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A Case Study of Model School Quality Culture at Public Primary School Sitirejo Pati Regency

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Abstract: The purpose of this research is to describe the implementation of quality culture in a case study model school at the Sitirejo Public Primary School Pati Regency with subfocus which are quality culture, characteristics of schools that have quality culture, factors that influence school quality culture, and model school. The method in this research is descriptive qualitative exploratory in nature. The data analysis technique for this research is a non-statistical method namely descriptive data analysis. The data will be analyzed descriptively to get a picture of the facts. This research does not look for a relationship between two or more variables. So, the data analysis will follows steps that are still general in nature which are data reduction, data presentation or display and conclusions. Results of the research are expected to provide information about how far quality culture had developed at the choosen model school, its effect in enhancing education achievement among students and any weakness to be improved by schools or authorities.

Keywords: Model school, quality culture, primary school

1. Introduction

Today the quality of education in Indonesia has raised the concern of various groups among education circles and netizen. All parties needs the same thing which is the emergence of changes to improve the quality of education. However, the quality of education in this country seems not yet been able to satisfy and meet the expectations of society especially when it is being compared to other countries. Indonesia is in the 108th position of world education system ranking with score of 603 and its quality of education is below Samoa, Mongolia and Palestine (Haq & A'yun, 2020).

In facing the 21st century, the demand for improving the quality of education is getting stronger. This is due to some factors such as advances in science and technology, increasingly fierce global competition and awareness of the public (parents of students) of higher quality education (Fareedha & Mohamed Nawastheen, 2020). Advances in science and technology have an impact on changes in various aspects of human life, so that problems can be solved by striving for mastery and improvement of science and technology. Anticipating changes in daily life and how to deal with life's problems that are always developing rapidly will not be easy without adequate mastery of science and technology.

The culture of school quality is the most important factor in shaping students into human beings who are faithful, have noble character, honest, optimistic, courageous, skilled, behave cooperatively, tenacious, disciplined, have high work ethic, and good at seizing opportunities. Schools that have certain quality cultural excellence can usually be seen from several influencing variables such as achievement, physical condition, school environment, and school culture. There are four important factors that need attention in order to realize a school with quality culture which are measurable planning, clear organization, effective and efficient implementation, and monitoring and evaluation of progress on an ongoing basis.

The government has developed an education quality assurance system into an internal quality assurance system (SPMI) and external quality assurance system (SPME). SPMI is a quality assurance system that runs in educational units and carried out by all components in the education unit. SPMI covers all aspects of education by utilizing all available resources to achieve the National Education Standards (SNP). This system is evaluated and developed on an ongoing basis by the education unit to be poured into the education unit management guidelines and disseminated to all stakeholders so that a culture of quality is created in the education unit (Ketheeswaran, 2021).

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The stages of activities in quality assurance that are commonly used are planning from the start (standard setting), quality determination, compilation of compliance plans, planned implementation, what evaluations or audits have been carried out and ending with a follow-up on the results of the evaluation. The focus of the implementation of quality assurance in education units is the continuous improvement of the quality of education units. So the focus of quality assurance is not only on the final outcome of education but also on quality assurance during the learning process. The measure of the success of quality assurance by educational units consists of indicators of output, outcome and impact.

In 2016, the Education Quality Assurance Agency (LPMP) throughout Indonesia rolled out a program to improve the quality of education in Indonesia. This program is implemented by selecting several schools at the Primary School, Junior High School and Senior High School levels throughout Indonesia to become model schools for the development of the Internal Education Quality Assurance System (SPMI). The focus and locus of this research is "How is the quality culture in the model school at Public Primary School Sitirejo". The general objective of this study is to describe and explain the implementation of quality culture in a model school at Public Primary School Sitirejo, Tambakromo District Pati Regency. The benefits of this research can be seen from two aspects of theoretical and practical. Theoretically, this research can add new knowledge and insight for educational institutions. In addition, it is hoped that it can become reference and information material for subsequent research activities that are relevant to the subject matter. This research also can provide practical benefits to improve the quality culture in model schools so that it will be better in the future. The results of this study are also expected to provide information and input for teachers and other model school principals.

2. Literature Review

Culture is a way of life that is formed from many complex elements such as religion, politics, customs, language and art that develops in a group of people or society. It is the result of thoughts that are reflected in the form of attitudes and actions so that they appear in people's behavior. Its prominent characteristics include among others, the values that are perceived, felt, and carried out. Culture also can be defines as the definitive, dynamic purposes and tools includes of values, ethics, rules, and knowledge systems that are developed to attain group goals (Mabawonku, 2003).

Quality is a very important thing in human life by individually, in groups or society, and as a nation or state. Quality has many different meanings according to the experts (Wiyono et al., 2020) in Makawimbang argues that quality is a fundamental factor of customers. Quality is not an engineer, market, or management rule but it is customer determination. It is based on the customer's real experience of products and services, measures it, expects it, promised or not, consciously or only feels, technical operations or is subjective at all and always describes targets moving in a competitive market. Meanwhile, Makawimbang (2011, p.43) also gives an understanding that quality is appropriate to use and emphasizes that the basic mission of a school's quality is to develop programs and services that meet the needs of users such as students and society.

Dikdasmen (2016) states that quality is a comprehensive description and characteristics of goods or services that show its ability to satisfy expected or implied needs. Zazin (2011, p.56) states that quality is also used as a relative concept in which quality can be said to exist if a service meets existing specifications. More precisely, it is used as a way to determine whether the last product has met the standard or not. In the context of education, quality refers to the educational process and the results of education (Nurhayati et al., 2018). It has been a major importance for higher education (Inglis, 2005) and remains as challenge in education for its different definition, models and practices that depends on respective cultures and stakeholders' requirements (Zuhairi et al., 2020).

Quality culture is arising from the issues of organizational culture and quality management (Sulkowski, 2016). It is referred to as a model of human habits, beliefs and behaviours regarding quality (Gryna, 2001). Since the phase development of higher education is associated with the changes in academic culture (Nillsen, 2017), the higher education has become as one of the most promising areas regarding the application of quality culture (Sułkowski, 2013). The traditional academic culture will be replaced by quality culture which is based on academic tradition (Sułkowski, 2016) as the whole institution embraces the quality in every element of functionality to enhance continuous improvement (Ali & Musah, 2012).

According to Ehler (2009), the analysis of quality culture shall start with the question about how an education organisation is realising the challenges of enhancing quality in a certain field especially in the area of teaching and learning. Umam et al. (2017) had made a study on implementation of quality culture in education which are active, innovative, creative, effective and fun learning. This quality culture had give impacts on the creation of enjoyable learning, interesting learning conditions and the encouragement of learning, increased character values, and increased learning achievement. However, there are factors that contribute to the development of quality culture. Most studies found that leadership is the main factor that influence the effectiveness of quality culture in institution or organisation (Ulfa & Waluyo, 2016; Bello et al., 2015; Kalsum, 2016; Tungkunanan et al., 2008; Verawati, 2016; Gordon, 2002).

In the General Guidelines for Quality Culture Contest, the Ministry of Education and Culture (in Pratama et al., 2018) states that Quality Cultured Primary Schools are elementary schools that provide excellent service that reflects a quality culture. Primary school quality culture is reflected in the components of effective intracurricular learning, extracurricular activities that support the character building of students, principal leadership accompanied by school-based management, library management that supports learning which is effective and fosters a reading culture of the

school community; and a school environment that reflects clean, tidy, and healthy conditions. Thus, elementary schools that implement a culture of school quality optimally will become a benchmark for other schools in the vicinity and a guidance reference for the Education Office. Broadly speaking, the culture of school quality consists of three components which are learning, extracurricular; and School Based Management.

According to the Dikdasmen technical guidelines, the definition of model school is a school that is established and fostered by LPMP to become a reference or model school for other schools in its vicinity in implementing education quality assurance independently. Model school implements the entire cycle of education quality assurance in a systemic, holistic and sustainable manner so that the quality culture grows and develops independently.

3. Methodology

This research uses preliminary study as initial. The researcher makes observations and collects data related to the quality culture in the model school at Sitirejo Public Primary School. The purpose of the observation was to obtain information about the quality culture in the model school at Sitirejo Public Primary School. The extracted data shall include about the quality culture and its implementation at the model school in Sitirejo Public Primary School, Pati Regency.

3.1 Research Design

The setting and location of this research is Sitirejo Public Primary School, Tambakromo District, Pati Regency. Reason for choosing this school because it is one of the school-based models and pilot schools for School Based Management (MBS) or SSN in Tambakromo District. It also has being prepared to become a leading elementary school. Then, the researcher is one of the teachers at the Sitirejo Public Primary School who interested about the problem of quality culture in model schools. This encourage the resarcher to study the quality culture in model schools at the Sitirejo Public Primary School for the effective education in the future and as an addition to the knowledge horizons in the world of education.

The research uses qualitative approach. Arikunto (2013, p.245–247) distinguishes qualitative research based on its characteristics and data analysis into two types which are exploratory descriptive research that aims to describe the state of a phenomenon, and developmental descriptive research that used to find a mode or prototype. Meanwhile, Sutama (2010, p.62-63) states that qualitative research has characteristics in the form of natural setting which is a direct source of data and researchers are a key instrument in the research. Qualitative data are collected in the form of words or pictures, and not always in the form of numbers. Qualitative researchers are concerned with both the process and product, so they tend to analyze the data in an inductive way. The main concern of qualitative researchers is the answer to the question how people in their lives can be understood.

3.2 Data and Data Sources

The research data consist of three types which are interview transcription, field note and document. The transcription data originated from the results of interviews with informants or research subjects (school principals and teachers) related to the quality culture in the model school at the Sitirejo Public Primary School. Field note data are sourced from observations in the field concerning the description of the situation, equipment room, actors and ongoing social activities, and those related to quality culture in model schools at the Sitirejo Public Primary School.

3.3 Data Collection

Data collection techniques is very important because the collected data will be used as material for research analysis. The research problem to be solved is closely related to data collection techniques. In research, appropriate techniques and data collection tools can help achieve valid and reliable results (problem solving). Therefore, the researcher is equipped with guideline during data collection process. There are three techniques for data collection which described as below:

a) Interview Techniques
   Interviews are conversations with a specific purpose (Moleong, 2004, p.135). The conversation is conducted by two parties, namely the interviewer who ask the question and the interviewee is the party who gave the answer to the question. The interview technique in this resaerch is aimed at principals and teachers to reveal about the implementation of school-based management including the characteristics of school-based management, the stages of implementing school-based management, functions that are decentralized to schools, the duties of the principal and the role of teachers in implementing based management school. This technique is also can confirm the data obtained from the observation.
b) Observation or Non-Participant Observation
   This research uses observation or non-participant observation. According to Nawawi (1991: 100), observation can be interpreted as systematic observation and recording of the symptoms that appear on the object of research. Non-participant observation means that the observer does not participate in the life of the person being observed

and has a separate position as an observer. The researcher cannot act to control the course of the situation regarding the quality culture in the model school. The use of this method aims to describe the state of the quality culture in the model school, and the role of the principal and teacher in the quality culture in the model school at the Sitirejo Public Primary School, Tambakromo District which cannot be revealed in the interview method.

c) Documentation technique
Documents are any written material or other films from recordings that are not prepared due to a request from an investigator (Moleong, 2004, p.136). In this study, the documentation technique serves as a complement to the data used to obtain data in the form of documents in the form of an implementation strategy format and a tool for implementing quality culture in model schools.

3.4 Data Analysis

This research uses descriptive data analysis. According to Nasution (1996: 129) the recommended data analysis is to follow steps that are still general in nature which are data reduction, data presentation or display and drawing conclusions. The steps are as follows:

a) Data Reduction
The data obtained in the field is written in the form of a description or detailed report. This report will continue to be added and will add to the difficulty of not being analyzed immediately from the start. It is necessary to reduce the report, summarize, select the main things, focus on the important things and look for themes or patterns. Thus, field reports as material are abbreviated, reduced and arranged systematically so that they are easier to control. Reduced data provides a sharper picture of the results of observations and makes it easier for researchers to retrieve the data obtained when needed. Data reduction can also help in coding certain aspects. Data reduction is defined as the process of selecting, simplifying, and transforming crude data obtained from field notes. Data reduction takes place continuously during the research process. The researcher will carry out the selection of data obtained from interviews, observations and collection of relevant documents.

b) Presentation of Data
Data presentation is the preparation of a set of information from data reduction which is then presented in a systematic and easy-to-understand report.

c) Making Conclusions
At this stage the researcher draws conclusions on the data that has been reduced to the report systematically by comparing, connecting, and selecting data that leads to problem solving. The researcher will be able to answer the problems and the objectives can be achieved.

3.5 Data Validity Check

This study uses inspection techniques to determine the validity of the data. According to Moleong (2004, p.173), the implementation of data validity checking techniques is based on a number of certain criteria. Four criteria are used which are the degree of trust (credibility), transferability, dependability, and certainty (confirmability). The technique of checking the validity of the data used in this study is triangulation that is part of the criteria for the degree of confidence. Triangulation is a data validity checking technique that utilizes something other than the data for checking purposes or as a comparison of the data. Data triangulation is done by cross check namely by means of the interview data obtained combines with observation or documentation data. Data validity can be achieved by comparing and combining the results of the two data of collection techniques.

4. Conclusion

The concept of quality culture in education is quite vast and diverse. So, there is a need to introduce an understanding of quality culture in comprehensive perspective. The implementation of quality culture at model schools and higher education may enhance the quality of education from the aspects of attitudes, skills, abilities, motivation, values, performance, achievement and others. Besides that, further study on theory, framework and model of quality culture can be proposed for the improvement of its implementation and development in education. The schools and organisation shall give their best commitment and willingness by following certain modules, guideline and regulatory to ensure the success of embedding quality culture in education.

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