

Quality Profile of Remote Areas Elementary Schools

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ABSTRACT

Not all schools understand the policies and procedures for carrying out the school functions based on SNP, among others, caused by due to the lack of understanding/inability of schools to conduct internal self-evaluations, which will describe the real school quality gaps against the SNP, as well as a basis for reference in preparing the RKS and RKAS. This study aims to describe the quality profile of remote elementary schools (SD) in Kapuas Districts, Central Kalimantan Province, Indonesia. The descriptive study with a qualitative approach was conducted in 6 (six) remote areas in SD. The data sources in this study consisted of 6 (six) principals and the Kapuas Districts Education Office personnel. Through interview techniques, observation, and filling out the e-EDS instrument developed by the researchers referring to the SNP for primary and secondary education, quality data of the remote areas SD was collected; then analyzed using interactive data analysis. The results showed that all of the remote areas SD get a "red report". This study provides additional evidence that the disparity problem of primary education quality in remote areas has not been handled properly by education policymakers in Kapuas Districts and related stakeholders. We recommend to the related parties to "borrowing" policies from other countries that have succeeded to overcoming the problems of remote areas education as a means to carry out lessons learned and redesign policies in the future.

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1. INTRODUCTION

The level to which primary and secondary education meet the National Education Standards (SNP) in the Primary and Secondary Education units and expertise programmes is the quality of primary and secondary education (Kemendikbud, 2016). SNP is the minimum standard the government sets that schools and everyone involved in education must meet. It is made up of Competency Standards for Graduates (SNP 1), Standard of Content (SNP 2), Standard of Process

(SNP 3), Standard of Educational Assessment (SNP 4), Standard of Educators and Educational Personnel (SNP 5), Standard of Management (SNP 6), Standard of Facilities and Infrastructure (SNP 7) and Standard of Education Financing (SN) (Alawiyah, 2017). Each school must do quality assurance to ensure they meet the SNP. Quality assurance aims to improve how and what students learn and build a quality culture in schools (Chapman & Sammons, 2013).

The School Self Assessment is one tool utilised in creating school performance profiles in relation to SNP (EDS). The SNP forms the basis of EDS, a school's internal self-evaluation process that invites input from a wide range of interested parties. The School Activity Plan, Budget, and subsequent School Work Plan (RKS) are developed using EDS data (RKAS). EDS is a part of school quality mapping, which will help those with a vested interest in education create more transparent and effective plans and budgets to raise educational standards at all levels (Satori, 2016).

Nugroho & Hartanto (2018) explained that schools in remote areas face various obstacles to fulfilling the SNP. Schools or principals do not universally understand the rules and processes for carrying out school activities by quality standards (Siddiqui, 2013). Principals and supervisors do not understand the what, why, and how of EDS; EDS is only considered a standalone project and is not linked to the school programme; (2) too many EDS instruments cause saturation in the file; and (3) there is a lack of studies related to the implementation of EDS as a means of mapping the quality of remote schools towards the fulfilment of the SNP (Ariani, 2013; Hendarman, 2014). This demonstrates that the need for schools to develop RKS as an important part of school development (Garira, 2020) has not been fully understood, especially by elementary schools in remote areas in the mining area of PT. Astra International Tbk in the Kapuas Regency of Central Kalimantan, as evidenced by the facts: remote elementary schools have never implemented EDS (manual or application-based), school quality development programme plan.

Based on these conditions, before researching to reveal the school quality profile, the researchers remodified the e-EDS application that had been developed by the Education Quality Assurance Institute (LPMP) of Central Kalimantan Province, so that it could more clearly reveal school quality gaps, be more practical to use and understand. by the user (remote SD). This is in accordance with the recommendation of Maryadi's research (2019) that it is necessary to make improvements to the e-EDS instrument to make it more flexible, systematic, and practical, adjusting to the characteristics of the school. This study aims to describe the quality of remote elementary schools in Kapuas Regency, Central Kalimantan, Indonesia.

2. METHODS

This study takes a qualitative approach and tries to provide detailed descriptions of the context, the events, the persons involved, and any other relevant variables that can be expressed numerically or verbally (Sugiyono, 2010). Six SD principals in rural areas of Kapuas Districts, Central Kalimantan, Indonesia, and officials from the district's Education Office, provided information for this study. SDN 1 Buhut, SDN 1 Buhut Jaya, SDN 1 Tumbang Mamput, SDN 1 Barunang, SDS Sakakaran, and SDS Penda Rawah are the far-flung SDs owned by PT. Astra International Tbk and located in the mining circle. There are three phases to this investigation: (1) background research, (2) development of the e-EDS programme, and (3) data gathering on school quality. This research makes use of an improved version of the e-EDS programme developed by LPMP in Central Kalimantan Province. Changes have been made to the presentation of report cards, the clarity of the language, and the accessibility of e-EDS filling requirements.

Data analysis was carried out in stages: (1) analyzing the results of research subject entries in the e-EDS which was intended to determine the achievement of quality standards in the SD target, and (2) confirmation through interviews with the SD target to check the truth of certain data with the data obtained from others sources (Sugiyono, 2011). Data analysis used interactive data patterns from

Miles et al. (2014), including (1) data condensation, (2) data presentation, and (3) drawing conclusions. Data validation using confirmability techniques.

3. FINDINGS AND DISCUSSION

3.1 Findings

Findings research about the quality profile of remote areas SD in Kapuas Districts, Central Kalimantan Province, Indonesia, are presented as follows:

As can be seen in Figure 1, there is a deficiency in all areas of the SNP for SDN 1 Buhut. This includes (1) SNP 1, which states that graduates are competent in the areas of attitude, knowledge, and skills. (2) SNP 2, often known as a scholastic load and curriculum. Thirdly, SNP 3, which entails the actual doing of learning and testing under the watchful eye of educators, (4) SNP 4, which encompasses the aforementioned scope, goals, and instruments of educational assessment, (5) SNP 5, which includes principals and librarians, (6) SNP 7, or structures, infrastructure, and related devices implementation plan, monitoring and evaluation, information and management systems, and (8) SNP 8, implementation of cross-subsidy to aid low-income students and school operational burden provisions. At SDN 1 Buhut, students averaged an SNP accomplishment score of 3.65. In general, SDN Buhut scored close to the threshold for SNP Level 2, placing it in that band.

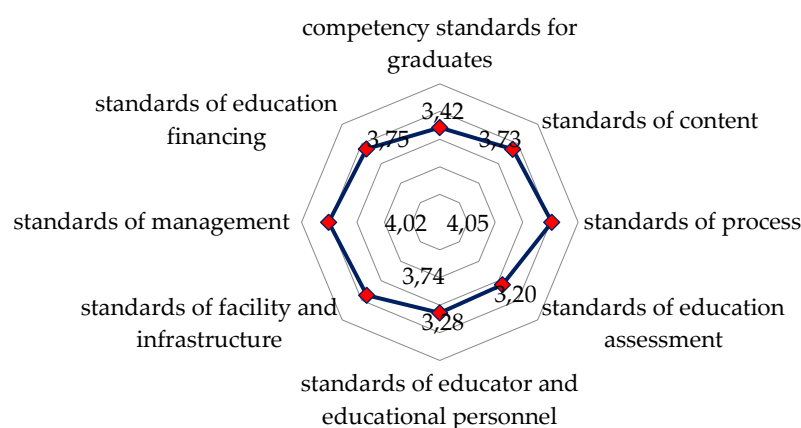


Figure 1. Quality Chart of SDN 1 Buhut

As can be seen in Figure 2, SDN 1 Buhut Jaya is lacking in all areas of the SNP. This includes (1) SNP 1, wherein graduates exhibit competence in the attitude and knowledge dimensions but not both. (2) SNP 2, often known as a scholastic load and curriculum. Thirdly, SNP 3, which entails the actual doing of learning and testing under the watchful eye of educators, (4) SNP 4, which covers the aforementioned topics of "education evaluation scope," "education evaluation goals," and "education evaluation assessment of instruments," (5) SNP 5, which includes principals and librarians, (6) SNP 7, or structures, infrastructure, and related devices (8) SNP 8, namely, expenses operating school in accordance provisions, and school perform fund management with good; and (7) SNP 6, namely, implementation plan, monitoring and evaluation, information and management systems. At SDN 1 Buhut Jaya, students averaged an SNP performance of 4.02. According to the average score, SDN Buhut Jaya is on its way to SNP Level 3.

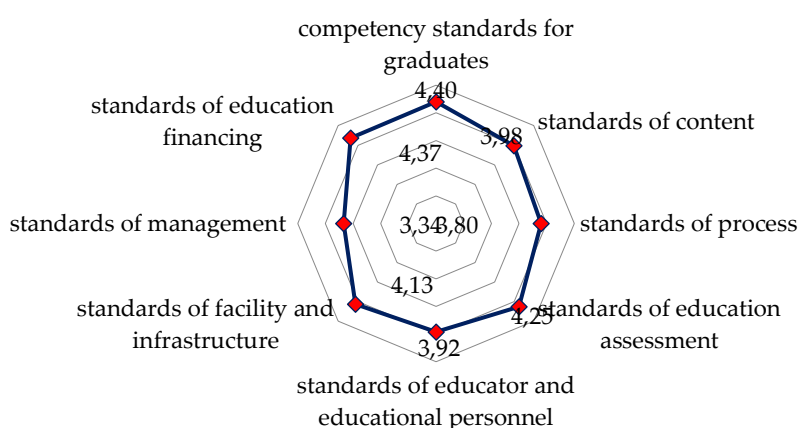


Figure 2. Quality Chart of SDN 1 Buhut Jaya

Figure 3, shows that SDN 1 Tumbang Mamput has gaps in the 6 components of the SNP, except SNP 3 and SNP 8. The low-quality indicator in the 6 SNP components are items on: (1) SNP 1, namely: graduates have competence on dimensions of knowledge, and graduates have competence on dimensions of skills, (2) SNP 2, namely: a load of the curriculum, and the curriculum, (3) SNP 4, namely: benefits of education evaluation, (5) SNP 5, namely: competence head school, fulfilment number of teachers, teacher qualifications, teacher competence, and school personnel (TAS, Librarian), (6) SNP 7, namely: completeness of facilities and infrastructure, and (7) SNP 6, namely: school guidelines, implementation of the school plan, a document of curriculum, leadership of the principal. On average, the SNP achievement at SDN Tumbang able was at a score of 3.61. Based on the average score showed that SDN Tumbang Mamput is in the "Towards the SNP Level 2" category.

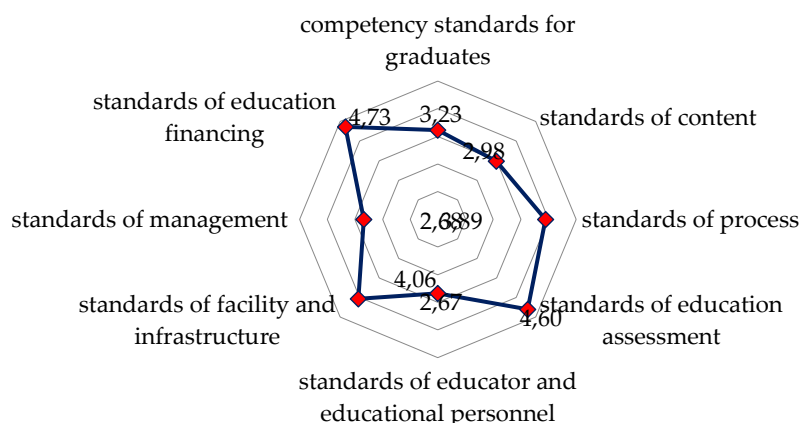


Figure 3. Quality Chart of SDN 1 Tumbang Mamput

Figure 4 shows that SDN 1 Barunang has gaps in the 7 components of the SNP, except SNP 6. The low-quality indicator in the 7 components of the SNP are items on: (1) SNP 1, namely: graduates have competence on dimensions of knowledge, and graduates have competence on dimensions of skills, (2) SNP 2, namely: the curriculum, (3) SNP 3, namely: learning plan, (4) SNP 4, namely: benefits of education evaluation, and instruments of education evaluation, (5) SNP 5, namely: educators, (6) SNP 7, namely: land, buildings and the facilities and infrastructure equipment, and (7) SNP 8, namely: implementing of cross-subsidy for helping poor students, and school do better fund management. On average, the SNP achievement at SDN 1 Barunang was at a score of 4.15. Based on the average score showed that SDN 1 Barunang are in the "Towards of the SNP Level 3" category.

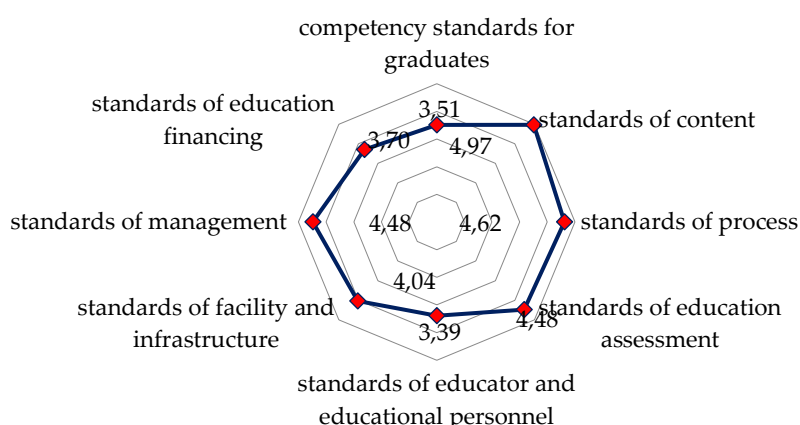


Figure 4 Quality Chart of SDN 1 Barunang

Figure 5, shows that SDS Sakakaranan has gap on the whole of the SNP components, including: (1) SNP 1, namely: related with competence of knowledge and attitude, (2) SNP 2, namely: the curriculum tools (documents), (3) SNP 3, namely: implementation of scientific learning and various models, methods in learning, (4) SNP 5, namely: managerial of school (MBS) for the principal, supervision, monitoring and evaluation, development of teacher professionals through the KKG, teacher qualifications, number of school personnel, (5) SNP 6, namely: school organizational structure, guidelines: students, curriculum, teachers and school personnel, culture and school environment, finance and financing, and mechanisms of PPDB, (6) SNP 4, namely: techniques assessment used by teachers in learning, and instruments of assessment, (7) SNP 7, namely: fulfillment of the minimal facilities and infrastructure, and fulfillment of learning facilities, and (8) SNP 8, namely: use of funds, reporting use of funds, and documents of supporter reporting. On average, the SNP achievement in SDS Sakakaranan was at a score of 2.35. Based on the average score showed that SDS Sakakaranan are in the "Towards of the SNP Level 2" category.

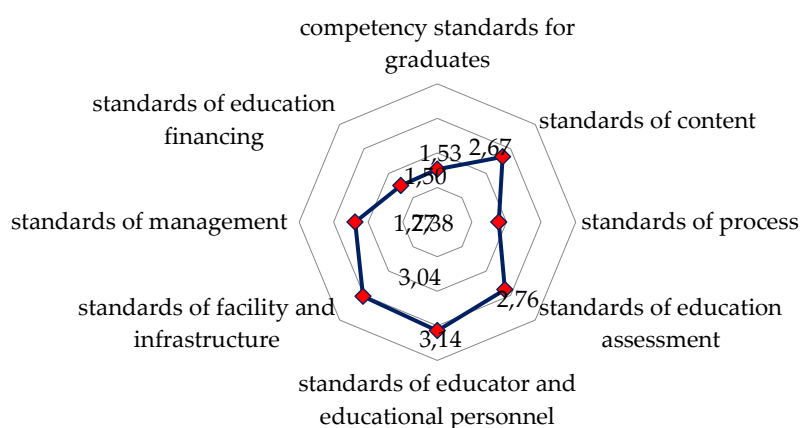


Figure 5 Quality Chart of SDS Sakakaranan

Gaps are visible in all but SNP 3 and SNP 8 of the SNP components in SDS Penda Rawah (Figure 6). Items on SNP 1, whereby graduates demonstrate competence on knowledge and skill dimensions, SNP 2, wherein there is a heavy curricular load and the curriculum, and SNP 6 indicate that there is a problem with the quality of instruction in these areas. (3) SNP 4: the value of evaluating educational programmes; (5) SNP 5: the leadership skills of the principal; (6) SNP 7: the fullness of the school's physical resources; (7) SNP 6: the school's policies, the implementation of its plan, the documentation of its curriculum, and the leadership of its head administrator. The mean SNP performance at SDS Penda Rawah was 3.40. SDS Penda Rawah, on average, falls into the "Towards the SNP Level 2" category.

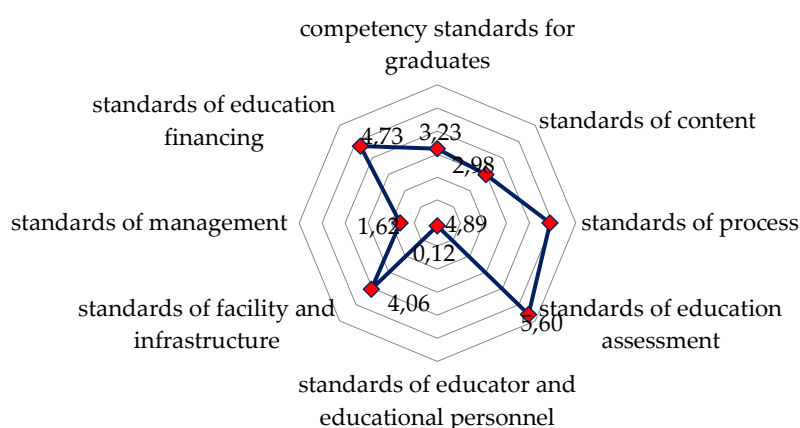


Figure 6 Quality Chart of SDS Penda Rawah

In general, the average score of the quality of remote SD in the Kapuas Districts is shown in Figure 7. The results of the recapitulation showed that remote SD in the Kapuas Districts has an average score of 3.53, or "Towards of the SNP Level 2". The description of that quality indicates that that remote SD receive a "red report", or are still experiencing a very large gap to the expected of the SNP.

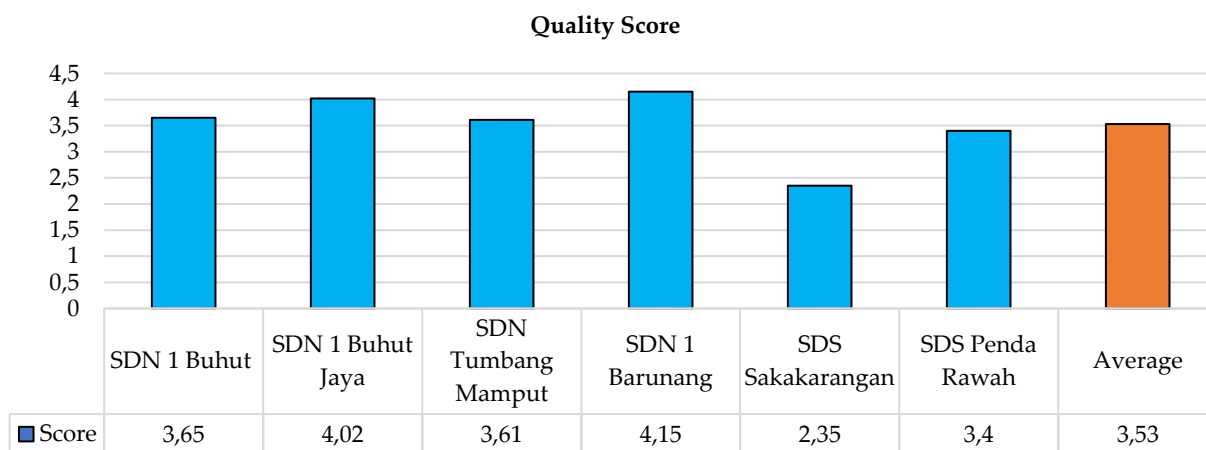


Figure 7 Average of Quality Score of Remote Areas Elementary Schools in Kapuas Districts

3.2 Discussion

Evidence of the lack of seriousness of education policymakers in Kapuas Districts in addressing the problem of disparity in the quality of primary education in their area is provided by the gap in the quality of remote areas SD to the fulfilment of the SNP with the "Red Report" category, as found by the research. Since the pre-reform era until now, there have not been many significant changes in improving the quality of remote areas primary education in Central Kalimantan Province, and the description of the problem of disparity in the quality of primary education in remote areas is a reflection of the quality of the primary education in other remote areas in Central Kalimantan Province (Siram, 1993; Nugroho, 2017; Nugroho & Hartanto, 2018)

Data for this study came from interviews with six principals in outlying areas of SD, who discussed the unique challenges they encountered as school leaders far from the state capital. Although the supervisors' monitoring programme may actually be a solution in practise, they only got it once every six months or a year, which they found frustrating. School administrators "deadlock" in those circumstances. They lack the necessary managerial chops to steer schools in the right direction in terms of meeting quality requirements. Likewise, until recently, there were no "pre-service" or "in-service" professional development programmes available for those who would be responsible for leading schools in geographically dispersed settings. Principals exercise leadership based on their expertise and the instructors' willingness to follow their guidance. What matters most is how teaching and learning are actually implemented in classrooms; whether or not such implementation complies with established quality criteria is of secondary importance. In practise, schools spend most of their time each day performing administrative tasks related to reporting to the education office. The education office, which had been quite sympathetic to their plight at the outset, now seems to believe that all of the difficulties the school is experiencing "do not exist" and that everything is fine.

The principals' incapacity to improve educational implementation in their schools is evidenced by the discrepancy in the quality of the SNP components. According to Beare et al. (2018), principals often take the blame for a school's poor performance. The principal, as the school's top administrator, is responsible for doing everything in his or her power to encourage faculty, staff, and students to work together to raise educational standards. Yet, it can't be denied how challenging this duty can be (Juharyanto, 2017). Miller's (2015) research shows that principals in rural areas, due to a lack of direction before and during their duties as principals in rural areas, as well as a lack of facilities, resources, and assorted other support systems, are forced to filter policies that they think can be implemented in schools by taking into account the characteristics of the school (Juharyanto et al., 2019)

Education officials, as explained by Msila (2010), "maintain a distance" rather than aid schools in improving their educational offerings. In the Indonesian context, in general, the appointment of principals in remote areas does not pay attention to competence, only based on their willingness to be appointed as school principals (Juharyanto et al., 2020); even competent teachers have no desire to be appointed as principals as these schools tend to be "difficult to manage," despite the fact that additional compensation is provided to them (Clarke & Wildy, 2011). Education authorities need to take the many challenges encountered by schools in outlying areas very seriously and act swiftly to solve them. Although his presence has the greatest strategic weight in determining the school's fate, the principal is not the only leader who has responsibility for the institution's quality. Without the backing and direction of the education authority, in this case, the district education office, principals will struggle to complete difficult jobs successfully. Principals often fall short in their roles as school leaders, according to research cited by Barber et al. (2010).

Changing the role of districts in school reform has been shown to be effective in countries that have successfully addressed educational issues in underserved areas. As facilitators or network builders (Clarke & Wildy, 2011), districts play an indirect but crucial role in improving student learning outcomes (Wilkinson et al., 2019) by providing resources to help principals and building strategic collaborations with other stakeholders (Chapman, 2019). Education policymakers in Indonesia might learn from the experiences of other nations, particularly those with a track record of success, regarding the changing role of districts in enhancing the quality of schools in rural areas. The provincial/district/city education office is the governing body with jurisdiction.

Strategic measures implemented by high-performing districts are characterised as "a sense of district-wide achievement" by Anderson (2003). Local governments have faith in the ability of their schools to provide quality education and strong leadership. Instead of acting solely as facility managers, principals are now expected to serve as instructional leaders for their student bodies (Bitsadze, 2019). This shift in policy necessitates new approaches to supervising principals in order to

produce leaders capable of doing their jobs. From evaluating principals to assisting principals in developing into instructional leaders, direct assistance for principals' professional development has shifted from a concentration on supervision to coaching, mentoring, and partnerships (Clarke & Wildy, 2011). (Honig & Rainey, 2019).

District-wide initiatives may take various shapes at individual schools, as Wilkinson et al. (2019) illustrate. This method becomes particularly useful for introducing changes in countries where there is a wide range of school cultures, philosophies, communities, geographical locations, school sizes, ethical and religious origins, and worldviews. For change to be successful and long-lasting, districts need to support instructional leadership from principals at all levels, especially at geographically dispersed schools (Wilkinson et al., 2019).

In an effort to strike a middle ground between school and district policies, the district is working to strengthen its instructional leadership (Preston & Barnes, 2017). Now more than ever, supervisors are making regular site visits to schools and meeting with principals to discuss ways to improve student learning. Supervisors' responsibilities have evolved from those of organisational managers to those of instructional leaders, with a greater emphasis placed on aiding principals with instruction and compliance. The success of each student can be ensured if administrators place a premium on developing their principals' skills as instructional leaders (Honig & Rainey, 2019).

In order to put theory into practice, principals must be "given" the opportunity to engage in professional learning in authentic contexts rather than attending workshops outside of the school day. The district's role in mentoring and supervising school principals necessitates a shift from the traditional methods of supervision that have been used up to this point towards ways that focus on providing support and guidance. As a result of this shift, district office managers were compelled to reevaluate their roles and responsibilities (Bitsadze, 2019).

The education authorities in Central Kalimantan Province, particularly in Kapuas Districts, can use the good practices carried out in these countries as a reference in revitalising various policies for remote SD, but this will undoubtedly raise questions in its implementation on the ground, such as "Do school supervisors have sufficient capacity to do this, and how can the education office ensure that supervisors who will be assigned can become effective?" Is the principal able to stay abreast of developments at the department of education? In what ways are principals being prepared to take on instructional leadership roles by the department of education? The Kapuas District Education Office will implement revitalization measures in "good faith," and these inquiries will accompany that process.

The implementation of instructional leadership necessitates some antecedents that cannot be readily handled, as Hariri et al. (2016) detailed in Indonesia's history and reality. Building strong partnerships between supervisors and principals should follow the strategic decision to increase supervisors' capacity. Districts should exercise caution when selecting and preparing supervisors within the framework of collegial relationships between supervisors and school principals (Thessin, 2019), and the development for supervisors should similarly be well-planned (Zamjani, 2016).

In order for supervisors to take advantage of these shifts, it is essential to revise their job descriptions (Chapman, 2019). Aspiring managers should be chosen based on their demonstrated capacity to lead their own learning and knowledge of how to foster environments conducive to doing so (Thessin, 2019). As a result, it's crucial that the district hire new supervisors with an eye towards their potential to take charge in the classroom, as well as to continue empowering existing supervisors to create and implement lessons learned and reflect on the results of their work. The future assignment of the principal as a whole is another essential consideration for the school system. (Honig & Rainey, 2019).

Recruitment, pre-service professional development, selection, placement, additional study, evaluation, and succession planning are just some of the many policies and programmes that LaPointe et al. (2006) say should accompany efforts to increase the professionalism of principals' leadership. Districts should make a concerted effort to shift the focus of principal leadership from

merely focusing on school management to including cultivating instructional leadership (Sumintono et al., 2019). (Lee & Hallinger, 2012). If continual efforts are made to design the professional development of supervisors and principals, then these efforts will be successful. Supervisory authorities and principals in rural locations may become stuck in outmoded professional identities if they are not provided with a plan for ongoing professional development (Tulowitzki, 2019). From the above, we can infer that (1) the Kapuas Districts Government (education office) should prioritise the recruitment and professional development of remote school supervisors so that they can best play their role in supporting the development of principals' instructional leadership and (2) the same should be done with regard to the recruitment and professional development of remote school teachers.

The Kapuas District Education Office has said that they do not have a separate budget allocation for the professional development of supervisors and principals of remote SD, thus it is safe to assume that one of the two alternate approaches will have to do with money. It is acknowledged that in the era of educational autonomy, budgetary restrictions continue to pose the greatest challenge for many regions in Indonesia. However, Budaya (2016) contends that ineffective and inefficient budget management, which is still dominated by operational and regular expenses, is the primary reason of the budget challenges encountered by local governments. Exceptional funding for education is only possible in a handful of areas (Toyamah & Usman, 2004). Inequality, injustice, inefficiency, and ineffectiveness in education budget management result from the availability of varying budgets and methods in each region (Suwandi, 2012).

A number of studies propose alternatives to the inefficiencies in management and budget constraints that prevent districts from implementing their innovative programmes and policies. These include synergistic partnerships between districts (education offices) and parties who care about education, such as through the involvement of business entities in the Corporate Social Responsibility (CSR) programme (Adianto, 2018). In the midst of the stagnation of education development in Indonesia, the synergy of CSR in education is one of the joint movements that need to be done as an alternative solution (Wilda & Sunoko, 2020). Stakeholder expectations that investment decisions will yield financial benefits and social and environmental aspects to increase community welfare (Hidayati, 2011), including through education, are important to the successful implementation of CSR (Aini et al., 2018).

In Indonesia, funding support from private companies is contained in various laws/regulations, such as Law Number 20/2003 concerning the National Education System and Government Regulation Number 48/2008 concerning Education Financing, as a legal foundation for establishing partnerships with private parties who have concerns for education. The law synergizes with laws/regulations related to the obligation to carry out social and environmental responsibility by companies, such as Government Regulation Number 47/2012 concerning Social and Environmental Responsibility of Ltd., Kepmen-ESDM Number 1824 K/30/MEM/2018 concerning Guidelines for Implementation of Community Development and Empowerment. The real role of the Business and Industry World (DUDI) in supporting the development of education in Indonesia can be realized through a synergistic partnership program carried out programmatically by schools through partnership programs, school committee programs, and DUDI partnership programs with local governments as a form of social and environmental responsibility and community development and empowerment (Nugroho & Hartanto, 2018).

Effective multi-agency partnerships are critical to addressing educational inequality (Chapman, 2019) in the case of a remote SD on the mining circle of a subsidiary of PT. Astra International Tbk., in the Kapuas Districts, provides an opportunity for the Kapuas Districts Government to establish various programs/policies that are jointly designed/agreed to solve the quality problems of primary education in remote areas through the support of CSR funds. As a follow-up to the operational realization of these various programs/policies, the scope of the partnership can be further expanded, for example, by involving universities that can assist in designing plans for supervisory and principal

positions, as well as the preparation and development of continuing professional programs in remote school contexts.

The change effort finally returned to the education authorities in Kapuas Districts, Central Kalimantan Province, including other districts in Indonesia that faced similar problems. Lingard (2010) stated that in order to achieve the goal of improving the quality of schools in remote areas through education leaders at the district level, it is necessary to consider making "policy borrowing" followed by "policy learning"; of course, adapting to the context of schools in Indonesia (Sumintono et al., 2019). Although the notion of "policy borrowing" is opposed by Harris & Jones (2018) because "policy borrowing" does not always work, contextualized "policy learning" can be done. Therefore, taking into account the policies and good practices of various countries that have succeeded in overcoming the educational problems in remote areas, it should be a lesson for policymakers, especially in Kapuas Districts and Indonesia in general, to revitalizing the education management practices in remote areas that are effective and well targeted.

4. CONCLUSION

The quality profile of remote SD in Kapuas Districts with a "red report" provides additional evidence that the primary education problems in remote areas have not been handled "seriously" by those in charge of education in Kapuas Districts and Central Kalimantan Province in general, including the Ministry of Education, Culture, Research and Technology, Republic of Indonesia, since before the era of decentralization of education to the current era of the industrial revolution 4.0. It is realized that this study only presents a real description of the quality profile of primary education in remote areas based on the gap to fulfillment of the 8 SNPs, not far enough to be able to answer the question: "Why the problem of the quality of remote areas primary education still as a serious problem that has not been handled properly until the era of the industrial revolution 4.0, while the problem has actually become a "distortion" in an effort to achieve the equal distribution of the national education quality?" The results of this study will certainly be an "opening bridge" for further researchers to reveal and explain what factors are actually the cause of the unfinished handling of the primary education quality in remote areas from the perspective of policymakers, the community as well as the DUDI, including by the school itself, based on their own roles and responsibilities. Based on these conditions, in the future, it becomes necessary to conduct a redesign policy that involves all parties, including cross-sectoral stakeholders, so that an integral policy design will be obtained and a clear division of authority and responsibility from each party in handling it. It is also possible to "borrow" the good practices from other countries that have succeeded in overcoming the problems of remote area education, use them as a lesson learned to reform the remote area education management practices in the future and adapt to the Indonesian context.

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