accordance to the Letter of Decree of the Minister of Education No. 084/0/1989 dated December 30th 1989. The Elementary School Teacher Education Programme (ESTEP), where most of its students are high school graduates and elementary school teachers, also provides the long distance education system. The ESTEP graduates are expected to have professional basic competencies in teaching.

The profiles of teachers' basic competencies proposed by Joni (1980) are as follows:

1. Mastering the materials
2. Mastering the teaching-and-learning process
3. Mastering the class management
4. Mastering the use of media and sources
5. Mastering the basic of education
6. Capable in managing the class interaction
7. Capable in evaluating the students' learning results
8. Understanding the functions of guidance and counseling
9. Understanding and mastering the school administration
10. Understanding the principles and capable in interpreting the result of educational research

Although the efforts in improving the quality of education have been done for years, the results are not satisfactory. One of the indicators is the low achievement of students in NEM (*Nilai Ebtanas Murani*: end of school level examination scores).

There are 2 (two) factors that hamper the efforts of improving the quality of education (Umaedi, 2000). First, the strategy of education development tend to be 'input-oriented'. It means when the input is fulfilled, then the quality is considered satisfied. However, this 'input-oriented' strategy introduced by the theory of 'education production function' doesn't function in school setting. It works only for economy and industrial institutions. Secondly, education management is more 'macro-oriented', controlled by the government, and it cannot be appropriately applied in schools. Although the input is important, it

does not guarantee that it will improve the education quality directly. Just like the school resources. They are necessary but the insufficient condition may affect the students' achievement (Victorian's Department of Education, 1998). To overcome the problem, the approach known as the School Based Quality Management is recommended in this research. The programme is designed on priorities to enable schools to be independent but responsible for the resources they possess.

The National Education Minister of Indonesia has stated the standard for the ESTEP graduates that they should have ideal basic competencies. What is meant by ideal during the process of teaching-and-learning is not clearly defined. Researches related to the school based quality management showed the result as conducted by Hasan (1990) led to the conclusion that elementary school teachers do not act professionally, and Soedjadi (1992) stated that the development of professionalism for elementary school teachers is insufficient.

Method

The method used in this research is a descriptive approach (Soerahmad, 1970). Some dynamic variables are detected directly through the teaching-and-learning process in the classroom by the ESTEP. The dynamic variables meant are:

1. The profile of basic teaching ability of elementary school teachers graduated from ESTEP (of the Faculty of Teacher Training and Education (FTTE)) Open University in South Kalimantan.
2. The characteristics of related school environment.
3. The efforts in improving the professional competence quality for elementary school teachers graduated from FSTEP FTTE Open University in South Kalimantan.

The research was conducted in 11 areas in Hulu Sungai Tengah, Hulu Sungai Selatan, Tabalong and Kotabaru which is located in the South Kalimantan province.

Sample taken are the ESTEP graduates from different areas. They are chosen based on the location of their school and its effects. It is considered that the distance will have different effects for the teachers. There are 68 teachers and principals from 5 *kabupaten* and 34 *kecamatan* or 68 villages taken as sample for the research. Based on this, sample is taken using the multi stage random sampling (Tucman, 1978).

To obtain the data from various sources, the instruments used to gather the data are observation, questionnaires, interview and documentation.

The instrument and methodology conducted in this research can be described as follows:

1. The variable of the profile of elementary school teachers' professional competencies and their teaching skills are collected from the teachers' data, principal, and related documents. The data are gathered using observation and evaluation sheet, documentation, interview and closed-questionnaire.
2. The variable of characteristics of school environment, particularly the physical facilities, such as building condition, yard, class room, and other facilities are collected from the principal and teachers. The data are gathered using observation, interview, documentation and questionnaire.
3. The variable of efforts of professional upgrading and quality improvement are collected from the principal, supervisor, and local education agency, which are gathered using interview and questionnaire.

The data was edited, classified and calculated for the percentage frequency which are distributed and presented in tables.

The next step is to analyse the percentage of the data, then it is interpreted into percentage range (0% - 100%) of 5 percentage categories, as follow:

1. 0% - 20% = very few
2. 21% - 40% = few
3. 41% - 60% = some
4. 61% - 80% = most
5. 81% - 100% = all

Result

The implementation of D-II ESTEP FTTE Programme as the policy to improve the quality of teachers showed the following results:

1. Most teachers (72.14%) prepare the lesson plans and study the materials for the teaching-and-learning process everyday.
2. Some teachers (56.23%) do not find any significant difficulties in managing the teaching-and-learning process while others feel annoyed since the students make noises during the teaching-and-learning process.
3. Some teachers (45.12%) have problems with class management. Only few of them do not have problems with a class management.
4. Some teachers (57.36%) use media and teaching aids, while others do not use media and teaching aids quite often.

5. Most teachers (78.48%) declare they master the basic of education.
6. Most teachers reveal they can manage the class interaction though it is varied from one way to two-ways interaction, but rarely multi-ways interaction.
7. Almost all teachers (94.29%) said they can evaluate their students' learning achievement.
8. Most teachers (71.35%) understand the function and importance of guidance and counseling, but most of them do not use it.
9. Most teachers (67.12%) understand and master the school administration.
10. Few teachers (36.68%) understand and are capable in interpreting the result of this educational research.

The characteristics of school environment, particularly the school physical building, can be reported as follows:

1. The satisfactory school facilities are satisfactory for the teaching-and-learning process (82.49%).
2. The school building is adequate (75.91%).
3. The school yard is available for students (83.58%).
4. More rooms are needed (53.45%), while the rest have enough rooms.
5. The participation of students' parents for school (55.80%).
6. The control for educational management by the students' parents and community is not satisfactory (38.65%).
7. There is no attention for the students' needs by the parents (37.25%).
8. The expectation from the parents that their children go to a higher level of education is high (76.54%).
9. The characteristics of the community which should be paid attention is quite important (51.68%).
10. The school based quality management is still regarded unclear (74.92%).

The efforts to improve the professionalism are, among others:

1. Most teachers get guidance and information on how to improve their professionalism from their principals regularly in a form of the school based quality management (78.90%).
2. The supervisors and officials from the local National Education Agency periodically give the information about the school based quality management (64.14%).
3. Most teachers have joined with the training/up grading in Teacher Activity Center (86.45%).
4. Teachers are trained for the materials with the latest methodologies/class management (76.47%).
5. Teachers get the information about the school based quality management (55.32%).

6. The principal and officials from the local National Education Agency conduct supervision and class-visit periodically (79.11%).
7. The principal and officials from the local National Education Agency rarely conduct/demonstrate clinical supervision in schools (59.58%).
8. Most teachers intend to carry on their study further (77.41%).
9. Some teachers want to have a university degree but they do not have a supportive financial and time (48.49%).
10. Teachers do not have the materials and teaching aids which lead to the unsatisfactory mastery (51.79%).

Discussion

The research showed that the ESTEP graduates have shown not only the ability and basic competencies of a good teacher, but also their profile of professional competency. However, they have problems in the class management and the mastery of the teaching-and-learning process, especially in class discipline since they are new teachers.

There are other basic competencies and teaching skills for a teacher. The indicator for each skill will reveal the weaknesses. The indicators are how to open and close a lesson and giving reinforcement. The lack of mastery for the limitation on books, the selected method, media and unused sources create an unsatisfactory class management.

The other aspect of the school based quality management is the school environment. It includes the condition of buildings for the process of teaching-and-learning. To anticipate any problems related to school building the local government and community work side by side to provide any necessary facilities.

The conduct of education supervision and administration upgrading does not bring the expected result yet. The possible problems are the geographical condition and the limited budget. These conditions obviously reduce the continuity and optimalisation of the upgrading.

Concluding Remarks

From the research, we can conclude the following:

- a. The graduated teachers showed their skills in mastering the materials and the basics of education. They also master the evaluation techniques, give the guidance and counseling for their students, and do the school administration.

- b. They also have weaknesses, such as handling a noisy class, using the media and educational sources, and comprehending and interpreting the result of educational researches.
- c. Most efforts conducted to improve the teachers' professional competencies and the school quality are routine and unproductive/useless.

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