

Development of Quality Assurance System in Culture and Nation Character Education in Primary Education in Indonesia

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ABSTRACT

The purpose of national education is to develop skills and build dignified national character and civilization in educating nation life (Act no 20, 2003). The paper describes a system of quality assurance in culture and character education in primary education. This study employs the six sigma model which consists of the formula DMAIC (Define, Measure, Analyze, Improve, and Control) to model the development of Quality Assurance System. Quantitative approach is used in this study with Research and Development (R&D) method. The research methodology consists of three stages: preface, development, and examination. The study finds that comprehension level of school members towards the idea, design, and implementation of culture and nation character education in the first stages of academic learning is generally considered decent

Keywords: *System Development, Education Quality Assurance System, Culture Education and Nation Character, Primary Education, Research and Development.*

INTRODUCTION

Recently, the application of character education has been an Indonesian government policy and considerably noticed from the community. In area of Ministry of National Education, character education has become a focus program to apply to all education levels. Juridical foundation of character education is implicitly mentioned in the act of national education system number 20 (2003), stated that national education is purposed to develop skills and build dignified nation character and civilization in educating nation life.

The idea of character education keeps increasing and has been the policy of ministry of education and culture. As the implementation of the policy, materials of culture education development and national character training was released in 2010 through the Curriculum Centre of Research and Development Institution. The materials were socialized in several pilot-project schools all over the country. Character-education socialization activity began with workshops enrolled by several representative schools. The workshops were held in provincial department of education by providing concept and integration practice of character education within and beyond learning activity.

The aim of the study is to solve national-scale strategic problem. The benefits acquired are ability to explicate the concept of culture and nation character education in more applicative way in school and ability to provide the guide for the management of culture and nation character education more specifically in order to support the assurance of education quality. The guide is prepared through trials. Therefore it could be considered as an alternative for schools to use in managing culture education and national character..

LITERATURE REVIEW

Quality concept in education

Quality concept in education was firstly adopted from product quality concept in industry. Students are considered as “product” which could be produced according to producer’s desire. To produce the quality of education product, producers have to select the best input material, to be taught in qualified method which results on the standard quality—acquiring same skills and psychological mental quality which is relatively identical. Sallis (2006), in his book *Total Quality Management (TQM) in Education* shares an explanation that quality could not be defined by education promoter, but something defined by its customers. Customers are main evaluator towards quality and institution as producer could not endure without them. Subject TQM institution would use any method to explore the needs of its customers. In assurance of quality and or TQM in education field, there are four basic components in quality controlling: input, transformation (or process), output, and value for stakeholders.

Culture and Nation Character Education

Character is the manner of thinking and behaving which becomes an identity for individual’s life(Suyanto, 2009). According to Jakoep Ezra in Duhri (2008), character is a power to survive in hard times and have been proven a lot of times. Despite of the development undertaken by each schools according to school characteristic and needs, the structure of subjects must refer to the standard released by the Institution of National Education Standard. Components of subject structure is not the only main component which needs to be proposed within *KTSP* (Education-Unit Level Curriculum). The other components are goal component, decision of vision & mision, self-development, local-contents, lifeskill education, completeness & graduation, local and global-concept education, and etc.

Quality Assurance System in Culture and Nation Character Education

There are several systems which might be adapted for culture education quality and national character assurance. From four models, three most familiar models are chosen. The models are *PDCA* (Plan, Do, Check, Act) model, *Balanced Score Card* model, and *Six Sigma* model. *Six Sigma* model is a new management instrument which is used to replace *Total Quality Management (TQM)* (Daniels, Radebaugh and Sullivan, 2009). It is focused on quality control by comprehending the whole company production system. The purpose is to reduce the deficiency of product, cut production time, and omit the cost. *Six Sigma* capitalize on the formula *DMAIC* (Define, Measure, Analyze, Improve, and Control). *Define* is the phase of determining problem and specifying requirements for customers. *Measure* is the phase of measuring the deficiency of customers. *Analyze* is the phase of analyzing factors causing failure. And last, *Control* denotes the phase of controlling process performance and assuring the disappearance of deficiency (Wikipedia).

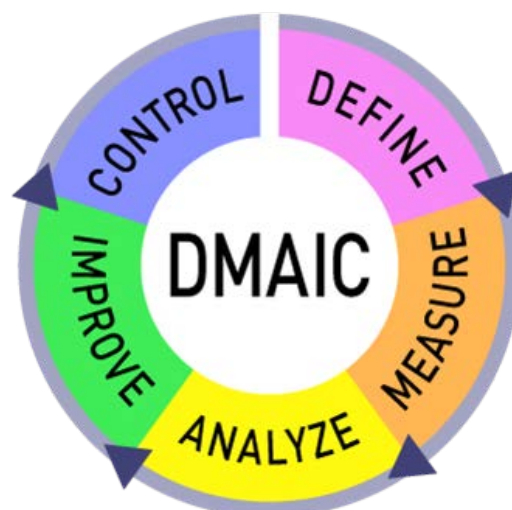


Figure 1 The Cycle of DMAIC, an improvement of Total Quality Management

(source: <http://www.orielstat.com>)

Important factors of *Six Sigma* implementation are support from top-level management, support from excellent team, availability of training for project members and measuring device which are related to Critical to Quality (CTC) which is measured according to customer’s perception, and new company tradition: promoting attempt

to perform continuous quality improvement (source: Wikipedia).

In education system, three models have been adopted in such way to generate various models of quality assurance in every educational institution. Despite the variety, there are several similarities in the process of education quality assurance. The similarities are factors of quality policy, quality manual, quality standard, implementation, monitoring, evaluation by internal unit, external audit, quality improvement proposal, and improvement of quality standard. The system devices required are the establishment of vision, mission, and goal (in this case, culture education and national character), curricular and extracurricular policy, work program which is stated in work plan and school budget, rules and standard of operational procedure, report, evaluation, audit, and correction proposal (UKI Atmajaya, 2007).

METHODOLOGY

Quantitative approach is used in the present study with *Research and Development* (R&D) method. The research steps generally refer to the opinion of Gall, Gall, and Borg (1989) which is modified by Sukmadinata (2005; 189), consisting of three stages: preface, development, and examination. Below is the graph, showing research steps which have been performed and will be performed.

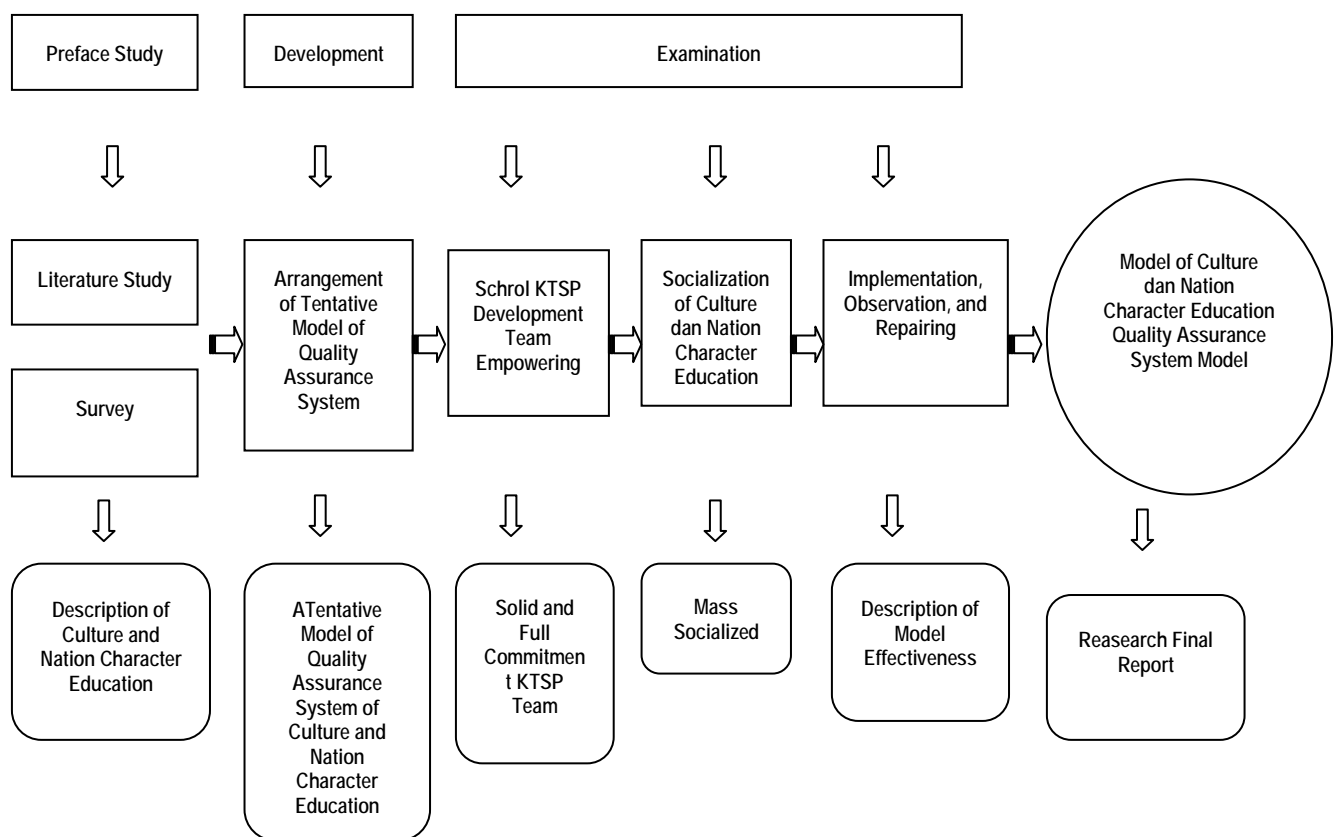


Figure 2 Research Steps and Development

Research steps and development are described in the graph clearly. The study of prefacing is purposed to generate description of culture and nation character education which has been performed. Development stage is purposed to generate tentative model of quality assurance system in culture and nation character education. Model used by school to implement culture and nation character education is generated in examination stage.

The stage of introduction study has been performed in several research samples on primary and secondary schools in the city of Bandung and Cirebon Regency, West Java. Model draft arrangement in form of guidance and quality controlling document template was done during the development. The activity of introduction is basically purposed on knowing the baseline of culture and nation character education implementation in model schools.

The stage of model development activity. In this stage, there are two processes performed:

1. Development of model draft (the development of model is integrated with the implementation of school curriculum).
2. Limited trial (Legibility test by performing FGD).

FINDINGS AND DISCUSSION

Result of Prefacing Phase

Prefacing phase is planned for three goals: determining understanding level of education administrator in education unit level of character education, instrument test or validation, and first mapping (baseline) of indicator emergence in class and school which is useful to determine base position every year.

The study finds that comprehension level of school members towards the idea, design, and implementation of culture and nation character education in the first stages of academic learning is generally considered decent, even though the average score is approximately 50%.

Instrument which would be validated is that of culture and nation character education comprehension. Validity and reliability are aspects which would be valued. There were 28 multiple-choice questions with 5 options (A, B, C, D, and E). The validity of each question is relatively low-to-medium, in range of -0,01 to 0,63. With this quality of the question, improvement would be required in the second year before trial but principally the instrument could still be revised. Low validity was caused by a few numbers of respondents (16 respondents).

The result of first mapping (baseline) which is sourced from first two-behaviors of students before they are taught in quality assurance system in culture and nation character education and its implementation is shown by indicators in class and school. Data processing is divided according to education level and is re-divided into three parts: class III (third grade of elementary school), class VI (sixth grade of elementary school), and IX (ninth grade of primary high school). The assumption found is that the students would show a different behavior after the treatment done in longer time, even though it is not impossible for the treatment done in shorter time, but it is usually an impermanent change.

Model Development Result

Before explaining the model form for culture and nation character education which was developed in this particular research. The completeness of guidelines and quality assurance instrument consist of the following:

1. Quality assurance manual on culture and nation character education quality which contains explanations and guides to the implementation. The contents of the manual, inter alia, are (a) explaining the procedures on how to establish and revise policies, reference and culture and nation character quality standards; (b) integrated with the subjects, (c) stated in the components of self-development in Education-Unit Level Curriculum (KTSP), and (d) implicitly described in work plans and school budgets (RKAS);
2. Instrument of class and school indicators emergence identification;
3. Instrument of implementation of culture and nation character measurement filled by Grade III, VI and VII;
4. Instrument for monitoring the implementation of quality assurance that is progressive, which means that it is created by teacher according to the growing condition as implemented in quality management system DMAIC (Define, Measure, Analyze, Improve, Control). The following five steps are to be done continuously without any regular scheduling.

All quality assurance instruments are verified by a number of teachers in FGD, so that it can produce a draft which is ready to test in the second year.

Table 1 FGD Participants Response in Verification (Trial) of Quality Assurance Model Instruments for Culture and Nation Character Education

No.	Indicators	Percentage (%) opinion			
		Very Good	Good	Fair	Poor
1	Readability	10	65	23	2
2	Systematic Quality Manual	45	30	24	1
3	Easy to implement	30	55	14	1
4	Opportunities for being applied at schools	23	45	24	8
5	Opportunities for further development	34	34	23	9
		28,4	45,8	21,6	4,2

By looking at the pattern, the model of quality assurance in culture and nation character education is closer to Six Sigma which has DMAIC (Define, Measure, Analyze, Improve, Control) formula. The assumptions are as follows:

1. Definition is a problem of the definition phase. In corporate environments, this step includes conditions and requirements of customers needs identification. In the education process, define is a continuous activity which is carried out when there are problems and or when the decision making is not in line with expectations. This phase (define) is simply set out in anecdotal record which is reported by teachers, headmasters, students and employees involved.
2. Measurement is the phase of measuring the extent of the problems complained by the customers. In culture and national character education process, this phase (measure) is the process of collecting problems and identifying them, so that their level of complexity can be assessed. Investigations which are conducted secretly or openly through interview, observation, or distribution of questionnaires can be done to explore the issues.
3. Analysis is the phase of analyzing the factors which cause the problems. After the data have been collected, the problems and their level of complexity should be examined deeply, so that the policies that need to be taken can be formulated.
4. Improvement is the phase of improving the process and eliminating the factors which cause the failure. This activity will produce a rule, orders, provision of infrastructural facilities and or preparation of various recording and administrative instruments. Improvement can also be hygiene and discipline movements. Each improved action effectivity must be examined using anecdotal records.
5. Control is the phase of controlling process performance and assuring its weaknesses or obstacles will not reappear. This particular activity is controlled by headmasters or special unit appointed to conduct it.

Quality assurance system in culture and nation character education is developed as simple as possible, so that it can be applied at schools. The first principles of quality assurance system are control and improvement. However, because education is a progressive process, along with the running of DMAIC assurance system that innovative plans must be formulated and run without having to wait the problems arise.

The expected innovative principle program in culture and nation character education has begun with simple things because if it starts from big or complicated things, it will only add the burden. Start from a simple thing and if we have been used to it then we can move on harder tasks. Some strategies for culture and nation character education probably need to prioritize new joy and not new burden, start from the easy one, from yourself and feel like to share and help each other.

There are prerequisites which have to be fulfilled for the inception of innovative activities at schools. If those particular prerequisite have not been fulfilled, do not expect innovative ideas will come. Those prerequisites are commitment from all sides at school, willingness to change, courage to take decision for good, being productive to create more regulations transparently.

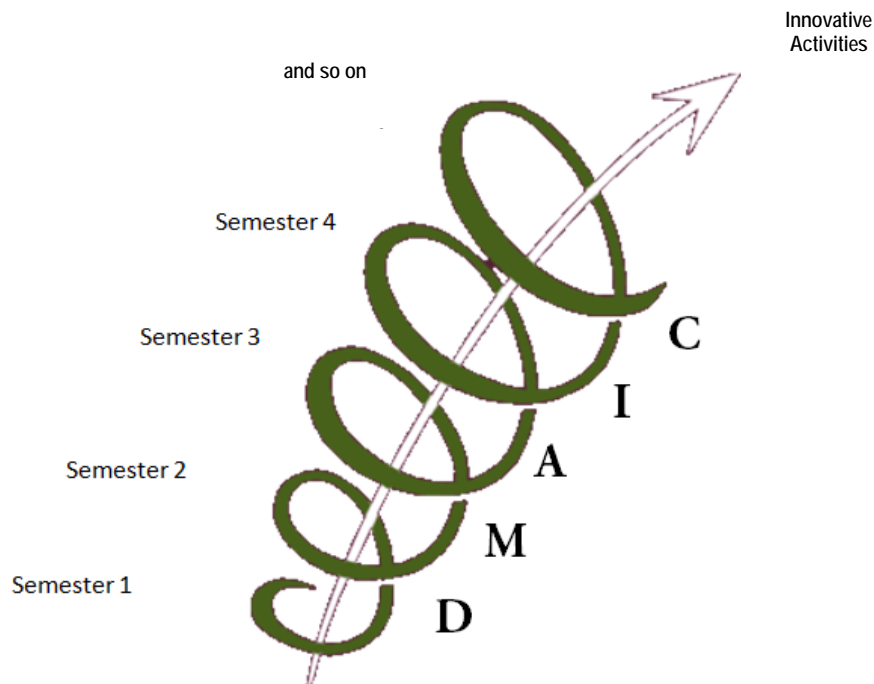


Figure 3 DMAIC system which leads innovative activities in culture and nation character education

Tomatala (2010) stated that commitment is an essential factor which strengthens the leaders and the followers in an organization undergo the responsibility entrusted on their leadership. According to Tomatala (2010) 'commitment' is derived from *com* which means 'together' and *mittere* which means to send. In term of leadership, it can be said that 'commitment' means togetherness can bring leadership to expected success. Particularly, commitment can be interpreted as "promises to bring leadership to expected success together ." (Tomatala 2010).

Commitment and willingness to change are things that are close to each other and both of them have prerequisites to bear the change. After they are fulfilled, there will be courage to take decision that will lead to the good, and be productive to establish more regulations transparently. Proactive means always propose earlier if have ideas. As a leader, headmaster or teacher, we certainly have good ideas. Quality assurance in culture and nation character education requires those four points.

CONCLUSION AND SUGGESTION

Conclusion

The implementation of culture education and nation character in primary education is considered adequate, despite of the hesitance of data collected suspected to be unobjective.

According to the pattern, model of quality assurance system in culture education and nation character closely resembles *Six Sigma* whose formula is DMAIC (Define, Measure, Analyze, Improve, and Control).

Suggestion

The development of quality assurance system in culture education and nation character in primary education gives suggestion for:

1. The users (in this case, school personnel):
 - a. Give recommendation of quality assurance system in culture education and nation character to be required and adjusted with school curriculum.
 - b. Culture education and nation character should start from small steps which would lead to expected innovative programs.

- c. Start from simple things and perform the improvement in harder tasks.
- d. The application of culture education and nation character might be started from oneself, mutual assistance and generosity as the strategies to prioritize new happiness, not as new onus.
- e. All school personnel have to create transparent regulation which becomes commitment as a requirement.

2. Researchers:

Prepare a development of quality assurance system in culture education and nation character that is proven and relevant to school curriculum.

3. Government, as stakeholders

Facilitate the activities of culture education and nation character using maximal support and use of educational resources to reach the enhancement of qualified education as expected.

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