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Each submitted article will be reviewed by at least two reviewers. During this post pandemic time we encourage safety and health to researchers at all times. We also thank researchers for supporting JKP UHAMKA. This full paper consists of 8 articles published at June 6<sup>th</sup> 2022.

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# EVALUATION OF IMPLEMENTATION STUDENT SKILL COMPETENCY ASSESSMENT OFFICE ADMINISTRATION

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## ABSTRACT

This evaluation aimed to determine the context of implementation student skill competency assessment office administration at Dharma Karya Vocational High School, South Jakarta, the readiness of students, educators and education personnel, financing, facilities and infrastructure, the process of implementing the assessment, and knowing the achievement of program implementation. The method used in this evaluation is descriptive qualitative method by taking empirical data and facts, and the model used is the CIPP model (Context, Input, Process, Product). Data collection was carried out scientifically which included observation, structured interviews, and documentation. Interviews were conducted with the Principal, Deputy Head of Curriculum, Deputy Head of Facilities and Infrastructure, Head of Office Administration Department, Chair of the Examination Committee, Internal Examiners, External Examiners, and students. Then the data obtained were analyzed using the triangulation method of sources, display data, and conclusions. The conclusion of the evaluation research, that the background for the activity of student skill competency assessment at the Dharma Karya Vocational High School, South Jakarta, is the existence of a Government policy towards Vocational High Schools that are in accordance with environmental needs and the vision and mission of the school.

**Keywords:** *Student Skill Competency Assessment, Office Administration, CIPP*

## INTRODUCTION

The current state of vocational training has a major impact on the relationship between education and the labor market. For students who want to find a job immediately after graduation, professional training can be a great reference directly to the business world. The share of practical knowledge in vocational training is greater than in mainstream schools. The goal of vocational training is to equip students with excellent skills in specific subjects to take the labor market one step further. There are generally three types of vocational training systems: vocational training for school, dual vocational training, and informal training (Guo and Wang, 2020). School-based vocational training is more effective than other employment inequality programs in developing countries. Vocational school students demonstrate excellent practical skills with an initial interest in the subject (Quiroga-Garza et

al., 2020). Vocational schools offer a wide range of practical education according to specific curricula and skills (Muja et al., 2019). However, in some developing countries, employment inequality in skills and employment skills is a significant problem (Forster and Bol, 2018; Maraggou, 2020; Xie et al., 2020). The role of formal curriculum and learning outcomes is a key factor in employee equality, meaning that students meet industry and business needs after completing vocational training. In addition, vocational training can have a significant impact on the country's economy by reducing youth unemployment (Choi et al., 2019; Nilsson, 2010). Previous research has examined the impact of vocational school students on the labor market. Research shows that study programs that emphasize students' professional skills and knowledge have a positive impact on their adaptation to the labor market (Bol and van de Werfhorst, 2011; Muja et al., 2019).

However, in order to prepare students for the transition from high school to the labor market, it is important to think about improving student skills. Eligibility is a combination of multidisciplinary skills, behaviors / attitudes and knowledge that students can demonstrate by gaining knowledge based on their skills, attitudes and their understanding of the subject during their study. Professional competency level has a positive impact on the chances of graduates being favored for positions in certain disciplines. In addition, the introduction of general skills tailored to professional skills and job requirements makes job training more effective (Grosemans, 2021). As learning skills increase in the job market, student learning standards should increase. In view of these concerns, a student evaluation should be prepared. Some of the factors to consider to improve these skills are certified assessment, high quality of internships, system of student learning standards, specialized evaluation methods and feedback on student work. In this way, accurate, reliable, unbiased and consistent quality estimates can be achieved (Rahman et al., 2014)

During this industrial period, developing countries such as Indonesia entered the industry, expanding the industrial sector through mass production and exports (Hidayatno et al., 2019; Neilson et al., 2020). Ensuring high demand in the industrial sector promotes vocational education and training in human resource development and bridges the gap between the educational environment and industry needs (Salleh et al., 2015). That is why it is important to equip graduates with the necessary skills, including organizational skills and knowledge, to ensure that graduates are ready to enter the labor market. To meet the needs of the business community, graduates must be able to effectively combine work-related knowledge with skills and other skills necessary for specialization (Loon et al, 2012). This can be achieved during the study period at a vocational school in the relevant industry (Ocampo et al., 2020).

Student proficiency assessment is an academic and non-technical assessment designed to determine a student's competence in a subject or field. The objective of the student competency assessment is to measure the adequacy of a student's skills at a certain level with those acquired in vocational secondary schools. Therefore, every technical high school should conduct a proficiency test to assess students' abilities.

in vocational training The qualification as a reference point has become an important tool for graduates to acquire during their studies for better job prospects in the labor market. Competence has two key characteristics: first, the power, license, or authority to make decisions, produce, serve, act and act in the exercise of responsibility, and second, knowledge, skills, and applicability (Mulder, 2014). Competency tests in vocational education schools should have a comprehensive multi-step structure. Basically, there are three different levels of competence: procedural ability and translation capabilities (Deutscher and Winther, 2018; Winther and Klotz, 2013). All of these capabilities provide operational features that meet the needs of global businesses. To avoid students passing or failing exams while studying in technical fields. including leaving the unskilled labor market The final decision-making ability test is essential for students (Child and Shaw, 2020). Otherwise, the purpose of the aptitude test is not just to assess students. but in order to be certified by the students The self-certification process

depends on how students handle each task, such as the accuracy of the equipment used. work attitude and adherence to SOP is more than just results. (Pass or Fail).

Dharma Karya Vocational High School is one of the Vocational High Schools that regularly conducts student skill competency assessment every year. In the 2017/2018 academic year, the Dharma Karya Vocational High School conducted a skill competency assessment for its three majors, namely: Office Administration student skill competency assessment, Accounting student skill competency assessment, and Marketing student skill competency assessment.

With the holding of the student skill competency assessment at the Dharma Karya Vocational High School, of course there needs to be an evaluation of the extent to which the student skill competency assessment is implemented. Is the implementation of the student skill competency test at the Dharma Karya Vocational High School in accordance with the standards issued by the Ministry of Education and Culture and the National Agency for Professional Certification and how is the effectiveness and efficiency of the implementation of the student skill competency assessment at the Dharma Karya Vocational High School.

## **METHOD**

This research uses a qualitative approach. According to Muti Yusuf (2014), in principle, a qualitative approach wants to provide, explain, describe critically, or describe a phenomenon, an event, or an event of social interaction in society to seek and find meaning in the real context. This is also because the problems in this study are still unclear, holistic, complex and dynamic. Researchers believe that in order to evaluate the implementation of the student skill competency assessment at the Dharma Karya Vocational High School, we must use qualitative methods to understand the social situation in depth so that finding a good pattern will then generate a hypothesis and lead to the emergence of a theory.

According to (Moleong, 2011) qualitative research is research that intends to understand the phenomena experienced by research subjects such as behavior, perception, motivation, action, etc., holistically and by means of descriptions in the form of words or language, at a specific contexts that are natural and make use of a variety of scientific methods. (Latief, 2014) states that evaluation is one of a series of activities in improving the quality, performance, or productivity of an institution in implementing its program. The student skill competency assessment program which is the object of this research is a form of service program. Based on the conclusion, the model that is usually used in evaluating the implementation of the skill competency assessment is a model developed by Stufflebeam with the CIPP model.

The CIPP model is a model that views the program being evaluated as a system. Thus, to evaluate a program must analyze the program based on its components. According to (Arikunto, 2005), one evaluation model is CIPP. This evaluation model is the model most widely known and applied by evaluators. CIPP stands for the initial letter of four words, namely: Context, Input, Process and Product. The four words mentioned in the acronym CIPP are evaluation targets. According to (Sugiyono, 2011) the population is the entire research subject. The population of this evaluation is all stakeholders involved in the implementation of the Office Administration skill competency assessment ranging from the Principal, Deputy Principal in the field of curriculum, Deputy Head of School in the field of facilities and infrastructure, Head of Office Administration Department, Organizing Committee for the student skill competency assessment, internal examiners external the student skill competency assessment, student, and all school members. Population is also not just the number that exists in the object or subject being studied, but includes the characteristics or properties possessed by that subject or object.

Data collection techniques in this evaluation research are through observation, interviews, and documentation. Interview is a method of collecting data by asking respondents face-to-face about several things that are needed from a research focus.

## **FINDINGS AND DISCUSSION**

## 1. Context Evaluation of the Student Skill Competency Assessment

In context evaluation, there are three things that are the focus of the evaluation ; policies, analysis of the needs of the school environment, and the vision and mission of school goals. Regarding policies, Dharma Karya Vocational High School has official documents in the form of hard and soft copies as a guide for implementing the student skill competency assessment. This document is well understood by the Principals and Deputy Principals. Through the document guidelines, the student skill competency assessment committee was formed. The selected committee is required to understand the policies and guidelines for implementing the student skill competency assessment at the Dharma Karya Vocational High School. This understanding was obtained through socialization by the Principal in the form of a workshop. In relation to the needs of the school environment, it was concluded that there was a clear need for the environment regarding the implementation of the student skill competency assessment. That one of them is due to market needs and competition in the world of work. Meanwhile, regarding the vision and mission of the school at the Dharma Karya Vocational High School, it certainly strongly supports the implementation of this the student skill competency assessment. Because it is clear that the student skill competency assessment is one of the ways to promote excellence in the form of the student skill competency.

## 2. Input Evaluation of the Student Skill Competency Assessment

Evaluation of implementation of the student skill competency assessment for Office Administration at the Dharma Karya Vocational High School which is the input includes: students, educators and education personnel (school principal, deputy head for curriculum, deputy head of facilities and infrastructure, head of the administration program), financing, and existing infrastructure at Dharma Karya Vocational High School, South Jakarta.

In implementing the student skill competency assessment for Office Administration students at the Dharma Karya Vocational High School for the 2017/2018 academic year, the number of students who took the exam was 75 students and all students in class XII majoring in Office Administration can all take this skill competency test because there are no obstacles in the requirements as participants. All students have understood the rights and obligations of the student skill competency assessment participant so that in its implementation they can carry out the student skill competency assessment properly. It is known that there is also a socialization of the student skill competency assessment to students that are carried out before the student skill competency assessment is carried out, this by the Principal and Deputy Principal of the School Meanwhile, the implementation is carried out in the form of a pre-skill competency assessment activity which is carried out two months before the actual skill competency assessment.

Regarding the flow of the implementation of skill competency assessment at the Dharma Karya Vocational High School it has been well understood by the Head of the Department, the Committee, Internal Examiners, and External Examiners. The flow itself starts from the preparation stage, was preparing the test kits, infrastructure, examiners, as well as prospective student participants, up to the implementation stage of skill competency assessment.

In terms of the committee, the Head of the Department acts as a guide for the course of this student skill competency assessment. In other matters, the appointment committee is determined by the Principal as the highest person in charge in the school. The school principal distributes the work of the student skill competency assessment committee directly to the committee.

In connection with the implementation of skill competency assessment, it is known that the Head of the Department supervises the conduct skill competency assessment in the form of assistance to the committee and the examiners if there are obstacles in the implementation. In addition, it is known that the examiners already know about the grid. Whereas the grid for this year is almost the same as the previous years, is all materials from class X to class XII which contain productive subjects such as archiving, correspondence, picking up the phone, and others. Internal and external examiners have competency assessment material and master it.

In terms of budget, the implementation of the budget skill competency assessment comes from the Foundation, in this case the Dharma Karya Education Foundation, which houses the Dharma Karya Vocational High School. The total fund is IDR 11,250,000. In particular, students are not charged for the implementation of this student skill competency assessment, because the costs are obtained from

the Foundation which is in return for the monthly tuition payment. Funds for submitting funds made by the committee to the Foundation through the school do not experience difficulties.

Regarding the facilities and infrastructure that support the implementation of the student skill competency assessment, the Deputy Head of Curriculum has understood what facilities must be provided for the implementation of this exam, likes classrooms, computer laboratory rooms, presentation rooms, the examiner room, and the committee room. Meanwhile, the facilities and infrastructure that have been prepared by the Deputy Head of Facilities and Infrastructure for the implementation of this assessment are considered in accordance with the apostasy. It is proven by the preparation of classrooms, laboratory rooms, presentation rooms, examiners rooms, and committee rooms. The Vocational Competency Assessment that is carried out requires four classes to place the exam. A total of four classes are filled with 75 students from the Office Administration department. There are four laboratories that have been prepared, consisting of two computer laboratories and two presentation laboratories. The school provides a special room for the committee. This space can be used one of them to store the student skill competency assessment documents.

There is a special room reserved for examiners. This room is provided as a place for examiners to stop before entering the classroom or laboratory to assessment and it can also be a rest room for examiners. There are no obstacles in preparing facilities and infrastructure, so that preparations run smoothly and all required facilities can be available. Facilities and infrastructure that need to be considered are adequate electrical power because it is used for computer laboratory operations and other facilities that require large power such as AC. In the provision of facilities and infrastructure to support the implementation of the student skill competency assessment, it can be said that it is adequate because everything needed is fulfilled.

### 3. Process Evaluation of the Student Skill Competency Assessment

What is evaluated here is the process of implementing the student skill competency assessment at the Dharma Karya Vocational High School, South Jakarta. The first is regarding the distribution of question grid to students. The question grid is given to students two months before the implementation of the student skill competency assessment during the pre-skill competency assessment. Second, regarding the student skill competency assessment questions comes from the Education Office. The questions are downloaded and then printed and a number of student needs are duplicated. Preparation of question sheets, assessment guideline sheets, and student worksheets is prepared one week before the assessment starts. And then, regarding the registration of test participants. Registration of participants for the student skill competency assessment at Dharma Karya Vocational High School is carried out by the Administration. Prospective participants for the student skill competency assessment are all students of class XII. Automatically will be registered by the Administration.

Regarding the rights and obligations of test takers, the rights and obligations of student skills competency test participants are socialized before the exam and students are previously trained to obey any rules of the student skill competency assessment at during the pre-test of the student skill competency assessment.

The implementation of the student skill competency assessment for Office Administration at the Dharma Karya Vocational High School 2017/2018 was held from 2 to 4 February 2018 or lasted for three days. In the assessment process and the scoring is submitted to each examiner according to the criteria set by the government in the skill competency assessment guidelines. The passing criteria used in this exam are adjusted to the guidelines issued by the government in the the student skill competency assessment guide. The committee seriously monitors this assessment activity in the hope that the activity will run smoothly. Internal and External Examiners have used the assessment guidelines correctly and gave scores according to existing assessment criteria. In the implementation of this assessment, students have understood their rights and obligations well so that the smooth running of this examination activity is maintained. The problems felt by the examinees in the implementation of this assessment were the inadequate preparation experienced by the participants because many participants did not understand the material being tested during the this assessment which resulted in the presence of test participants cheating on each other. Perhaps one of the reasons for the lack of readiness of participants is the lack of learning in the classroom in the form of practice so that students' skills are not optimal.

The obstacles experienced by students in implementing this assessment include the existence of material that has not been understood by students so that students have difficulty completing the

material being tested. In addition, there are too many equipment that must be prepared by students, making it difficult for students.

#### 4. Product Evaluation of the Student Skill Competency Assessment

For the achievement of the goals and objectives, it can be achieved properly, as evidenced by the passing of all participants of the the student skill competency assessment for the 2017/2018 Academic Year of Dharma Karya Vocational High School, South Jakarta. It is known that the implementation of activities that are running according to the schedule has been classified as effective. This effectiveness is also supported by the availability of adequate laboratories. However, the number of assessors or examiners is still less effective because the number of examiners is not proportional to the number of exam participants. This resulted in the implementation taking longer even though it could be accelerated if the number of assessors was more proportional. Regarding efficiency, in this student skill competency assessment activity it can be said to be efficient because all kinds of costs that arise can be covered by the financing that has been prepared by the school.

Problems that arise in the implementation of the student skill competency assessment include: assessment participants who are late coming to school, inadequate electrical power, computer and laboratory printers that are error, test participants do not bring assessment equipment, and the number of assessment questions is insufficient. To overcome the obstacles faced in implementing the student skill competency assessment, there are solutions that are carried out by schools to solve these obstacles. For the problem of students who arrive late, students are waited for 15 minutes. If not, the committee will call the student's family. If after the call there is no response, a visit is made to the student's house to be picked up so that he can take the exam on that day. To overcome the problem of insufficient electrical power, schools have added power as a solution to the fulfillment of power needs for smooth examination activities. To solve computer and printer problems that error during the exam, the school asks the school technician for help to fix it immediately. To solve the problem of participants who do not bring practical exam equipment, the school prepares the equipment so that the students concerned can take the exam activities smoothly. And to solve the problem of missing exam questions, the committee printed and copied as many as needed by the test takers. That is the solution made by the school and all parties involved in overcoming obstacles in the implementation of the student skill competency assessment at the Dharma Karya Vocational High School, South Jakarta.

## CONCLUSIONS

Dharma Karya Vocational High School is one of the schools that conducts the student skill competency assessment activities for the Office Administration department. This student skill competency assessment aims to measure the level of student learning success as well as to find out how visible students are on the skills they learn. The student skill competency assessment is specifically for twelfth grade students who have completed six semesters of learning material at Vocational High Schools. If the student is declared to have passed this exam, a certificate will be issued as proof that the student has passed the skills according to the expertise being tested.

At the context level of the implementation of this assessment at the Dharma Karya Vocational High School which is related to the Government's policy on this assessment program, the school already has the existence of these rules or policies. Policy-related documents, both soft and hard copies. Regarding the understanding of educators and educators in schools about the holding of this assessment, they already understand well because the school holds this assessment workshop as a means of socializing this assessment. This assessment at the Dharma Karya Vocational High School is carried out not only to meet the environmental needs of a skilled and professional workforce but also to match the objectives of this assessment with the vision, mission and goals of the school.

At the input level in the implementation of this assessment at Dharma Karya Vocational High School, input in the form of students has been well prepared. Educators and Educators who work on the committee have also been well prepared, starting from the composition of the committee whose formation involves the Principal, Deputy Principal, and Head of Department, to the existence of internal and external examiners prepared by the committee to help the smooth implementation of this exam . For other matters, such as input in the form of financing and facilities and infrastructure in a good category according to the procedures determined by the Government as the venue for this assessment.



At the level of the process of implementing this assessment at the Dharma Karya Vocational High School, the preparation process until the implementation of the committee has tried its best in preparing for this exam, although along the way there are obstacles such as test participants who arrive late, inadequate electrical power, computers and printers that are error, some test participants did not bring test equipment, and the problem was that the number of questions was insufficient. This can be a record for the following year's assessment.

At the product level, the implementation of this assessment at the Dharma Karya Vocational High School, the objective of implementing this assessment has been achieved well, marked by student graduation in one hundred percent by achieving a score above the Minimum Completeness Criteria set by the Government. Meanwhile, the effectiveness of the implementation of this assessment has been effective because the facilities that support the implementation of this student skill competency assessment. In terms of efficiency, the implementation of assessment has been efficient, indicated by the coverage of this activity financing.

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# THE EFFECT OF QUALITY OF ACADEMIC SERVICES AND INFRASTRUCTURE ON STUDENT SATISFACTION AT UHAMKA POSTGRADUATE SCHOOL

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## ABSTRACT

This study aims to examine: 1) the direct effect of academic service quality on student satisfaction, 2) the direct influence of infrastructure on student satisfaction, and 3) the direct influence of academic service quality on infrastructure. This study uses quantitative research methods. The target population was 318 students and the sample of research was 178 respondents. Data collection techniques are interviews and questionnaires. The research data analysis technique used path analysis. Research results prove that: first, the quality of academic services has a direct positive effect on student satisfaction. The value of the coefficient of determination is 0.527, which means that 52.7% of student satisfaction can be explained by the quality of academic services. Second, infrastructure has a direct positive effect on student satisfaction. The coefficient of determination is 0.345, which means that 34.5% of student satisfaction can be explained by infrastructure. Third, the quality of academic service has a direct positive effect on Infrastructure. The coefficient of determination is 0.137, which means that 13.7% of infrastructure can be explained by the quality of academic services.

**Keywords:** *Quality, Academic Service, Infrastructure, Student Satisfaction*

## INTRODUCTION

The number of universities in the world today has increased exponentially, leading to higher competition (Rauschnabel et al, 2016). In order to compete effectively, the institution has adopted a marketing concept that depicts students as customers, and ensures all strategies are targeted towards increasing the number of students. Students look for institutions that are able to provide an extraordinary, unforgettable and individualized educational experience (Conefrey, 2018). Furthermore, as consumers, students seek educational platforms that will develop the capacities needed for profitable

careers. Thus, higher education institutions are reengineering their operations in such a way that they focus more on competitive educational activities centered on quality evaluation (De Jager and Gbadamosi, 2013). However, from a developing country perspective, it is argued that the quality of higher education services is still below the achievement of global standards, especially in developing countries (Olokundun et al., 2019; Rauschnabel et al, 2016). It is said, with the increase in the number of universities in the country, universities must pay attention to increasing student expectations and focus on improving the quality of providing educational services in order to remain competitive. It was further established that providing a higher level of quality reduces costs and maintains customer satisfaction, and ultimately results in a larger profit margin for any institution (Ali, 2016, Annamdevula and Bellamkonda, 2012; Lemon and Verhoef, 2016; Rita, Oliveira, and Farisa, 2019; Lu et al, 2020; Arukutty, 2018; Sultan and Wong, 2010; Mustaffa et al, 2016).

Researchers put service quality before student satisfaction, which ultimately results in customer loyalty (Borishade, 2020). Colleges are now considered an important part of the student body and he wants them to support him as they go to university. According to Tan and Kutch, the quality of education is determined by the level of interest and expectations of the students. Quality courses can also be viewed in the study package as a series of statements on how to meet expectations. Students who value higher education tend to show positive attitudes toward the institution (Gruber, 2010). Students are now more challenged than ever in terms of quality of education (Worlu et al., 2016). Therefore, it is considered important for higher education administrators to assess student satisfaction in setting strategic objectives (Ali and Raza, 2017). Some researchers argue that service quality is important for student satisfaction (Ogunnaike et al., 2018; Lu et al, 2020).

According to MarzoNavarro et al. Student satisfaction is a versatile concept. Based on many of the consequences for student satisfaction, Elliott and Shin argue that student self-esteem is positive. Student satisfaction refers to student performance. Intensifying competition in higher education has forced colleges to offer unique educational experiences to gain market share (Rutter et al., 2016). Due to the level of competition, modern higher education institutions are more interested in student satisfaction (De Jager and Gbadamosi, 2013). (Quintal and Phau, 2016) Student Loyalty An indicator of student satisfaction and service quality is indirectly related to child loyalty.

A study was conducted at a German university to find the link between quality and student loyalty, and found that teacher quality and student responsiveness were important for loyalty (Dollinger, 2018). The study was conducted among students at a Spanish university; The results show that the image of the university leads to satisfaction with a bachelor's degree (Kalkan, 2020). (Tight, 2020) The two Herzberg factors combined with the satisfaction model are to examine the factors that affect student satisfaction and academic staff efficiency and speech quality. Quality experience and satisfaction. Ajzen and Fishbein wrote that consumer intentions and actions are predictable. Based on this theory, it is assumed that students' satisfaction and loyalty affect their motivation to remain in college (Ibidunni et al. 2021). As a concept, service quality is similar to the loyalty of university students (Ogunnaike et al., 2014). Mustaffa et al. (2016) found that service quality leads to better market coverage and repeat transactions, ultimately leading to customer loyalty. However, some researchers believe that student satisfaction, rather than service quality, will have a greater impact on student achievement goals. Other scholars make similar arguments that the quality of student services increases the intention to stay at the institution.

Higher education is managed with the interests of the academic community consisting of students, teaching staff, and employees. In its implementation, universities must be equipped with various facilities and support the success of higher education programs. Service quality is seen as a tool to achieve a competitive advantage because service quality is one of the factors that determine the selection of something that can satisfy students. Student satisfaction will be achieved if the quality of services provided is by their needs (Supranto, 2017).

Students as customers in the main college should be able to get what they want. For students to get what is expected, the university must be able to synergize student expectations with the vision, mission, and goals of the organization. The need and public awareness of the importance of formal education, especially higher education, requires education providers to constantly develop and improve their quality both in terms of services and facilities offered to the community as users of the services of education itself (Aqfir & Bustam, 2020).

Several factors that affect customer satisfaction are performance, employee interaction, reliability, durability, punctuality, comfort, and aesthetics as well as brand awareness (Tjiptono & Chandra, 2016). It was further explained that several formulations in building an image to satisfy customers include appearance, service, persuasion, and satisfaction. To see the level of customer satisfaction there are several supporting factors such as product quality, service quality, emotional, price, and cost (Khuluqo, Abdullah, & Hidayat, 2020).

The results of previous studies indicate that the quality of academic services and educational facilities affect student satisfaction both simultaneously and partially (Harahap & Zulkarnain, 2019). The results of other studies also show that the results of the study show that partially and simultaneously the quality of services and facilities has a significant effect on satisfaction (Susanti, 2020).

Student satisfaction in this study is the match between expectations and the quality of academic services and infrastructure received by students. Based on observations both through observations and interviews, it is known that there are still complaints of dissatisfaction with the quality of academic services and the availability of infrastructure.

The phenomenon that occurs is that students feel that academic officers are less communicative and responsive when serving students. In addition, there are still officers who are not friendly and slow in providing services so that students are not satisfied. Another factor related to student satisfaction is the facilities and infrastructure provided during lectures. The phenomena felt by students are that the toilets are not clean, soap is not available, the place of worship is narrow, the internet is often loading, and the study room is not comfortable because the walls are only insulated with thin materials so that the voices of other classes can be heard and this causes no concentration in learning.

Based on the problems above, the researcher feels interested in conducting a study entitled *The Effect of Quality of Academic Services and Infrastructure on Student Satisfaction at UHAMKA Postgraduate School*. This study aims to examine: 1) the direct effect of academic service quality on student satisfaction, 2) the direct influence of infrastructure on student satisfaction, and 3) the direct influence of academic service quality on infrastructure.

## **METHOD**

This study uses quantitative research methods. The quantitative research method is an investigation of social or humanitarian problems based on testing a theory composed of variables, measured by numbers, and analyzed by statistical procedures. The Quantitative research relies very strongly on data collection (Triyono, 2015). In this study, the target population was active students for the 2018/2019 and 2019/2020 academic years in the educational administration study program at the UHAMKA Postgraduate School as many as 318 students. The sampling technique in this study used a random sampling technique of 178 respondents. Research data collection techniques are interviews and questionnaires. The research data analysis technique used path analysis. Data processing uses a system with SPSS version 25 software.

## **FINDINGS AND DISCUSSION**

### **Result**

### 1. Direct Effect of Academic Service Quality ( $X_1$ ) on Student Satisfaction ( $Y$ )

The results of the calculation of the path coefficient, it is found that the path of direct influence of the quality of academic services on student satisfaction with a value of  $t$  count = 14.012, while the value of  $t$  table at the significance level (0.05) = 1.76 for a degree of freedom = 176 because  $t$  count >  $t$  table then  $H_0$  is rejected and  $H_1$  is accepted. Thus, it can be concluded that the quality of academic services ( $X_1$ ) has a direct positive effect on student satisfaction ( $Y$ ). The coefficient of determination from the table shows  $R$  square = 0.527, which means that 52.7% of student satisfaction can be explained by the quality of academic services.

Table 1 The Quality of Academic Service on Student Satisfaction

Variable	Rsquare	t count	t table	Sig.
$X_1 \rightarrow Y$	0.527	14.012	1.76	0.000

### 2. Direct Effect of Infrastructure ( $X_2$ ) on Student Satisfaction ( $Y$ )

The results of the calculation of the path coefficient, it is found that the path of direct influence of infrastructure on student satisfaction with a value of  $t$  count = 9.624, while the value of  $t$  table at the significance level (0.05) = 1.76 for a degree of freedom = 176 because  $t$  count >  $t$  table then  $H_0$  is rejected and  $H_1$  accepted. Thus, it can be concluded that infrastructure ( $X_2$ ) has a direct positive effect on student satisfaction ( $Y$ ). The coefficient of determination from the table shows  $R$  square = 0.345, which means that 34.5% of student satisfaction can be explained by infrastructure.

Table 2 The Infrastructure on Student Satisfaction

Variable	Rsquare	t count	t table	Sig.
$X_2 \rightarrow Y$	0.345	9.624	1.76	0.000

### 3. Direct Effect of Academic Service Quality ( $X_1$ ) on Infrastructure ( $X_2$ )

The calculation of the path coefficient, it is found that the path of direct influence of the quality of academic services on infrastructure with a value of  $t$  count = 5.288, while the value of  $t$  table at the significance level (0.05) = 1.76 for a degree of freedom = 176 because  $t$  count >  $t$  table then  $H_0$  is rejected and  $H_1$  is accepted. Thus, it can be concluded that the Quality of Academic Service ( $X_1$ ) has a direct positive effect on Infrastructure ( $X_2$ ). While the coefficient of determination from the table shows  $R$  square = 0.137, which means that 13.7% of infrastructure can be explained by the quality of academic services.

Table 3 The Infrastructure on Student Satisfaction

Variable	Rsquare	t count	t table	Sig.
$X_1 \rightarrow X_2$	0.137	5.288	1.76	0.000

## Discussion

### *Analysis of student satisfaction in the quality of academic administration services at SPs UHAMKA*

The quality of services has a function so that the service process provided runs well. To realize and maintain student satisfaction, the education administration must do four things; first, identify any

problems faced by students. Second, understand the student's level of expectation. Third, understand the service quality strategy. Fourth, understand the measurement and feedback cycle of service satisfaction provided.

The results of research by Sumianti et al (2020) regarding academic services confirm that students are satisfied with academic administrative services. Employee services can be categorized as good. Another research on academic services has been carried out Sumarni (2018) which shows that academic administration services are influenced by the ability of educational staff to provide a service needed by students. Academic administration services have a positive and significant effect on student satisfaction.

The results of the analysis of this study prove that the quality of service has a very significant effect on student satisfaction. In other words, without any attention to good service quality will result in low satisfaction. The most appropriate strategy in improving the quality of academic services at universities is to increase the variables that exist in service quality, namely Tangibles, Reliability, Responsiveness, Assurance, Empathy with proven with the existing suitability in the field of expectations and reality. Academic services are said to be of high quality if they are by the needs of their customers.

#### *Analysis of student satisfaction in Infrastructure at SPs UHAMKA.*

Infrastructure facilities at SPs UHAMKA have benefits and play an important role in supporting the smooth running of education, especially in learning activities. This is because the teaching and learning activities at SPs UHAMKA are good, but not supported by educational facilities, the results achieved will not be the maximum expected. Therefore, the availability of infrastructure on campus is a priority for student satisfaction.

The results of research by Aimah and Rohmah (2020) show that the standard of facilities and infrastructure helps in the learning process. If the educational facilities and infrastructure are adequate, the teaching and learning process will run effectively and efficiently. Educational facilities and infrastructure are supporters in the teaching and learning process so that the teaching and learning process can run well and smoothly. The results of the research analysis test prove that the educational infrastructure variable has a positive and significant effect on student satisfaction (Bararah, 2020).

Management of educational facilities and infrastructure is the process of organizing and supervising educational facilities and infrastructure to help achieve certain goals. If educational facilities and infrastructure are adequate, the teaching and learning process will run effectively and efficiently (Parid & Alif, 2020).

#### *Analysis of Service Quality in Infrastructure at SPs UHAMKA*

Academic service quality is something that shows the value of conformity with customer needs and has standards. The quality of academic services can be said to be good in meeting the expectations and desires of students if a higher education institution has an educational infrastructure that facilitates, facilitates, and supports the educational process for students. The ability to improve the quality of good academic services, it will have an impact on good infrastructure as well.

The results of the study show that the indicators for the fulfillment of infrastructure facilities are still very high, so it is necessary to get priority in a gradual and sustainable service development program (Boko, 2020). If the lecture facilities are better and more complete, consumer satisfaction will also be higher (Hanafi & Mansur, 2020).

The purpose of managing infrastructure, in general, is to provide facilities and services professionally in the field of facilities and infrastructure in educational institutions to carry out educational services effectively and efficiently. Educational facilities and infrastructure as some of the elements of

educational management that have an important role in the teaching and learning process. Educational facilities are things that should not be ignored because their role can facilitate students' understanding of the material presented in the learning activity program.

## CONCLUSIONS

Dharma Karya Vocational High School is one of the schools that conducts the student skill competency assessment activities for the Office Administration department. This student skill competency assessment aims to measure the level of student learning success as well as to find out how visible students are on the skills they learn. The student skill competency assessment is specifically for twelfth grade students who have completed six semesters of learning material at Vocational High Schools. If the student is declared to have passed this exam, a certificate will be issued as proof that the student has passed the skills according to the expertise being tested.

At the context level of the implementation of this assessment at the Dharma Karya Vocational High School which is related to the Government's policy on this assessment program, the school already has the existence of these rules or policies. Policy-related documents, both soft and hard copies. Regarding the understanding of educators and educators in schools about the holding of this assessment, they already understand well because the school holds this assessment workshop as a means of socializing this assessment. This assessment at the Dharma Karya Vocational High School is carried out not only to meet the environmental needs of a skilled and professional workforce but also to match the objectives of this assessment with the vision, mission and goals of the school.

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# EVALUATION OF ADIWIYATA PROGRAMS

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## ABSTRACT

This research was conducted to evaluate the effectiveness of the Adiwiyata program from the analysis of needs, objectives and indicators for program implementation, competence of teachers and students, the availability of infrastructure, implementation of the curriculum, the implementation of Adiwiyata program activities, and the results of the Adiwiyata program implementation related to attitudes and behavior of school members towards environmental awareness. This type of research is evaluative research with a qualitative approach. Data collection was carried out using interview, observation and documentation techniques. The results showed that the analysis of program needs was based on recommendations from the Tangerang City Environmental Office (DLH), as well as to facilitate a clean culture that has long been implemented by schools. The objectives of the program in general have been implemented effectively but the aim of providing skills to students in processing waste has not been going well. The supporting infrastructure for the Adiwiyata program is quite complete, but the fish pond and compost house are in poor condition. The curriculum on the environment has been integrated into the KTSP and the 2013 Curriculum but the implementation in intracurricular and extracurricular activities has not been effective. More than 70% of teachers have not inserted environmental material into the syllabus and lesson plans so that learning has not been effective. Clean Thursday, class pickets, plant care, community service and environmental hygiene competitions are environmental activities held by schools and run quite effectively. School residents are more concerned about the condition of the surrounding environment

**Keywords:** *Program Evaluation; Adiwiyata; Environmental Culture Care School*

## INTRODUCTION

Education is one of the most important aspects of human life. With education, knowledge and human character can be formed. One of the educational institutions is a school that has a significant role in providing knowledge and teaching students about the environment and how to manage it. As an effort to support PPLH in schools, the State Minister for the Environment made a joint agreement with the Minister of National Education, Number: 03 / MENLH / 02/2010 and Number: 01 / II / KB / 2010 to develop an environmental management program called the Adiwiyata program.

Adiwiyata Program is a program to create a school that cares and has an environmental culture. The goal of the Adiwiyata program is to create school members who are responsible for protecting and managing the environment through good school governance to support sustainable development. The advantages for schools that implement the Adiwiyata program are that schools can create learning

places about the values of environmental maintenance and management by increasing efforts to protect and manage the environment through pollution control activities, damage control and preservation of environmental functions so as to create teaching and learning conditions that are more conducive to students. Meanwhile, the benefits of the Adiwiyata program for students at SD Negeri Pondok Bahar 3 are to foster concern for the environment and understand how important it is to maintain a good environment. In implementing the Adiwiyata program, the school carries out activities related to the program, including waste management, clean water management, land management, ornamental plant maintenance, and toga plant maintenance.

In addition, schools also integrate Environmental Education (PLH) into intracurricular and extracurricular activities. To effectively implement the Adiwiyata program, schools provide facilities that support the Adiwiyata program, such as infiltration well treatment plants, tools for processing waste, clean water installations, large areas of land, a large variety of plants, providing trash cans based on the type of faucet and hand washing soap. in front of the class, as well as a healthy canteen.

Seeing these conditions, researchers are interested in conducting studies and research on evaluations related to the Adiwiyata program that has been running at SD Negeri Pondok Bahar 3. This research was conducted to evaluate the effectiveness of the Adiwiyata program in terms of needs analysis, objectives and implementation indicators, teacher and student competence, availability. infrastructure, curriculum implementation, implementation and results of Adiwiyata program implementation.

According to (Arifin, 2016), evaluation is a systematic and continuous process carried out to determine the quality of something, based on certain considerations and criteria in the framework of decision making. (Arikunto and Jabar, 2014) explain that evaluation is an activity to collect information about how something works, which is then used as a consideration to make a decision. Meanwhile, Cronbach, Alkin and Stufflebeam in (Sudjana, 2006) state that evaluation is an activity to collect, obtain, and provide information for decision makers.

The program according to (Widoyoko, 2015) is a series of carefully planned activities, the implementation of which takes place in a continuous process, and occurs in an organization that involves many people. Meanwhile, according to (Arikunto and West Java, 2014), the program can be described as the implementation of a policy, takes place in a continuous process, and occurs in an organization that involves a group of people.

The definition of program evaluation according to (Arikunto and West Java, 2014) is an effort to determine the effectiveness of program components in supporting the achievement of program objectives. Meanwhile, according to (Sudjana, 2006), program evaluation is an orderly and continuous activity using scientific procedures to obtain useful data for decision making.

According to (Arifin, 2016) there are two purposes for evaluation, namely general and specific. If the purpose of the evaluation is still general in nature, then the purpose of the evaluation can be broken down into specific objectives. (Wirawan, 2011) states that evaluation is carried out with the following objectives: a. To measure the impact of the program on the community, b. To assess whether the program has been implemented according to plan, c. To measure whether the implementation of the program is in accordance with the standards, d. Program evaluation can identify and find which programs are running and which programs are not running, e. Development of program staff Evaluation can be used to develop the capabilities of staff who directly provide services to clients and other interested parties, f. Meet the provisions of the law, g . Program accreditation, h. Measuring cost effectiveness and efficiency, i. Making decisions about programs, j. Accountability, k. Giving feedback to program leaders and staff, l. Strengthening political positions, m. Developing theories of evaluation science or evaluation research.

Adiwiyata School is a program designed by the Ministry of Environment in collaboration with the Ministry of National Education. In the (Ministry of Environment, 2012), Adiwiyata is a good and

ideal place as a place to obtain all knowledge and various norms and ethics that can become the basis for humans to create a prosperous life and the ideals of sustainable development.

Adiwiyata School is a program used to provide education about the environment to students. According to (Daryanto and Supriyatin, 2013), environmental education is education about the environment in the context of internalization, directly or indirectly in forming independent personalities and patterns of actions and thinking patterns of students so that they can reflect in everyday life. Environmental education must consider the environment as a natural and artificial totality, which is a continuous process, and considers and takes into account environmental aspects in development and growth plans.

The goal of the Adiwiyata school program is to create school members who are responsible for protecting and managing the environment through good school governance to support sustainable development. The Adiwiyata school program is a program to provide education about the environment. So that the essence of the Adiwiyata program goals is the goal of environmental education itself. According to (Daryanto and Supriyatin, 2013), environmental education aims to provide opportunities for the community to acquire knowledge, skills and attitudes which in turn can raise awareness, commitment to protect, improve the use of the environment wisely, participate in implementing a new lifestyle friendly to the environment, and improve the quality of life. Meanwhile, according to Yusuf in (Hamzah, 2013) the goals to be achieved in environmental education are: a) Helping students increase their understanding of the environment so that students can care, maintain, preserve, and be responsible for the environment. B) Fostering the desire and skills to conserve the environment in order to create a shared living system in which humans have a great desire to preserve the environment by working harmoniously and safely.

The (Ministry of Environment, 2012) states that there are two basic principles in the implementation of the Adiwiyata School program, namely: a) Participatory, all school members are involved in school management which includes the entire planning, implementation and evaluation process according to their roles and responsibilities. b) Sustainable, All activities must be carried out in a planned, continuous and comprehensive manner.

## **METHOD**

Research on the Adiwiyata program evaluation will be conducted at SD Negeri Pondok Bahar3, Jl. Sunan Giri No. 19 Pondok Bahar Karang Tengah, Tangerang City. The study was conducted for 6 months, starting from September 2020 to February 2021. This evaluative study used the CIPP model. Data were collected through observation, document study, and interviews with the principal, class teacher, Adiwiyata team, committee, students, and parents. The data analysis technique used in this research is the SWOT analysis technique (Strengths, Weaknesses, Opportunities and Threats). The purpose of using a SWOT analysis is to maximize strengths and opportunities, but can minimize weaknesses and threats.

<i><b>STRENGTHS</b></i>	<i><b>WEAKNESESS</b></i>	<i><b>OPPORTUNITIES</b></i>	<i><b>THREATS</b></i>
School policies are clear, analysis of environmental needs is good, vision, mission, and school goals are clear. Good student input. Input of educators and education personnel, the community is good. The financing is clear. Decision making is right, community participation is good. The results of the Adiwiyata program have been good and have been implemented daily.	The integration of environmental material into subjects is not effective because not all teachers do the integration. Lack of environmental training for teachers and students. There are still some students who are passive and lazy to participate in environmental activities. The compost house is not functioning well. There are still students littering. There are still many extracurricular activities that have not been integrated into environmental material.	The principal has the right policy and always motivates educators to implement the Adiwiyata program. The school principal always provides motivation to hold activities related to the Adiwiyata program such as a class cleaning competition, clean Thursday. The school collaborates with external parties to develop the Adiwiyata school program.	There is environmental damage due to sudden flooding, so that the environment that is already beautiful has become damaged again. There are too many Adiwiyata program indicators which take up enough time for teachers in terms of administration of the Adiwiyata program.

## **FINDINGS AND DISCUSSION**

This study uses the Context, Input, Process and Product (CIPP) model, namely evaluation seen from the context component, input component, process component and product / result component. The following is a discussion of the results of the Adiwiyata program evaluation research at SD Negeri Pondok Bahar 3 looking at the results of interviews, observations and documentation during the research.

### **1. Effectiveness of the Adiwiyata Program Viewed from the Context of Need Analysis, Objectives and Indicators of Program Implementation at SD Negeri Pondok Bahar 3**

#### **The Adiwiyata Program Effectiveness Judging from the Program Needs Analysis**

Pondok Bahar 3 State Elementary School was awarded the title Adiwiyata on the grounds that the school has implemented values to protect and care for the environment. The clean and beautiful school environment and the existence of a waste management program have made the Tangerang City Environmental Service (DLH) appoint Pondok Bahar 3 Public Elementary School as the Tangerang City Level Adiwiyata School in 2017. And as the Provincial Level Adiwiyata School in 2019. The implementation of the Adiwiyata program at SD Negeri Pondok Bahar 3 refers to the Minister of Environment Regulation No. 05 of 2013 concerning Guidelines for the Implementation of the Adiwiyata Program and Law No. 32 of 2009 concerning Environmental Protection and Management,

in article 65 paragraph 2 which explains that everyone has the right to environmental education, access to information, access to participation, and access to justice

### **b. Effectiveness of the Adiwiyata Program Judging from the Objectives of the Adiwiyata Program a good and healthy environment.**

According to the results of the interview, the objectives of SD Negeri Pondok Bahar 3 in implementing the Adiwiyata program are: 1) To instill a culture of caring for the environment in school residents, 2) To provide skills for students to use used goods so that they do not only become garbage that can damage the environment, 3) To teach to students how to process waste, 4) As a program to accommodate a culture of caring for the environment and activities to process waste. According to research data, the objective of implementing Adiwiyata at SD Negeri Pondok Bahar 3 was quite effective, namely in accordance with the objectives of implementing the Adiwiyata program in general. In the Ministry of Environment (2012: 3) states that the goal of the Adiwiyata program is to create school members who are responsible for protecting and managing the environment through good school governance to support sustainable development. Based on the results of interviews and observations, the objectives of the Adiwiyata program at SD Negeri Pondok Bahar 3 have been achieved quite effectively. There have been many changes starting from the school environment which is getting greener and shady as well as the routine implementation of environmental activities. However, even though there have been many changes, there are still some objectives of the Adiwiyata program that have not been achieved optimally, namely to provide skills to students on how to process waste and there are still students who are indifferent to environmental conditions.

### **c. Adiwiyata Program Effectiveness Judging from the Indicators of Adiwiyata Program Implementation**

In the Minister of Environment Regulation No. 05/2013 concerning Adiwiyata Guidelines, there are 4 Adiwiyata program standards.

#### **1. Environmental Policy**

The first indicator is environmentally sound policies. According to Fridantara (2015: 80), environmental policy is the formulation of a policy as a guideline for implementing environmental values. The purpose of environmentally sound policies in schools is as a center for empowering environmental management values through educational institutions and increasing the participation of school residents, parents and the community in participating in school activities. The Ministry of Environment (2012: 10) states that environmentally friendly policies have 2 standards. The first is a curriculum that contains environmental protection and management efforts. The school curriculum document contains efforts to protect and manage environmental policies. This is indicated by the vision and mission of the school that are in accordance with the values and efforts to protect environmental management. Then the school curriculum structure also contains the competence of graduates who have attitudes, knowledge and self-development skills. The second environmental policy standard is RKAS, which contains programs for environmental protection and management. The school has prepared a School Activity and Budget Plan (RKAS) with around 20% of the allocation being used for environmental purposes. The allocation of these funds is used effectively for environmental protection and management programs including students, curriculum and learning activities, capacity building for educators and education personnel as well as environmentally friendly infrastructure.

#### **2. Implementation of Environmental Based Curriculum**

The second indicator of the Adiwiyata program is the implementation of an environment-based curriculum. Adam (2014: 167) explains that an environment-based curriculum can be implemented by delivering environmental material through a varied curriculum to provide an understanding of the environment associated with everyday life. The curriculum is applied to increase the awareness of

school residents to care for the environment. The environment-based curriculum developed by the school is by integrating environmental material into the subject. However, its implementation is still ineffective because it is inserted into only a few lesson plans for appropriate subjects such as lesson plans for science and social studies. Hamzah (2013: 50) explains that the applicable educational curriculum actually contains environmental material. So that in this case the teacher's ability is very important in determining which material to provide. The teacher uses a syllabus and lesson plans that are integrated with environmental materials. When teaching the teacher also uses methods that make students active in learning such as methods of discussion, practice, and role playing. However, not all teachers make lesson plans and apply such teaching methods. Based on the results of observations and interviews, it can be concluded that less than 70% of teachers make syllabus and lesson plans that are integrated with environmental materials. So it can be concluded that the implementation of the environment-based curriculum at SD Negeri Pondok Bahar 3 is less effective.

### 3. Participatory-Based Environmental Activities

The third indicator is participatory-based environmental activities. Participatory-based environmental activities are activities that involve school members and the surrounding community in carrying out activities that provide benefits for both school residents, the community and the surrounding environment in the context of environmental management activities (Fridantara, 2015: 90). Participatory environmental activities at SD Negeri Pondok Bahar 3 are carried out in accordance with Adiwiyata school standards. According to the Ministry of Environment (2012: 15) there are 2 (two) standards for participatory-based environmental activities. The first is implementing planned environmental protection and management activities for school residents. The school has formulated many environmental activities for the school community to carry out. Among them are clean Thursday, class picket, plant maintenance, waste management, environmental cleanliness and community service. Some of these environmental activities are routine and some are not routine. Those that are routine and run quite effectively are clean Thursday, class pickets and plant maintenance. Activities that are not routine, namely community service and environmental cleanliness are held only on certain days. As for waste management, the implementation is ineffective because it is temporarily eliminated during the hope of the Covid-19 pandemic and schools are still in the process of being repaired. The second participatory-based environmental activity standard is to establish partnerships in the framework of environmental protection and management with various parties. In this case the school has collaborated with DLH. The medium-term cooperation that the school has planned together with DLH is to build infiltration wells and waste banks which are expected to accommodate the garbage in the school. Establish partnerships with Puskesmas who routinely check the health of school canteen snacks, and train little doctors. Also building relationships with the local Kelurahan, establishing relationships with outsiders should be done with many parties in order to increase and make the implementation of Adiwiyata program activities in schools more effective. To establish partnerships with other subjects, the school is still doing some considerations.

### 4. Management of Environmentally Friendly Support Facilities

The last indicator is the management of environmentally friendly supporting facilities. According to Novitania (2016: 30), the purpose of managing school infrastructure is to create ready-to-use and adequate learning facilities so that students can learn effectively. The Ministry of Environment (2012: 11) states that there are two standards in the management of environmentally friendly supporting facilities. First, the availability of environmentally friendly supporting infrastructure. In order to support the implementation of the Adiwiyata program, SD Negeri Pondok Bahar 3 has quite complete supporting facilities. Minister of Environment Regulation No. 05/2013 concerning Guidelines for the Implementation of the Adiwiyata Program states that at least schools have 6 infrastructure facilities to deal with the environment such as clean water, separate trash cans, feces, wastewater / drainage, green open spaces. SD Negeri Pondok Bahar 3 has met these standards. There is sufficient clean water for daily activities, green house, compost house, biopori, trash can according to type and others. The infrastructure owned by the school is quite complete, but the



maintenance is still ineffective, so it needs to be improved so that the infrastructure can be used according to its function. The next standard is to improve the quality of management of facilities and infrastructure that are environmentally friendly in schools. Based on the research results, the management of supporting infrastructure for the Adiwiyata program at SD Negeri Pondok Bahar 3 is still ineffective because there are no special officers assigned to maintain the facilities and infrastructure. Maintenance of infrastructure is borne by all school members so that if school residents have a low level of awareness, the facilities will not be properly maintained. Like the state of the existing gazebo pool. The condition of the pool is quite dirty. The water from the pool already looks cloudy and black because of a lot of leaf and plastic litter. In addition, the condition of the compost house is also quite messy because it is used as a temporary storage area for goods during school repairs. Therefore, schools need special officers to maintain and manage the existing infrastructure in the school so that the infrastructure is well maintained and can be used according to their function.

## **2. The effectiveness of the Adiwiyata Program Judging from the Input, Competence of Teachers and Students, Availability of Infrastructure and Implementation of the Curriculum at SD Negeri Pondok Bahar 3**

### **a. The effectiveness of the Adiwiyata Program is seen from the competence of teachers**

At the beginning of the Adiwiyata program implementation, teachers and employees had been provided with knowledge about environmental education through coaching and training carried out by DLH Kota Tangerang. Hamzah (2013: 61) explains that a teacher as an environmental educator must really be prepared and ready to carry out this task. Hamzah (2013: 50) further explains, actually in the current educational curriculum there is already material about the environment even though it has not clearly disclosed the main materials that must be provided. Based on the readiness of the teachers, there are still teachers who do not understand Adiwiyata at SD Negeri Pondok Bahar 3, especially new teachers. The Ministry of Environment (2012: 13) states that at least 70% of teachers prepare lesson plans related to environmental education. However, based on research, less than 70% of teachers at SD Negeri Pondok Bahar 3 insert environmental material into the syllabus and lesson plans. Only inserted in the syllabus and lesson plans for certain subjects, such as science and social studies. This causes the implementation of the Adiwiyata program in learning less effective.

### **b. The effectiveness of the Adiwiyata Program seen from the Competence of Students**

Students according to Law No. 20 of 2003 concerning the National Education System are members of the community who try to develop their potential through the learning process available at certain paths, levels and types of education. According to Fridantara (2015: 101), the participation of students is the most important element because students act as implementers of every policy made by the school. Based on this explanation, the active role of students in learning and in environmental activities related to the Adiwiyata program certainly greatly influences the success of the program. Hamzah (2013: 67) explains that students are said to be active if they: a) develop critical thinking skills, b) develop social system support for learning, c) are able to utilize their learning styles most effectively, d) develop lifelong learning skills.

Based on the results of observations and interviews, the implementation of activities related to the Adiwiyata program was quite effective. Most students participated in these activities enthusiastically. Such as the implementation of Clean Thursday, plant care, for class pickets, most students also carry out according to the schedule every day. Even so, there are still deficiencies or obstacles faced by schools in carrying out Adiwiyata program activities, including that there are still students who sometimes do not participate in environmental activities such as Clean Thursday and community service. In addition, students at SD Negeri Pondok Bahar 3 have never attended environmental training, all they get is guidance and examples from the teacher during the learning process. So that if the teacher does not convey, give examples and practice them well, students will have minimal knowledge and abilities about environmental education.

### **c. The effectiveness of the Adiwiyata Program in terms of infrastructure**

Based on the research results, SD Negeri Pondok Bahar 3 provides various supporting infrastructure for the Adiwiyata program which consists of: 1) Classroom, 2) Green House, 3) School Garden, 4) Trash Can, 5) Compost House, 6) Biopori. The existing infrastructure at SD Negeri Pondok Bahar 3 is generally quite complete. According to the Ministry of Environment (2012: 19), the standard of infrastructure is the availability of 6 (six) infrastructure to overcome environmental problems, such as clean water, trash bins according to type, feces, waste water / drainage, green open spaces, noise / vibration cancellation. / radiation and others. Of the 6 facilities and infrastructure, schools do not have rooms that can reduce noise / vibration / radiation. Regarding the development and renewal of infrastructure, for the medium term SD Negeri Pondok Bahar 3 in collaboration with DLH has planned an absorption well and a waste bank that can accommodate all garbage loads in schools. Previously, the school had conducted an experiment to create a waste bank but it was still not effective. By collaborating with DLH, the school hopes that this program will be able to run optimally.

### **d. The effectiveness of the Adiwiyata Program in terms of the implementation of the curriculum**

Hamzah (2013: 57) explains that the environmental education curriculum contains at least the following elements: a) The empirical element: Students are given the opportunity to interact with the environment directly. Students observe, analyze, understand and interpret the condition of the environment around them in order to further develop their ability to interact with the surrounding environment. b) The element of concern: In learning there are indicators to protect and care for the environment. There are also environmental activities such as clean Thursday, class picket and plant care in front of each class. c) The aesthetic element: In all subjects there should be an indicator that states that a beautiful environment will provide a sense of security and comfort and provide direction to have a sense of responsibility for the state of the surrounding environment.

d) Social elements: SD Negeri Pondok Bahar 3 has an extracurricular for a little doctor who teaches students to provide first aid to sick or fainted people and use toga plants as medicine.

SD Negeri Pondok Bahar 3 has local content about environmental awareness, namely Personal and Environmental Development. This subject teaches students to care about personal health and environmental cleanliness. The purpose of adding this material was achieved effectively. This can be seen from the change in attitudes and behavior of students who start to care and pay attention to the condition of the surrounding environment. The integration of the Adiwiyata program into extracurricular activities has not been effective because SD Negeri Pondok Bahar 3 has not fully integrated environmental materials into extracurricular activities. Only extracurricular activities such as scouts and little doctors contain material about environmental awareness.

## **3. Implementation of Adiwiyata Program Activities at SD Negeri Pondok Bahar 3**

### **a. Teaching and Learning Process**

According to Government Regulation no. 32 of 2013 concerning National Education Standards article 19 paragraph 1, the learning process in educational units is carried out interactively, inspiring, fun, challenging, motivating students to actively participate and providing sufficient space for initiative, creativity, and independence according to their talents, interests and the physical and psychological development of students. At Pondok Bahar 3 Public Elementary School, the teaching and learning process provides many opportunities for students to develop and be more creative and innovative because in learning the teachers do many practices such as caring for plants and processing used goods into useful items.

Hamzah (2013: 69) explains that environmental education material has a significant relationship with several other disciplines. So that it is possible to insert environmental education material in certain other fields of study. Furthermore, Rusilowati in (Melyana, 2015: 109) explains that teachers are expected to have a creative and innovative attitude in learning, not only integrating environmental material into science subjects, but also through other subjects such as Indonesian, Religion, and Civics. . Teachers are also expected to be more varied in teaching so that students do not get bored and learning can be centered on students.

Implementation of the Adiwiyata program at SD Negeri Pondok Bahar 3, in the learning

process, not all chapters contain material about the environment. Only a few according to the teacher according to the environment, such as science and social studies subjects. For other subjects, the teacher has not developed an integrated lesson plan with environmental material, so it can be concluded that the Adiwiyata program implementation in the learning process has not been effective.

The media used depends on what material will be delivered. For example, when delivering material about natural disasters caused by environmental damage, teachers usually use LCD projector media to support the learning process. Or for example, if you convey material about making flowers from used straws, the media used is used straws.

The delivery of material about Yusuf's environment in Hamzah (2013: 69) suggests that learning should use an integrative approach. Environmental education materials are integrated into several subjects. For the learning method, using contextual learning so that it can provide a clear picture to students of the material presented by the teacher.

Based on the results of observations in the learning process, more than 70% of teachers use contextual methods in learning. This method is very effective to use to make it easier for students to better understand the material being taught, especially material about the environment. There are some teachers who still use the lecture method but only in certain lessons such as in social studies lessons.

#### **b. Activities Related to the Adiwiyata Program**

SD Negeri Pondok Bahar 3 has many activities about the environment that support the Adiwiyata program. Some of these activities run routinely and are not routine. Activities that are held routinely include clean Thursday, class pickets, plant care, cleaning competitions. There is one other activity, namely the program to process waste or composting, but the program is not running effectively. Minister of Environment Regulation No. 05/2013 states that participatory-based environmental activities have standards, one of which is establishing partnerships in the context of environmental protection and management with various parties (community, government, private sector, media, other schools). For now, the school is only collaborating with BLH in developing environmental management and protection. For cooperation with other parties, the school has no plans in the short term. Based on its implementation, the activities held by SD Negeri Pondok Bahar 3 have been running effectively even though there are still obstacles, namely there are still students who do not participate in the Adiwiyata activity. The school also does not hold seminars or training for students other than in learning. This is felt to be lacking because in learning, of course the delivery is limited to material other than the environment.

#### **4. Results of the Adiwiyata Program Implementation Regarding the Attitudes and Behaviors of School Residents Toward Environmental Concerns at Pondok Bahar 3 Public Elementary School**

Evaluation of the results component is used to see whether the objectives of a program have been achieved, in this case the Adiwiyata program objectives of SD Negeri Pondok Bahar 3. The objectives of the Adiwiyata program in the Ministry of Environment (2012: 3) are to create school members who are responsible for protecting and environmental management through good school governance to support sustainable development. Hamzah (2013: 57) states that learning about the environment provided should not only make students have knowledge, attitudes, concerns, and skills as well as positive participation in the environment but also a responsible attitude to maintain the balance of the environmental system and its use in various aspects. life.

Based on the results of research observations, after the Adiwiyata program there were many changes in both the attitudes and behavior of teachers and students, in this case attitudes and behaviors caring for the environment. Based on daily behavior, teachers and employees seem to provide many examples to students in terms of protecting and preserving the environment.

Data on the discussion of the results of the Adiwiyata program implementation evaluation at Pondok Bahar 3 Public Elementary School are listed in the following table:

## Discussion of Evaluation Result

No.	<i>Contex (Konteks)</i>	<i>Input (Masukan)</i>	<i>Process(Proses)</i>	<i>Product (Produk)</i>
1.	The implementation of the Adiwiyata program at SD Negeri Pondok Bahar 3 refers to the Minister of Environment Regulation No. 05 of 2013 concerning Guidelines for the Implementation of the Adiwiyata Program and Law No. 32 of 2009 concerning Environmental Protection and Management, in article 65 paragraph 2 which explains that everyone has the right to environmental education, access to information, access to participation, and access to justice in fulfilling the right to a good and healthy environment.	The input of students is good because they are active in learning and in environmental activities related to the Adiwiyata program	Adiwiyata program planning at SD Negeri Pondok Bahar 3, prepared effectively.	Based on the results of research observations, after the Adiwiyata program there were many changes in both the attitudes and behavior of teachers and students, in this case attitudes and behaviors caring for the environment.
2.	The school's vision and mission is clear, to create a clean, green, beautiful and comfortable school and foster a love for the environment.	Educators and education personnel integrate the Adiwiyata program into RPP, as well as carry out coaching and training related to the Adiwiyata program.	The process of implementing learning is integrated into the syllabus and lesson plans or extracurricular activities	When viewed from daily behavior, students have also started to instill a caring attitude towards the environment, imitating the examples given by the teacher. Dispose of garbage in its place and according to its type, taking care of plants

3.	The purpose of education in schools is clear, to develop a spirit of love for the environment.	The financing for Adiwiyata program implementation allocates approximately 20% of school funds for Adiwiyata needs.	The implementation of Adiwiyata activities at SD Negeri Pondok Bahar 3 has been running effectively even though there are still obstacles, namely there are still students who do not participate in Adiwiyata activities.	Students are good at saving water and energy
4	There are facilities and infrastructure that support the implementation of the Adiwiyata program.	The environment becomes clean, green, beautiful and comfortable.		

## CONCLUSIONS

Based on the results of the research and discussion that has been presented regarding the evaluation of the Adiwiyata program at SD Negeri, it can be concluded:

### 1. Effectiveness of Adiwiyata Program Viewed from the context of Analysis of Needs, Objectives and Indicators of Program Implementation

a) The Adiwiyata program at SD Negeri Pondok Bahar 3 was implemented based on a recommendation from DLH for the city of Tangerang. b) The objectives of the Adiwiyata program have generally been achieved effectively, but there are still shortcomings, namely there are still students who are indifferent to environmental conditions and the school's goal of providing competence to process waste to students has not been achieved effectively. c) The Adiwiyata program implementation indicators at SD Negeri Pondok Bahar 3 have not been implemented effectively. Material about the environment has not been optimally integrated into learning and extracurricular activities that integrate environmental material only scouts and little doctors.

### 2. The effectiveness of the Adiwiyata Program Judging from the Input, Competence of Teachers and Students, Availability of Infrastructure, and Implementation of the Curriculum

a) Teachers support the implementation of the Adiwiyata program but more than 70% of teachers have not integrated environmental materials into the syllabus and lesson plans. b) Students support the implementation of the Adiwiyata program. c) The infrastructure available to support the Adiwiyata program is generally quite complete. However, the treatment is still less effective, such as in ponds and compost houses. d) The curriculum regarding the environment has not been optimally integrated in both intracurricular and extracurricular activities.

### 3. The Process of Implementing Adiwiyata Program Activities

a) The learning process at SD Negeri Pondok Bahar 3 related to the Adiwiyata program did not work

effectively. This can be seen from the fact that not all subjects have environmental material inserted. The method used by the teacher is a method that involves students actively in learning such as practical methods. The media used by the teacher adjusted to the material presented. B) Environmental activities carried out at SD Negeri Pondok Bahar 3 included clean Fridays, class pickets, plant care, waste management, environmental cleanliness and community service. These activities are running quite effectively, but the waste processing activities are temporarily eliminated.

#### **4. Results of the Adiwiyata Program Implementation Regarding Attitudes and Behaviors of School Citizens Toward Environmental Concerns**

From the Adiwiyata program which has been running for approximately 5 years, all school members, including teachers, students and employees, have had a positive impact both from their knowledge and daily attitudes and behavior. For teachers and employees to set a good example for students by caring more about the environment. Students follow these examples well even though not all students follow these good examples. This can be seen from the fact that there are still some students who are ignorant of the environment.

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# THE INFLUENCE OF PRINCIPAL ENTREPRENEUR LEADERSHIP AND ORGANIZATIONAL CULTURE ON THE CREATIVITY OF TEACHERS

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## ABSTRACT

This research aims to reveal and to study the influence of the principal entrepreneur leadership and organizational culture toward teacher creativity in the Tourism Vocational High Schools in Southern Jakarta. This research is one that is quantitative survey-based employing questionnaires and path analysis. Study population consists of all 226 teachers in those schools, applying Slovin's formula with sampled teachers amounting 144, and extra 30 teachers trial pre sampled teachers. Method applied in this research is Simple Random Sampling. This research has hypothesis, as follow: (1) there is direct positive influence of the principal entrepreneur leadership toward teacher creativity, (2) there is direct positive influence of the organizational culture toward teacher creativity, and (3) there is direct positive influence of the principal entrepreneur leadership toward organizational culture. Trial instrument is applied to obtain both validity of the statements provided and reliability of the instrument at the same time by using formula provided by Pearson Product Moment and reliabilities calculated by Alpha Cronbach formulation, and every instrument indicated that reliabilities of; teacher's creativity  $r_{ii}=0.886$ , principal entrepreneur leadership  $r_{ii}= 0.893$  and organization culture  $r_{ii}= 0.909$ . Furthermore, the big of its influences measured by path analysis formulation for significance level  $\alpha = 0,05$ , The result is concluded, zero hypothesis ( $H_0$ ), explained there is not direct positive influence of the principal entrepreneur leadership and organizational culture toward teacher creativity is rejected, while alternative hypothesis ( $H_1$ ), explained there is direct positive influence of the principal entrepreneur leadership and organizational culture toward teacher creativity is accepted.

**Keywords:** *Entrepreneur, Creativity, Cultural, Leadership, Principal, Teacher*

## INTRODUCTION

Teachers as educators for students in schools are significant central figures in achieving educational goals. The teacher's role, which is also very strategic in the learning process, must be able to be expressed in the form of teacher competence both as educators and as facilitators. The ability of



teachers in this regard include, among others; how to manage students, manage classes and the ability to be creative. The creativity of a teacher in learning will make a positive contribution to the determination of strategies, directions and learning objectives. The creativity of the teacher will certainly make it easier for students to accept and understand the learning material provided, so that the targets and stages of learning will be achieved according to the lesson plan that has been set.

Building teacher creativity, of course, requires a process both in terms of how to build it and the time it takes, certainly not like turning the palm of the hand. Therefore, there is a process that needs to be carried out as a first step, namely: first, there is an attitude of wanting to learn from teaching experience, both obtained from own experience and from the experiences of other teachers. Teachers must be able to learn and reflect on the journey of the teaching and learning process into learning practices with students. Second, the emergence of a natural and wholehearted sense of love and affection towards his students so that they become useful human beings wherever they are. Third, there is a strong sense of responsibility towards their roles and duties. Fourth, teachers must have an attitude of willing and active learning to always improve the quality of their knowledge, personality and skills related to their duties and responsibilities as teachers. In this regard, according to Law Number 14 of 2005 concerning Teachers and Lecturers, four types of competencies that must be possessed by a teacher have been formulated, namely pedagogic competence, personality competence, social competence, and professional competence.

Of the four teacher competencies above, the creativity of an educator is in the professional competence group which is directly attached to his profession as an educator. The position of educators like this will have a very broad impact on interrelated stakeholders, namely students, parents/guardians of students, school components as well as the community as well as the government and the private sector. In the end, it is hoped that the level of quality of teacher creativity will be directly proportional to the level of quality of education in schools both in output and outcome in accordance with the expected educational goals.

The creativity of a teacher is not only determined by the breadth and depth of knowledge and insight, but also requires skills, talents, willingness and motivation to do "good deeds" for the sake of our beloved nation and country. Therefore, being a teacher who meets the above criteria must have an attitude as a good learner, teachable, and accustomed to doing "self learning". The development and understanding of non-linear knowledge, as an enrichment of knowledge treasures, is highly recommended so that initial ideas then become concepts of creativity and new innovations can be generated.

Creative teachers are ideally able to analyze the design of activities or work program plans related to the problems faced in the classroom, within the school environment and even outside the school by involving stakeholders. The harmony between education at school and the world of work is reflected in the Vocational High School (SMK). Vocational High School is a school that organizes ICT-based education (information and communication technology), and is responsible for producing graduates who have competencies and skills as well as strong and distinctive characters, which are expected to be able to answer the demands of the business world and industry. Vocational High School graduates are also expected to be able to fill a wide and varied employment opportunity. Therefore, the prepared workforce must be human resources and have competence in accordance with the demands of the profession/job, have adaptability and high competitiveness. On this basis, curriculum development in improving vocational secondary education must be able to accommodate changes in the strategic environment in the world of work with the right formula and effectively implemented. This demand requires all educators and education staff to make innovations in quality-based learning activities or graduates who are ready enter the world of work and be able to develop a professional attitude in their field.

There are two advantages of Education at this Vocational High School, firstly, graduates from

this institution can fill job opportunities in the business/industry world, because it is related to a certification held by graduates through the Competency Ability Test. Through this certification, Vocational High School graduates have the opportunity to work. Second, Vocational High School graduates are able to continue to a higher level of education, as long as the graduates meet the requirements, both grades and study programs or majors in accordance with the required criteria. In the future, Vocational High Schools will develop, in line with the government's desire to provide opportunities for the community to establish schools or known as community based education and one of them is the Tourism Vocational High School (SMK).

Based on these conditions, it is important for Tourism Vocational High Schools to be able to improve the quality of education, of which one of the supporting factors for quality education is quality teachers through creativity in work.

Related to the above, the writer is interested in writing about "The Influence of Principal Entrepreneur Leadership and Organizational Culture on the Creativity of Teachers of the State Tourism Vocational High School in South Jakarta".

## METHOD

The affordable population in this study were teachers at the Tourism Vocational High School in South Jakarta, totaling 226 teachers from 5 schools based on data in 2016. In this study, the sample was taken at random (proportional random sampling), which means that each element of the sample level, have an equal chance of being selected as a sample. The research sample was obtained through the Slovin formula as follows:

$$n = \frac{N}{1 + Ne^2}$$

n = sample  
N = Population  
e = Margin of Error (0.05)

With a population of 226 teachers, the samples obtained are:

$$n = \frac{226}{1 + 226 \times (0,05)^2}$$

$$n = \frac{226}{1,565}$$

$$n = 144,40 \approx 144 \text{ people}$$

Tabel 2  
Population, Sample and Trial of Research Instruments

No	School Name	Population	Sampel	Trial
1	SMKN 28 Jakarta	70	144/226 x 70 = 44	30/226 x 70 = 9
2	SMKN 30 Jakarta	33	144/226 x 33 = 21	30/226 x 33 = 4
3	SMKN 32 Jakarta	31	144/226 x 31 = 20	30/226 x 31 = 4
4	SMKN 37 Jakarta	39	144/226 x 39 = 25	30/226 x 39 = 5
5	SMKN 57 Jakarta	53	144/226 x 53 = 34	30/226 x 53 = 8
	<b>Total</b>	<b>226</b>	<b>144</b>	<b>30</b>

### Data collection technique

Collecting data using an instrument/questionnaire with a Likert model scale distributed to the respondents, totaling 144 teachers.

### Research Instruments

The instrument or data collection tool is non-test, in this research it is in the form of a questionnaire, where the questionnaire is a number of written statements used to obtain information from respondents in terms of reports about their personalities, or other things they know. The research instrument was used to obtain research data. The instrument used in the study was a questionnaire on teacher creativity, principal entrepreneur leadership and organizational culture. A set of questionnaires in the form of a scale and then given to respondents who directly fill it out.

### Research methods

This study uses a causal survey method by distributing questionnaires and this study uses a Path Analysis approach. This method is intended to obtain an overview of the effect of exogenous variables (X1 and X2) on endogenous variables (X3).

### Research design

This research is descriptive quantitative, which explains the effect of independent variables on the dependent variable by analyzing numerical data (numbers) using statistical methods through hypothesis testing. The design used in this study is as illustrated in the constellation of the influence of the variables and the dependent variable below:

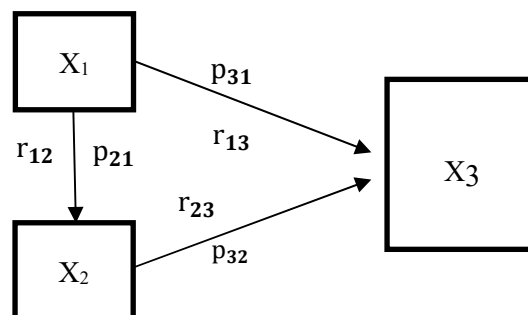


Figure 1: Constellation of Research Problems

### Information:

X<sub>1</sub>= Principal Entrepreneur Leadership

X<sub>2</sub>= Organizational Culture

X<sub>3</sub>= Teacher Creativity

P<sub>31</sub>= The coefficient of the influence of the principal's entrepreneurial leadership on teacher creativity

P<sub>32</sub>= Coefficient of influence of organizational culture on teacher creativity

P<sub>21</sub>= The coefficient of the influence of the principal's entrepreneurial leadership on organizational culture

R<sub>13</sub>= The correlation coefficient of the principal's entrepreneurial leadership with teacher creativity

R<sub>23</sub>= Correlation coefficient of organizational culture with teacher creativity

R<sub>12</sub>= The correlation coefficient of the principal's entrepreneurial leadership with organizational culture

## Instrument Trial

For testing the instrument, the SPSS program was used in the data analysis. The following tests were carried out on the instrument:

### 1. Validity Test

The instrument testing was carried out by analyzing the data from the instrument test results to test the validity of the instrument items, namely the internal validity (criteria validity) using the correlation coefficient between the item scores and the total score of the instrument. The statistic used is Pearson product moment correlation ( $r_{ii}$ ).

$$r_{y1} = \frac{n \sum X_1 Y_1 - (\sum X_1)(\sum Y_1)}{\sqrt{\{n \sum X_1^2 - (\sum X_1)^2\} \{n \sum Y_1^2 - (\sum Y_1)^2\}}}$$

$r_{y1}$  = correlation coefficient (item validity)

$n$  = Number of test takers (number of samples)

$X_1$  = Score for each participant on item 1

$Y_1$  = Total score of each participant

The test criteria are when the price  $r_{y1}^{hitung}$  greater than  $r_{y1}^{tabel}$ , then the item of the instrument is valid. The criteria used for item-validity-test are rtable with  $\alpha = 0,05$  it means that if the ri-count is greater than the ri-table then the item is considered valid, while if the ri-count is smaller than or equal to the ri-table then the item is considered invalid and subsequently dropped or not used. Based on the results of the analysis of the Teacher Creativity instrument that was distributed in the trial as many as 34 statement items, there were 29 valid items, 5 items dropped at the significance level. 0,05 ,  $n = 30$  with  $r \text{ tabel} = 0,361$ . The results of the analysis of the Principal Entrepreneur Leadership instrument distributed in the trial were 34 statement items, there were 30 valid items, so there were 4 statements that dropped at the significance level. 0,05 ,  $n = 30$  with  $r \text{ tabel} = 0,361$ . The results of the analysis of the Organizational Culture instrument distributed in the trial were 33 statement items, there were 30 valid items, so there were 3 statements that dropped at the significance level. 0,05 ,  $n = 30$  with  $r \text{ tabel} = 0,361$ .

### 2. Reliability Calculation

The instrument items that are already valid are then calculated for reliability using the alpha coefficient formula (Cronbach's alpha).

$$r_{ii} = \frac{k}{k-1} \left[ 1 - \frac{\sum S_i^2}{S_t^2} \right]$$

$\alpha$  = Reliability Coefficient

$k$  = Number of items valid

$\sum S_i^2$  = The number of variances from the score of each item

$S_t^2$  = total score variance

The results of the reliability calculation show  $r_{ii}$  for the variable instrument  $X_3 = 0,886 > 0,70$  means a reliable instrument. The results of the reliability calculation show  $r_{ii}$  for the variable instrument  $X_1 = 0,893 > 0,70$  means a reliable instrument. The results of the reliability calculation show  $r_{ii}$  for the variable instrument  $X_2 = 0,909 > 0,70$  means a reliable instrument. From the calculation results of the three variable instruments (teachers' creativity ( $X_3$ ), principal entrepreneur leadership ( $X_1$ ) and organizational culture ( $X_2$ )) are declared reliable to be used.

#### Data analysis technique

Data analysis techniques are presented in descriptive and Inferential statistics. Descriptive analysis consists of presenting data with histograms, calculating the mean, media, mode, standard deviation and theoretical range. Inferential analysis, hypothesis testing using path analysis (Path Analysis). For data analysis using SPSS program.

#### 1. Test Data Analysis Requirements

##### a. Normality Test of Estimated Regression Error

The normality test is intended to determine whether the regression estimation error data obtained in the study is normally distributed or not, the calculation is carried out through the "Liliefors" test. The research data is normally distributed if the value of  $L$  count  $<$   $L$  table with a significant level of 0.05.

##### b. Homogeneity Test

After the data obtained are believed to be normally distributed, the next step is to investigate the similarity of variance (homogeneity) of the distribution of the endogenous and exogenous variables variants carried out based on the "Barlet" test. .

##### c. Regression Linearity Test

Regression linearity test is intended to determine whether the regression value obtained can be used as a benchmark in decision making which means it is meaningful at the conclusion. The calculation of the linearity test is carried out with the "Anova" table. The variable has a linear regression if it meets the following requirements  $F$  count  $<$   $F$  table, then it is stated that the regression has a significant relationship if it meets the following requirements for the price  $F$ count  $>$   $F$  table, the calculation is assumed to take a significance level of 0.05 or 5% confidence level.

#### 2. Hypothesis Test

Hypothesis testing is intended to determine the truth of the research hypothesis by using path analysis or path analysis.

##### a. View the path coefficients through the correlation coefficient matrix

	$X_1$	$X_2$	$X_3$
$X_1$	1	$.r_{12}$	$.r_{13}$
$X_2$		1	$.r_{23}$
$X_3$			1

##### b. Correlation coefficient relationship with path coefficient

$$r_{12} = p_{.21} \dots\dots\dots 1$$

$$r_{13} = p_{31} + p_{32}r_{21} \dots\dots\dots 2$$

$$r_{23} = p_{31} r_{12} + p_{23} \dots\dots\dots 3$$

by knowing the correlation coefficient of each research data, from equations 1, 2 and 3 obtained  $p_{21}$ ,  $p_{31}$  and  $p_{32}$  with the criteria if  $p < 0.05$  is not significant and the conclusion has no effect.

### Statistical Hypothesis

Based on the submission of the hypothesis, the statistical hypothesis can be formulated as follows:

hypothesis 1	$H_0 : p_{31} \leq 0$
	$H_1 : p_{31} > 0$
hypothesis 2	$H_0 : p_{32} \leq 0$
	$H_1 : p_{32} > 0$
hypothesis 3	$H_0 : p_{21} \leq 0$
	$H_1 : p_{21} > 0$

Keterangan:

$H_0$  : null hypothesis

$H_1$  : Research hypothesis

$p_{31}$  = The coefficient of the influence of the principal's entrepreneurial leadership on teacher creativity

$p_{32}$  = The coefficient of the influence of organizational culture on teacher creativity

$p_{21}$  = The coefficient of the influence of the principal's entrepreneurial leadership on organizational culture

## FINDINGS AND DISCUSSION

### Data Description

The description of the data provided by the results of this study is intended to provide a general description of the distribution of data obtained in this area. The presented data are presented as raw data and processed using descriptive statistical methods. The interpretation of these data is displayed using a histogram in the form of frequency distribution, total score, mean item value, standard deviation, mode, median, mode, maximum score, and minimum score. The data description provides a useful description of the frequency distribution of the data, the most common trends, central trends, distribution patterns (top-down), and distribution pattern or homogeneity of the data.

#### 1. Teacher Creativity Data(X3)

the summary of teacher creativity variable data (X3) can be seen in the table below:

Table 3  
Teacher Creativity Variable Statistics Data

Statistics		
Kreativitas Guru		
N	Valid	144
	Missing	0
Mean		124.95
Median		124.00
Mode		122
Std. Deviation		9.514
Variance		90.508
Range		39
Minimum		103
Maximum		142
Sum		17993

Dari Tabel 3 di atas, diperoleh skor rentangan kreativitas guru antara 103- 142, rata-rata (M) 124,95 simpangan baku (SD) 9,514 modus (Mo) 122 median (Me) 124 dan varians 90,508, adapun distribusinya pada tabel berikut.

Tabel 4

Distribusi Frekuensi Skor Hasil Kreativitas Guru

Variable Score $X_1$	Median	Frequency	Percentage (%)
103 – 107	105	6	4,17
108 – 112	110	8	5,56
113 – 117	115	14	9,72
118 – 122	120	35	24,31
123 – 127	125	24	16,67
128 – 132	130	22	15,28
133 – 137	135	18	12,50
138 – 142	140	17	11,81
<b>Jumlah</b>		<b>144</b>	<b>100</b>

From the data distribution, the histogram can be presented as follows.

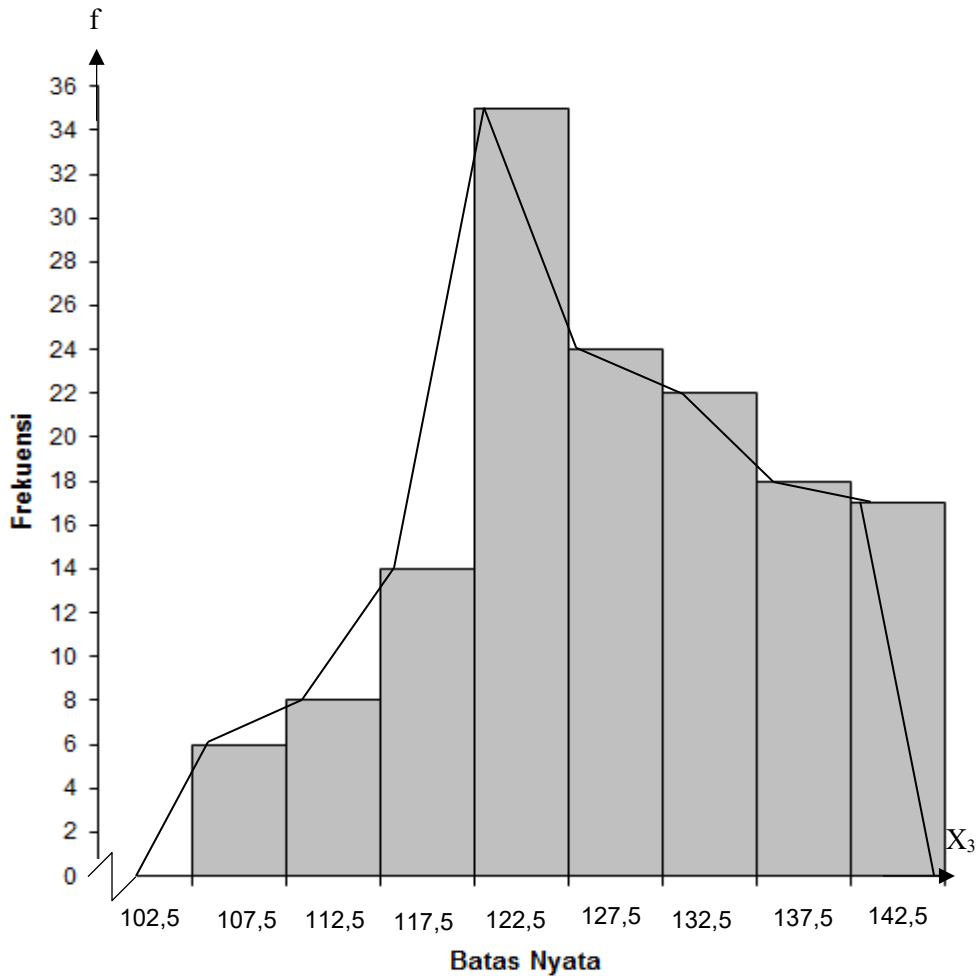


Figure 2: Histogram of Teacher Creativity Score

From the histogram in Figure 2 above, it is clear that the average value (124.95), median (124), and mode (122) of the distribution of teacher creativity scores lies in one part of the histogram which has a median value (124) with a frequency 35. This fact shows that the teacher's creativity data is predicted to be normally distributed, and is shown to the histogram which tends to be symmetrical.

2. Principal Entrepreneur Leadership Data ( $X_1$ )

The data on the principal entrepreneur leadership variable ( $X_1$ ) can be seen in the table below:

Table 5  
Statistical Data on Principal Entrepreneur Leadership Variables

**Statistics**

Kepemimpinan Entrepreneur Kepala Sekolah

N	Valid	144
	Missing	0
Mean		129.66
Median		130.50
Mode		141
Std. Deviation		10.580
Variance		111.946
Range		39
Minimum		109
Maximum		148
Sum		18671

From table 5 above, the principal entrepreneur leadership range scores between 109 - 148, the average (M) 129.66 standard deviation (SD) 10,580 mode (Mo) 141 median (Me) 130.50 and variance 111.946. The data distribution of the principal entrepreneur leadership variable (X1) can be seen in the frequency distribution list below:

Table 6  
Frequency Distribution of Principal Entrepreneur Leadership Score (X1)

Variable Score X <sub>1</sub>	Median	Frequency	Percentage (%)
109 – 113	111	11	7,64
114 – 118	116	14	9,72
119 – 123	121	22	15,28
124 – 128	126	17	11,81
129 – 133	131	22	15,28
134 – 138	136	21	14,58
139 – 143	141	24	16,67
144 – 148	146	13	9,03
<b>Total</b>		<b>144</b>	<b>100</b>

Based on the table above, a histogram of principal entrepreneur leadership (X1) can be arranged as follows:

↑  
f



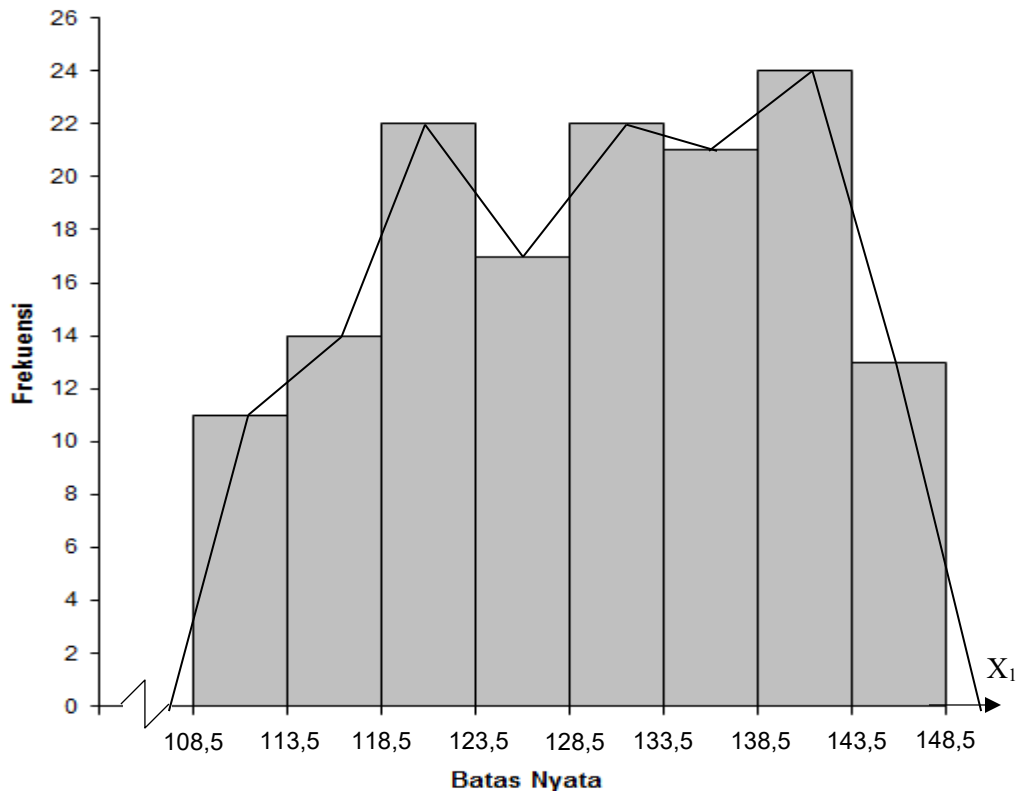


Figure 3: Histogram of Principal Entrepreneur Leadership Score Frequency (X1)

From the histogram in Figure 3 above, it is clear that the mean value (129.66), median (130.50), and mode (141) of the distribution of principal entrepreneur leadership scores lies in one part of the histogram which has a median value (130, 50) with the largest frequency 22. This fact shows that the principal entrepreneur leadership data is predicted to have a normal distribution, and is shown in the histogram which tends to be symmetrical.

### 3. Organizational Culture Data (X2)

Organizational culture variable data (X2) can be seen in the table below:

Table 7  
Organizational Culture Variable Statistical Data

Statistics		
Budaya Organisasi		
N	Valid	144
	Missing	0
Mean		128.16
Median		127.00
Mode		127
Std. Deviation		11.266
Variance		126.932
Range		39
Minimum		110
Maximum		149
Sum		18455

From table 7 above, the score ranges for organizational culture (X2) between 110 – 149, also obtained an average (M) 128.16, standard deviation (SD) 11.266 mode (Mo) 127, median (Me)

127 and variance 126,932. The distribution of organizational culture variable data (X2) can be seen in the frequency distribution list below:

Table 8  
Organizational Culture Score Frequency Distribution (X2)

Variable Score $X_1$	Median	Frequency	Percentage (%)
110 – 114	112	23	15,97
115 – 119	117	16	11,11
120 – 124	122	20	13,89
125 – 129	127	21	14,58
130 – 134	132	18	12,50
135 – 139	137	18	12,50
140 – 144	142	14	9,72
145 – 149	147	14	9,72
<b>Jumlah</b>		<b>144</b>	<b>100</b>

Based on the table above, a histogram of organizational culture (X2) can be arranged as follows: as follows :

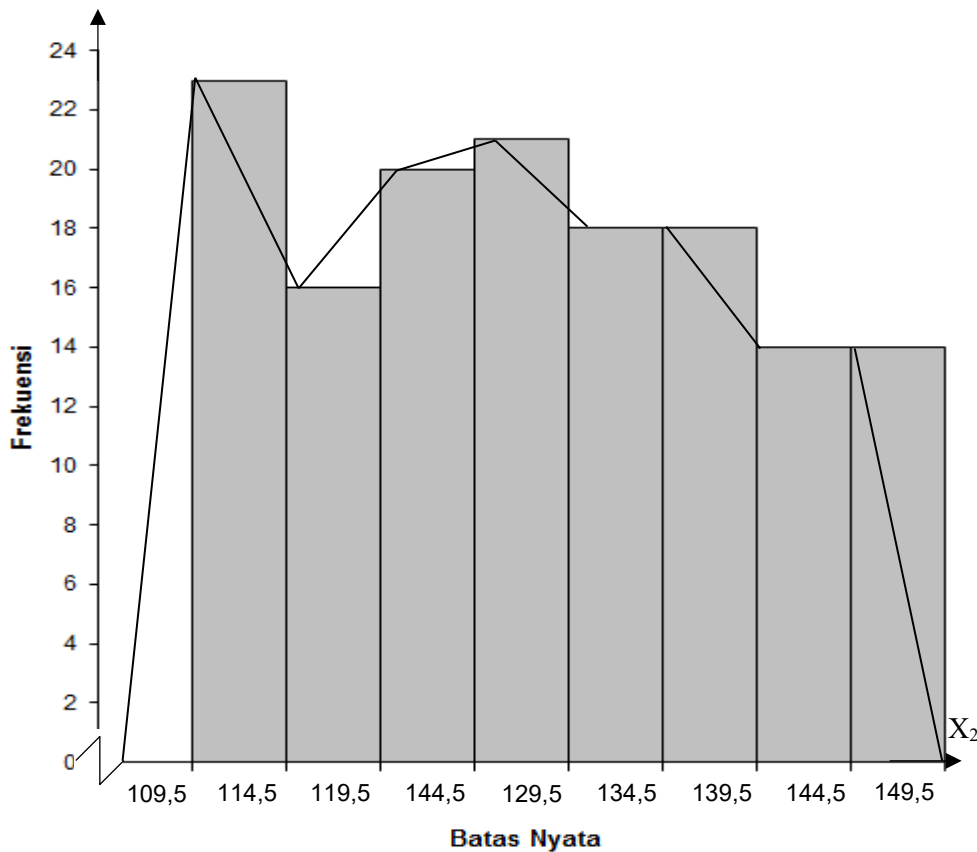


Figure 4: Histogram of Organizational Culture Score

From the histogram in Figure 4 above, it is clear that the mean value (128.16), median (127), and mode (127) of the distribution of organizational culture scores are located in one part of the histogram which has a median value of 127 with the largest frequency of each. -23. This fact shows that the organizational culture data is predicted to be normally distributed, and is shown against the histogram which tends to be symmetrical.

#### Testing Requirements Analysis

##### 1. Normality Test

The data normality test used the "Kolmogorov-Smirnov Test" (Liliefors). If Sig > 0.05 then the data is normally distributed, if Sig < 0.05, then the data is not normally distributed

Table 8  
Summary of Data Normality Test Results

Variabel	N	Sig. hitung	$\alpha$	description
X <sub>3</sub>	144	0,200	0,05	Normal
X <sub>1</sub>	144	0,097	0,05	Normal
X <sub>2</sub>	144	0,092	0,05	Normal

2. Homogeneity Test

Test the homogeneity of the data using the "Levene Statistic" test. If Sig > 0.05 then the data variance is homogeneous, if Sig < 0.05, then the data variance is not homogeneous.

Table 9  
Summary of Data Homogeneity Test Results

No.	Varians	Sig. hitung	$\alpha$	conclusion	description
1	X <sub>3</sub> over X <sub>1</sub>	0,075	0,05	Accept H <sub>0</sub>	Homogen
2	X <sub>3</sub> over X <sub>2</sub>	0,061	0,05	Accept H <sub>0</sub>	Homogen
3	X <sub>2</sub> over X <sub>1</sub>	0,160	0,05	Accept H <sub>0</sub>	Homogen

3. Linearity Test

Test the linearity of the data see Sig. Deviation from Linearity. If Sig > 0.05 then the data is linear, if Sig < 0.05, then the data is not linear.

a. Linearity Test X<sub>3</sub> over X<sub>1</sub>

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Kreativitas Guru * Kepemimpinan Entrepreneur Kepala Sekolah	Between Groups	(Combined) Linearity	7400.945	38	194.762	3.690	.000
		Deviation from Linearity	5750.551	1	5750.551	108.957	.000
			1650.395	37	44.605	.845	.715
	Within Groups		5541.714	105	52.778		
	Total		12942.660	143			

b. Linearity test X<sub>3</sub> over X<sub>2</sub>

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Kreativitas Guru * Budaya Organisasi	Between Groups	(Combined) Linearity	7390.563	38	194.489	3.678	.000
		Deviation from Linearity	5420.480	1	5420.480	102.51	.000
			1970.083	37	53.245	1.007	.473
	Within Groups		5552.096	105	52.877		
	Total		12942.660	143			

c. Linearity Test X<sub>2</sub> over X<sub>1</sub>

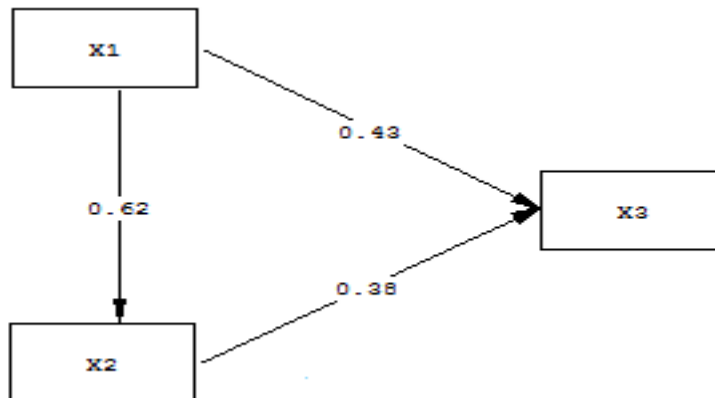
ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Budaya Organisasi *	Between Groups	(Combined)	8538.598	38	224.700	2.454	.000
Kepemimpinan		Linearity	7002.735	1	7002.735	76.491	.000
Entrepreneur Kepala Sekolah		Deviation from Linearity	1535.863	37	41.510	.453	.996
Within Groups			9612.729	105	91.550		
Total			18151.326	143			

The results of the data analysis on the linearity test above inform that all data have linear data because  $\text{Sig} > 0.05$ .

### Hypothesis test

Hypothesis testing using regression and correlation formulas. The first, second and third hypotheses were analyzed against simple regression and correlation formulas. Based on the results of the correlation between X1, X2 and X3 above, we get  $r_{13} = 0.667$ ,  $r_{23} = 0.627$  and  $r_{12} = 0.621$ , the next step is to look for path analysis, we get  $p_{21} = 0.62$ ,  $p_{31} = 0.43$  and  $p_{32} = 0.38$  above 0.05 which means the path analysis is significant.



The results of the path analysis show that the principal's entrepreneurial leadership has a direct effect on teacher creativity, organizational culture has a direct effect on teacher creativity and principal's entrepreneurial leadership can have a direct effect on organizational culture.

## DISCUSSION

### 1. The Effect of Principal Entrepreneur Leadership (X1) on Teacher Creativity (X3)

Based on these results, it can be concluded that the superintendents have a positive guidance to close the school. Teacher, this contribution can be reflected in the 44.40% fixed value, which is straightforward and significant. Additionally, considering the comparison between professional leadership and average teacher creativity,  $= 47.240 + 0.599 \times 1$  may represent a partial overall contribution to institutional leadership spike. This would increase teacher productivity and retention by 0.599 units 47,240. Based on the results of the simple design between the principal business managers and the teacher sample, the overall correlation was 0.667 and the overall risk was 0.43. This value establishes a correlation between principal entrepreneurship and teacher creativity, which is relatively high and positive, suggesting that the higher the principal entrepreneurship, the higher the teacher creativity and vice versa on the other hand, too. It is more evident that the dominant leadership in promoting teacher creativity is 44.40% and 55.60% elsewhere.

### 2. The Influence of Organizational Culture (X2) on Teacher Creativity (X3)

Based on the results of the calculations, it can be concluded that the organizational culture has a direct positive effect on the creativity of teachers, which shows a direct and significant 41.90%.  $54,916 + 0.546X2 = 54,916$  Given the regression equation of the change in

organizational culture with teacher creativity, each part of organizational culture is 0.546 units and the teacher creativity increases by 54,916. Based on the results of a simple link between organizational culture and teacher creativity, the correlation coefficient value is 0.627, and the effect coefficient value is 0.38 This value is significantly higher and positively correlates between organizational culture and teacher creativity. More organizational culture, more teacher creativity, and vice versa. It is still clear that aspects of organizational culture play a role in 41.90% of teacher creativity and 58.10% in other factors.

### 3. The Effect of Principal Entrepreneur Leadership (X1) on Organizational Culture (X2)

From the results of the calculations it can be concluded that the conclusion has a direct positive effect on corporate leadership and organizational culture, this effect can be expressed at a specific value of 38,60%, e of specificity and it is necessary. Furthermore, looking at the regression matching for the key regions of corporate leadership and organizational culture, we can predict =  $58,808 + 0.618X1$  with the principal factor increase in ' business leadership growing 0.618 units in organizational culture. Values provide a high and positive relationship between business leadership intentions and organizational culture, ie. the higher the business leadership. high organizational culture and vice versa. It has been observed that 38.60% in organizational culture development and 61.40% in other areas are business leadership factors.

## CONCLUSIONS

The results showed that there was a direct influence of the principal's entrepreneurial leadership on the creativity of the teachers of the State Tourism Vocational High School in South Jakarta, with an influence coefficient (P31) of 0.43. There was a direct influence of organizational culture on the creativity of teachers at the State Tourism Vocational High School in South Jakarta, with a coefficient of influence (P32) 0.38, which means the level of influence of organizational culture on teacher creativity is relatively high. And there is a direct influence of the principal's entrepreneurial leadership on organizational culture at the Tourism State Vocational High School in South Jakarta, with an influence coefficient (P21) of 0.62. Although the strength of the influence of the principal's entrepreneurial leadership, and organizational culture in this study have significant results on teacher creativity, it has not been able to describe the true creativity of teachers. Therefore, the coefficient of influence only provides an overview of the possible magnitude of the factors that have an influence on teacher creativity. Regarding the entrepreneurial leadership of the principal, the principal's leadership role is as an entrepreneur, as Wahjosumidjo said, that in this role the principal must always try to improve the appearance of the school through various kinds of thinking about new programs, as well as conducting surveys to study various issues that arise in the school environment. Then the principal becomes an inspiration for the emergence of creative and innovative ideas in managing schools, dares to take risks, is good at reading opportunities and is willing to work hard. The principal's role is to see opportunities and take advantage of opportunities for the benefit of the school, namely; ability to create innovations that are useful for school development, ability to work hard to achieve effective results, strong motivating ability to achieve success in carrying out main tasks and functions.

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# THE EFFECT OF VISIONARY LEADERSHIP PRINCIPALS AND TEACHER WORK DISCIPLINE ON THE MOTIVATION OF TEACHERS' ACHIEVEMENT IN TSANAWIYAH MADRASAH

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## ABSTRACT

This study aims to determine the effect of the exogenous variable, namely Principal Visionary Leadership and Teacher Work Discipline on the endogenous variable, namely Teacher Achievement Motivation at Madrasah Tsanawiyah in Central Jakarta. The research method used is a causal survey and uses path analysis techniques. The target population in this study was 182 teachers, while the affordable population was 170 teachers and the research sample was 125 teachers. The research sample was determined by random sampling. The results showed that there were (1) there was a direct positive positive effect of the principal's visionary leadership on the achievement motivation of teachers in Madrasah Tsanawiyah se - Jakarta (2) There was a direct positive influence of teacher work discipline on teacher achievement motivation in Madrasah Tsanawiyah se - Central Jakarta (3 ) There is a direct positive positive effect of the principal's visionary leadership on the work discipline of teachers in Madrasah Tsanawiyah throughout Central Jakarta with the coefficient of determination of structural equation 1 which is 0.968 and structure 2 is 0.959.

**Keywords:** *Visionary Leadership, Work Discipline, Teacher Motivation*

## INTRODUCTION

Education for a nation is very important, because education is a capital for building a more advanced nation. Education is a means to build the quality of human resources in order to become human beings who have character and excel in various fields of science. The progress of a nation is determined by the quality of the human resources in it, if the human resources of a nation are of quality,



it will have an impact on the progress of the nation. Therefore, building quality education requires quality teachers as well. Teachers as existing education staff are still not in accordance with the demands of the needs. For this reason, there is still a need for efforts to develop the potentials possessed by teachers as educators, instructors and trainers.

Teachers who have the best quality, are teachers who are able to create the best students and students, namely students who have achievements in their respective fields. Students who excel will only be created by teachers who have a strong drive and desire in carrying out their role as educators, in other words, outstanding students will only be born from teachers who have achievement motivation. Motivation for a teacher is a key in carrying out his role as an educator, because without strong motivation a teacher will never be able to produce quality students.

The implications of success are significant because the decline in education in Indonesia has been observed for many years, for which the curriculum is responsible. This is evident from the efforts to change the 1984 curriculum from the 1975 curriculum and then the 1994 curriculum. (Ridwanto & Sinaga, n.d.)

On the other hand, the principal's leadership role is in directing and encouraging teachers to carry out their duties and providing motivation to teachers. The principal as a leader must have leadership skills so that he is able and skilled in planning, organizing, implementing, controlling and controlling all activities in the school. . In addition, the principal must also be able to formulate to realize the school's vision and mission, be careful in making decisions, and be able to build good communication with all school stakeholders so as to create a conducive atmosphere in carrying out tasks at school.

Therefore, this visionary leadership is now perceived as an urgent need for Islamic educational institutions. There is a need to imitate and implement strategies and their work culture in order to be able to realize advanced and superior Islamic educational institutions and become the center of attention and expectations of the wider community, especially the Muslim community themselves (Mutohar et al., 2020).

According to (Simpau et al., 2017) a leader needs to motivate his subordinates for the following reasons: 1) to observe and understand the behavior of subordinates, 2) find and determine the causes of the behavior of subordinates; 3) take into account, monitor, and change and direct the behavior of subordinates.

In the field of education, teacher motivation is very important because the teacher is a determinant in moving students to produce the results to be achieved. Motivation can be defined as an element of generating, directing, and encouraging a teacher to take action and overcome all challenges and obstacles in an effort to achieve educational goals. This makes a teacher to be enthusiastic in carrying out his duties as an educator, especially as a teacher, besides that, teachers who have achievement motivation will have a high responsibility to work enthusiastically and as best they can mobilize all their abilities and skills to achieve optimal performance.

Various studies have confirmed these theoretical premises. In particular, previous research has shown that teachers who are more independently motivated, report fewer symptoms of burnout (Eyal & Roth, 2011), and higher levels of success in teaching (Cheon et al., 2014; Depeursinge et al., 2010). Teachers who have higher motivation tend to be able to achieve achievements (Van den Berghe et al., 2013).

## **METHOD**

In this study the method used is a causal survey method with a path analysis approach. The variables contained in this study include: independent variables or exogenous variables and dependent

variables or often called endogenous variables. The exogenous variables in this study are the principal's visionary leadership (X1) and teacher work discipline (X2), while the endogenous variable is the teacher's achievement motivation (X3). The influence between these variables can be described as follows.

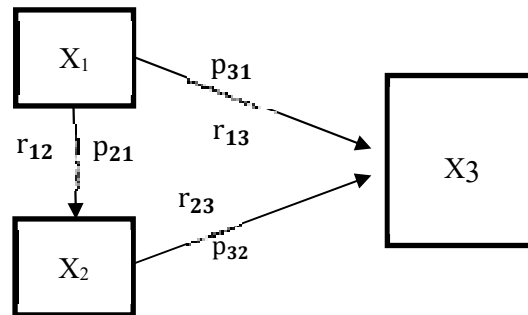


Figure 3 Research Constellation  
Source: (Sugiyono, 2010)

Information :

- X1 = Principal's Visionary Leadership
- X2 = Teacher Work Discipline
- X3 = Teacher Achievement Motivation

This research uses a quantitative form that studies the causal relationship between variables. Distribution of the instrument in the form of a questionnaire (questionnaire) to collect data on the visionary leadership of school principals, teacher work discipline, and teacher achievement motivation. The relationship between the independent variables or influencing variables (visionary leadership of school principals and teacher work discipline) and the dependent variable or influenced variables (teacher achievement motivation) can be seen in the constellation above.

## FINDINGS AND DISCUSSION

The results of testing the three hypotheses as described above show that all hypotheses reject H0. Based on this, it can be concluded that the Principal's Visionary Leadership and Teacher Work Discipline have an effect on Teacher Achievement Motivation. These findings are in line with the results of research conducted by: a) Mahara who found that there was an influence of principal's leadership on teacher discipline; b) Firmawati who found that there was an influence of principal's leadership on work motivation on teacher performance; c) Supardi who found that there was an influence of the principal's visionary leadership and organizational culture on teacher work discipline.

### 1. The Effect of Principal's Visionary Leadership on Teacher Achievement Motivation

An examination of the first hypothesis suggests that "there is a direct positive effect of idealistic leadership on teacher motivation". Based on the results of the calculations, the principal impact factor on the future perception of teacher behavior is  $p_{31} = 0.554$ .

Leaders focus on results and results are achieved only if the leader knows what they want. Leadership is the ability to motivate or motivate others to achieve organizational goals. Leadership is closely related to social and emotional relationships in creating an attachment and influencing others to achieve results-based organizational goals.

Progressive leadership is the ability of a leader to create, implement, communicate, connect, transform and implement benefits that arise from social relationships between himself or the organization members to capture meaningful ideas for the future of the organization. Achieve obedience to all employees (Fauzan, 2016).

Looking ahead Leadership focuses on building the challenge of the future. Then become part of a big change party, understand your priorities, become a professional coach and formulate a company strategy that can guide other employees towards the professionalism they can work towards.

Motivation is the key to success. Therefore, motivation is none other than the internal or external force that motivates a person to achieve certain predetermined goals (Fathurohman, 2012). In other words, motivation can be defined as spiritual motivation for individuals or individuals who are members of a community. Motivation can also be defined as motivating a person or persons, leading him / her to perform desired behaviors in accordance with certain predetermined behaviors.

Motivation is one of the key elements that fosters a great work ethic for teachers. Teacher motivation is the willingness of the teacher to strive for himself or herself to achieve organizational goals. The three most important elements of work motivation are work, organizational goals and needs. Effort is a measure of strength, and if the teacher is motivated, he or she will do his or her part to achieve the goal, but more effort does not necessarily lead to more work ethic. Therefore, greater emphasis should be placed on developing a superior work ethic along with the enthusiasm and impact of these efforts in line with organizational goals.

## 2. The Effect of Teacher Work Discipline on Teacher Achievement Motivation

Testing the second hypothesis shows that "there is a direct positive effect of Teacher Work Discipline on Teacher Achievement Motivation". Based on the calculation results, the coefficient value of the influence of Teacher Work Discipline on Teacher Achievement Motivation is  $p32 = 0.429$ .

Discipline is the level of obedience or obedience of a person to a rule or order (Wukir, 2013). Discipline is defined as an effort to prevent violations of the provisions or regulations that have been mutually agreed upon in carrying out work activities. Sanctions need to be given to a person or group of people who commit violations, so that the same violation does not occur. Effective work discipline is intended to foster work dynamics, in this case it is a matter of work discipline. Discipline is included in the aspect of supervision which is stricter or firmer in nature, because there are sanctions and is said to be firm because there are sanctions that must be executed if a violation occurs.

Discipline is the ability to control yourself when working according to social rules. and discipline in everyday life is called self control learning discipline and work discipline (Viriani, 2015). Discipline is a person's knowledge and desire to comply with all applicable social rules and regulations. Good discipline shows responsibility for assigned tasks. It promotes enthusiasm, morale, and accomplishment of organizational goals.

Motivation is the main key in one's success. Thus, motivation is nothing but a force that comes from inside or outside that encourages a person to achieve certain predetermined goals (Fathurohman, 2012).

In other words, motivation can be interpreted as a mental drive towards individuals or people as members of society. Motivation can also be interpreted as a process of trying to influence the person or people he leads to do the desired job, in accordance with certain predetermined goals.

Motivation is one of the main reasons that encourage teachers to have a high work ethic. Teacher motivation is the willingness of the teacher to work hard to achieve organizational goals. There are three main components in entrepreneurship: effort, organizational goals and interests. Effort is a measure of strength, if a teacher is motivated he will do his best to achieve the goal, but effort does not lead to a high work ethic. Therefore, achieving desired organizational goals requires a high level of motivation to create a high performance ethic along with strength and quality of effort.

## 3. The Effect of Principal's Visionary Leadership on Teacher Work Discipline

Testing hypothesis three shows that "visual control has a direct positive effect on teacher discipline." According to the computational results, the coefficient of discretionary control of the manager in the teaching condition is  $p21 = 0.984$ .

Leaders are the most successful people because they act when they know what they want. Leadership is the ability to influence and motivate others to achieve organizational goals (Timothy, 2016; Revelation, 2010). Leadership is inextricably linked to social and emotional connections, creating connections to influence others to achieve organizational goals, depending on the roles they perform.

Idea leadership is the ability of leaders to generate, shape, communicate, socialize, transform and implement positive ideas born spontaneously or as a result of the social interaction of organizational members and on behalf of the future of the organization. This is achieved through commitment (Fawzan, 2016).

Smart leadership is leadership whose primary goal is to shape a complex future. Then set your organization's direction to be a better change agent, understand priorities, be a professional coach, and guide other employees to the expected skills of the job.

Discipline is the level of obedience or obedience of a person to a rule or order (Wukir, 2013). Discipline is defined as an effort to prevent violations of the provisions or regulations that have been mutually agreed upon in carrying out work activities. Sanctions need to be given to a person or group of people who commit violations, so that the same violation does not occur. Effective work discipline is intended to foster work dynamics, in this case it is a matter of work discipline. Discipline is included in the aspect of supervision which is stricter or firmer in nature, because there are sanctions and is said to be firm because there are sanctions that must be executed if a violation occurs.

Discipline is the ability to control oneself by acting according to the rules set by a general body. Discipline in daily life is called self-discipline, self-discipline, self-discipline (Wiryani, 2015). In other words, the discipline of awareness, the willingness to comply with all necessary conditions of social law. Good discipline reflects a high level of responsibility for assigned tasks. This will invigorate the working spirit, which will increase the achievement of business goals.

## CONCLUSIONS

Based on the results of calculations and path analysis, hypothesis testing and research results that have been carried out. Therefore, in this chapter, conclusions, implications, and suggestions will be presented. Conclusions that are general in nature form the basis for further studies in the form of implications and suggestions .

Based on the results of the research analysis, it can be concluded the following:

1. There is a direct positive positive effect of the principal's visionary leadership on the achievement motivation of teachers in Madrasah Tsanawiyah in Central Jakarta. This means that the better the visionary leadership of a school principal in dealing with all problems, then this can affect achievement motivation directly and positively. This is based on the path coefficient value between the school principal's visionary leadership variable and teacher achievement motivation which is 0.554 with  $t = 5.266 > t_{table} = 1.65$  which means it is very significant.
2. There is a direct positive positive effect of teacher work discipline on teacher achievement motivation in Madrasah Tsanawiyah in Central Jakarta, meaning that the higher the teacher's work discipline, the higher the teacher's achievement motivation directly and positively. This is based on the path coefficient value between the variables of teacher work discipline and teacher achievement motivation which is worth 0.429 with  $t_{count} = 4.047 > t_{table} = 1.65$  which means it is very significant.
3. There is a direct positive positive effect of the principal's visionary leadership on the work discipline of teachers at Madrasah Tsanawiyah in Central Jakarta, meaning the better the visionary leadership of a principal in solving all existing problems, then this can affect the level of teacher work discipline with a score of 0.985 with  $t_{count} = 10.524 > t_{table} 1.65$ .

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**METAEVALUATION  
ACCREDITATION  
RESULTS OF  
ELECTRICAL  
ENGINEERING  
EDUCATION STUDY  
PROGRAM FACULTY OF  
ENGINEERING STATE  
UNIVERSITY OF  
JAKARTA 2010**

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**ABSTRACT**

The Study Program's accreditation process is very important to to maintain the continuity of education services quality and to provide assurance that the accredited Study Program has met the quality standards set by BAN-PT. This study aims to determine the percentage level of achievement in the meta-evaluation process, the higher percentage level achievement of the meta-evaluation results means that this research instrument can be used to measure the primary evaluation with a high level of achievement. This research is a evaluation research using metaevaluation approach, the subject in this study is the primary evaluation in the form of the accreditation results of Electrical Engineering Education Study Program, Faculty of Engineering, State University of Jakarta in 2010. The research instrument is a development of the BAN-PT accreditation assessment instrument which is guided by Book VI Assessment Matrix Instrument of Undergraduate Study Program Accreditation. Data and information collection's method by observations, documentations, group discussions and interviews. The results showed that the percentage of achievement level given by meta-evaluation calculation in average of 10 respondents was 84.59%. It can be concluded that the meta-evaluation instrument in this research can measure primary evaluations with a high percentage of achievement.

**Keywords:** *Accreditation, Primary Evaluation, Metaevaluation, Program Evaluation*

**INTRODUCTION**

The existence of formal and non-formal educational institutions is not only determined by buildings, infrastructure, teachers, students, managements and alumnus. What is no less important is the accreditation of educational institutions as an acknowledgment. Stufflebeam and Shinkfield (1985), state that "Evaluation is the process of delineating, obtaining and providing descriptive and judgmental

information about the worth and merit of same object's goal, design, implementation and impact in order to guide decision making, serve need for accountability and promote understanding of the involved phenomena". Educational institutions in carrying out their functions must be evaluated as the form of control over the institution as well as to ensure and determine the quality of the institution. Evaluation process is in the form of institutional accreditation. Accreditation is also an assessment of service appropriateness and quality determination of programs or educational institutions known as service quality in education as an accountability to society. Educational institutions always make every effort to improve the competitiveness of graduates and other academic products, including through improving the quality of education. To achieve education quality, a new paradigm in education is focused on independence, accountability, accreditation and program evaluation. It is hoped that the four pillars of management will eventually be able to produce quality education (Wirakartakusumah, 1998).

Electrical Engineering Education Study Program hereinafter abbreviated as PSPTE is one of study programs at the State University of Jakarta (UNJ) and has been accredited by the Board of University National Accreditation (BAN-PT) in 2010. In the accreditation process PSPTE has been evaluated, compiled, and prepared accreditation documents. Constraints in the accreditation process of study programs are due to 2 (two) important factors, namely the unpreparedness of the study program in preparing and arranging documents related to the accreditation process and the limited number of assessors at the Board of University National Accreditation (BAN-PT). Main Issue in the accreditation process are study programs unpreparedness in compiling and preparing accreditation documents in the form of: Self-Evaluation, Accreditation Forms and Attachments. Accreditation program evaluation process the can help study programs to compile and prepare the necessary documents related to the accreditation process. The appropriate evaluation process for the evaluation of accreditation program is meta-evaluation, by evaluating the results of the primary evaluation conducted by the assessors from BAN-PT.

Meta-evaluation has several functions, namely re-evaluating the primary evaluation results, data updating using the latest data, compiling and preparing documents for re-accreditation for the next period and predicting the re-accreditation results for the next period. Based on its function, meta-evaluation can be used as a reference for compiling accreditation instruments based on Book VI of the Undergraduate Study Program Accreditation Instrument Assessment Matrix and facilitating acceleration preparation and preparation of accreditation documents, because it already has a reference for the primary evaluation results in the form of accreditation documents assessed by assessors from BAN. -PT, so that one of the important factors constraining the accreditation process can be resolved.

In order to prepare re-accreditation process for the next 5 (five) years in order to produce an accreditation score with the criteria "A" and based on 2 (two) important factors causing the slowness of the accreditation process, especially the study program unpreparedness factor in compiling and preparing accreditation documents in the form of: Self-Evaluation, Accreditation Forms and Accreditation Form Attachments, the researcher is interested in conducting an evaluation study entitled: "Metaevaluation Accreditation Results of Electrical Engineering Education Study Program Faculty of Engineering State University of Jakarta 2010"

## **METHOD**

This research is a evaluation research with meta-evaluation approach. The method used in this research is mixed methods, quantitative methods that use data, facts and information from observations presented in numerical form, and qualitative methods that describe findings and interpretations of data, facts and information in narrative form (descriptions). This research was conducted on the whole research object including the focus of program evaluation consisting 7 (seven) accreditation standards that have been set by BAN-PT with sample of all studies in the form of a population included in the

evaluation scope that has been established as the accreditation standard of BAN-PT. Data and information collection method's are by means of observation, documentation, group discussions and interviews, with 10 sources of information or respondents consisting of leaders at the faculty, department and study program levels 3 respondents, lecturers 3 respondents, students of The Electrical Engineering Education Study 2 respondents and Alumnus 2 respondents. Data analysis are using descriptive qualitative analysis model to analyze the feasibility of each aspect of each component in the scope of program evaluation with accreditation standards that have been set and used by BAN-PT. Data analysis was performed using Microsoft Excel software.

## FINDINGS AND DISCUSSION

Electrical Engineering Education Study Program has been accredited by BAN-PT by Decree No. 020 / BAN-PT / Ak-XIII / S1 / XI / 2010 with B result and a score of 327 validity period from 8 October 2010 to 8 October 2015. In the accreditation process, the documents that must be prepared are Study Program Accreditation Form, Self-Evaluation Forms and Management Unit Form in this case are Faculty Accreditation Form. Accreditation Forms and Self-Evaluation Forms are prepared by the Study Program while Management Unit Accreditation Documents are prepared by the Faculty as the manager of the Study Program. In the assessment, each document has a different assessment weight. The weight of the assessment can be seen in the table below.

Table 1. Weight of Accreditation Form Assesment

No	Forms	Weight
1.	Study Program Accreditation Form	0,75
2.	Study Program Self Evaluation Form	0,10
3.	Faculty Accreditation Form (Management Unit)	0,15

Study program accreditation form have a large weight with the assumption that these documents are performance documents, while study program self-evaluation and faculty form are administrative documents (compliance documents) of the study program to be accredited. The assessment of study program accreditation form as performance documents has a weight in accordance with the aspects to be assessed, the greater the performance results, the greater the weight of the assessment. The weighting system in the assessment instrument has become standardized. The value, predicate and achievement of the accreditation score can be seen in the table below.

Table 2. Accreditation Scale Rating Model

No	Result	Predicate	Score
1	<b>A</b>	<b>Very Good</b>	<b>361 - 400</b>
2	<b>B</b>	<b>Good</b>	<b>301 - 360</b>
3	<b>C</b>	<b>Enough</b>	<b>200 - 300</b>
4	<b>D</b>	<b>Not Accredited</b>	<b>&lt; 200</b>

Initially this thesis research was focused on designing an instrument that can be used as a meta-evaluation instrument as primary evaluation is the result of the accreditation of the Electrical Engineering Education Study Program in 2010. To be more focused, it was specifically selected for study program form documents with consideration of very high weight scores and as an assessment of a performance document. Meta-evaluation appraisal system for filling in the meta-evaluation instrument is carried out with a qualitative descriptive analysis model in the sense that each filling in a certain value



contains a qualitative interpretation value. For more details, the descriptive assessment ratio can be seen in the table below.

Table 3. Research Instrument Rating Ratio

No	Score	Interpretation
1.	4	All the quality performance of every aspect of the components in the program evaluation scope is very well measured and very well documented
2.	3	All the quality performance of every aspect of the components in the program evaluation scope is measured well and there are no significant deficiencies and is well documented
3.	2	All the quality performance of every aspect of the components in the program evaluation scope is sufficiently measured, but nothing stands out and is poorly documented.
4.	1	All the quality performance of every aspect of the components in the measured program evaluation scope is insufficient and undocumented.

The weight score in the research instrument is based on the standardized weight of the BAN-PT accreditation instrument with a total weight score 100. More details can be seen in the table below.

Table 4. Weight Score per Standard

No	Standard	Weight Score
1.	Vision, Mission, Goals & Targets, and Achievement Strategies	3,12
2.	Good Governance, Leadership, Management Systems, and Quality Assurance	6,24
3.	Students and Graduates	14,95
4.	Human Resources	21,55
5.	Curriculum, Learning, and Academic Atmosphere	21,09
6.	Financing, Facilities & Infrastructure, and Information Systems	14,27
7.	Research, Service / Community Service, and Cooperation	18,78
<b>Total</b>		<b>100,00</b>

Meta-evaluation was carried out using the method of observation and documentation, FGD (Forum Group Discussion) and interviews. Meta-evaluation's results in this study are based on evaluation standards as in the following table.

Table 5. Metaevaluation Results per Standard

No	Standard	Total Score
1.	Vision, Mission, Goals & Targets, and Achievement Strategies	12,48
2.	Good Governance, Leadership, Management Systems, and Quality Assurance	24,96
3.	Students and Graduates	50,51
4.	Human Resources	71,09
5.	Curriculum, Learning, and Academic Atmosphere	70,51
6.	Financing, Facilities & Infrastructure, and Information Systems	47,05
7.	Research, Service / Community Service, and Cooperation	61,05
<b>Total</b>		<b>338,56</b>

In this research, researcher use 10 respondents as the source of information as following table.

Table 6. Metaevaluation Score of 10 Respondents per Standard

No	Respondents										Final Result	
	1	2	3	4	5	6	7	8	9	10		
1. Standard 1	12,48	12,48	12,48	12,48	12,48	12,48	12,48	12,48	12,48	12,48	12,48	<b>124,8</b>
2. Standard 2	24,96	24,96	24,96	24,96	24,96	24,96	24,96	24,96	24,96	24,96	24,96	<b>249,6</b>
3. Standard 3	54,60	49,40	51,35	52,65	49,40	46,15	45,50	52,65	52,65	50,70		<b>505,05</b>
4. Standard 4	72,57	70,41	71,13	66,81	66,81	72,55	72,55	73,27	72,92	71,83		<b>710,85</b>
5. Standard 5	76,88	67,36	68,97	69,54	67,85	72,96	70,11	70,11	71,25	70,68		<b>705,11</b>
6. Standard 6	50,36	45,16	47,18	42,81	46,84	46,59	45,17	49,02	50,36	47,01		<b>470,5</b>
7. Standard 7	73,26	58,22	56,34	56,34	58,22	58,22	61,98	56,34	65,72	75,12		<b>619,74</b>
<b>Total</b>	<b>364,59</b>	<b>327,89</b>	<b>332,41</b>	<b>325,59</b>	<b>326,54</b>	<b>333,91</b>	<b>332,75</b>	<b>338,83</b>	<b>350,34</b>	<b>352,78</b>		<b>338,56</b>

The discussion in this research uses a qualitative descriptive analysis model to analyze the meta-evaluation results of each respondent. In qualitative descriptive analysis techniques, data presentation using a percentage scale to determine the level of achievement of all research respondents. Calculations in data analysis that will produce a percentage which is then interpreted on the value obtained. The achievement of the meta-evaluation results can be seen in the table below.

Table 7. Achievement's Percentage of Meta-Evaluation Results

No	Respondents	Ideal Score	Score	Achievement's Percentage
1.	1	400	364,59	91,15 %
2.	2	400	327,89	81,97 %
3.	3	400	332,41	83,10 %
4.	4	400	325,59	81,40 %
5.	5	400	326,54	81,64 %
6.	6	400	333,91	83,48 %
7.	7	400	332,75	83,19 %
8.	8	400	338,83	84,71 %
9.	9	400	350,34	87,59 %
10.	10	400	352,78	88,20 %
<i>Average</i>				<b>84,59 %</b>

Based on the results given table above, results with an average percentage of achievement of 84.59%, it is assumed that the percentage level of achievement is very high which means that the meta evaluation instrument in this research thesis can measure primary evaluation with a very high percentage of achievement. The above statement is supported by the comparison table of the meta-evaluation calculation to the primary evaluation as below.

Table 8. Comparison Results of Meta-Evaluation Calculations

No	Primary Evaluation Score	Predicate	Metaevaluation Score	Predicate
1.	327	B	338,56	B

## CONCLUSIONS

Based on the results and discussion, it can be concluded that the implementation of metaevaluation generally can be carried out by developing the BAN-PT accreditation instrument into a meta-evaluation instrument while still referring to Book VI Accreditation Assessment Guidelines for Undergraduate Study Program. Metaevaluation can be a reference in compiling accreditation instruments and helping to simplify and speed up the preparation and preparation of accreditation documents, so that one of the important factors that become obstacles to the accreditation process can be resolved. Based on the calculation of meta-evaluation achievement, the average achievement is

84.59%. It is assumed that the percentage level of achievement is very high, which means that the meta-evaluation instrument in this thesis can measure the primary evaluation

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# STUDENT'S PERCEPTIONS TOWARDS THE QUALITY OF LIBRARY SERVICE AT THE COLLEGE OF PHARMACY MUHAMMADIYAH TANGERANG DURING THE PANDEMIC COVID- 19

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## ABSTRACT

The purpose of this study was to determine students' perceptions towards the quality of library service at the College of Pharmacy Muhammadiyah Tangerang during the pandemic Covid-19. The research is a descriptive study with a quantitative approach. Assessment of the LSQA scale is used in this study to assess the quality of library services which include library infrastructure, library collections, library staff and library services. The research sample was 100 students using random sampling technique. The technique of data collection used was questionnaire distribution. While the technique of data analysis used is descriptive statistics with data processing using SPSS version 25. The steps in data analysis techniques are data presentation (table), measurement of central symptoms (mean, median and mode), calculating standard deviation, discussion and drawing conclusions. The results showed that the quality of library services at the College of Pharmacy Muhammadiyah Tangerang was very good with a score of 42%. Students' perceptions of library infrastructure have a score of 53%, library collections and library employees with each score of 44% and are considered very good by students. Meanwhile, students' perceptions of library services were considered good enough by students with a value of 44%. So that library services at the College of Pharmacy Muhammadiyah Tangerang need to be improved through service accuracy, service speed, IT support in the library and students can access information in the library easily.

**Keywords:** *Library, Perception, Service, Quality*

## INTRODUCTION

Libraries have an important role in the change and development of science. Libraries are sources of information, education, research, preservation of the nation's cultural treasures as well as healthy,

cheap and useful recreation areas (Kalida, 2015). The library contains various collections of library materials which are used as a means of information for readers. So not only books are stored there, but also media that have educational value. According to Law no. 43 of 2007 concerning libraries, it is explained that library collections are all information in the form of written works, printed works, and recorded works in various media that have educational value that is collected, processed and served. Thus, the existence of a library is intended as an effort to meet people's needs in the form of information, namely through reading so that they can learn from time to time.

Library is a place in which there are activities of gathering, processing, and disseminating all kinds of information, both printed and recorded in various media (Yusuf, 2010). Conner and Plocharczyk (2020) also stated that libraries have much of what they need in their traditional programming and training when combined with a deeper understanding of the dynamics of social justice. An academic library is defined as the heart of a university, providing a venue for students, lecturers and researchers to advance their knowledge and conduct their research. These institutions should provide learning opportunities for all who choose to use them. The materials in the library are for anyone to use, which is why university libraries are important (Kekana & Kheswa, 2020)

So, a library is place to systematically collect and manage books that readers can use as an effort to obtain information. A good library is a library that is able to provide adequate information collection materials such as reading books, written works, printed and non-printed works as well as computer services that make it easier for readers to access various information in the world.

Service means serving sincerely to those who are served to meet their needs and interests in order to provide satisfaction and benefit (Hayat, 2019). One of the services provided by educational institutions is library services. Library service activities are carried out by library staff or librarians. The quality and quantity of library staff or librarians must be considered so that the services provided can be optimal. Librarians must have competence in the field of librarianship in addition to other abilities which include technical administrative and operational knowledge and skills of libraries, mastering communication techniques, and personalities such as friendly, flexible and attractive (Rochmah, 2016).

In Law no. 43 of 2007 Chapter V article 14 is mentioned: 1) Library services are carried out in a prime and oriented manner for the interests of visitors, 2) Each library implements library service procedures based on national library standards and 3) Each library develops library services in accordance with advances in technology, information and communication. Library service activities are an effort to utilize materials so that every material available in the library can be maximally utilized by its users, especially the people who must be served (Sinaga, 2011). So it can be understood that library services are activities carried out by librarians so that library facilities can be maximally utilized by users.

The results of research by Setiawan (2019) show that students' perceptions of the use of the LP3I Jakarta Polytechnic library in Higher Education Tridharma activities are close to good, namely 74.9%. Meanwhile, Jayanti and Arista (2018) concludes that students' perceptions of aspects of library services at Trunojoyo University Madura are good. The students' perceptions reflect that the aspects of service that have been provided so far are very supportive of achieving an increase in quantity and quality as one of the organizational goals of the Trunojoyo Madura University Library. Thus, library management must be carried out properly and systematically so that the services provided are in accordance with the needs of its users (Rochmah, 2016). So, directly quality of service has an influence on user satisfaction (Hayati & Heryanto, 2020).

The Library of the College of Pharmacy Muhammadiyah Tangerang is one of the student service units to provide information facilities to support academic activities, both theoretical and practical. During the Covid-19 pandemic, there is still a need for improvement in library services at the College

of Pharmacy Muhammadiyah Tangerang. This can be seen from the low number of library user visits. In addition, reference to books that are not yet digital requires students to extend their borrowing of books during this pandemic.

Inadequate collection of books, this can be seen from the difficulty of students when finding references to the latest books, so that students must make a request to the librarian first. The following is a list of visits by students during the Covid-19 pandemic.

Table 1. List of Visit by Student

	Mar 2020	Apr 2020	May 2020	Jun 2020	Jul 2020	Aug 2020	Sep 2020	Oct 2020	Nov 2020	Dec 2020	Jan 2021
Standard Visitor per Month	175	0	0	2	34	54	39	93	148	122	108
	253	0	0	2	46	70	61	101	204	150	123

It can be seen from table 1 above that visitors to the library at the College of Pharmacy Muhammadiyah Tangerang have increased and decreased every month. In April and May the library is closed. In June, the total number of visitors was only 2 and in the following month the total visitors increased. November had the highest number of visitors with 204 visitors. However, in December it decreased again until January 2021.

Students are the main users who should make more use of the campus library. Student assessments that create a perception of the library services provided during this pandemic. The purpose of this study was to determine students' perceptions of library service at the College of Pharmacy Muhammadiyah Tangerang during the pandemic Covid-19.

## METHOD

The research is categorized as a descriptive study with a quantitative approach. Assessment of the LSQA scale is used in this study to assess the quality of library services which include library infrastructure, library collections, library staff and library services. The LSQA scale could help library professionals and scholars better understand users' needs, to significantly improve and enhance the service quality of libraries (Dash & Padhi, 2016). The research sample was 100 students using random sampling technique. The data collection technique used was questionnaire distribution. While the data analysis technique used is descriptive statistics with data processing using SPSS version 25. The steps in data analysis techniques are data presentation (table), measurement of central symptoms (mean, median and mode), calculating standard deviation, discussion and drawing conclusions.

## FINDINGS AND DISCUSSION

Answers to the questionnaires that have been collected are then analyzed to determine the description of the quality of library services at the College of Pharmacy Muhammadiyah Tangerang. Student assessment data on the quality of library services are as follows:

### Quality of Library Service

Library service quality data obtained through a questionnaire with 15 statement items from 4 indicators and the number of respondents is 100 students. The results of data processing using the SPSS version 25.0 program obtained the highest score of 60 and the lowest score of 25. The results of the

analysis also showed a mean of 47.08, a median of 46.50, a mode of 45 and a standard deviation of 8,205. Below is a description of the library service quality data.

**Table 2. Description of Library Service Quality**

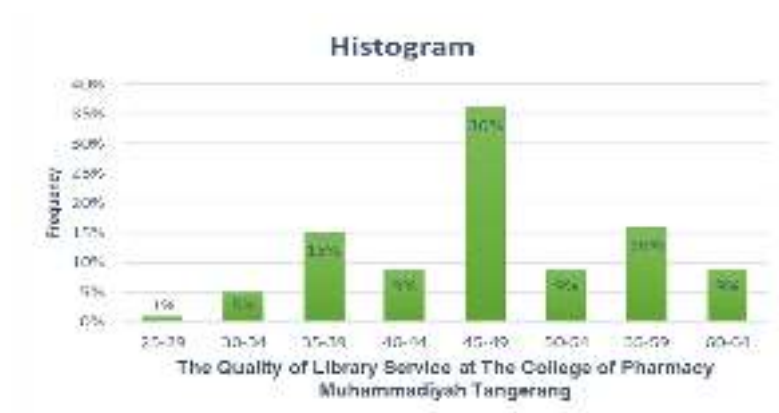
Statistics		
The Quality of Library Service		
N	Valid	100
	Missing	0
Mean		47.08
Median		46.50
Mode		45
Std. Deviation		8.205
Minimum		25
Maximum		60

Furthermore, the number of classes is calculated using the formula  $1 + 3.3 \log (n)$ , where n is the study population. From the calculation obtained 8 class intervals and class length of 5. The frequency distribution table for the quality of library service variables is presented as follows:

**Table 3. Frequency Distribution of Library Service Quality Assessments**

Interval	Frekuensi		
	Absolut	Relatif %	Kumulatif %
25-29	1	1%	1%
30-34	5	5%	6%
35-39	15	15%	21%
40-44	9	9%	30%
45-49	36	36%	66%
50-54	9	9%	75%
55-59	16	16%	91%
60-64	9	9%	100%

Based on table 3, it can be seen that the highest frequency is in the class 5 interval of 36 students with a proportion of 36% and a score range of 45-49. More details can be seen in the histogram below:



*Figure 1: Histogram of The Quality of Library Service*



Based on these tables and histograms, the quality of library services at the College of Pharmacy Muhammadiyah Tangerang is mostly found at intervals of 45-49 as many as 36 students, while at least there are at intervals of 25-29 which is 1 student. The rest are in the 30-34 interval for 5 students, 35-39 interval for 15 students, 40-44, 50-54 and 60-64 intervals each for 9 students, and the 55-59 interval for 16 students.

The calculation of the ideal Mean (Mi) and Standard Deviation (SD) ideal of the effectiveness of library service quality obtained the following results:

Table 4. Category of Library Service Quality

Frekuensi					
	Skor	Kategori	Absolut	Relatif	Kumulatif
1.	$X > 48.33$	very good	42	42%	42%
2.	$42.5 \leq X \leq 48.33$	good	32	32%	74%
3.	$36.67 \leq X < 42.5$	pretty good	16	16%	90%
4.	$X < 36.67$	not good	10	10%	100%
			100	100%	

Based on table 4 it can be described in the pie chart as follows:

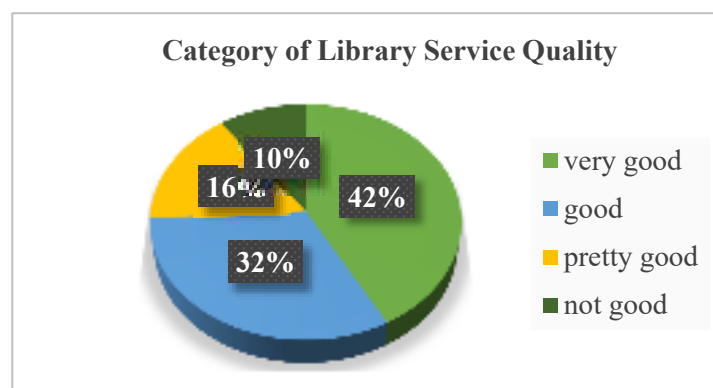


Figure 1: Pie Chart Category of Library Service Quality

From table 4 and the pie chart it can be seen that out of 100 students as research respondents, 42% said that the quality of library services was in the very good category, 32% in the good category, 16% in the good enough category, and 10% in the bad category. So it can be concluded that the quality of library services at the College of Pharmacy Muhammadiyah Tangerang as a whole is in the very good category.

Following are the results of research on the quality of library services seen from student perceptions.

### Library infrastructure

Table 5. Category of Library Infrastructure

Frekuensi					
	Skor	Kategori	Absolut	Relatif	Kumulatif
1.	$X > 12.67$	very good	53	53%	53%
2.	$11 \leq X \leq 12.67$	good	25	25%	78%

3.	$9.33 \leq X < 11$	pretty good	11	11%	89%
4.	$X < 9.33$	not good	11	11%	100%
Total			100	100%	

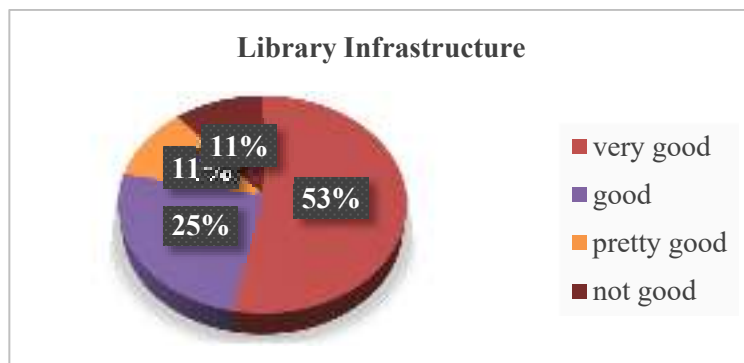


Figure 2: Pie Chart Category of Library Infrastructure

From table 5 and figure 2 it can be seen that out of 100 students as research respondents, 53% stated that the library infrastructure was in the very good category, 25% was in the good category, the category was good enough and 11% was not good. So it can be concluded that the library infrastructure at the College of Pharmacy Muhammadiyah Tangerang as a whole is in the very good category.

### Library collection

Table 6. Category of Library Collection

	Skor	Kategori	Frekuensi		
			Absolut	Relatif	Kumulatif
1.	$X > 9.33$	very good	44	44%	44%
2.	$8 \leq X \leq 9.33$	good	25	25%	69%
3.	$6.67 \leq X < 8$	pretty good	22	22%	91%
4.	$X < 6.67$	not good	9	9%	100%
Total			100	100%	

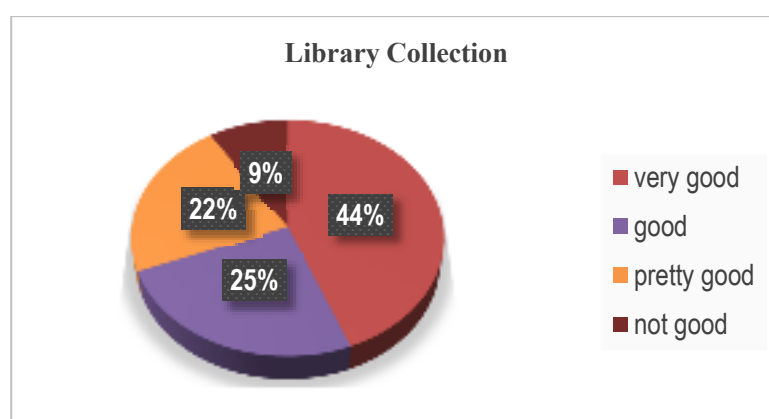


Figure 3: Pie Chart Category of Library Collection

From table 6 and figure 2 it can be seen that from 100 students as research respondents, 44% found that the library collection was in very good category, 25% in good category, 22% good enough

category and 9% less good So it can be concluded that the library book collection at the College of Pharmacy Muhammadiyah Tangerang as a whole is in the very good category.

### Library Staff

Table 7. Category of Library Staff

	Skor	Kategori	Frekuensi		
			Absolut	Relatif	Kumulatif
1.	$X > 12.67$	very good	44	44%	44%
2.	$11 \leq X \leq 12.67$	good	38	38%	82%
3.	$9.33 \leq X < 11$	pretty good	8	8%	90%
4.	$X < 9.33$	not good	10	10%	100%
Total			100	100%	

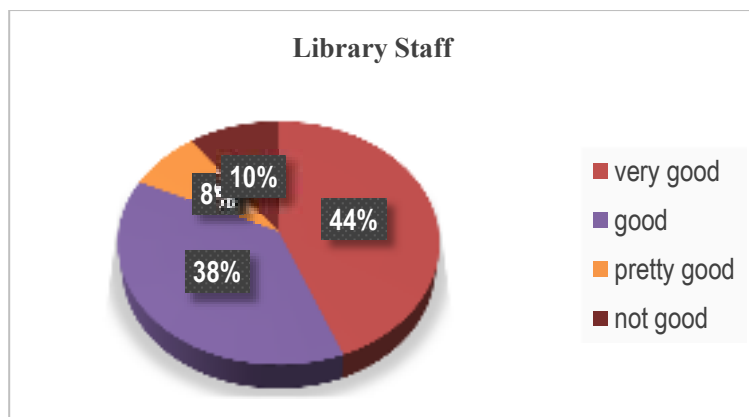


Figure 4: Pie Chart Category of Library Staff

From table 7 and figure 4 it can be seen that from 100 students as research respondents, 44% found that the library employees were in the very good category, 38% in the good category, 8% good enough category and 10% less good. So it can be concluded that the attitude of the library employees at the College of Pharmacy Muhammadiyah Tangerang as a whole is in the very good category.

### Library Service

Table 8. Category of Library Service

	Skor	Kategori	Frekuensi		
			Absolut	Relatif	Kumulatif
1.	$X > 13.33$	very good	30	30%	30%
2.	$12 \leq X \leq 13.33$	good	9	9%	39%
3.	$10.67 \leq X < 12$	pretty good	44	44%	83%
4.	$X < 10.67$	not good	17	17%	100%
Total			100	100%	

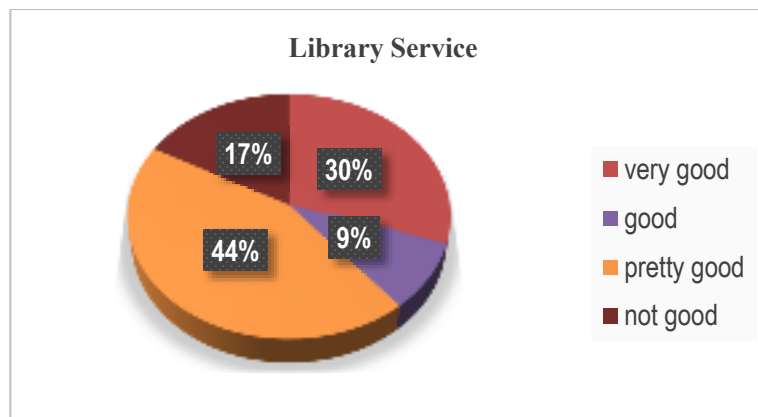


Figure 5: Pie Chart Category of Library Service

From table 8 and figure 5 it can be seen that from 100 students as research respondents, 44% found that the library employees were in the good enough category, 30% were in the very good category, 9% good category was obtained and 17% less good. So it can be concluded that the library services at the Muhammadiyah Tangerang College of Pharmacy as a whole are categorized as quite good.

Based on the score category, it can be concluded that most of the students rated the quality of library services at the College of Pharmacy Muhammadiyah Tangerang in the very good category with a score of 42%. This value is obtained by looking at students' perceptions of the quality of library services, namely library infrastructure, library collections, library employees and library services.

Students' perceptions of library infrastructure have a very good score. This shows that the infrastructure which includes the location of the library, supporting facilities, convenience and library design is considered very good by students. So an attractive design according to reading needs will bring readers on nice atmosphere. It can be seen when students in the library feel comfortable and happy. Its shape cannot be separated from the interior arrangement of the room and the neat and easy opening layout searching for (Asy'ari, 2018).

Students' perceptions of the library collection score very well. This shows that the collections which include library collections (textbooks, novels, magazines, newspapers and journals), the availability of new books, and neatly arranged book collections are considered very good by students. Students' perceptions of library employees have very good scores. This shows that employee knowledge, employee behavior, communication and employee appearance are considered very good by students.

Students' perceptions of library services score quite well. This shows that the services which include accuracy, speed, IT support and easy access to information are considered good enough or quite satisfied by students. Library services at the College of Pharmacy Muhammadiyah Tangerang during the Covid-19 pandemic only send messages to library staff if students want to borrow or return books. Students are only allowed to borrow and return books through the librarian and are not allowed to enter the library room during this pandemic. This raises students' perceptions of library services getting a fairly good category.

Service aspects that could potentially get better value include daily opening, weekly opening, members percentage over total students, member percentage over lecturers and university staff, promotion varieties, yearly promotion event, and literacy information activity (Antasari, 2017). Rochmah (2016) menyebutkan bahwa there are three systems of services that can be implemented in a library that is open services system, the system covered services and system services mix. The implementation of the service depends on the circumstances of each library.

In line with previous research related to library services by Rohman (2020) said that the STIE Equity Bandung Library until when this research was conducted, was still not maximal in providing superior services to users / librarians, namely library services in accordance with the maximum expectations. desired by the user / library. The results of previous research indicate that the lowest value is obtained from the affect of service dimension, where users are quite satisfied with the services received (Widaryono, 2016). Therefore, the dimensions of library services at the College of Pharmacy Muhammadiyah Tangerang need to be improved. This can be done by increasing the accuracy of service, speed of service, IT support in the library and the students can access information easily.

## CONCLUSIONS

The results showed that the quality of library services at the College of Pharmacy Muhammadiyah Tangerang was very good with a score of 42%. Students' perceptions of library infrastructure have a score of 53%. This shows that the infrastructure which includes the location of the library, supporting facilities, convenience and library design is considered very good by students. Students' perceptions of library collections have a score of 44%. This shows that the collections which include library collections (textbooks, novels, magazines, newspapers and journals), the availability of new books, and neatly arranged book collections are considered very good by students. Students' perceptions of library employees have a score 44%. This shows that employee knowledge, employee behavior, communication and employee appearance are considered very good by students. Meanwhile students' perceptions of library services were considered good enough by students with a value of 44%. This shows that the services which include accuracy, speed, IT support and easy access to information are considered good enough or quite satisfied by students. So that library services at the College of Pharmacy Muhammadiyah Tangerang need to be improved through service accuracy, service speed, IT support in the library and students can access information in the library easily.

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# EVALUATION OF INTEGRATED ISLAMIC SCHOOL NETWORK IMPLEMENTATION

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## ABSTRACT

This research aims to reveal and assess the implementation of the integrated islamic school network curriculum at SDIT Harum, North Jakarta. The approach method used in this study is an evaluative approach, where the researcher intends to collect data on policy implementation. The evaluation model chosen in this study is the Discrepancy Evaluation Model (DEM), by collecting and using observations, structured interviews and documentation. The design of the integrated islamic school network curriculum is a combination of the content of the integrated islamic school network curriculum, the content of the national curriculum and local content. the integrated islamic school network curriculum places more emphasis on internalizing Islamic values in every content of the National curriculum. Implementation with good and correct worship habits becomes a reinforcement in the development of student character. Implementation of the JSIT curriculum, but all of this must be a perception of thinking and acting by providing self-development and training or web wins for HR at SDIT Harum. Discrepancy evaluation is one type of evaluation approach in evaluating a integrated islamic school network curriculum program. The results of this evaluation are to find out the gaps that occur between the expected conditions and the reality in the field, the next step in making decisions.

**Keywords:** *Evaluation, Model Discrepancy, Curriculum*

## INTRODUCTION

The hope of Islamic education currently brings the concept of an Islamic education curriculum that has a future reach for students, namely trying to create a supportive personality figure through education. The development of the desired personal figure can be achieved through the Islamic Education curriculum, which concerns the materials or types of subjects given to students who are collected in the Islamic Education curriculum.

Talking about the Islamic education curriculum, currently there are many schools that integrate the Islamic education curriculum with the national curriculum, especially in schools that are netted in an integrated Islamic school network. In schools with a JSIT curriculum, teachers are obliged to provide students with a more complete understanding of Islamic education, especially the oneness of the existence of God by carrying out his orders and leaving his prohibitions, by performing worship on time and being polite to elders.

In delivering religious subject matter or other subjects, teachers are required to be creative through the selection of appropriate learning methods and media that are in accordance with the abilities

and conditions of their students. A capable teacher can not only convey knowledge, educate and provide skills to students in carrying out the subject matter presented, but also must be able to develop students' religious moral values. In accordance with the characteristics of elementary school students, it is necessary to create learning that can be achieved well.

To answer this condition, there are Islamic schools whose curriculum uses the national curriculum and integrated Islamic subjects, with different payment standards depending on the type of school facilities and buildings. The Integrated Islamic School combines the involvement and active participation of the learning environment, namely: school, home and community. JSIT seeks to optimize and synchronize the roles of teachers, parents and the community in the process of school management and learning so that there is a constructive synergy in building the competence and character of students. Parents are actively involved in the school committee to give adequate attention and care in the education process of their children. Meanwhile, visiting activities or interactions outside of school are an effort to bring students closer to the real world that exists in the community. So that they can experience directly by observing and exploring students.

The initial goal of establishing SDIT which was netted within JSIT was to spread da'wah about Islamic religious education as a whole based on the Qur'an and Sunnah. SDIT Harum North Jakarta has been established since 2014, with schools that have been accredited with fairly good scores. SDIT Harum has 400 students with 33 educators and related stakeholders. SDIT Harum The full day learning system certainly has more value in carrying out the learning process. Starting from the curriculum used, learning methods, learning media as well as the environment and other supporting facilities. Having a curriculum that is different from other Islamic private schools, it is interesting for researchers to want to see how far the development of curriculum implementation for SDIT Harum, North Jakarta.

The SDIT Harum curriculum can be interpreted as an Islamic school that integrates scientific knowledge with the Koran with a cooperative learning approach that can increase students' abilities and awareness of the greatness of God through the integration of Science and the Koran. To achieve this, it is necessary to pay attention to school standards, namely adequate facilities such as a place/mushalla or mosque for children to learn and memorize in addition to learning classes, the existence of a literacy park or reading garden to improve children's literacy, the existence of various extracurricular activities to improve children's skills, the existence of an environment comfortable to make children feel at home in school. Because it is an integrated school for students in a full day school, the existence of learning technology media that helps students learn quickly and accurately, the adequacy of teachers and the ratio of students in the class will determine the characteristics of an Integrated Islamic school. Ideally an Integrated Islamic school each teacher accompanies a maximum of 25 students. Classes have the appropriate size to provide comfortable learning for students.

To improve the quality of quality education, SDIT Harum cannot be separated from the cooperation of all related parties such as school management and leadership with established rules, the teaching staff, the school's physical environment, the learning process can be seen from the results of academic achievements, the involvement of the school committee. And of course the success of SDIT Harum school is strongly influenced by its curriculum, by following the curriculum integrated with the national curriculum with the typical curriculum of the Integrated Islamic School, education in schools takes place in a planned, systematic, and more basic way.

The Specialty Curriculum of JSIT which is applied at the Harum Integrated Islamic Elementary School, North Jakarta, this school also has a plus point, namely a school that organizes full day school. Schools that try to understand and understand students with a 5S culture (smile, greet, greeting, polite, courteous). Tahfidz material is included in the lesson schedule every day. Tahfidz hours are filled with muroja'h, memorizing, tahsin, BTQ activities. There are additional hours before teaching and learning activities start, such as dhuha prayer, morning dhikr, learning worship practices by getting used to daily worship activities properly and correctly, habituation of literacy every morning.



SDIT Harum with JSIT Curriculum and full day learning every day, students carry out face-to-face activities starting with daily worship activities, namely morning assembly activities with morning dhikr habituation, murajaah or activities to repeat memorization of short letters together, dhuha prayer activities in congregation, with the addition of activities to mentadaburi the meaning of the memorized Qur'an accompanied by a special teacher of the Qur'an. After the morning assembly activities, it was continued with thematic learning activities with curriculum 13 which was integrated with the uniqueness of the JSIT curriculum, which contained character values.

In addition to learning carried out at school, SDIT Harum also holds learning activities outside of school such as field trips or outing classes for annual learning activities, such as visiting museums, visits to educational places or educational tours, students are very enthusiastic about these activities. learning outside of school, so that there are a lot of broad insights and experiences in these activities, but still developing learning in social skills, developing high curiosity, using science and technology, lifelong learning, cooperation and solidarity, besides that there are also coaching programs students with co-curricular and extracurricular activities, skills development, and the effectiveness of Islamic Education Development activities which are carried out every Friday. The typical JSIT curriculum has student development standards that emphasize worship habits, leadership training, social care such as: Quran recitation activities, congregational prayers, sunnah prayer, prayer and dhikr together, alms/infaq, caring for the Islamic world, filial piety to parents, caring environment and so on.

These activities were all carried out before the pandemic occurred, students felt many benefits and insights from the learning activities at SDIT Harum. In contrast to what was felt during the Covid 19 pandemic, where all educational institutions experienced the same thing as all agencies outside of education, all students did online learning, things that were very outside the actual conditions, so the curriculum used was not fully implemented. Many activities have been delayed from face-to-face learning activities and program activities that are always carried out at SDIT Harum, such as learning that is carried out by visiting, being delayed. However, this does not make school institutions discouraged, the curriculum is still running and adapted to the conditions of the pandemic.

Of all the explanations related to learning that is typical of the JSIT curriculum which has the vision and mission of the school. The vision of SDIT Harum is: To become a leading Islamic school in preparing a Rabbani Generation that is Intelligent, Skilled and Tough with a mission, namely: (1) Instilling a true and integral understanding of Islam. (2) Optimizing the learning process by utilizing the development of technology and information. (3) Develop the interests, talents, and potential of students. (4) Have a strong immune system.

Based on the vision and mission of SDIT Harum, of course, it cannot be separated from the school curriculum which is integrated into the national curriculum and the JSIT curriculum, which in its implementation combines active involvement and participation in the learning environment, namely school, home, and community. This is of course not only related to the JSIT curriculum, in its implementation SDIT Harum together with the Integrated Islamic School Network (JSIT) with a curriculum that has quality standards unique to the Integrated Islamic School, the authors focus on quality standards programs and graduation competency standards. JSIT learning is to present, internalize and apply with the following explanations: a) Present means to provide an understanding of religious values and knowledge and skills through the dimensions of reason and kinesthetic in each field of study. b) Internalization means growing a sense of love and need for good values, through the emotional dimension, heart or soul. c) Apply means to practice the values of goodness, through the behavioral dimensions of worship activities and real practice as well as trying to spread goodness.

As for the learning process, it uses an INTEGRATED learning model with the following descriptions: 1) Study means studying the basic concepts of the material through tadabur and contemplation activities. 1) Exploration means doing activities to explore knowledge through various methods and learning approaches. 3) Formulate means to conclude the results of exploration with

various forms of presentation. 4) Present means to explain or discuss the formulation of exploration results. 5) Apply means applying the learning outcomes obtained to solve problems and relate them to relevant fields. 6) Worldly means linking the learning outcomes obtained with real life. 7) Ukhrowi means connecting the learning outcomes obtained in carrying out devotion to Allah SWT.

In addition to the standard process that has been described, the Integrated Islamic School Graduate Competency Standard program is also explained which includes: (1) Having a straight faith. (2) Doing the right worship. (3) Mature personality and noble character. (4) Become a serious person, disciplined and able to restrain his lust. (5) Have the ability to read, memorize and understand the Koran well. (6) Have broad insight. (7) Have life skills.

Of all the competency standard programs, these school graduates can be used as a reference for SDIT in implementing the JSIT curriculum, as the character development of its students, especially integrated into activity programs in classroom learning and daily activities in character building within the framework of Islamic values. Graduation Competency Standards (SKL) there are several basic competencies which in this study are described in detail.

Initially, the implementation of the JSIT curriculum faced one obstacle, namely teacher readiness as the key to successful curriculum implementation, where teachers must be able to introduce and explain some basic competencies in graduation competency standards. Not to mention the many classroom administration that must be done by the teachers at SDIT Harum, and several hardware and software devices that the school must prepare. Good cooperation between all school stakeholders is urgently needed, so that the JSIT curriculum program can be implemented for students. The emergence of various problems in the implementation of the unique JSIT curriculum did not dampen the enthusiasm of the teachers in implementing it.

Every year SDIT Harum is on the agenda for school work meetings. Teachers and school management always evaluate the uniqueness of the JSIT curriculum, both from the standard process and from the graduation standard. After evaluating the strengths and weaknesses, as well as the inequality of the curriculum program from the implementation of the JSIT curriculum, whether it represented the expected curriculum standards, or experienced things that were not in accordance with the specifics of the SKL curriculum. The results of the implementation of the JSIT curriculum that involve all students are developed in several learning activities both cognitive and affective and psychomotor, then several standard graduation competencies are used as an assessment in a report on the results of activities in the form of attitude report cards that we give to students every semester.

The results of student learning activities from the development of graduation standard competencies are in the form of attitude report cards that we give to students every semester. This attitude report card is the result of student evaluation for one semester. Report on the attitude of the measurement results from the indicators contained in the Graduate Competency Standards. Have experienced changes in the development of basic competencies, because there are still many indicators that need to be evaluated. However, in the attitude report, there are still many things that need to be revised related to the JSIT curriculum. However, until now, the attitude report card which is the result of the measurement of graduation competency standards has been removed because there are still many indicators that need to be revised again, and the increasing number of teacher administration due to the addition of indicators from attitude report cards. However, in its implementation, SDIT Harum still strengthens the character values contained in the JSIT curriculum, which is still implemented in the learning process at SDIT Harum.

As the basis for the findings on the peculiarities of the JSIT curriculum, there is still no standard standard for student attitude report cards which is a specialty of JSIT, so the attitude report cards that are unique to SDIT Harum are lost and must be combined with academic report cards related to process standards and graduation standards (SKL). In addition to the differences in learning during normal times and this pandemic, many of the peculiarities of the JSIT curriculum have been delayed. so that

researchers want to evaluate this JSIT curriculum by using the Discrepancy evaluation model or inequality evaluation to measure the gaps that occur between the current system (performance) and the standards that have been set.

## **METHOD**

In evaluation science there are various models that can be used in evaluating programs. Various evaluation models can be classified based on the discovery and development of experts or given a designation based on the nature of the work pattern (Suharsimi Arikunto & Jabar, 2009). The evaluation model is an evaluation design in accordance with the mission to be carried out and the interests to be

The discrepancy model means the gap which this model has developed by Malcolm Provus in 1971. The program gap is a condition between the program expected in the plan and the results obtained from program implementation. The evaluation of the gap is intended to determine the level of conformity between the standards that have been determined in the program and the actual performance of the program (Arifin, 2019). It was further explained that the purpose of this model is to analyze a program so that it can be determined whether a program deserves to be continued, improved and vice versa according to standards, performance, and discrepancy.

Discrepancy evaluation is seen as a process that includes (a) agreement on certain standards; (b) determine whether or not there are gaps between performance and aspects of the program with certain standard tools; and (c) use the information as a basis for making decisions to develop, continue, or discontinue the program (Fitzpatrick, Sanders, & Worthen B. R, 2011). They also revealed that the evaluation characteristics of the discrepancy model are processes for (1) agreeing on standards (which are used for the purpose), (2) determining whether there is a difference between the performance of some aspects of the program and the standards set for performance, and (3) using information about difference to decide whether to repair, maintain, or discontinue the program or some aspect of it.

In Muryadi's writings (2017) it is also explained that the gaps that can be evaluated in educational programs include: (1) the gap between the plan and program implementation, (2) the gap between what is suspected or predicted to be obtained and what is actually realized, (3) the gap between status capabilities with defined capability standards, (4) gaps in objectives, (5) gaps in program components that can be replaced, and (6) gaps in inconsistent systems.

According to Alter (1998) the stages in evaluating the discrepancy model include: (1) program definition, (2) program installation, (3) program processes, (4) program products, and (5) comparing standards with actual program performance.

**Discrepancy Evaluation** This evaluation model uses information about gaps found as material for improving, managing, or even ending a curriculum program or any aspect of the program. The program gap is a condition between what is expected in the plans produced in program implementation. The evaluation of the gap is intended to determine the level of conformity between the standards that have been determined in the program and the actual performance of the program.

This research is based on the Discrepancy Model Evaluation (DEM) evaluation, while the scope of the evaluation includes: 1) Design Preparation Evaluation Stage. In this stage the activities carried out are: a. Formulate the objectives of the JSIT curriculum program, both the vision and mission of the Harum SDIT school and the educational values contained therein. b. Management and leadership in schools and legal rules and regulations related to organization at SDIT Harum, North Jakarta. 2).Installation Evaluation Stage a. At this stage through the design of the JSIT curriculum program, which is sourced from the guidebook for the uniqueness of the Integrated Islamic School curriculum, which is complete with basic competencies and indicators. Completeness of the program by preparing

the guidance and training of teachers in preparing the planning of the JSIT curriculum program. So that teachers have the same thoughts and views on the JSIT curriculum program. In addition, by completing several tools that can support the JSIT curriculum, such as the procurement of student handbooks in accordance with the national curriculum and the characteristics of JSIT. b. Quality of teaching and learning and the physical environment of the school at SDIT Harum, North Jakarta 3) Stage of Process Evaluation (Process) In the third stage of the evaluation of this gap is to conduct an evaluation of the learning activities carried out by teachers in the classroom, related to teacher administration in preparing learning, especially the teacher's lesson plans in accordance with curriculum 13 and the peculiarities of the Integrated Islamic School Network (JSIT). In this stage, the researcher also saw the achievement of the learning objectives. This stage is also called the "collecting data from program implementation" stage, through the JSIT process standard and the Graduation Competency standard (SKL). The involvement of the school committee in supporting the success of the SDIT Harum school. 4). Evaluation Stage of Objective (Product) Measurement. Namely the stages of academic and non-academic achievement of students at SDIT Harum, North Jakarta. 5) Fifth: Comparison Stage (Comparison Program). That is the stage of comparing the results that have been achieved with the goals that have been set. In this stage the evaluator writes down all the findings of gaps or non-conformities, to be presented to decision makers, so that they can decide on the continuation of the program. Possible things that can be done by decision makers are: (a) Stop the program. (b) Change or revise the program. (c) Continuing the program.

The DEM model was chosen by the researchers with the aim of knowing the level of conformity between the standards that have been determined in the implementation of the Integrated Islamic School Network curriculum with the actual performance (in the field) of the program.

## **FINDINGS AND DISCUSSION**

Based on the categorized data, the findings related to the activities of the JSIT curriculum implementation program at SDIT Harum, North Jakarta, the evaluators obtained were:

### **1. Design Preparation Stage**

Based on the evaluation criteria which is an attempt to describe and detail the environmental needs that are not being met, the population, and the sample served, and the curriculum objectives are in accordance with relevant research, especially in aspects namely government policies, legal basis, and program objectives, are in accordance with objectives of the JSIT curriculum program.

JSIT's vision and mission is to become the center of driving and empowering Integrated Islamic Schools in Indonesia towards effective and quality schools. Meanwhile, its mission is to build an effective network between Integrated Islamic schools in Indonesia, increase the effectiveness of Integrated Islamic school management, empower education, develop school curricula including in Indonesia, take action and advocacy in the field of education, establish strategic partnerships with national and international institutions, mobilize sources of education financing (zahri, 2021)

The school's vision and mission are relevant to the vision and mission conveyed by the specific purpose of the JSIT curriculum, namely to create schools that effectively develop educational processes that can develop students towards the formation of a generation that is devoted and characterized by leaders, which is in accordance with the JSIT curriculum program. Meanwhile, the school's mission is in accordance with the JSIT curriculum, especially the Graduate Competency Standards. The school's vision and mission have twice formulated the vision and mission, namely when the school was founded when many changes occurred in the established curriculum. Every year at the time of the new school year, SDIT Harum always socializes the school's vision and mission to new students' parents, especially if there is a change in the vision and mission and on the orientation of new students in grade 1 SD.

## 2. Installation Stage

In the installation stage, it contains 5 aspects of its completeness, such as the design of the JSIT curriculum program, which is sourced from the guidebook for the uniqueness of the Integrated Islamic School curriculum, which is complete with basic competencies and indicators. Completeness of the program by preparing the guidance and training of teachers in preparing the planning of the JSIT curriculum program. So that teachers have the same thoughts and views on the JSIT curriculum program. In addition, by completing several tools that can support the JSIT curriculum, such as the procurement of student handbooks in accordance with the national curriculum and the characteristics of JSIT. The quality of teaching and learning that involves students and the school's physical environment at SDIT Harum.

Based on the views expressed by Curtis R. Finch and John R. Crunt Kilton (1979), the definition of curriculum is as follows: the curriculum consists of 2 concepts, namely: a) That the central focus of the curriculum is the students. This means that the curriculum provides each student with activities and learning experiences. The curriculum is for students to develop according to learning objectives. b) The curriculum is an activity and learning experience in the form of various subjects that must be studied in the curriculum and other activities which are often referred to as extracurricular.

This is in line with the research findings on the aspect of curriculum program design that SDIT Harum has a document unique to the JSIT curriculum, a document in the form of a JSIT curriculum specialty book. The JSIT curriculum is already relevant to the government curriculum, namely curriculum 13, which applies religious values, knowledge, attitudes and practical values that are in accordance with the character of curriculum 13. Every year at work meetings all school management and education staff formulate the uniqueness of the JSIT curriculum and evaluate the JSIT curriculum adapted to educational developments. After designing the curriculum, activity programs are implemented that involve all elements in the school. Likewise with previous research by Muhamad Rojih in 2019 regarding Integrated Islamic School Curriculum Design, that the results of the study indicate that the curriculum design at SMPIT Insan Kamil Sidoarjo places more emphasis on internalizing Islamic values in every content of the national curriculum, without neglecting the national curriculum that has been implemented. determined by the Ministry of Education.

## 3. Process Evaluation Stage

Taba explained that the curriculum is a learning design that is prepared by considering various things about the learning process and individual development learning (Prihantoro, 2014).

Findings that are relevant to those expressed in the notion of curriculum theory with research findings based on the results of interviews, observations and field notes. Teacher learning activities in the classroom, SDIT Harum with full day learning starting from 07.30 to 14.00 which begins with learning the Koran at SDIT Harum is always carried out before learning together with morning assembly activities, such as dhuha prayer, murajaah memorizing the letters in chapters 30 and 29 which are read with students after that, followed by learning the Koran in each class, with the same level of reading and memorizing the Koran. varies with the assistance of a supervising teacher. Learning the Qur'an is generally divided into several groups, each teacher being a supervisor in their group, students reading the Qur'an are assisted by their supervisor teachers, starting before general learning and others. In learning the Koran students are given material about correct reading in accordance with recitation and the rules of correct reading. These findings are relevant to previous research on the Implementation of the JSIT Curriculum at SDIT Al Furqon Palembang, Fajri Ismail's research in 2018. The JSIT curriculum is a curriculum pattern that combines the National curriculum with the JSIT curriculum by leading to Islamic values.

## 4. Product Evaluation Stage

Aspects of product evaluation in the implementation of the JSIT curriculum, namely academic and non-academic achievements.

Based on the concept, the curriculum applied in Integrated Islamic schools nationally is indeed a curriculum colored with Islamic values through the addition of fields of Islamic studies either separately or integrated (Wahab, 2013).

Based on the findings from interviews and observations that students at SDIT Harum still have not achieved the expected achievement targets. The school has a list of students' academic scores based on the findings of attitude reports that have undergone many changes in the format and assessment.

## CONCLUSIONS

Based on the analysis and discussion that has been described, it can be concluded that the implementation of the unique curriculum of JSIT SDIT Harum North Jakarta is quite good, but still needs to be improved in several aspects in order to provide optimal benefits for students. The JSIT curriculum program is one of the solutions for students who are not only intelligent in general knowledge but intelligent in religion, morality and strong character development, especially to understand more about Islamic education as a whole. From the several stages and evaluations of Discrevancy, which are stated as follows:

### 1. Design Preparation Stage

At the design stage, the implementation of the JSIT curriculum includes aspects of the legal basis, vision, mission and school objectives contained therein. Management and leadership in schools. From the vision and mission, there is still a need for revision every year in accordance with the needs and developments. Management and leadership need monitoring and guidance for school progress, by including comparative studies at JSIT curriculum pilot schools.

### 2. Installation Stage

Judging from the installation aspect of the implementation of the JSIT curriculum which includes the following aspects: JSIT Curriculum Program Design, Harum Elementary School Teacher Training, JSIT Curriculum Supporting Devices, JSIT Supporting Books, school physical environment or facilities and infrastructure. The design of the curriculum program is in accordance with the JSIT curriculum implementation program. However, there are still shortcomings during the pandemic period with online learning so that For the training of teachers, it was found that there was a discrepancy with the JSIT curriculum program because the training still prioritized the old teachers who were included, so there were still new teachers who did not understand the JSIT curriculum program. Supporting devices for the JSIT curriculum, such as student handbooks that support the JSIT curriculum, are still in accordance with the standards and meet the evaluation criteria. The physical environment in this case the facilities and infrastructure is in accordance with the curriculum program, but there are still some facilities and infrastructure that still do not meet the standards and evaluation criteria.

### 3. Process Stage

In the process stage, the implementation of the JSIT curriculum which includes aspects of classroom learning activities, teacher administration, lesson plans, process standards, SKL standards and committee involvement in schools. Learning in the classroom is still not suitable for the standard Qur'an learning targets from the syllabus, there are still less than optimal memorization targets, there are still mutabaah sheets that have not been collected by students. Aspects of teacher administration, lesson plans, process standards and committee involvement show that there is conformity with the standards and meets the evaluation criteria. Meanwhile, aspects of Graduate Competency Standards, there are still findings of students who do not follow the SKL standard program coupled with the online learning pandemic condition which makes this SKL program unable to be implemented.

### 4. Product Stage

At the product stage of implementing the JSIT curriculum, which includes academic and non-academic achievements, they still have not reached the target to get the best results.

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