

Study on National Standards of Education (SNP) Achievement at Samarinda State Agriculture Development School (SPP)

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Abstract

The purpose of this study is to describe strengths and weaknesses of SMK-SPP Samarinda towards the achievement of National Education Standards particularly management, facilities and infrastructure, financing standards and determine SMK-SPP Samarinda Strategy in compliance with national education standards, especially management standards, facilities and infrastructure, as well as financing. Results of the research demonstrated that the strengths of SMK SPP are as follows: sufficient field-study area; availability of main facilities and infrastructure; competitive study programs; ISO 9001-2008 certified; and A-accredited school. Meanwhile, the weaknesses of SMK SPP are: inadequate human resources, both in quantity and quality; education facilities and infrastructure are still not based on information and communication technology; financial dependent; inadequate workshop facilities for selling agricultural products. Strategies that need to be developed to achieve national education standard based on SWOT analysis in SMK SPP Samarinda are as follows: Institutional Strengthening, School of Management Improvement, Learning Quality Improvement, and School Relations with Stakeholders strengthening.

Keywords: national education standards, SWOT, Samarinda State Agriculture Development School (SPP), Interactive Analysis Model.

Introduction

One of the obligations imposed to a country is "the intellectual life of the nation". Education is one of the means of the country "to educate the life of the nation". Education is an important process in the regeneration of the nation in order to create strong human resources to continue the sustainability and baton of national leadership. Therefore, the implementation of education cannot be separated from human and humanitarian perspective. The prioritization of human factors in the education process is expected to have implications for the development of people's lives in terms of socially, culturally, economically, ideologically and so on.

In general, the purpose of education is to build a whole person. Several major figures in the world have expressed the purpose of education in various studies. Plato in his book Republic stated that "The purpose of education cannot be separated from the goals of the nation. Therefore, education and politics cannot be separated. Education is also a means to reach a fair and happy people (as much happiness for as many people as possible).

The great figure of Indonesian education, Ki Hajar Dewantara stated:

"Education is the demand in the life of the growth of children, as for the purpose, education is to guide all the natural strengths of these children, so that they as human beings and as members of the community can achieve the highest safety and happiness." (Mulyasana, 2011)

Whereas according to Law No. 20 of 2003 regarding the National Education System article 3 states the functions and objectives of National Education as follows:

"National education function is to develop capabilities and to create a dignified national character and civilization in order to educate the nation's life, aiming at developing potential students to become human beings who believe and fear Almighty God, noble, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen" (Sanjaya, 2011)

In line with the text above, the Ministry of National Education's Strategic Plan for 2010-2014 stipulated in the Republic of Indonesia Minister of Education Regulation Number 2 of 2010 mentions the Ministry of National Education's Vision in 2025 is "Producing Intelligent and Competitive Indonesian Persons (Insan

Kamil/Plenary Persons)" and 2014 Ministry of National Education's vision is "The implementation of the Prima National Education Service to Establish a Comprehensive Intelligent Indonesian Person".

In line with the vision above, it is necessary to have reliable agricultural Human Resources (HR) who mastering Science and Technology in agricultural management to support food self-sufficiency and be based on Faith to Almighty God and noble character. Preparation of superior human resources is carried out with an educational process.

In 2010; Samarinda State Agricultural Development School (SPP) is designated as a pilot project school for International Standard School (RSBI) through the Decree of the Ministry of National Education Number:478/C5.3/Kep/MN/2010 to become an International Standard Pilot Project Vocational School (RSBI). The determination provides obligations to Samarinda State Vocational School to meet national education standards which include standards of: (1) content; (2) process; (3) facilities and infrastructure; (4) teaching staff; (5) evaluation system; (6) graduate competency; (7) funds and (8) management in addition to educational standards from *member organizations for economic co-operation and development* (OECD) are referred to as x element or Additional Key Performance Indicators (IKKT), which contain enrichment, deepening, strengthening and expansion of the eight elements of education. This was done to make Samarinda State Agriculture Development Vocational School become a quality and quality school.

However, before further evaluation regarding the implementation of RSBI at Samarinda State SPP Vocational School there was a fundamental change with the issuance of Decision of the Constitutional Court of the Republic of Indonesia Number 5/PUU-X/2012 published in 2013 canceling the status of RSBI/SBI throughout Indonesia into regular schools. This status change has a major impact on the management of Samarinda State SPP Vocational School, RSBI as *branding* school should not be used again. But that does not mean the cancellation of this status makes the quality of Samarinda State SPP Vocational School decreases. One way to analyze quality and schools' competitiveness, requires an achievement of Eight (8) National Education Standards (Mulyasa, 2012).

In the field of observations and preliminary interviews with the principal that the learning facilities of the Samarinda State SPP Vocational School were very supportive for creating reliable agricultural technical personnel because they were supported by extensive practice land, professional school managers, and budget funds sourced from the East Kalimantan Provincial Budget. APDN's budget is routinely used to support the operation of Samarinda SPP Vocational Schools from the start of income allowances and employee salaries to the operations of students.

Samarinda SPP Vocational School students must stay in the school dormitory without being burdened with school fees. That is, students have the main task of learning. This condition of initial observation was very interesting for researchers to conduct further research at the Samarinda State SPP Vocational School. The researcher wanted to examine the achievement of national education standards that are focused on management standards, facilities and infrastructure standards, and financing standards.

Based on the document of the National Education Standards Agency (BNSP) of East Kalimantan Province on November 8, 2011, it was determined that accreditation of Samarinda State SPP Vocational School was eighty-seven (87) with an A accreditation rating. In accordance with the document, Samarinda SPP Vocational School was the highest school in the Agribusiness and Agrotechnology Department Program.

Finally, the researcher took the research title **"Study of Eight National Education Standards Achievement at Samarinda State SPP Vocational Schools"** for the realization of quality educational institutions. Considering this school is not an ordinary school, because its graduates have an important role in managing agriculture to support Indonesia's food self-sufficiency towards the welfare and preservation of nature.

This research was directed to the Study of Achievement of Eight National Education Standards in Samarinda State SPP Vocational School in 2013, which focused on management, facilities and infrastructure, and financing standards.

Research Findings

Based on the data obtained, the researcher had applied School Self Evaluation (EDS) to find out the shortcomings and weaknesses of the national education standards in SPP Vocational Schools.

1. Strengths and Weaknesses of Management Standards in SPP Vocational Schools

a. *Strength*

- The school has formulated and determined its vision and mission and developed it and accredited A
- Formulation of the vision and mission based on input from interested parties/decisions and decided at a meeting led by the principal
- The annual work plan made by the school is approved by the Head of the Food Crop Agriculture Service
- Annual work plans are made from the proposals of each section
- The annual work plan is presented by the principal

- Annual work plans include: facilities and infrastructure improvement programs, HR capacity building programs, and improvement programs for SPP student education.
 - The organizational structure of the main tasks and functions is clear.
 - Our school evaluates learning periodically 2 times a year.
 - Teachers perform remedial program.
 - Schools have established KKM for each subject by taking into account the supporting and inhibiting aspects.
 - KKM achievement reaches 80% for all subjects
 - Student learning outcomes increase.
 - Schools have managed management information systems that are sufficient to support effective, efficient and accountable financial administration.
 - The school has divided the tasks between financial management and management of educational administration.
 - Each section has a clear function.
 - The school has established partnerships with institutions that care about education.
 - Partnership as outlined in the MoU.
 - Community involvement is positive in supporting school activities.
- b. Weakness*
- Schools have not regularly reviewed/reviewed according to school needs
 - Vision and mission have not been well socialized.
 - Medium work plans have not been made for 2013.
 - The annual work plan has not been written in an easy-to-read document.
 - The school plan has not been well socialized to all school members.
 - The quality objectives of each section head have not been programmed.
 - School self-evaluation is not conducted every year.
 - Schools that make self-evaluations are only handled by the teaching section.
 - Lack of coordination/synchronization between existing HR.
 - Lack of human resources that support the realization of the budget.
 - Determination of indicators of achievement of learning outcomes not through meetings.
 - KKM achievement needs to be improved for all subjects.
 - Schools have not managed information to support effective and efficient education administration.
 - The school information is not entirely covered by the school website.
- School information systems have not entirely used ICT.
 - There is no HR that handles the website.
 - The PTK quality improvement program is very low at less than 1% of the total budget.
 - Schools lack HR both in quality and quantity.
 - There has been no promotion of PTK.
 - There are no PTK mutations from one position to another according to the job analysis.
 - There is no coordination/synchronization in supervision.
 - Supervision of teaching staff and education is not optimal.
 - Lack of teacher human resources at school.
 - The MoU document has never been re-evaluated regarding its use by both parties.
 - The Partnership Program has not been optimized.
2. Strengths and Weaknesses of Facilities and Infrastructure Standards at SPP Vocational Schools
- a. Strengths*
- Schools have permanent buildings and certified land
 - Practice land supports PBM
 - Practical materials and equipment are adequate.
 - Student play facilities are met
 - Boarding schools with complete boarding facilities.
 - Language and science laboratories support learning.
 - The cost of maintenance of facilities and infrastructure is included in the RKA.
 - Easy access to space and security.
- b. Weakness*
- Schools need to add classroom facilities.
 - Student facilities, especially toilets, are poorly maintained.
 - Not available LCD Projector for each class.
 - Comfort of students is constrained by the lack of fulfillment of clean water
 - Some buildings are not equipped with active protection.
3. Strengths and Weaknesses of Financing Standards at SPP Vocational Schools
- a. Strength*
- Schools have compiled RKA before the fiscal year.
 - The RKA formulation includes the variety of expenditure and the nominal amount and type of activity/work program for one fiscal year.
 - Source of APBN and APBD budget.
 - Accountable school finance.
 - School business opportunities of various types.

b. Weakness

- Lack of quality human resources in finance.
- Lack of communication in financial management.

Based on the description above can describe or see the real conditions (*existing condition*). Mapping is needed to map the potential of Samarinda State SPP Vocational School related to its development. To map these conditions, the existence of Samarinda State SPP Vocational School was described from the internal and external environment that directly influenced it by using the self-evaluation approaching.

The potential of the internal environment would be illustrated through *Strengths* and *Weaknesses*. While the external environment can be seen from *Opportunities* (opportunities), and *Threats* (threats). Furthermore, from the mapping of the potential of the internal environment and the external environment, a study was conducted through a SWOT analysis to formulate a strategy and then be able to map programs and development activities.

Analytical methods that can be applied through four (4) stages, namely: 1) understanding the situation and the information available; 2) understand the problems that occur; 3) creating various alternatives; and 4) selection of the best alternatives (Freddy, 2006: 15). Internal Environmental Analysis (SW) is carried out to determine *Strengths* (Strength) and *Weakness* (weakness) of the existence of Samarinda State SPP Vocational School. Meanwhile, External Environment Analysis (OT) is performed to determine *Opportunities* and *Threats* influencing the management of SPP SMK Negeri Samarinda.

The result of SWOT Analysis at Samarinda State SPP Vocational School according to achievement of Management, Facilities and Infrastructure, and financing standard can be seen from picture below:

External Factor	Internal Factor	Strengths (Kekuatan)	Weakness (Kelemahan)
		1. Lulus lahan praktik yang memadai 2. Tersedianya Fasilitas Sarana Dan Prasarana pokok 3. Program Studi Keahlian (PSK) Yang Dibuka Mempunyai Daya Saing 4. Sudah Sertifikasi ISO 9001:2008 5. Sertifikasi A	1. Kurangnya SDM baik kuantitas dan kualitas 2. Sarana Dan Prasarana Pendidikan Belum Berbasis TIK 3. Belum Mandiri nya Pembiayaan Untuk Penyelenggaraan Sekolah 4. Fasilitas workshop (tempat pemasaran hasil) hasil usahanya kurang memadai.
Opportunities (Peluang)	Strategi SO	1. Peningkatan Sarana Dan Prasarana sesuai dengan standarisasi 2. Peningkatan Lokasi Praktik Sesuai Dengan Standarisasi Dunia Kerja 3. Meningkatkan daya dukung lahan praktik k dengan SDM yang ada untuk memenuhi permintaan pasar akan sayuran organik. 4. Pengembangan Kurikulum Berbasis Kompetensi Kerja Dan Kewirausahaan 5. Peningkatan Kerjasama Dengan Para Pihak Dalam Penyelenggaraan Dan Pembinaan SMK SPP	1. Menyiapkan SDM baik secara kualitas dan kuantitas. 2. Menyediakan Peralatan Praktik Peserta Didik Sesuai Dengan Dunia Kerja 3. Pengembangan Sistem Organisasi dan Manajemen Pengelolaan 4. Penyiapan Anggaran Melalui Sistem Manajemen Berbasis Perencanaan Bisnis (SBP)
Threats (Ancaman)	Strategi ST	1. Peningkatan Kuantitas Dan Kualitas Lulusan Sesuai Dengan Kebutuhan Dunia Kerja 2. Pengembangan Program Studi Keahlian (PSK) Yang Mampu Bersaing Di Dunia Kerja	1. Peningkatan Monitoring, Evaluasi dan Pelaporan

Figure 1. SWOT Analysis.

Some operational strategies are generated from the SWOT analysis included:

1. Improvement of facilities and infrastructure in accordance with standardization.
2. Improved practice location in accordance with the standardization of the world of work.
3. Development of work competency based curriculum and entrepreneurship.
4. Increased collaboration with parties in the implementation and guidance of SPP Vocational Schools.
5. Prepare quality educators and educators.
6. Providing student practice equipment in accordance with world work standards.
7. Organizational system development and management.
8. Budget preparation through a business plan-based management system (SBP).
9. Increasing the quantity and quality of graduates according to the needs of the workforce.
10. Development of expertise study programs that are able to compete in the world of work.
11. Improved monitoring, evaluation and reporting.

Of the several strategies above, focusing is done into four development strategies as follows:

1. Strengthening School Institutions
 - Improvement of facilities and infrastructure in accordance with standardization
 - Prepare educators and education staff
 - Improved practice location in accordance with the standardization of the world of work
 - Providing practical equipment in accordance with world work standards
 - Budget preparation through a business planning management system (SBP)
2. Improvement of School Management
 - Development of organizational management systems and school management
 - Improved monitoring, evaluation and reporting
3. Learning Quality Improvement
 - Development of work competency based curriculum and entrepreneurship
 - Development of learning and assessment of students
 - Increasing the quantity and quality of graduates in accordance with world work standards
 - Development of expertise study programs that are able to compete in the job market.
4. Strengthening School and Party Relations
 - Increased cooperation with the parties in the implementation and development of Agriculture Vocational High Schools.

Discussion

School Self Evaluation must be carried out annually by the school with the support of the school supervisor. By implementing the EDS strategy, the school is expected to be able to review the suitability of their performance with the school plan using the National Education Standards to test the quality of their performance. The information generated in the EDS will be used by schools to: (a) identify strengths and weaknesses, (b) prepare future school development plans, (c) implement development programs, and (d) report their performance and matters that need to be improved to District/City Government and Community.

School Self Evaluation is an assessment to review the suitability of school performance with school plans that have been developed according to the National Standards of Education. While Impact School Assessment (PSI) is a study of schools that: (a) have problems in school and school performance far above the standards set, and (b) school performance is far above the standards set and can be learned from this achievement.

Supervisors will help schools implement their EDS programs, report validation, and assist future schools and monitor the implementation of school programs. Information about school performance can be used for national reporting purposes and to recognize schools that might require impact school assessment (PSI) (Moerdiyanto, 2013).

Based on the theoretical study above, researchers took the title of Study of National Education Standards Achievement at Samarinda State Vocational School in 2012/2013. The procedure of this study is to implement the EDS and make a School Assessment (PSI). School Assessment is enhanced through the achievement of SNPs in SPP Vocational Schools by comparing strengths and weaknesses in the achievement of each standard.

Based on the achievement of the financing standards of Samarinda State SPP, the percentage of strength is greater than the weakness. Some of the things that have been carried out by this school, so that the standard of funding can be emulated by other schools as follows:

1. The school makes a budget plan before the year of implementation. School planning is contained in the Budget Work Plan (RKA). In RKA it contains all kinds of spending and nominal amount, as well as all work programs in one year.
2. In planning the budget, each section submits to the principal. The proposal was delivered in the form of presentation that must be mutually agreed. Each section is responsible for its activity agenda. The form of responsibility is submitted by the administration section and the principal. The principal looks at the initial planning up to the financial statements.

3. Every financial transaction, both receipts and expenses, is accompanied by legal evidence. Cash books are closed at the end of each month known by the principal. Financial management in schools can be known by all stakeholders. The school's financial system uses the Simbada and Tapa system which is online with the provincial financial bureau.
4. The flagship products of Samarinda State SPP are in the form of aloe vera drinks, ginger, healthy / organic vegetables, and rosella. These various businesses are produced through apprenticeship of teachers that take place in Malang.
5. Schools build networks with the Business World and Industry World (DU / DI), as well as alumni. The existing school partners have 7 collaborations with DU / DI and several alumni who are engaged in the business of seed breeding, mushroom cultivation, agricultural products, ornamental plant business, and the development of organic fertilizers.

The quality of education outcomes at the primary and secondary education level in Indonesia is assessed based on eight national education standards developed by BNSP. Measuring the achievement of national standards in the field legally using the instrument of accreditation. The researcher described the accreditation instrument with data collection through interviews. This study focuses on management standards, standards for facilities and infrastructure, and financing standards.

Law No. 19 of 2007 concerning management standards at the Vocational School level states that the principal is assisted by four vice-principals, namely Vice Headmaster in curriculum, student affairs, infrastructure, and cooperative relations. At Samarinda SPP, the principal was assisted by the Head of Administration and two vice headmasters. Vice headmaster in Samarinda Agriculture SPP is equivalent to Echelon IV (four). So vice principal of cooperative relations is the main task attached to the vice headmaster of curriculum and teaching services. While the vice headmaster of infrastructure and facilities the function attached to Head of Administration. The organizational structure of SPP Vocational School can be a reference for other schools with effective work patterns and good performance.

The target of school-based management has been formulated in National Education Minister Regulation No. 19 of 2007 concerning management of education including six (6) targets, namely: program planning, implementation of work plans, supervision and evaluation, school leadership, management information systems, and special assessments. SPP Vocational School in planning, program implementation, and state financial reports can be justified. The process of absorbing the budget is realized with good criteria. The auction problem is an

obstacle because the revision process is very difficult and is constrained by limited financial human resources.

In accordance with management standards, evaluation is very necessary to support the quality of graduates. Each section head should make quality targets that are easily measured and need to be socialized to school residents. Every year the section heads have made work programs but have not made quality objectives to improve academic and non-academic achievements. The principal can evaluate this quality targets.

The financial supervision system is supported by technology-based information systems, namely Tepa and Simbada systems. Tepa and Simbada systems are a form of school finance applications that are online with regional finance, thus greatly guaranteeing school financial accountability. The internal supervisor is still carried out by the school principal as KPA and External Supervision by Bawasluh and Regional Inspectorates.

Ministry of National Education regulation number 13 of 2007 concerning the standards of school principals emphasized that the competency of school principals must have five competencies, namely: personal, entrepreneurial, managerial, supervisory and social competence. Academic supervision strategy is inadequate and not optimal because the burden of principals is overcrowded, principals function not from the teacher but as the power of budget users. The responsibility of academic supervision, does not include supervision in the classroom, discussions with teachers, and teacher fulfillment in learning. So that the results of the learning supervision have not been able to recommend increasing teacher professional development or teacher appreciation. The results of supervision of learning should be able to produce special assessors for teachers to improve their competence.

The teaching burden of the teacher in accordance with the Minister of Education No. 16 of 2009 that mandatory teaching hours are 24 hours of minimum learning. Teacher career development is one of the efforts to provide achievement motivation so that it can improve service to students. But the amount of the budget is less than 1% in order to increase teacher competency. The school has not yet made indicators of teacher career development and evaluation of the utilization of educators and education staff.

The objectives (short-term goals or situational goals) of school management development are the realization of school management in accordance with the SNP so that programs that can be developed include (1) socializing and strengthening school-based management and education quality management, (2) making RPS, (3) increasing the utilization of school ICT, (4) increasing collaboration with stakeholders, (5) increasing the implementation of the principles of independence - transparency - participation -

accountability - sustainability of school programs, (6) increasing supervision, supervision, monitoring and evaluation of school programs, (7) reporting the implementation of results and use of school funds, (8) increasing utilization and follow-up of reporting, (9) and so on.

The annual Work Plan of SPP Vocational has been stated in the DPA. The work plan includes school funding based on proposals to section heads and competent people in the budget field. One-year program plan before the plan is implemented has been agreed upon by school managers. This means, planning is very mature and can be evaluated in its implementation. However, the medium term work plan of the SPP Vocational School has not yet been made. Planning for the next five years is very important to be programmed at school. Planning greatly determines the success of implementing management standards.

Strategies that can be carried out to realize these targets include (1) conducting workshops/training internally in schools, (2) carrying out in house training or mentoring for school leaders, (4) cooperating with other institutions/agencies, especially in management development schools, (5) doing internships and other school visits, (6) cooperation with LPTI (universities), (7) and so on.

Conclusion

The results of the SWOT analysis indicate that the *strengths* and weaknesses of Samarinda SPP Vocational School are as follows:

1. *Strength of SMK SPP*, namely: adequate practice land area; availability of basic facilities and infrastructure; competitive expertise study program (psk); ISO 9001-2008 Certification; School A accreditation
2. The *weaknesses* of Samarinda SPP Vocational School are: lack of human resources both in quantity and quality; educational facilities and infrastructure not yet based on ICT; not yet self-financing for school implementation; *workshop* facilities (place of marketing results) of farming results are inadequate

The strategies that need to be developed in achieving national standards are as follows: Strengthening school institutions, improving school management, Improving the quality of learning, and Strengthening school relations with parties.

The potential of the internal environment will be illustrated through *Strengths* and *Weaknesses*. While the external environment can be seen from *Opportunities* (opportunities), and *Threats* (threats). Furthermore, from the mapping of the potential of the internal environment and the external environment, a study was conducted through a SWOT analysis to

formulate a strategy and then be able to map programs and development activities.

Analysis methods that can be applied through four (4) stages, namely: 1) understanding the situation and existing information, 2) understanding the problems that occur, 3) creating various alternatives, and 4) choosing the best alternative (Freddy, 2006: 15). Internal Environment Analysis (SW) is carried out to determine the *Strengths* and *Weaknesses* of the existence of Samarinda State SPP Vocational School. Meanwhile, External Environment Analysis (OT) is performed to determine *Opportunities* and *Threats* influencing the management of SPP SMK Negeri Samarinda.

Impact school assessments can be carried out by conducting self-evaluation every year in every school to measure achievement of national education standards. The role of the school supervisor can help evaluate the achievement of the SNP or evaluate the achievement of accreditation. Monitoring and guidance of supervisors is highly expected to build quality schools that are standardized. Finally, there is no term of suburban school and urban school if the quality of national standards is achieved at every school level.

Based on the research findings, there are some suggestions that can be recommended as follows:

1. For principals, this research should be able to provide benefits and input in making decisions in order to fulfill management standards. It is a priority that the annual quality target should be made by the section head and mandatory learning supervision carried out by the principal or senior teacher.
2. For the Trustees, namely the Office of Agriculture for Food Crops in East Kalimantan Province, the management of the budget to support the performance of the vocational high school staff should pay attention to the improvement program in management standards, especially the improvement of competence for teachers and principals.
3. For other researchers, in order to deepen and develop research to achieve national education standards that have not been studied.

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