
Efforts to Realize Effective Schools to Improve School Quality

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ABSTRACT:

An effective school is a school that has a good and transparent performance system, is able to carry out its duties according to its obligations and is able to manage resources and important components in the school well in order to achieve the vision, mission and goals of the school efficiently and effectively and improve the quality of the school. and also the competence of the educators in the school in managing school management both externally and internally. This strives for regularity in school routines and also improves school performance in order to be superior compared to other schools. School quality is the quality of education at an educational unit level where in the quality of education there are several indicators consisting of educators, students, learning processes, and school facilities and infrastructure. Quality and effective schools are interrelated where the quality of education and effective schools is useful for increasing the accountability (accountability) of schools to the community and or the government that has provided all costs to schools, guaranteeing quality standards and the quality of graduates from educational institutions, improving abilities and competencies. educators to work more professionally, and improve the competence of healthy competition between schools and other schools regarding the quality achievements to be achieved. So by realizing effective schools can improve the quality of schools.

Keywords: Effective School, School Quality, Education.

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INTRODUCTION

The main problem of education, which can often even be said to be a concern from year to year, is regarding improving the quality of education and management efficiency (Sudarsana, 2015). The quality of education is the quality of schools which has become a major discussion issue in all circles, starting from schools, universities, government and legislative (Fadhli, 2016). Many also argue that the low quality of education is one of the causes that hinders the provision of human resources who have the skills to meet the demands of development and the needs of the nation in various fields. From various opinions and perspectives, criteria and indicators regarding quality education/schools can be improved if schools have 1) effective principal leadership, 2) good teacher performance 3) support from the government and all members of the community in the surrounding environment and adequate resources. There are, 4) Relevant curriculum, 5) superior and quality graduates, 6) culture and organizational climate that is effective Principal Leadership (Munirom, 2021).

School is a place for organizing the teaching and learning process and as a vehicle for the process of maturation and personality formation of students where there is a system of input processes and outputs whose activities are interrelated with one another (Zumakhsin, 2012), for example, in school input, students participate in learning activities as a process

and which The most important thing in a process is conducive learning conditions equipped with adequate facilities and infrastructure so that students can be expected to have higher concentration and learning motivation so that they can provide quality graduation output.

To realize effective schools in order to improve the quality of schools, this can be seen from the vision and mission implemented in schools and then also seen from the regularity in various aspects to achieve goals such as students, teachers and school leaders and how the relationship between schools and the community and how to utilize resources in schools to the maximum extent possible because these factors are included in school management in order to influence the achievement of school effectiveness. various learning and teaching processes so as to produce quality graduates and all the potential possessed by students is guaranteed to develop optimally and optimally. Through efforts to realize effective schools can improve the quality of education, especially in elementary schools because this is related to efforts to improve the quality of elementary school human resources as the main formal education unit that has the duties and obligations to improve and develop various competencies and provide basic knowledge and skills for students (Usman, 2014). For students, in carrying out these duties and obligations, schools must have a role in determining the goals set through various professional quality improvements for elementary school

educators as an educational institution that adheres to the classroom teacher system (Tanjung et al., 2021).

So through the explanation above it can be seen that effective schools and good school management will affect the quality of the school itself because schools as educational institutions will always be related to what will be achieved and what has been achieved because school effectiveness is not just the achievement of goals or objectives (Setiawan, 2016). The fulfillment of various needs to achieve targets but is closely related to various components of the system with quality or quality that becomes the overall description and characteristics of graduates who demonstrate their competence in satisfying the needs that have been set. an important component of the school both internally and externally in an effort to achieve the school's vision and mission goals efficiently and effectively this is very closely related to how to manage existing resources in schools. And efforts that can be seen in order to realize effective schools to improve school quality are through responding to various changes and challenges that exist in accordance with the demands of the times. In (Zamroni, 2007) it is said that improving school quality is a systematic process that continues continuously improve the quality of the teaching and learning process and the factors related to it, with the aim that the target of the school can be achieved more effectively and efficiently.

There are many factors that influence how to improve the quality of education,

one of which is the curriculum and educational facilities as well as professional education management (Usman, 2014). Therefore efforts to realize effective schools need to be supported because through effective school management or management can be more directed and teachers will be more required to improve professionalism in carrying out their duties. So if an effective school can be realized and implemented properly, the quality or quality of the school will also be directly affected because the two are interrelated with each other.

RESEARCH METHODS

This type of research is included in the type of qualitative research where the research method is based on the condition of the object from a natural setting, meaning that it is not made up. This is in accordance with what was expressed by (Moelong, 2018), qualitative research is research that intends to understand phenomena about what is experienced by research subjects such as behavior, perception, motivation, action, etc. holistically, and by means of description in the form of words and language, in a special natural context and by utilizing various natural methods. According to Satori & (Komariah & Triatna, 2006) the characteristics of qualitative research are 1) Having a natural setting with direct data sources and the key instrument is the researcher, 2) Descriptive in nature, 3) Working with a focus on processes and results is a necessity, 4) The method of data

analysis is done inductively, 5) Making "meaning" as an essential thing, 6) The focus of the study as a research boundary, 7) The initial design is tentative and verification, 8) Qualitative research uses specific criteria to measure the validity of the data. The data collection techniques used are observation, interviews, field data collection and documentation. The data analysis techniques used are 1) pre-field analysis including: analysis of data obtained from preliminary studies, or secondary data that will be used to determine the focus of the research although this focus its nature is still temporary (2) analysis while in the field at this stage the analysis is carried out at the time of data collection is carried out. To analyze the data while in the field, the researcher uses an interactive analysis model, (3) verifying the data and drawing conclusions. The initial conclusions put forward are still hypothetical or are still temporary conclusions then refined based on the acquisition of more complete data according to the results of research in the field.

RESULTS AND DISCUSSION

Effective schools are schools that have good performance and meet the characteristics as effective schools and quality schools are schools that have several indicators of the quality of education, namely educators, students, learning facilities and infrastructure and how the learning process and management are, therefore by making it effective schools will affect school quality because it is in

accordance with the standards that have been set as a requirement to be an effective school so as to improve the quality of school quality well. This means that it can be understood that an effective and quality school is a school that has several characteristics consisting of a curriculum that is clearly designed, instructional and professional leadership, clear school expectations and goals and good cooperation between educators and education staff as well as the school community as well as various competencies. possessed by the teacher to develop the various abilities possessed by the students. From this it can be explained that the characteristics of an effective school that have implications for the quality of the school include leadership who understands various fields of education and is oriented towards achievement or achievement and shows effective learning time and there is feedback in every educational program and utilization of existing resources in the school. maximum school environment.

Smith and Purkey (Hoy & Miskel, 1987) suggest that effective schools consist of Instructional leadership, Planned and purposeful curriculum, Clear goals and high expectations, Time on task, Recognition of academic success, Orderly climate, Sense of community, Parental support and involvement, School site management, Staff development, Staff ability, Collegial and collaborative planning, Direct support

In line with that, Scheerens & Bosker (Hoy & Miskel, 1987) also revealed the

characteristics of effective schools that have implications for school quality, namely Educational leadership, Curriculum quality/opportunity to learn, Achievement orientation, Effective learning time, Feedback and reinforcement, Classroom climate, School climate, Parental involvement, Independent learning, Evaluative potential, Consensus and cohesion, Structured instruction, Adaptive instruction.

A. Effective School Goals

The purpose of efforts to become and realize effective schools is one of the efforts to achieve national education goals, so all existing educational institutions need to maximize and optimize all inputs and processes to achieve educational output. School leaders must carry out their functions optimally and as much as possible so that learning services for students can enable the realization of the expected academic achievements, namely superior academic achievements. This is closely related to effective school and school management. Effective schools are characterized by the existence of disciplinary standards that apply to school principals, teachers, students, and administrative staff in schools in order to achieve school achievement standards as desired.

There are several objectives regarding why it is necessary to realize an effective school, namely:

1. Improving the professionalism of educators and good cooperation

2. Improving the quality of the performance of teachers in carrying out their duties and obligations as educators
3. able to optimize all inputs and processes for achieving educational output
4. Creating and achieving various achievements and graduates with superior values
5. Can achieve the existing vision and mission.

B. Characteristics and Characteristics of Effective Schools

Effective schools are schools that are able and able to organize and utilize all available resources in the school environment to ensure that all students can experience learning and learn lessons as effectively as possible to achieve the targets to be achieved. In this case, there are several characteristics that are factors to show that a school can be said to be an effective school, namely if the school has a good management system, has strong leadership accompanied by clear commitments and goals, emphasizes basic abilities, can empower every important component of the school well and as much as possible, have high expectations of student learning achievement, and run in a transparent and accountable manner in order to achieve the vision, mission and goals of the school effectively and efficiently. This is in accordance with what was conveyed by (Scheerens, 1992) that effective

schools have five important characteristics, namely; 1) Strong leadership 2) Emphasis on achieving basic skills 3) A comfortable environment 4) High expectations of student achievement 5) Regular assessment of student programs.

In this regard, there are also several characteristics of the process in effective schools:

1. Collaborative planning
2. Feeling of community, good peer relations and cooperation
3. Clear goals and expectations
4. Discipline and order that is applied.

C. Efforts That Can Be Done To Realize Effective Schools And Improve School Quality

The success of an institution is usually determined by the extent to which educational goals can be achieved during the period in which the leader serves and the length of education that takes place in tandem with the applicable curriculum. Then the creation of an effective school. In addition to focusing on the vision and mission to make and achieve an effective school, there are several things that must be done to optimize an effective school, namely:

1. Effective schools need the leadership of the principal to direct and motivate school residents and all parties involved such as teachers, staff, students, parents, the community to be willing to work together to achieve the expected school goals.

appropriate to the context at hand, especially the characteristics and abilities of the followers.

2. Creating effective and structured teaching in order to create meaningful and fun learning according to the process in order to achieve teaching goals as expected
3. Improving the competence and level of professionalism of the performance of the teachers. Through this, teachers can improve the quality of education and can be responsible for carrying out their responsibilities as much as possible to help achieve educational success.
4. Utilize existing resources as much as possible to assist in the process of improving school quality and realizing effective schools
5. Determine the vision, mission, goals, targets and have a strong and clear commitment. With the clarity that exists, it will be easy to target what you want to achieve in order to increase the motivation of its members to achieve the desired expectations to the maximum.
6. The principal as an agent of change where in this case the principal greatly determines whether or not the school can become an effective school because the principal must create and plan programs and carry out a series of activities so that the main goals of education are achieved. This is because effective schools are schools who are able to achieve learning goals

and targets within a certain planned period of time.

7. Various activities and discussions regarding schools must be carried out in a transparent and accountable manner so that there is no misunderstanding so that they can assist in achieving and realizing schools that are effective and able to improve the quality of schools in accordance with what has been targeted.

School quality is closely related to how the quality of education in an educational unit is. In achieving and improving the quality of a good school, it is necessary to pay attention to the quality of teachers, the quality of students, school culture and discipline, as well as educational facilities and funding for services in schools. Changes and developments in science, technology and culture today have a major impact in the world of education. One of these impacts is causing intense competition between one school institution and another. This requires school institutions to improve the quality of schools. Quality of education is a description of the ability of the education system that is directed effectively to increase the added value of input factors in order to produce the highest possible output (Suryadi & Tilaar, 1993). From this understanding, the quality of education includes a description of the ability of education in schools in accordance with the standards

and goals that have been targeted and will be achieved.

Effective schools require a leader who is capable and has professionalism to direct and motivate school residents and all parties involved such as teachers, staff, students, parents, the community to be willing to work together to achieve the school's goals that have been targeted and expected. Effective principal leadership needs to implement appropriate leadership strategies that are appropriate to the context at hand. The main considerations regarding effective schools in determining effective schools are related to student academic achievement, community participation, teacher satisfaction and professionalism are also criteria for effective schools (Scheerens, 2013). Principal leadership plays an important role in realizing effective schools to improve school quality and also plays an important role in developing an effective school culture.

The American National Education Association (NEA) (2013) provides guidelines for determining or measuring effective schools with three dimensions and indicators. The first is the input dimension, which includes finance, personnel, facilities, equipment, materials, policies and regulations, and student backgrounds. The second is the process dimension which includes curriculum and learning, policy implementation, diverse educational opportunities, parental involvement, and leadership. And the last is from the

outcome dimension which includes academic success, graduation, attitude, class stay and dropout, school safety, discipline, and average continuing learning. The efforts of school leaders in developing an effective school culture cannot be separated from their role as school principals, namely influencing their subordinates to follow their instructions and directions in carrying out school administration tasks in order to develop, succeed and advance schools, especially in realizing effective schools in order to improve school quality.

CONCLUSION

Effective schools are schools that are able and able to organize and utilize all available resources in the school environment to ensure that all students can experience learning and learn lessons as effectively as possible to achieve the targets to be achieved. Through efforts to realize effective schools can improve the quality of education, especially in elementary schools because this is related to efforts to improve the quality of elementary school human resources as the main formal education unit that has the duties and obligations to improve and develop various competencies and provide basic knowledge and skills for students. For students, in carrying out these duties and obligations, schools must have a role in determining the goals set through various professional quality improvements for elementary school educators as an educational institution that adheres to the

classroom teacher system. interconnected with one another so as to form a unified whole. While the school itself consists of several elements, namely input, process and output that are closely related to each other so that the school can be said to be a system.

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