

EVALUASI PROGRAM PENDIDIKAN TERKEMUKA DI MADRASAH ALIYAH NEGERI INSAN CENDEKIA SERPONG TANGERANG SELATAN

EVALUATION OF LEADING EDUCATION PROGRAM ON MADRASAH ALIYAH NEGERI INSAN CENDEKIA SERPONG TANGERANG SELATAN

Evi Sopandi

*Center for Research and Development, Religious Affairs Ministry of the Republic of Indonesia,
M.H. Thamrin Street No. 6, Central Jakarta
email: evi_sopandi@yahoo.co.id*

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Abstract

This study aimed at evaluating the implementation of education at MAN Insan Cendekia Serpong as a leading school, in the perspective of its antecedents, transactions, and outcomes. This study was using Countenance model of evaluation from Stake as the basis of its methodology. The data were collected from all educational elements at MAN Insan Cendekia Serpong, including the principal, teachers, and students limited into the second and the third year pupils. The data were collected using questionnaires, documentations, observations, and interviews. The result of the research revealed the followings. First, almost all of the aspects of the antecedents, were in ideal conditions. Second, internally, the process of education at MAN Insan Cendekia ran well, and externally, related to its function as a model, the implementation was not optimal yet. And finally the third, the learning achievement of the students of MAN Insan Cendekia, which was indicated by their scores on UN and various level achievements, increased compared to the result of the previous years, and this could be valued as a good achievement of MAN Insan Cendekia in performing the educational process.

Keywords: *Learning achievement; MAN Insan Cendekia Serpong; Sources of learning*

Abstrak

Penelitian ini bertujuan untuk mengevaluasi pelaksanaan pendidikan di MAN Insan Cendekia Serpong sebagai sekolah terkemuka, dalam perspektif anteseden, transaksi, dan hasil. Penelitian ini menggunakan model evaluasi *Countenance* dari Pasak sebagai dasar metodologinya. Data dikumpulkan dari seluruh elemen pendidikan di MAN Insan Cendekia Serpong, termasuk kepala sekolah, guru, dan siswa kelas dua dan tiga. Data dikumpulkan menggunakan kuesioner, dokumentasi, observasi, dan wawancara. Hasil penelitian mengungkapkan berikut ini. Pertama, hampir semua yang aspek anteseden, seperti jumlah siswa dan kualitas input mahasiswa, ketersediaan sumber pendukung pembelajaran, kualitas guru, dalam kondisi ideal. Kedua, Secara internal, proses pendidikan di MAN Insan Cendekia berjalan dengan baik, dan secara eksternal terkait dengan fungsinya sebagai model, implementasinya belum optimal. Para siswa dan guru memandang bahwa implementasi pendidikan di MAN Insan Cendekia berjalan dengan baik, sehubungan dengan fasilitas belajar yang lebih lengkap daripada di sekolah lain. Dan akhirnya yang ketiga, prestasi belajar siswa MAN Insan Cendekia, yang ditunjukkan oleh skor mereka di UN dan berbagai tingkat prestasi, meningkat dibandingkan dengan hasil tahun-tahun sebelumnya, dan ini bisa dinilai sebagai pencapaian yang baik dari MAN Insan Cendekia dalam melakukan proses pendidikan.

Kata kunci: MAN Insan Cendekia Serpong; Prestasi belajar; Sumber belajar

INTRODUCTION

Education is a necessity for every individual who wants to make changes in his life towards a better situation. For a community group, small or large, education is a necessity to provide qualified human resources in supporting the development process carried out by the region. In the Explanation of Law Number 20 of 2003 concerning the National Education System, it is stated that education is an effort so that people can develop their potential through learning processes and/or other ways known and recognized by the community. Therefore, how the human potential will develop will depend very much on the quality of the learning process that it acquires. Of course, without a good education or learning strategies, the expected resources will not be fulfilled, and that means regional development is only a text without contextualization.

Many people consider that one of the main causes of Indonesia's current downturn, which hit almost all aspects of the life of the nation and state, is due to failure to improve the quality of human resources through the mechanism of education. Because of the failure of HR empowerment through the education mechanism, it is not surprising that there are many who doubt the competencies possessed by each graduate of an educational institution in Indonesia.

The weak quality of education in Indonesia, among others, is reflected in the results of a study of the reading ability of elementary school students, conducted by the International Educational Achievement (IEA), which shows that elementary school students in Indonesia rank 38th out of 39 study participants. While for the junior high school level, the study for math skills of junior high school students in Indonesia was only ranked 39th out of 42 countries, and for the ability of Natural Sciences (IPA) was only ranked 40th out of 42 participating countries. (Propenas in 2000-2004 in the field of Educational Development). Therefore, many observers of education, urge that the Government, as an institution that has the responsibility and authority to administer education, to immediately improve and improve national backwardness in education, so that the

quality of Indonesia's human resources will not be further behind.

If at present the reform movement is a rhetoric that is often used to make improvements in all fields, then the world of education is also inseparable from the euphoria. There is an assumption that it is necessary to immediately reform the national education system that is more able to accommodate all the interests of the community, and at the same time to further improve the quality of Indonesia's human resources, which so far it has been felt to lag behind human resources in other developing countries. The renewal of the national education system is expected to offer a new and good vision, mission and development strategy for national education, in realizing the realization of the education system as a strong and authoritative social institution, to empower all Indonesians to develop into quality human beings so that they will be able and proactive in answering the challenges of an ever-changing era.

Of course, those who will reform or renew the education system to be better, are institutions that are given the authority to organize and manage education. In Indonesia, there are 2 government institutions that have the authority to administer and supervise the education, namely the Ministry of National Education (hereinafter abbreviated as the Ministry of Education) and the Ministry of Religion (hereinafter abbreviated as Ministry of Religion). MONE is certainly not a foreign name for most Indonesian people, because most schools in many places are schools managed by the Ministry of National Education. Some even assume that all existing schools are under the management and supervision of the Ministry of National Education. However, some people may not know that among these schools, some are managed and developed by the Ministry of Religion. Usually, the schools managed directly by the Ministry of Religion are called madrasas, from the level of Ibtida'iyah, Tsanawiyah, Aliyah, and finally STAIN / IAIN / UIN.

Among the levels of education organized by the Ministry of Religion are Madrasah Aliyah (MA), which are public high schools characterized by Islam, and are parallel to the Senior High Schools (with high schools) which

are under the auspices of the Ministry of National Education. This level of school with a three-year study period provides an opportunity for students to choose a department in preparation for continuing their education to college. These departments are Natural Sciences (IA); Social Sciences (IS); Language and Religion.

In order to improve the quality of education provision, the Ministry of Religion, as an institution that has the authority and responsibility in the implementation of education mentioned above, in its realization then tries to implement religious policies. On a practical level, a number of MAs struggle hard and work smartly to overcome the difficulties and severe challenges they face. Capitalized totality and creativity, even in the midst of limited resources, some MAs are able to appear superior, innovative, and competitive. Armed with creativity, there are low-cost madrasas that are able to provide educational services that are not cheap. In addition to being supported by the strong determination of the elements of society, the state continuously gave birth to a series of affirmative policies in the empowerment of superior madrasas. Start by encouraging model madrasas, pioneering madrasas international level, to acquire and accelerate the development of excellent schools to become Public MAs as centers of Muslim scientific embryo nurseries.

One of the schools acquired by the Ministry of Religion is Insan Cendekia High School in Serpong, South Tangerang. Established since 1996 and then handed over its management to the Ministry of Religion in 2000, by continuing to cooperate with BPPT to be able to maintain the distinctive characteristics of Scholar Insan High School. Since the delegation of management authority, Insan Cendekia Senior High School then changed its name to Scholar Human Scholar.

Since its inception until now, there have been many achievements that have been recorded by Scholar Insan MAN, both at national and international levels. At the international level, several achievements obtained by MAN Insan Scholars include silver medals for the field of Biology (2011), silver and bronze medals for the fields of Biology and Earth Sciences (2010). While for the national

level, MAN Insan Cendekia recorded the acquisition of 3 gold medals in the fields of Chemistry, Astronomy, and Computers, and 5 silver medals for Biology, Earth, Astronomy, and Economics. Of course, there are still many other achievements that have been recorded by MAN Insan Scholar, but some of the achievement notes can be used as an indicator of the success of the implementation of education carried out by the manager.

It is also important to consider here, the school effectiveness criteria offered by Townsend, namely the value-added basis and outcome basis. The criteria for base value-added are criteria that are based on the students' ability to answer a standardized test, to determine the cognitive development of students. While the basic outcome criteria not only require monitoring of student cognition development, but also the affective and psychomotor aspects of students. Given the limitations of the Researchers, the Townsend bid criteria used are the value-added basis criteria. This selection is based on the consideration that the main consumers of the education process in schools are students. It is the main task of the school to be able to provide the best educational services for students. So that the main goals of students undergoing the learning process in school can be achieved. The main objectives are among other students' understanding and mastery of the subject matter that is the content of the curriculum, which among others is represented by test scores obtained by students on a standardized test. Preparation at the antecedents stage and implementation at the time of transactions is to improve educational outcomes.

RESEARCH METHODS

The purpose of this study can be seen from two perspectives, namely theoretically and practically. Although in general evaluation research aims to provide practical solutions to a problem, to determine policy or decision (policy or decision) further regarding a program, this evaluation research is also expected to be an alternative methodology in evaluating an education program, which in terms of this is a Scholar Human MAN.

The practical objectives are (a) Knowing what changes are made to the Scholar Insan MAN in order to improve the quality of their students; (b) Knowing how effective the implementation of education in MAN Insan Scholar, which covers aspects of antecedents, transactions, and outcomes, in accordance with the evaluation model used.

In accordance with the title and nature, this research is evaluation research, namely research that aims to collect information about the implementation of a program, then make the information as a basis or basis for making policies or decisions regarding the program concerned. More specifically, by borrowing the term used by Riddell and Brown as the title of his book, this research can be called school effectiveness research, which tries to examine how effective education is in a school.

Based on the evaluation model that will be used, the Countenance Model from Stake, the research variables involved in this study can be classified into 3 main variables, namely: *first*, antecedents variable; included in this variable are things or aspects that include preparation before the program is run. In this study, this variable is classified into 4 levels, namely the level of students, classes, schools, and finally the context level. Examples of student levels are the characteristics of a superior MA student. The class level will take pictures of the teacher's characteristics. The school-level contains, among other things, the program objectives (Featured MA) and the achievement strategies, the availability of instructional tools, and school buildings. While the context level will reveal the functions and objectives of the Supreme Court as "superior schools".

Second, Variable transactions; which can be categorized into this variable are things or aspects related to the actual process that occurs, for example, the teaching and learning process that occurs in school, class conditions when teaching and learning activities occur, and the teacher's ability to deliver learning material. This variable is also classified into 4 levels as in the Antecedent variable above. Student level is related to student involvement in the learning process in the classroom. The class level contains strategies applied in learning activities and student perceptions of teacher competency.

School-level will be limited to the forms of communication that develop in schools and school policies in curriculum development. Whereas the level of context relates to the diffusion process of the function of the 'model of the school to other madrassas in the region.

Third, outcomes variables; this variable will later be focused on student learning achievement and the level of satisfaction or perception of students towards the education process in their school. Student learning achievement will be seen from the raw scores obtained by students in the Final Semester Exams in several subjects. While aspects of student satisfaction or perception of the school will contain comments and student evaluations of some aspects of the implementation of education in the school. In addition, these outcomes variables will also reveal the level of achievement of the functions and objectives of the implementation of the Supreme MA, or the impact of the existence of a Superior MA on other madrassas. Like the two previous variables, this variable is also classified into the level of students, classes, schools, and finally the context level.

This study tries not to get caught up in the dichotomy of the qualitative and quantitative paradigms. Therefore, this study cannot be considered as qualitative or quantitative research. Both approaches to this research will be applied proportionally so that a better picture of the phenomenon under study can be obtained. Based on the proportionality of the use of both approaches, the research data collection techniques are as follows.

Observation

Observation means direct observation by researchers to obtain research data or information needed to answer research questions. The reason for using this method is because researchers will be able to experience and see directly the phenomenon that occurs in the field. This technique is in accordance with the saying seeing is believing and experience is the best teacher. This technique is carried out to gain experience or direct knowledge about the process of organizing education in Scholarly Human MAN, such as teaching and learning activities in the classroom, capacity of

classrooms, student activities in school-days, and physical form of school buildings and classes.

The type of observation carried out is non-participant observation, which is a type of

observation in which the researcher only acts as an observer, without having to position himself as a member of.

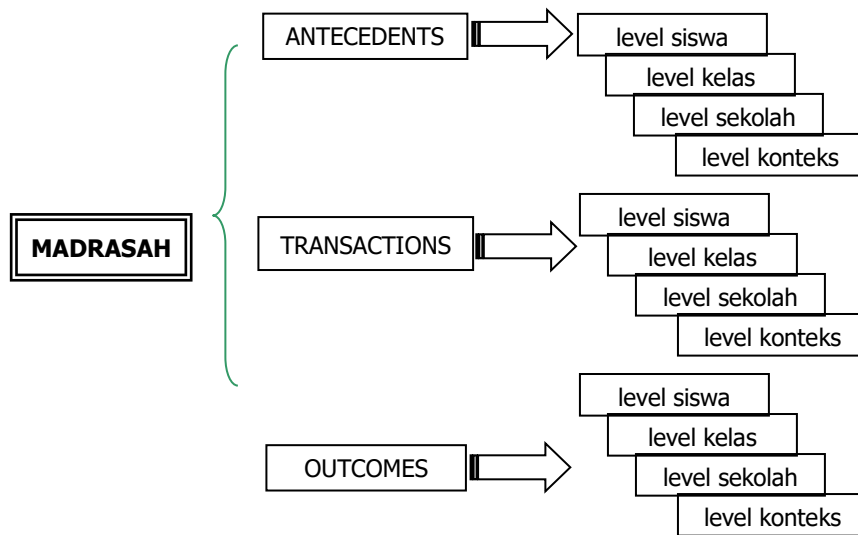


Figure 1. Combination of the Countenance Evaluation Model (Stake) and the Comprehensive Model of Educational Effectiveness (Creemers)

Based on the picture above, school effectiveness will be seen in 3 components, namely from components of antecedents, transactions, and outcomes. Each component will contain 4 levels, namely the student level to the context level. The first three levels, namely students, class, and school, are perceived as madrasas internalities, and this means that effectiveness at these initial levels is the internal effectiveness of the madrasa. The final level, namely context, is the implementation of the innovation diffusion function of the madrasa.

observed groups or subjects. This type of observation is used because the researcher is an outsider and the school certainly cannot assume or see the researcher as an insider in his school.

The advantage of this observation technique is its ability to photograph real events that occur in the field, although the observed phenomena are complex which are difficult to measure using interview techniques or questionnaires. If the measuring instrument or the observation guidelines used to meet the criteria of a valid and reliable instrument, then the data or information obtained with this technique will be reliable data. While the disadvantages of observation techniques are, among other things, the subjectivity of the

observer that will influence his observations with the values or norms he has. This weakness can be overcome by developing observation instruments that meet the criteria of validity and reliability, one of the ways is by compiling an observation guide that is used as a guide in conducting observations in the field. This observation guide was developed based on indicators of predetermined aspects. Guba and Lincoln mention that there are 15 ways to record data obtained through observation. But the technique of recording data that will be used in this study is with field notes that are classified based on several thematic units (notes on thematic units) that have been predetermined.

Interview

To obtain data from groups of respondents, such as Principals, TU Chairmen, and teachers, structured interviews are conducted, namely, interviews conducted by first determining what themes will be discussed or asked by respondents. Determination of the themes to be discussed is based on the aspect indicators that will be observed by interview techniques.

Documentation

The search for important documents relating to the implementation of the MA program is carried out to better complement the data needed to answer research problems or strengthen data obtained through other techniques. One aspect revealed by this technique is the test and test scores obtained by students. The test in question is a formal test held at the end of each semester, to determine the level of student mastery of the subject matter that has been given. The researcher does not calculate the validity and reliability of the test, because the test is assumed to be a standardized test that meets the requirements of validity and reliability. Other aspects that can be traced with.

Similar to the 2 data collection techniques mentioned earlier, this documentation technique also uses certain guidelines, so that the implementation can be more directed and in accordance with the research objectives. This guide, as well as guidance on observation and interviews, is developed from indicators of aspects that are determined in advance.

Questionnaire

The Questionnaire is a set of written statements about the aspects to be studied, with several alternative responses that can be chosen by respondents. According to Sugiyono, this questionnaire can be an efficient data collection technique if the researcher knows for sure the variables to be measured and knows what can be expected from the respondents. This questionnaire compilation model follows a Likert scale model with 5 alternative responses. According to Sugiyono, this Likert scale can be used to measure attitudes, opinions, and perceptions of someone or a group of people about a phenomenon. In this Likert scale, the variables to be measured are described first to be variable indicators. Then the indicator is used as a starting point for compiling instrument items which can be in the form of questions or statements. The answers to each questionnaire item will be given a score based on the content and alternative responses of the statement that becomes the questionnaire item. The alternative responses provided vary, including in the form of an agreement to the statement offered, and a response that shows the frequency if the

statement submitted contains an element of quantity. The arrangement of items is based on the aspect indicators of variable components which will be explored with a questionnaire.

Data to be obtained in this study can be classified into 2 types, namely qualitative data and quantitative data. Quantitative data is field data represented by numbers, such as data obtained by questionnaires and documentation of student test scores obtained from a standardized test (UAN / UAS). While qualitative data, which are not in the form of numbers, are like data from observations and interviews.

Qualitative data will be analyzed with qualitative meaning, while quantitative data will be presented in the form of descriptive statistics. With descriptive statistics, it also developed categorization (as a comparison norm) for the data obtained. According to Azwar (2004: 105), the diagnostic side of a measurement process is the provision of meaning or interpretation of the scale score obtained. Perception measurement using questionnaires and measuring the level of learning achievement with a cognitive test will produce data in the form of numbers, which then need to be interpreted qualitatively. According to Azwar (2004), this qualitative interpretation is only possible if there is a comparative norm which is quantitative. This comparison norm can be developed from descriptive statistics obtained from raw scores. Descriptive statistics include the highest ideal value, lowest ideal value, ideal average, and ideal standard deviation.

RESULT AND DISCUSS

The results of descriptive statistical calculations with the help of the SPSS program indicate that the subject or student score range for this motivational aspect is 18, with the lowest score of 22 and the highest score of 40. The average score of students for the motivation aspect is 30.33, the standard deviation is 3.78, median 31, and the most common mode or value is 31 with 25 appearances

If seen from the level of motivation tendency based on the classification set in Chapter IV, the motivation of these students can be grouped into 3 classifications, namely

medium, high, and very high. No students fall into the category of "very low motivation" or "low" because the minimum value obtained is 22.

The next aspect of the Antecedents variable is about the content and context of the curriculum, which consists of 12 items, namely points 9 to number 20. In contrast to the motivational aspects above, this aspect (and subsequent aspects revealed by the questionnaire instrument) will provide information more informative when viewed from item scores, not subject scores. Therefore, in its description, descriptive statistics for item scores will take precedence, then descriptive statistics for respondents' scores are described in a shorter period. The highest score for aspects of the content and curriculum context is obtained by item number 20, with a score of 764. While the lowest score is number 14 with a score of 630. Item number 20 tries to reveal students' perceptions of the competencies of teachers who teach religious subjects, which means that the teacher was the most competent teacher in his field compared to the other subject teachers revealed by the questionnaire. The score given by students for religious subject teachers is 764, which when compared with the highest ideal score of 855 (171×5), the score that students rated for this group of teachers was quite high. With different sentences, it can be said that religious subject teachers who teach class II students are very good teachers and master the subjects taught. The lowest score is obtained in point number 16, which this item contains about how students assess the competence of Mathematics subject teachers. With a low score, it can be assumed that students assess the competency of Mathematics teacher class II is lower than the other subject teachers mentioned in the questionnaire. The lowest score of 630 then cannot be used as the basis for saying that Mathematics teachers do not have good competence, because if it is based on the highest ideal score of 855, then the value of 630 is not too far from the highest ideal value. Conversely, when compared with the lowest ideal score of 171 (171×1), the lowest score for item number 16 is much greater.

The average score for the 12 items is 711.75, median 715, mode 630, the standard

deviation is 41,218, and the total score is 8541. If the highest ideal score for the 12 items is 10260 and the lowest ideal score is 2052, the score a total of 8541 were included in the "very high" score group. With this then it can be said that the student's assessment of the content and context of the curriculum applied at the Insan Cendekia Serpong MAN is very good.

For subject scores, from 171 class II students who were respondents, the highest score obtained by students for this aspect of the curriculum was 60, and the lowest score 37. The respondents' average score was 49.95, with median 59, mode 47, standard deviation 3,779, and the total score for 171 respondents is 8541.

The third aspect of the Antecedents variable is about learning facilities, consisting of 8 items starting from number 21 to number 28. The highest item score obtained is 793, which is number 21, while the lowest score is 622, number 25. Item number 21 tried to reveal students' judgments about how the laboratory should be owned by a model school. With a high score indicating that most respondents of class II students agree that a model school should have a complete laboratory. Point number 25 which scores lower than the other 7 points is about the availability of learning facilities in the classroom. With the lowest score, it can be assumed that the learning facilities contained in the classroom need to be paid more attention by the manager.

The average of the 8 aspects of the learning facilities is 676.75, with a median of 21,729, median 654.50, the standard deviation of 61,458, and a total number of 5414. With the total score obtained, the student's assessment of the learning facilities is included "high" category. This category is based on the categorization mentioned in Chapter III. For subject scores, the average score obtained was 31.66, with a median of 32, mode 32, a standard deviation of 3,320, and a total score for 171 respondents with a total score for items, which was equal to 5414.

The final aspect of the Antecedents variable is about student organization. The average score for the 6 items analyzed was 630.50, with a median of 659.50, mode 370, the standard deviation of 133,076, and a total score of 3783. The lowest score of 370 was obtained

by item number 34, which contained whether extracurricular organization activities were schools need to be added or not. With a lower score compared to the other 5 items, then it can be assumed that the extra organizations that already exist in the school are sufficient so there is no need to add more. The highest score of 739 is obtained in item number 29, which contains the existence of student organizations in the model school. This high score can be used as an indication that the existence of a good student organization in a model school is important.

For subject scores, the average obtained was 22.12, with the same median and mode 22, standard deviation 2,961, and the total number of respondents score 3783, equal to the total score for items. Based on the categorization that has been made, this total score falls into the "moderate" category, which can be interpreted with the need to improve or improve the existence of student organizations in the Insan Cendekia Serpong MAN.

The next variable is Transactions, which consists of items number 35 to number 78. The first aspect is about the flow of communication, consisting of 5 points, namely points 35 to number 39. As mentioned earlier, for aspects other than motivation, information that is more meaningful can be obtained from item scores or scores obtained by each item. This score also means students' assessment of certain things that the item in question wants to reveal. Therefore in its description, the score of this item will take precedence before the description of the subject score which is only briefly mentioned.

The average score for the communication flow aspect is 693.80, with a median of 699, mode 640 (there is more than 1 mode, which is the smallest mode value), the standard deviation of 32,368, and the total number of item scores is 3469. The highest item score is 725 obtained by item number 37, while the lowest score of 640 is number 35. Point number 37 is about the role of BP teachers in dealing with students who have problems. The item number 35 is about the good or not communication that occurs between teachers and students. From the total item score obtained, namely 3469, the student's assessment of the communication flow that took place in the school was in the "very high" or "very good"

category. In other words, it can be assumed that communication that occurs between elements in MAN Insan Cendekia Serpong has gone very well. For subject scores, the average obtained was 20.29, with median 20, mode 21, the standard deviation of 2,658, and the total number of respondents' scores equal to the total score for the items mentioned earlier.

The next aspect of transactions is about time allocation for several subjects. The number of items is 7, starting from item number 40 to number 46. The highest score of 687 is obtained in number 42, and the lowest score of 343 is obtained in number 40. Point 42 deals with the allocation of time for Indonesian language, while point 40 is about time religion subject. From the time allocation statistics for some of these subjects, it can be assumed that the duration of lesson hours for Indonesian language is the most ideal when compared to some other subjects. Whereas for religious subjects, the lesson time needs to be added, because students assess the learning time is still lacking.

The average score for all 7-time allocation aspects is 616.71, with a median of 666, a standard deviation of 121,836, and a total score of 4317. The total score for this item is equal to the total score for the subject. Based on the categorization that has been made, the value of 4317 is in the "high" category, which can be interpreted as having been good or the good allocation of time for the items mentioned in the questionnaire. With different sentences, students assess that the time or lesson hours for some subjects are appropriate and sufficient for them to be able to understand the subject matter given.

The third aspect of Transactions is about how the atmosphere and learning process takes place in the classroom. The number of items is 12, starting from item number 47 to number 58. The average item score is 672.67, with a median of 697, mode 621, the standard deviation of 86,734, and the total number of item scores 8072. The total score is in the "high" category, which can then be interpreted as the good atmosphere and learning process that takes place in the classroom. The highest score or score is 791, which is obtained by item number 55, and the lowest score of 523 obtained by item

number 49. Point 55 is about homework assignments or homework given to students, while item 49 deals with too many students in the class. With a low score, the interpretation is because there are too many students in one class, the learning atmosphere in the classroom becomes less comfortable. But overall, based on the total score of the item, the atmosphere and process of learning activities in the classroom have been going well. This is the assessment or perception of students about what they experience in their daily learning process.

The fourth aspect of the Transactions variable is about the behavior of students when studying in the classroom. Items in this aspect try to tell students to assess themselves, especially about how they behave or their activities during learning. The total score obtained is 3435, which if confirmed by categorization, then this score falls into the category of "very high". The information that can be taken later is that students have an active role in learning activities that occur in the classroom.

The last aspect of the Transactions variable is about how students assess the teacher's ability or competence in delivering the subject matter being taught. The number of grains is 15, starting from item number 64 to number 78. The average score of the item obtained is 688.53, with a median of 713, the standard deviation of 84,939, and the total number of points 10328. If confirmed by categorization, both the average score or the total number of points scored, both in the "very high" or "very good" category. With this, it can be assumed that according to the perceptions of students, the teachers who teach at MAN Insan Cendekia Serpong are teachers who have the expertise and are competent in their respective fields.

The highest score is 788 obtained by item number 76. This item tries to reveal how students are given the opportunity by the teacher to ask questions about the subject matter or material that has not been understood. The interpretation is, among other things, that teachers always provide opportunities for students to ask questions about subject matter that they have not clear, which also means that the teacher can communicate well enough with

the students. The lowest score is 514, which is obtained by point number 75, which contains whether the teacher who teaches often makes statements that confuse students or not. If confirmed by categorization per item, then the value of 514 is in the category of "moderate" or "sufficient". The information that can then be taken is that the teacher must be better at delivering the material because students are quite often confused (or do not understand) with the sentences used by the teacher. However, overall, teacher competency falls into the category of "very good" or "very high".

The last variable of this questionnaire instrument is about the attitude or assessment of students towards the entire educational process that takes place at the Scholar Scholar Serpong MAN. The number of items for this variable is 17, starting from item number 79 to number 95 as the final questionnaire item. The average score of item 668.35 is, with a median of 674, a standard deviation of 32,556, and the total number of points 11362. The highest score obtained is 728 for item 91, while the lowest score is 599 obtained by item number 86. A good total score for items, and for the subject, it is equal to 11362, the score is in the "high" category. With these statistics, it can be assumed that according to the student's assessment or perception, the learning process or implementation of education that takes place at the Insan Cendekia Serpong MAN, as an Ungulan MAN, has been going well. And then it can also be said that the student respondents were satisfied with the implementation of education at the Scholar Scholar Serpong MAN.

CONCLUSION

Based on the description that has been explained in the previous chapters, it can be explained that the education of student grades at boarding schools at MAN Insan Cendekia Serpong has been going well. This can be seen through the educational process values imparted to students by all the teachers and the entire community of the school MAN Insan Scholar Serpong. The results are shown by the attitude of students who have a level of discipline and strong spiritual values. In addition, > 90% of graduates who are accepted by qualified tertiary institutions. Educational

value is also integrated in the programmed activities such as formal learning activities in schools (classes) and is also integrated in the activities - daily activities at the hostel and sec though. Suggestions Based on the explanation and conclusions above, the writer conveys some suggestions that may be useful for improvement in the future, especially in the field of boarding as a support for value education in MAN Insan Scholar as follows: 1. The madrasah head can improve the existing education development program in the dormitory, as in the evening religious teaching and learning activities (KBM) in the dormitory. 2. To teachers, especially boarding teachers, must continue to look for and develop the latest value education strategies for students, and there should be an increase in the number of teachers or boarding trustees so that the embedded value of student education is stronger and fostering more effective boarding, so that more generations - 73 generations who not only have extensive knowledge but also generations who have good grades. 4. The Madrasah Head and teachers must continue to strive for programs / activities to develop grades well. Balance it with formal educational activities at school or learning activities in the classroom with a variety of coaching activities in the dormitory. This is very important so that the success of value education is still carried out

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