

QUALITY ASSESSMENT OF EDUCATION IN ELEMENTARY SCHOOLS IN SLEMAN DISTRICT

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ABSTRACT

This study aims to describe: (1) the quality of education in elementary schools in terms of quality components, and (2) the quality of education in schools in terms of elementary status.

This study uses a quantitative approach to the type of ex post facto research. Ex post facto research is intended to explore field information and then trace back to find out the variables related to the observed or revealed data or circumstances. This research was conducted at both public and private elementary schools in Sleman Regency which focused on the quality of education in schools. This research was conducted from February to June 2019, according to the Research Group research schedule. The population in this study were all elementary schools in Sleman Regency, amounting to 757 schools consisting of 454 public elementary schools and 303 private elementary schools, spread in 17 subdistricts. Subsequently the sample was taken with a proportional random sampling area technique of 255 schools. The collected data is then analyzed descriptively quantitative percentages and descriptive and comparative statistics to see differences in the quality of education between public and private schools, both in every aspect and as a whole.

The results of the study show the following. (1). The quality of education in elementary schools, which includes nine components, is generally high and even tends to be very high. In detail it can be explained that the six quality components are included in the high category, even the other three components namely leadership, teachers and staff, and the organization is included in the very high category. The quality of access of most schools (63.8%) is high, the quality of school services to customers of most schools (53.2%) is high, the quality of sources and physical facilities of most schools (68.1%) is high, the quality of student affairs is largely schools (61.7%) are high, the quality of external cooperation relationships in most schools (53.2%) is high, the quality of soft and hard standards of most schools (53.3%) is high, while for the quality of leadership, teachers and staff, and school organization in most schools (66.0%, 63.8%, 57.4%) achieved very high quality. (2). The quality of elementary school education seen from the status of schools shows that in general the quality of public and private primary schools is equal in most components of quality, but for the three components of quality, namely school services to customers, external cooperative relations, and hard and soft standards tend to be more quality higher than state elementary schools.

Kata Kunci: Assessment, Quality of Education, Elementary Schools