



## **Analysis of Implementation of National Education Standards (Case Study at SMAS BS Miftahul Ulum Terisi)**

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### **Abstrak**

Peningkatan mutu pendidikan melalui implementasi standar pendidikan nasional merupakan hal yang melatarbelakangi penelitian ini. Tujuan penelitian ini adalah untuk mengetahui dan menganalisis Implementasi Standar Nasional Pendidikan. Penelitian ini merupakan penelitian kualitatif dengan pendekatan studi kasus. Studi kasus penelitian ini dilaksanakan di SMAS BS Miftahul Ulum Terisi Kabupaten Indramayu. Penelitian ini dilaksanakan pada semester genap Tahun Ajaran 2022/2023. Informan dalam penelitian ini adalah kepala sekolah, wakil kepala sekolah dan guru SMAS BS Miftahul Ulum Terisi. Teknik pengumpulan yang digunakan adalah observasi, wawancara, dan dokumentasi. Teknik analisis data yang digunakan yaitu mencatat hasil observasi lapangan, mengumpulkan dan memilih dan memilah data, membuat pola hubungan dan temuan-temuan. Hasil penelitian ini menunjukkan bahwa 1) SMAS BS Miftahul Ulum Terisi sudah mengimplementasikan delapan standar nasional pendidikan dengan baik, namun masing ada beberapa tantangan yang perlu dihadapi, 2) Ada beberapa faktor yang mempengaruhi implementasi SNP yaitu ketersediaan sumber daya, kebijakan pemerintah, peningkatan citra sekolah, kondisi lingkungan, peran *stakeholder* dan budaya sekolah, dan 3) Adapun dampak implementasi SNP yaitu peningkatan kualitas pendidikan, peningkatan motivasi siswa, peningkatan citra sekolah dan peningkatan kesempatan kerja siswa.

**Keywords :** *Implementasi, Standar Nasional Pendidikan, Mutu Pendidikan*

### **Analysis of Implementation of National Education Standards (Case Study at SMAS BS Miftahul Ulum Terisi)**

### **Abstract**

*Improving the quality of education through the implementation of national education standards is the background of this research. The purpose of this research is to find out and analyze the Implementation of National Education Standards. This research is a qualitative research with a case study approach. This research case study was carried out at SMAS BS Miftahul Ulum Terisi, Indramayu Regency. This research was conducted in the odd semester of the 2023/2024 Academic Year. Informants in this study were school principals, vice principals and teachers of SMAS BS Miftahul Ulum Terisi. Collection techniques used are observations, interviews, and documentation. The data analysis technique used is to record the results of field observations, collect and select and sort data, make patterns of relationships and findings. The results of this study indicate that 1) SMAS BS Miftahul Ulum Terisi has implemented eight national education standards well, but each of them has several challenges that need to be faced, 2) There are several factors that affect the implementation of the SNP, namely the availability of resources, government policies, improving the school's image, environmental conditions, the role of stakeholders and school culture, and 3) The impacts of implementing the SNP are improving the quality of education, increasing student motivation, improving school image and increasing student employment opportunities.*

**Keywords :** *Implementation, National Education Standards, Education Quality*

## Introduction

National Education based on Pancasila and the 1945 Constitution of the Republic of Indonesia functions to develop capabilities and form dignified national character and civilization in order to educate the nation's life, aims to develop the potential of students to become human beings who believe and fear God Almighty , have a noble character, be healthy, knowledgeable, capable, creative, independent, and be a democratic and responsible citizen. To carry out this function, the government organizes a national education system as stated in Law Number 20 of 2003 concerning the National Education System (Indonesia, 2003; Irawati, E., & Susetyo, 2017).

Improving the quality of education is directed at improving the quality of Indonesian people as a whole through heart, taste and sports so that they have competitiveness in facing global challenges (Rahmat, 2008; Puspita, DG, & Andriani, 2021) . Increasing the relevance of education is intended to produce graduates who are in accordance with the demands of needs based on the potential of Indonesia's natural resources (Sastrawan, 2019; Abdi, & Muri'ah, 2017). Increasing the efficiency of education management is carried out through the implementation of school-based management and reform of education management in a planned , directed and sustainable manner (Tanjung, Supriani, Mayasari & Arifudin, 2022; Umam, 2020).

The National Education Standards (SNP) are a reference for the implementation of education in Indonesia (Alawiyah, 2017; Raharjo, 2014) . Through SNP, it is hoped that the quality of education in Indonesia will increase and be evenly distributed throughout Indonesia. Every educational unit, be it elementary school (SD), junior high school (SMP), or senior high school (SMA) is required to apply SNP in the administration of education ( Fitri, 2021; Handoyo, 2019).

SMAS BS Miftahul Ulum Terisi Indramayu Regency is one of the high schools that still applies the 2013 curriculum from 1273 high schools in West Java Province in the 2022-2023 school year. As an educational institution that implements boarding schools, SMAS BS Miftahul Ulum Terisi is not only required to implement SNP in implementing education in its schools, it also has

to apply the provisions of standardization of Islamic boarding school learning. So that there are often managerial clashes. Therefore, it is necessary to analyze the implementation of SNP at SMAS BS Miftahul Ulum Terisi to find out how far the implementation of SNP is in that school.

It is hoped that the results of the analysis of the implementation of the SNP at SMAS BS Miftahul Ulum Terisi will help the school in evaluating the managerial conflicts that occur and the quality of the education it organizes. At the same time, it can be used as material for evaluation and improvement in an effort to improve the quality of education at SMAS BS Miftahul Ulum Terisi.

Research on the implementation of national education standards has been carried out by several previous studies. Handayani, M.'s research (2016) revealed that in 2011 there was an increase in accreditation values from 2012 to 2013. Successive increases in standard achievement occurred in graduate competency standards, management standards, content standards, financing standards, assessment standards, and facility standards. infrastructure.

Furthermore, Yuliana and Raharjo's research (2019) explains that at the high school level based on 2017 accreditation there are three educational standards with the lowest achievements, namely Educator and Education Personnel Standards, Facilities and Infrastructure Standards, and Graduate Competency Standards.

Research was also conducted by Raharjo, Yuliana and Yudha (2018) showing that of the eight SNPs, those that have a significant influence on school quality are content standards, graduate competency standards, educator and education staff standards, facilities & infrastructure standards, and management standards.

Based on the problems and some of the research that has been described by the authors above, we can understand that national education standards are very important to improve the quality of education and school accreditation, so the authors are interested in researching the Analysis of Implementation of National Education Standards ( Case Study at SMAS BS Miftahul Ulum Terisi ). The purpose of this research is to find out and analyze the Implementation of National

Education Standards. The findings of this study are expected to be able to provide an understanding of the Implementation of National Education Standards.

## Method

This research is a qualitative research with a case study approach. Case study research is a model that emphasizes the exploration of a system that is limited to one case or several cases in detail, accompanied by in-depth data mining involving various sources of information that are rich in context (Fitrah, 2018). This research case study was conducted at SMAS BS Miftahul Ulum Terisi, Indramayu Regency . This research was conducted in the even semester of the 2022/2023 Academic Year.

Informants in this study were school principals, deputy principals and teachers of SMAS BS Miftahul Ulum Terisi . Collection techniques used are observation, interviews, and documentation. As for the credibility of this research, the authors carried out by extending the research time, persistence of observations and triangulation. The data analysis technique used is to record the results of field observations, collect and select and sort data, make patterns of relationships and findings.

## Results And Discussion

Based on the results of observations and interviews regarding the analysis of national education standards at SMAS BS Miftahul Ulum Terisi, the following information is obtained:

### Implementation of SNP at SMAS BS Miftahul Ulum Terisi

The implementation of SNP at SMAS BS Miftahul Ulum Terisi consists of eight standards, namely:

#### 1) Content Standard

SMAS BS Miftahul Ulum Terisi has implemented content standards. This is evidenced by the school curriculum documents that have been prepared and approved annually by the Head of the Region IX Education Office Branch. The curriculum was developed using the BSNP

guidelines taking into account regional characteristics, surrounding socio-culture, quality of students. The curriculum shows time allocations, plans for remedial programs, and enrichment for students. The curriculum also includes a program of self-development activities, both through counseling and extra-curricular guidance. The school already has a curriculum development team, therefore every year a curriculum evaluation is held. In the process of compiling content standards by taking into account the indicators above, schools must provide guidance and counseling services to meet students' personal development needs. As well as the provision of extracurricular activities in an effort to meet the self-development needs of students. The curriculum has been prepared by the Curriculum Development Team which contains 5 (five) subject groups based on curriculum development according to 7 (seven) principles of curriculum implementation.

#### 2) Process Standard

Implementation of Process Standards at SMAS BS Miftahul Ulum Terisi can be seen from the results of the Filling in the Accreditation Instrument for SMAS BS Miftahul Ulum Terisi, 2019. That the teaching staff has prepared a learning plan starting from the annual program, semester program, syllabus and learning implementation plan in accordance with the instructions that have been given convey the Principal who is assisted by the vice principal in the field of curriculum. Most educators still use the lecture method in carrying out their learning but not a few have implemented innovative learning methods, one of which uses IT-based learning media. The preparation of the RPP has taken into account gender differences, initial abilities, intellectual stages, interests, talents, learning motivation, potential, social abilities, emotional, learning styles, special needs, learning speed, cultural background, norms, values, and students' environment . But there are still teachers who have not implemented student-centered principles because the quality of educator human resources still needs to be improved. Therefore schools will facilitate improving the quality of human resources educators through training, workshops and so on.

### 3) Graduate Competency Standards (SKL)

The Minimum Completeness Criteria (KKM) set by SMAS BS Miftahul Ulum Terisi has been achieved by students both in achieving KKM in each lesson and from school exams. Students show better progress in achieving the targets set by the SKL each year, this is evidenced by the graduation rate which reached 100% in the 2020/2021 and 2021/2022 academic years but scores tended to be inconsistent. These achievements are not easy to obtain, the school facilitates students to be able to improve learning outcomes through enrichment programs, the school facilitates increasing semester exam scores by increasing study hours outside of effective school hours. Self-development programs to develop students' personality, life skills, religious and cultural values have been carried out through student personality development activities in the form of Religion, Scouting, Flag Ceremony and counseling. But not all students have a personality according to the values and norms that apply in the school environment and the community environment. Some students still behave according to the habits that apply in their environment, even though these habits are not appropriate in the world of education. The school always facilitates students to develop personality, life skills, religious and cultural values.

### 4) Education Standards and Education Personnel

SMAS BS Miftahul Ulum Terisi has 21 educators, this number has met predetermined standards. These educators have the following teacher qualifications: 10 people with D3 certificates with a percentage of 49%, 10 people with S1 certificates with 49% percentage, 1 person with a Masters certificate with a percentage of 2%. Of these, 9 people (45%) were certified educators and 12 people (55%) were not certified educators. From the data above, schools facilitate qualification improvement and competency improvement for school principals and educators/teachers on an ongoing basis.

And there are as many as 9 education staff at SMAS BS Miftahul Ulum Terisi who have carried out their duties in accordance with their respective

educational backgrounds and fields of work, namely administration staff, library staff, laboratory staff, and school cleaning staff, and security personnel.

### 5) Facilities and Infrastructure Standards

The determinants of good quality education are not only determined by a good learning process, but also the convenience factor of infrastructure facilities also greatly supports the formation of good quality education. The condition of SMAS BS Miftahul Ulum has met national standards, especially classrooms, science laboratories, teachers' rooms, library rooms, administration rooms, counseling rooms. However, the classrooms are not equipped with sufficient furniture, the educational equipment in the Science Laboratory is not complete and there is no furniture, the teacher's room facilities are not wide enough so that the ratio to the number of teachers is inadequate, the reference books in the library room are not complete, the TU room is still not wide enough, the equipment counseling is incomplete and the school does not yet have a complete passive and active protection system against lightning and fire hazards. Therefore schools must facilitate the addition of facilities and infrastructure gradually.

### 6) Management Standard

In implementing management standards, SMAS BS Miftahul Ulum has a clear vision, mission and objectives, which have been implemented in both the RKS and RKAS. The RKS and RKAS have been prepared by school principals, teachers, TU staff, and school committees and have been approved by the Head of the Regional Service Branch Office (KCD) Region IX. However, this has not yet been socialized to all school members and there has not been a periodic review of the RKS and RKAS. Therefore the school will facilitate the evaluation of school performance and will socialize it to school members and all stakeholders.

### 7) Financing Standard

It is recognized that the implementation of financing standards at SMAS BS Miftahul Ulum is still not optimal. In managing school finances refers to the applicable provisions, starting from planning (RAPBS and RKAS), bookkeeping and reporting, but financial spending is not in

accordance with planning. In addition, not all school members can easily access school financial management. Therefore schools will facilitate effective, transparent and accountable financial management.

## 8) Educational Assessment Standards

SMAS BS Miftahul Ulum Complete has implemented the Education Assessment Standards from starting to plan the assessment of student learning processes and outcomes and informing students. Schools also carry out assessments with various techniques, forms and types of assessment, although they are not yet optimal. Assessment of basic competency achievement of students is carried out based on indicators. By using tests and non-tests in written and oral form, performance observation, attitude measurement, assessment of work in the form of assignments, projects or products, using portfolios and self-assessments.

### Factors Influencing SNP Implementation

In this section, an analysis is carried out to identify the factors that influence the implementation of the SNP at SMAS BS Miftahul Ulum Terisi. Several factors to consider in this analysis include:

1. Availability of resources: Analysis was carried out on the availability of resources owned by SMAS BS Miftahul Ulum Terisi, be it human resources, material resources , or financial resources (Sari Dewi, 2015).
2. Government policies: Analysis was conducted on government policies in the development of education and the implementation of SNP in schools. Has it supported and facilitated the implementation of SNP at SMAS BS Miftahul Ulum Terisi.
3. Environmental conditions: An analysis was carried out on the environmental conditions around SMAS BS Miftahul Ulum Terisi, whether they have supported or actually become obstacles in the implementation of the SNP at the school.
4. The role of *stakeholders* : An analysis was carried out on the role of stakeholders in the implementation of the SNP at SMAS BS Miftahul Ulum Terisi, such as the roles of

teachers, principals, parents, and the surrounding community.

5. School culture: An analysis was carried out on the school culture at SMAS BS Miftahul Ulum Terisi, such as the values that the school upholds and how the school motivates students to achieve educational goals (Darmansyah, R., & Us, 2022).

### Impact of SNP Implementation

In this section, an analysis is carried out to identify the impacts that occur as a result of the implementation of the SNP at SMAS BS Miftahul Ulum Terisi. Some of the impacts that need to be considered in this analysis include:

1. Improving the quality of education: The implementation of SNP at SMAS BS Miftahul Ulum Terisi is expected to be able to improve the quality of education provided to students, so that students can achieve competencies according to national standards (Sriwahyuni, Kristiawan, & Wachidi, 2019).
2. Increasing student motivation: The implementation of SNP at SMAS BS Miftahul Ulum Terisi is expected to be able to increase student motivation to learn, because students can see that the educational goals to be achieved are in accordance with national standards (Lestari, 2020).
3. Improving the school's image: The implementation of the SNP at SMAS BS Miftahul Ulum Terisi is expected to be able to improve the school's image in the eyes of the public and other stakeholders, because schools are considered capable of providing education in accordance with national standards (Fradito, Sutiah, & Mulyadi, 2020).
4. Increasing student employment opportunities: Implementation of SNP at SMAS BS Miftahul Ulum Terisi is expected to be able to increase job opportunities for students after graduating from school, because students have fulfilled competencies according to national standards (Harahap, S. 2009).

The findings of this study seem to reinforce the findings of previous studies which also examined the implementation of national education standards. Handayani, M.'s research (2016) revealed that in 2011 there was an increase in accreditation values from 2012 to 2013. Successive increases in standard achievement occurred in graduate competency standards, management standards, content standards, financing standards, assessment standards, and facility standards. infrastructure.

Furthermore, Yuliana and Raharjo's research (2019) explains that at the high school level based on 2017 accreditation there are three educational standards with the lowest achievements, namely Educator and Education Personnel Standards, Facilities and Infrastructure Standards, and Graduate Competency Standards.

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### Conclusion

Based on the results and discussion presented by the authors above regarding the Analysis of Implementation of National Education Standards (Case Study on SMAS BS Miftahul Ulum Terisi), the authors can draw the following conclusions: 1) SMAS BS Miftahul Ulum Terisi has implemented eight national education standards with good, but each of them has several challenges that need to be faced, 2) There are several factors that influence the implementation of the SNP, namely the availability of resources, government policies, improving the school's image, environmental conditions, the role of stakeholders and school culture, and 3) The impact of implementing the SNP is improving the quality of education, increasing student motivation, improving school image and increasing student employment opportunities.

In addition, the recommendations given by the authors based on the conclusions of this study are 1) for school principals, the results of this research should be used as a reference in understanding the 8 SNPs as a whole and being

able to implement them in the context of schools, 2) for the government, it is best to strengthen supervision and evaluation of implementation of the SNP in each school, and 3) future researchers, should add research objects as case studies so that the contents of the implementation of the eight SNPs get deeper.

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