School Self Evaluation Concepts in The Context of Program Evaluation Mobile School

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INTRODUCTION

Improving and equalizing the quality of education is the effort of all elements to realize dignified and efficient education. One of the efforts to continue and develop policies to increase and equalize the quality of education is the driving school program initiated by the Ministry of Education, Culture, Research and Technology (Kemendikbudristek). This program seeks to encourage educational units to carry out self-transformation to improve the quality of learning in schools, and to make an impact on other schools to carry out similar quality improvements.

The Mobilizing School Program is a refinement of the previous school transformation program and will accelerate public/private schools in all school conditions to move 1-2 stages further. The expected transformation is not only limited to educational units, but can trigger the creation of an ecosystem of change and mutual cooperation at the regional and national levels so that the changes that occur can be widespread and institutionalized. In general, the driving school program aims to encourage the process of transforming educational units so that

they can improve the learning outcomes of students holistically in both cognitive and non-cognitive (character) aspects in order to realize the profile of Pancasila students (Kemendikbudristek, 2021: 2).

The Mobilizing Schools Program has been launched by the Minister of Education, Culture, Research and Technology on February 1 2021. The Mobilizing Schools Program starts in the 2021/2022 academic year in 2,500 schools spread across 34 provinces and 111 districts/cities that still require structured assistance to schools declared to have passed to become driving schools. The driving school program will focus on developing student learning outcomes holistically which includes competence (literacy and numeracy) and character, starting with superior human resources (principals and teachers). Thus, the implementation of the driving school program will be carried out in stages and integrated with the ecosystem so that all schools in Indonesia become part of the driving school program and become a catalyst for realizing the vision of Indonesian education reform which focuses on developing student learning outcomes holistically through six Pancasila student profiles. which in turn will have a significant impact on improving the quality of Indonesia's human resources.

The success of the educational program implemented, including the driving school program in accordance with the expectations and goals set, requires an evaluation, which is called program evaluation. Because it specifically evaluates educational programs, it is often called educational program evaluation. Program evaluation is an effort to determine the effectiveness of program components in supporting the achievement of program objectives and their sustainability. Any program, be it an educational program, a service program, etc., needs a program evaluation. If a program is not evaluated, it cannot be known how and to what extent the policies that have been issued can be implemented. Information obtained from program evaluation activities is very useful for decision makers and follow-up policies from programs (Arikunto and Abbdul Jabar, 2009: 22).

In measuring the level of achievement of the implementation of the driving school program, of course, this will be carried out through the implementation of an evaluation of the driving school program which aims to assess the implementation of the driving school program, provide feedback to improve the driving school program and assess the impact of the driving school program on the performance of educational units.

The implementation of the evaluation of the driving school program will be carried out through three important stages namely; 1) the early stages of the program for evaluating the performance of educational units before receiving the intervention of the driving school program, as a benchmark to see the impact of the program, 2) the mid-stage of the program, namely conducting an assessment of: a) the implementation of the driving school program; and b) the performance of the education unit as the implementer of the driving school program and 3) the final stage of the program in the form of evaluating the performance of the education unit at the end of the intervention period for the driving school program (Kemendikbudristek, 2021; 15). This shows that each driving school will be used as the target of implementing the evaluation of the driving school program with all its phases.

Guaranteeing the performance of educational units as driving schools in the context of evaluating the driving school program by external parties, the readiness of each driving school needs to be done. Implementation of school self-evaluation as an internal evaluation is the first readiness step that schools can take where the results can be used to determine strategic steps for development and improvement as a driving school on an ongoing basis and guarantee the quality of performance for each driving school. School self-evaluation is an evaluation carried out by the school institution itself in order to collect data, data analysis, and interpretation of the results used for planning, developing, improving and/or increasing the institution's performance.

The implementation of self-evaluation can be carried out well if all parties (school residents, academicians) involved support smoothness and produce accurate results, leaders must be clear, honest, and open in disclosing facts, setting performance indicators for institutions (schools) is based on references that have been determined and then the results of self-evaluation can be used for the development and improvement of school performance.

The concept of school *self-evaluation* in the context of evaluating the program of driving schools is a study of developing forms of evaluation that can be used as a reference or alternative guide in conducting evaluations at the level of driving schools that can be implemented internally and institutionally. This is in addition to related to school readiness in the implementation of the performance evaluation of the driving school program is also a guarantee of the sustainability of the driving school program so that it has a significant impact on improving the quality of education starting from the internal school.

METHODS

This research is a descriptive research carried out using the library research method *on* various reliable sources of scientific information in the form of books, journals and other references. This research can produce scientific reviews in the form of theoretical studies that can be applied in evaluating the implementation of the driving school program. The data in the research were obtained through two research sources, namely primary research sources and secondary research sources. The primary data sources for this research are books and journals that have high credibility. Secondary research data sources come from data references that provide support for a number of data and information obtained from primary research data sources. The data in this study were analyzed based on the credibility of the information source. The data analysis used is content analysis *(content analysis)* in the form of scientific analysis of the message content of the data presented.

RESULTS & DISCUSSION

The Concept of School *Self Evaluation* and Action Approach
Evaluation in general is a process of collecting and processing data and information that will be used as a basis for decision making, management and

school development. School Self-Evaluation (EDS) is a process of collaboration and reflection as part of an internal review in schools, which is very vital in developing and changing the management of educational units or schools. Ghafur (2010: 105) argues that School Self-Evaluation (EDS) is an internal evaluation process carried out by the school itself. In general, internal evaluation implementers are school members themselves, namely the principal, teachers, students, parents, guidance and counseling teachers, and other school members.

School Self-Evaluation (EDS) carried out in Indonesia is generally a form of commitment to ensure that every educational unit on the formal track has carried out quality assurance of education aimed at meeting or exceeding the National Education Standards which is carried out in stages, systematically, and planned in a quality assurance program that is have clear targets and timeframes. In the Regulation of the Minister of National Education (Permendiknas) Number 63 of 2009 concerning the Education Quality Assurance System, there are two main things that must be done to guarantee the quality of education, namely: (1) carry out a School Self-Evaluation (EDS); and (2) conducting School Monitoring by the Regional Government (MSPD).

Quality education is a service where quality must be able to meet the needs, hopes and desires of all parties or users with the main focus being on students *(learners)* . The quality of education develops in tune with the demands of educational outcomes *(output)* related to the progress of science and technology inherent in the form of developing the quality of human resources (Sofan Amri, 2013: 18).

Hendraman (2014: 74) argues that self-evaluation is quality mapping by the institution in an honest and transparent manner so that the roots of the problems encountered in the quality assurance of education can be found, which can then be formulated recommendations or concrete steps in the quality assurance of education. According to Basukiyatno (2005:2), self-evaluation is intended to reveal and carry out a systematic study of the internal and external environment, basically for the internal environment it can reveal the strengths and weaknesses associated with the mission of the institution. Meanwhile, from the external environment various information can be collected regarding opportunities that can be exploited as well as challenges that need to be overcome again, linked to the mission of the same institution (institution partner).

Besides that, self-evaluation is also intended to reveal the root of the problems encountered which should be expected to hinder the implementation of the institution's mission as its main task and function in preparing educational staff. development of program quality including adjustment of institutional arrangements as a basis for quality assurance (*quality assurance*). The Mobilization School Program is an effort to continue and develop a policy to increase and equalize the quality of education. The Mobilizing School Program seeks to encourage educational units to carry out self-transformation to improve the quality of learning in schools, then carry out an imitation to other schools to carry out similar quality improvements (Kemdikbudristek, 2021: 2).

School self-evaluation can be carried out through various approaches including SWOT Analysis, or *Needs Assessment* and other relevant approaches. One of them is through an action research approach. Hewitt and Little (2005: 4)

argue that action research in schools is a school reform initiative. Every teaching staff in the school is involved in studying a particular problem identified from school data. This approach requires a lot of support from administrators and lead teachers/personnel, but the results can lead to changes throughout the school. Successful school action research is directly linked to initiatives embodied in school improvement plans. This is of course very relevant to do in relation to the driving school program which requires an internal evaluation of the school so that there are improvement efforts so that efforts to achieve the program can be carried out. Guskey in Lesha (2014: 381) that the idea of action research is that educational problems and issues are best identified and investigated where the action is: at the class and school level. By integrating research into these settings and involving those working at this level in research activities, findings can be applied immediately and problems resolved more quickly.

Thus the self-evaluation of the driving school is part of the efforts of the driving school independently to evaluate itself in order to carry out a systematic review of its internal environment which is very vital in developing and changing the management of educational units or schools related to the implementation of the driving school program for improvement and equity education quality. School self-evaluation can be carried out through an action research approach in the sense that during the implementation process of the driving school program the school can carry out self-evaluation through an action research approach so that it can overcome any problems encountered so that the achievement of performance as a driving school can be optimal.

Driving School Performance

School is an organization that has the main task of providing quality education services to the community and is an institution that provides teaching and learning education services. School is a place of learning for students and a learning institution for all parties. The services provided by school institutions are a form of public service. In the context of educational services, school performance describes the quality of service provided by service providers (school institutions) to service recipients *(customers)*. Schools that are denoted as learning organizations optimize students' talents so that they can make the maximum contribution to school quality. Furthermore, these are schools with high innovative capacity, able and willing to respond optimally to contextual changes (Capperucci, 2016: 263)

Performance in an organizational perspective is defined by Bastian (2001: 329) as an illustration of the level of achievement of task implementation in an organization, in an effort to realize the goals, objectives, mission, and vision of the organization. This is in line with the opinion of Tangkilisan (2007:178) that organizational performance is a condition related to the success of the organization in carrying out its mission. Organizational performance is an accumulation of individual performance. Referring to the concept of organization, schools can be called educational organizations. Thus the notion of organizational performance can be used as a basis for formulating the notion of school performance. School performance can be defined as the achievement of the quality of processes and work results that have been carried out by the school in accordance with the school's vision and mission.

Organizational performance is also inseparable from the accumulation of individual performance. Rivai (2004: 14) suggests individual performance is the result or level of success of a person as a whole during a certain period in carrying out tasks compared to various possibilities, such as work standards, targets or goals or criteria that have been determined in advance and have been mutually agreed upon. Thus the role of school principals, teachers and education staff as well as student achievements are also an integral part of school performance. In line with that measuring organizational performance is very important to do. Measurement of organizational performance according to Bastian (2001: 330) will encourage the achievement of organizational goals and will provide feedback for continuous improvement efforts. Therefore the performance measurement system must be built in such a way that information about performance can be obtained as much and as accurately as possible. Whittaker in Tangkilisan (2007:171) argues that organizational performance measurement is a management tool used to improve the quality of decision-making and accountability.

School organizations as educational units that have been designated as driving schools according to their levels including PAUD, SD, SMP, SMA and SLB are also required to perform in meeting the expected goals of implementing the driving school program. The objectives of the driving school program are: 1. To increase competence and character according to the profile of Pancasila students; 2. Ensuring equity in the quality of education through a capacity building program for school principals who are able to lead education units in achieving quality learning; 3. Build a stronger education ecosystem that focuses on quality improvement; and 4. Creating a collaborative climate for stakeholders in the education sector both at the school, local government and government levels. (Kemdikbudristek, 2021:3).

The achievement of these goals is of course an important benchmark or reference in seeing the performance of each driving school. The achievement of these objectives is carried out through five interventions that are interrelated and cannot be separated, namely consultative and asymmetric assistance, strengthening school human resources, learning with a new paradigm, data-based planning and school digitalization. Thus the driving school program leads to improving the quality of education in Indonesia, where the driving school is a program that focuses on developing student learning outcomes holistically by realizing the Pancasila Student Profile which includes cognitive (literacy and numeracy) and non-cognitive (character) competencies starting with human resources who excel (principals and teachers). The school principal and teachers from the driving school carried out the impact on other education units. An important thing that may determine the performance of driving schools besides other aspects is the role of the principal and teachers in the application of learning that is carried out through learning with a new paradigm that is oriented towards strengthening competence and character according to the profile of Pancasila students.

The strategic role of the driving school principal in carrying out the performance and management capabilities of the school by mastering leadership competencies that are creative, collaborative, communicative, critical thinking, problem solving, and inner experience, thus the gap in learning quality and differences between groups can be minimized. On the other hand, the teacher's role in the learning process of driving schools will focus on culture (patterns of

interaction around and prevailing norms), intracurricular (covering lessons and learning experiences), projects (project-based learning that is contextual with the surrounding environment), and extracurricular (activities to develop interests and talents). Thus, in looking at the performance of driving schools, an important aspect that cannot be separated is the role of the principal and teachers and the progress of students.

Evaluation of the Mobilization School Program

In general, evaluation is defined as a process of systematic investigation of various matters to assess or make decisions and determine their uses and benefits. Evaluation as a systematic collection and analysis of evidence regarding program results to make decisions about relevance, performance, and alternative ways to deliver them or to achieve results (Poth, Cheryl et al. 2014: 95). Meanwhile according to Stufflebeam and Shinkfield (2007:326) that *evaluation is a systematic investigation of some object's value* . Evaluation is an investigation, research, inquiry, or systematic examination of the value of an object. Sudjana (2008:9) interprets evaluation as an activity of collecting, processing and presenting data for input in making decisions regarding programs that are being and/or have been implemented. Product evaluation is the arrangement of values *(values*) such as useful or not useful, good or bad, successful or not successful, expanded or limited, continued or discontinued, and so on, regarding programs that are being implemented or have been implemented.

Program evaluation is a process of description, data collection and delivery of information to decision makers that will be used for evaluation considerations. Program evaluation functions as an assistant, controlling the implementation of the program so that follow-up can be known about the implementation of the program. Program evaluation is an activity to obtain an overview of the state of an object which is carried out in a planned, systematic manner with clear directions and objectives (Musa Subari, 2005:8). This means that program evaluation is carried out as an effort to collect, compile, process and analyze facts, data and information to collect prices. Evaluation is an important part of every activity or program, so that no activity can be carried out properly without evaluation. .

Another opinion was expressed by Denzin and Lincoln (2000: 83) that program evaluation is oriented around the attention of policy makers from funders characteristically including causal questions about which programs have achieved the desired goals. The decisions taken are used as performance *assessment* indicators at each evaluation stage in three categories, namely low, moderate, and high. Kirkpatrick and Kirkpatrick (2006: 3) argue that the main reason for carrying out evaluation activities is to find out the effectiveness of the program, so that when carrying out the evaluation activities it is expected to be the basis for the parties responsible for making decisions based on the aspects that have been evaluated.

In evaluating the program being implemented, it must be comprehensive from various aspects that are useful for determining decisions on the program being implemented. Thus evaluation is an integral part of a program, both in educational and learning programs. According to Gall, Gall and Borg (2007: 559) *"educational evaluation is the process of making judgments about the merit, value, or worth of education. Programs"* . It can be interpreted that educational evaluation is the

process of making judgments about the achievements, grades, or values of educational programs.

Based on some of these definitions, it can be understood that an evaluation activity is a systematic process of collecting information from an activity and then data from that information to compare what has been achieved from a program with what should be achieved, while what is assessed is the process and the results. to make a decision. Evaluation can be used to see the level of program success, then a decision is taken whether the program is continued, postponed, improved, developed, accepted, or rejected.

Evaluation of the driving school program is important in proving the success or failure of the program. This evaluation process has at least two important functions, namely as a tool to measure program implementation on an ongoing basis and to measure the impact of the program as a whole. In order for the impact measurement to be empirical, the measurement must be carried out at the beginning of the program as a *baseline* for the changes that occur as a result of the interventions carried out in the target schools. Furthermore, during the program implementation period, program implementation and impact need to be monitored regularly. (Ministry of Education and Culture, 2020: 60-61).

The purpose of evaluating the implementation of the driving school program is: a. evaluate the implementation of the Mobilization School Program; b. provide feedback to improve the Mobilization School Program; and c. assessing the impact of the Mobilization School Program on the performance of the education unit, while the stages in the evaluation of the mobilizing school program consist of 3 (three) stages, including: (A) The initial stage of the program namely: (1) conducting an educational unit performance assessment before receiving the driving school program intervention, as a benchmark to see the impact of the program. (2) Assessment of the performance of the education unit referred to in number (1) in PAUD is carried out at least using a survey on the quality of the learning environment, (3) Evaluation of the performance of the education unit referred to in number (1) at the primary and secondary education levels is carried out at least use literacy tests, numeracy tests, and surveys about the character of students, as well as surveys about the quality of the learning environment. (B) The mid-stage of the program, namely: (1) evaluating: (a) the implementation of the driving school program; and (b) the performance of the education unit as the executor of the driving school program; (2) the assessment of the implementation of the driving school program as referred to in number (1) letter (a) is carried out through surveys, interviews and observations. (C) The final stage of the program is in the form of: (1) evaluating the performance of the education unit at the end of the intervention period for the School Mobilization Program, (2) evaluating the performance of the education unit as referred to in point (1) in PAUD at least using a survey on the quality of the learning environment; and (3) assessment of the performance of the education unit referred to in number 1) at the primary and secondary education levels at least using a literacy test, a numeracy test, and a survey on the character of students, as well as a survey on the quality of the learning environment. (Kemdikbudristek, 2021: 15-16).

In carrying out the evaluation of the Kemendikbudristek driving school program, local governments will be involved. The regional government will

provide access to information on the implementation of the driving school program in the regions and the implementation of evaluations in accordance with the technical guidelines stipulated by the head of the main unit that handles curriculum, assessment and bookkeeping matters.

Application of *Self Evaluation (Self Evaluation)* in Driving Schools

School Self Evaluation can be done in the form of action research. Action research is a hands-on, cyclical, problem-solving-oriented approach. This approach aims to gain new knowledge, skills and experience, and gain a critical perspective on the leadership and learning performance that has been carried out in driving schools. The application of self-evaluation in driving schools basically must pay attention to the principles in its implementation. The implementation of self-evaluation contains the following principles: clear goals for the results to be achieved, implementation is carried out in a comprehensive, objective, transparent, accountable, and professional, participatory, timely, periodic, and sustainable manner, and refers to indicators of performance success. Therefore it is necessary to have a self-evaluation instrument that is comprehensive, holistic, easy to do, effective and independent (Nuchron, 2013: 83).

The application of action research in school self-evaluation can be done through the stages of preparation, data collection, formulation of evaluation results, planning and implementing change plans. The first stage is in the form of preparation, namely conducting an analysis of the current situation regarding various assessments of achievement in the implementation of the driving school program. In the preparatory stage, the things that can be done by the driving school include: 1. Collect initial data on achievements, 2. Formulate an evaluation design which includes forming a team and setting evaluation objectives, 3. Distribution of tasks for the evaluation team formed, 4. Preparation of an implementation schedule, 5. Training for the school evaluation team, 6. Establishing performance standards in evaluations.

The initial data collection for the achievement of the driving school is a formulation of the achievements that have been achieved in the driving school to date objectively so that the resulting data is a representation that can be used for the purposes of school self-evaluation. Therefore the achievement data can be in the form of school documents related to the driving school program and other documents needed. This task can be carried out by the driving school principal who is assisted by the teacher council.

The results of the initial data collection will be utilized by the evaluation team which is formed consisting of teachers (6-7 people), vice principal (1 person), school committee members (1-2 people) and representatives of parents of students (1 person). The evaluation team was then given training related to the evaluation which would be carried out with relevant materials including evaluation models, data collection methods and data analysis methods, identification of information sources and data collection methods) as well as making data collection instruments. The number of evaluation team can be 9 people or 11 people according to evaluation needs and available facilities. It is best if the evaluation team is chosen and decided on jointly with the leadership, teachers, MGMP elements and the School Committee/parents as well as student representatives, but the principle is that

volunteerism and independence must be a common concern. Next is the determination of the implementation schedule and the setting of performance standards in the evaluation. Determining performance can be done by formulating performance indicators that must be used as a benchmark in the school's self-evaluation process both for the evaluation team's performance and achievement indicators in the evaluation. Performance indicators can use indicators in jointly formulated driving school programs.

The second stage is the collection of evaluation data. In this stage, data were collected using qualitative and quantitative data collection methods from various data sources (teachers, students, committee members, parents, supervisors). For this reason, data collection methods such as interviews, observations, document checks, scales, tests, questionnaires, etc. can be used. How long the data collection process lasts may change according to the purpose of the evaluation, the scope of the assessment, the facilities available. The data collection process includes aspects of input, process and output or products in the driving school program. All dimensions or aspects of assessment interact with each other. The input aspect includes the conditions that existed before the teaching and learning process took place including the curriculum, teachers, school management, students, parents and other supporting facilities.

The process dimension can also be called the teaching and learning process, and the application of school leadership management includes those related to literacy and numeracy, and surveys about the character of students and surveys about the quality of the learning environment. The aim is to understand the positive and negative situations in the school and classroom environment which include learning situations, the achievements of teachers and students and principals and on the product aspect are the short and long term effects of process measures on learning, skills, and student, teacher acquisition of grades. and principal management as well as parental participation and cooperation with other parties in driving school activities.

The third stage is in the form of *formulating* evaluation results, namely after the data collection process is carried out, the collected data is analyzed comprehensively. The activities that can be carried out during the process of formulating the evaluation results are data analysis, comparative existing data according to predetermined performance standards including evaluating evaluation results and preparing evaluation reports. Furthermore, the stages of planning and implementing a change plan, namely planning new changes are made according to the results obtained in the evaluation process and considering the value of the achievements carried out in the evaluation. Change plans and options are considered for the formulation of a new action plan or school plan for improvement, according to the identification of solutions and prioritization, then the implementation of the new work plan that has been formulated.

Implementation of school self-evaluation with an action research approach can be implemented by the driving school on an ongoing basis in the action research cycle, so that this process can be carried out repeatedly to make significant changes in accordance with the objectives of implementing the driving school program and in turn provide support for school readiness in the process of implementing the evaluation which will be carried out by an external party (Kemendikbudristek). In

addition, it guarantees success so that the impact of the driving school program can be felt by schools, especially students and other related parties as expected.

CONCLUSION

Evaluation of the driving school program needs to be carried out as an important thing to prove the success or failure of the program. The evaluation process for driving schools has two important functions, namely as a tool for measuring program implementation on an ongoing basis and for measuring the impact of the program as a whole. Implementation of school self-evaluation is an alternative choice that can be carried out by driving schools in preparing themselves to face the stages of the evaluation process that will be carried out by an external party (Kemendikbudristek) which will involve local governments. The regional government will provide access to information on the implementation of the driving school program in the regions and the implementation of evaluations in accordance with the technical guidelines stipulated by the head of the main unit that handles curriculum, assessment and bookkeeping matters.

School Self Evaluation can be implemented in the form of an action research approach. through the stages of preparation, data collection, formulation of evaluation results, planning and implementation of a change plan that is carried out continuously in the action research cycle, so that this process can be carried out repeatedly so that significant changes can be made in accordance with the objectives of implementing the driving school program and program guarantees the driving school can be carried out by the school itself and the impact can be felt by the driving school, especially for school leaders/principals, teachers and students as well as other related parties.

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