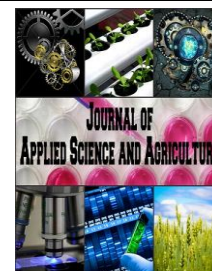




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School Performance Measurement in Indonesia

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ABSTRACT

Background: Education is one of the elements and things that are important in the wake of a civilization and development for the community. Developed nation is a nation that is able to provide special attention to the rank in the field of education. One of the educational institutions in Indonesia is school. Schools play an active role in creating young people who have the ability and good education stage. **Objective:** In this paper will discuss how far the process of measuring school performance in Indonesia later whether the factors that may have not been specifically considered in measuring the performance of the school in Indonesia. **Results:** Indonesia have eight National Education Standards and now for evaluation for school in Indonesia used EDS (Self-Evaluation) and Accreditation. **Conclusion:** There are two factors that can be seen in assessing and measuring the performance of a school of internal and external factors.

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INTRODUCTION

Quality education is one important thing in determining the progress and prosperity of the country. Quality education to become a leader in developing human capital that is knowledgeable, skilled and noble. This can be confirmed by history has proven that with education it can build a civilization of a society (Abd Rahim Abd Rahman et al.) In the context of education, the concept of quality education requires that providers understand and realize that the products are not educational institutions, except education services. Students are not the product of schooling but the services they receive and make their quality graduates. In the educational services industry encompasses all forms of school fees, to develop guidance to students, parents, and sponsors. In the learning process, students are conditioned in a learning atmosphere that achieve quality assurance (Suyatno 2000). In this case Postman and Weingartner (1969) call quality students. Among other qualities shown by the student persistence, discipline, innovation, creativity, and responsibility.

Another factor affecting the quality of schools is quality teachers, quality of graduates and the quality of the curriculum. In addition, amenities available school will determine the quality of the school.

According to Suyanto (2000) common goals to be achieved by each institutional quality education is to produce quality graduates. It also needs to be supported by students, academic and non-academic staff as well as facilities and the quality of the learning process, in other words the meaning of sufficient, relevant, and high productivity.

Methodology:

A school is an institution that is able to provide color and pattern of life of a nation. Through education can provide the knowledge and new skills to become a capital in life. In this journal methodology used is through "paper review" or revert the writings and information about educational performance measurement in Indonesia.

Results and Analysis:

According to Murphy et.al. (1996), performance is generally measured by comparison to various criteria or standards. Klumkin and Dess (1996), confirms that the performance of an organization has many dimensions, the more measures, which are based on the comparison of various criteria and standards, will increasingly provide improved performance information. Brandon and Drtina (1998), reminiscent of the setting of performance measurement errors will result in misinformation.

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Therefore the first step in designing measurement systems to choose is to choose the appropriate measures in accordance with all aspects and interests of the organization.

According to Bastian (2001) measured organizational performance through financial aspects, customer satisfaction, internal business operations, employee satisfaction, satisfaction with the community and stakeholders, as well as time. Gracesanti (2002) proposed a measure of organizational performance, including productivity, quality customer service orientation, responsiveness, and akuntabiliti. Lusthaus, et.al. (1999) suggested organizational performance can be measured through the dimensions of effectiveness, efficiency, relevance, and financial sustainability.

Muhammad (2008) explain organizational performance can be measured by the criteria of workload, effectiveness, efficiency, and Productivity. Workload shows the total cost of work completed. Efficiency shows a comparison between input and output. Keberkesnan shows a comparison between the level of output and outcome achievement of the final result obtained after output. Productivity shows the number of results achieved at a certain time.

Fenwick (Muhammad, 2008) using three-dimensional measuring organizational performance, namely economic, effectiveness, and efficiency. The economic dimension is the comparison between the cost and quality of the resources obtained as inputs in the management process. Said to be more economical, if the costs incurred by small while the quality of the resources obtained the better, and vice versa. Dimensions efficiency is the ratio between the resources used and output. That is how the output is generated in the process when compared with the incoming input. The greater the output and the smaller input received will be increasingly efficient. Dimensions of effectiveness is the extent of the resulting output can meet the goals and objectives of management. So the magnitude of the output does not necessarily indicate the magnitude of outcomes as they relate to the goals and objectives. Nurkolis (2003) proposed a school's performance can be measured by effectiveness, quality, productivity, efficiency, innovation, quality of life, and morale.

School is an organization that has a major task to provide quality educational services to the community. Services related to education, the Indonesian government has set National Education Standards as a basis of reference to measure school performance. Therefore, with regard to the various opinions of experts about the dimensions of organizational performance measurement, the measurement of the performance of schools in Indonesia refers to the National Education Standards, as set out in Regulation No. 19 of 2005. There are eight National Education Standards that can be used as a reference to measure school performance, as stated in Article 2 Paragraph (1), the standard

volume, standard processes, competency standards, standards of teachers and trainers, facilities and infrastructure standards, management standards, standards of financing, and valuation standards of education. Eight National Education Standards can be used as dimension for measuring the quality of school performance.

a. Curriculum dimension is defined as the complete document is in the school curriculum, including curriculum document, document devices curriculum, curriculum devices supporting documents.

b. Dimensions of the learning process is defined as the implementation of learning in school to achieve a standard of competence of graduates, including the planning of learning, learning process, learning outcomes assessment, and monitoring the implementation of learning

c. Dimensions competence of graduates, defined as the ability of graduates to be qualified academic achievement and non-academic achievements.

d. Dimensional evaluation, defined as the process of collecting and processing information to measure the achievement of learning outcomes of students.

e. Dimensions educators and trainers defined as the qualification and quality of teachers and staff performance.

f. Dimensions facility is defined as the quality and quantity of educational facilities to support learning facilities. This dimension includes the physical facilities, teaching aids, practical tools, and libraries.

g. Management dimension is defined as the activities, planned school program, the implementation of the work plan of the school; and supervision, to achieve efficiency and effectiveness of education in schools.

h. Financing dimension is defined as the efficiency and effectiveness of the use of tuition fees to fund education units operating activities in order to continue the regular and continuing education.

Apart from that so far there are several ways of measuring performance has been carried out in schools in Indonesia. Among them are:

1. EDS (Self-Evaluation). This assessment is done by the school with the assistance of the Department of Education in the area and in the province.

2. Accreditation. This assessment is performed to determine the position of the school in teaching, facilities, and facilities owned.

Conclusions:

Through the above explanation can be viewed and gives an overview of how far the process of evaluations carried out. Several studies have been done on how to measure school performance. There are two factors that can be seen in assessing and measuring the performance of a school of internal and external factors. So far that has been carried out in Indonesia is passing through the measurement of internal factors just by looking at content standards, school facilities and infrastructure, the ability of teachers, school funding. School performance can

not be seen by internal factors alone, because in the process of various influences received. Among them is through the influence of external factors such as economic, social and cultural.

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