

# Implementation of Sustainable Class System Policy in Efforts to Improve the Quality of Education

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**Abstract**—This study aimed to describe the implementation of policies Sustainable Completed Class System (SKTB) based on Local Regulation Gowa District No. 10 of 2013 applied in Gowa. this study is a qualitative descriptive case study design. The data collection was done by using interviews, observation, and documentation. The results of this study indicate that the implementation of the policy has been implemented SKTB but not maximized. Factors that hinder the implementation of a sustainable policy of complete class system include; government, teachers, learners, parents, as well as facilities and infrastructure.

**Keywords**—government policy; sustainable completed class system; quality of education

## I. INTRODUCTION

Education is essentially a part of human rights of every citizen compliance effort should be planned, implemented and evaluated as possible. The fulfillment of the right to get a quality education is a measure of fairness, equity on the results of development and investment as well as a human resources necessary to support the sustainable development of the nation [1]. In addition, the provision of education should be on universal paradigm of education for all. The paradigms of carrying out the vision of educational equity. The educational process is open and democratic. The global vision to be a part of things declared in an international scale.

Quality of education will produce qualified human resources who are able to actualize the potential of humanity optimally. Education holds a very important role in improving the quality of human resources. To improve the quality of education in schools an institution wishes to improve the quality of education it must involve a minimum of five dominant factors, for instance: school leadership, teachers, students, curriculum, and networking. Danim, enhance the importance of human resource development process, the government and the private sector has managed to realize the mandate through various national development efforts better quality education include the development and improvement of curriculum and evaluation system, improvement of education facilities [2].

To realize the function and purpose of Sulawesi Gowa District Government Blocking issued a policy in the field of education, one of the policies implemented educational

programs in Gowa is SKTB stipulated in Local Regulation Gowa District No. 10 of 2013. SKTB which stands for Sustainable Completed Class System, defined as the process of learning to develop the potential of learners master the competencies required for the curriculums whole, grading automatically, and complete the study on time or faster. Sustainable Completed Class System Guidelines [3].

Qualified human resources only are realized with a quality education. Quality education is a develop positive potential latent in the student learners, indeed, education creates a potential young workers are resilient and ready to compete in the global community. Therefore, improving the quality of education is not negotiable to improve the quality of the resources of the Indonesian nation. Education is a systematic process to enhance human dignity [4].

SKTB policy is taken under to improve the quality of education to meet the public's right. Learning Systems Class Completed Sustainable is a policy of District Government of Gowa, South Sulawesi that emphasizes on educational services in a comprehensive and complete, put the students as the subjects in the study, and provide a learning experience that develops students' potentials.

The policy was adopted because local governments Gowa in South realized that the system of education, especially primary education is the foundation of all levels of education there, to remote villages off the beaten track should have the power to develop various aspects of the ability of self-learners to live as a member of society productive. A basic education is a force lead learner to further education and develop learners to be fully human. SKTB using Automatic Promotion System (System automatic Promotion) which is a system knows no class residence, for students do not successfully complete the allocation of competencies according to the time available.

The problems relating to the implementation of policies SKTB which showed that some teachers do not understand and often hampered the preparation of the Plan Formulation Study (RPP), so the ability to develop media and teaching materials to be weak, and that some teachers have lethargy, lack of motivation which causes maximal preparation in the learning process, understanding neighbor SKTB society is not fully understood and inadequate infrastructure. This gives an influence on the quality of education, because teachers have a

very big role against the development of a student's ability to achieve success SKTB program.

## II. LITERATURE REVIEW

Quality considered as one of the important parts, because the quality is basically showing the benefits of a product when compared to other products. Quality is the effort of each of the institutions producing goods but also services products. Similarly, in the quality of education is an important part to note [5]. Efforts in improving the quality of education are an issue that will continually be a conversation in the management education.

Quality in education is an evaluation of the process of educating the which enhances the need to Achieve and develop the talents of the customers of the process, and at the same time meets the accountability standards set by the clients who pay for the process or the outputs from the process of educating [6]. it explains the quality in education is the evaluation of the educational process which increases the need to achieve and the process of developing the talents of its customers (learners), and at the same time meet accountability standards set by the client (stakeholders) who pays for the process or output of the process education.

To measure the quality education course required criteria / indicators. Sallis reveals many indicators of a good quality in educational institutions [5]. Among other things: 1) high moral values; 2) excellent examination results; 3) the support of parents, business and the local community; 4) plentiful resources; 5) the application of the latest technology; 6) strong and purposeful leadership; 7) the care and concern for pupils and students; 8) a well-balanced and challenging curriculum. This view explains that a good quality school and must have: 1) moral values / characters are high; 2) The test results were very good; 3) the support of parents, business and local communities; 4) resources are abundant; 5) implementation of the latest technology; 6) strong leadership and has a purpose (vision); 7) awareness and concern for students; 8) balanced and relevant curriculum.

To improve the quality of education needs to be viewed from many sides. experts argued about the causes and solutions to overcome factor slump quality of education in Indonesia. Hadith and Nurhayati describes the perspective of macro factors affecting the quality of education, such as factor curriculum, educational policy, educational facilities, application of information and communication technologies in education, especially in the teaching and learning process, application methods, strategies and approaches sophisticated and modern education, methods of evaluation of the proper education, the cost of an adequate education, education management implemented in a professional, human resources education actors trained, knowledgeable, experienced and professional [7]. Quality is essential as part of the educational process. Learning process is the purpose of educational organizations. While the quality of services related to airport activity needs of students, teachers and staff as well as the public accurately and precisely so that all feel satisfied with the services provided by the school. Relating to the quality of graduates graduate with good grades (cognitive, affective, and

psychomotor) received continue to pursue higher quality and have a good personality. While the quality of services related to airport activity needs of students, teachers and staff as well as the public accurately and precisely so that all feel satisfied with the services provided by the school. Relating to the quality of graduates graduate with good grades (cognitive, affective, and psychomotor) received continue to pursue higher quality and have a good personality. While the quality of services related to airport activity needs of students, teachers and staff as well as the public accurately and precisely so that all feel satisfied with the services provided by the school.

In addition, improving the quality of education needs to be supported by the ministry of education policy. Therefore, the District Government of Gowa, South Sulawesi implement policies Sustainable Completed Class System (SKTB) in order to improve the quality of education and comprehensive and meet the public's right to receive a quality education. This policy is governed by local regulation Gowa District [8].

SKTB operationally defined that every learner: 1) Completed achieve the quality of a subject in accordance with the requirements stated in the Minimum Competency Class (KKM); 2) Completed finish the course of one semester based on the load of credits stated in the curriculum; 3) Completed all subjects completed the study in classes that followed; 4) Sustainable learning (competence) to the next grade even though at the end of study (semester / year), there are still basic competencies that have not been completed (has not met KKM) on specific subjects; 4) Students do not live classroom and does not repeat all subjects in a particular class, but shall complete the basic competence in certain subjects which do not meet the current labor agreements are / were seated at the next grade; 5) Continuing to continue their education to the next level of education.

Technically, completeness assessment is based on the mastery of all indicators for a Basic Competency (KD) represented by test scores equal to or above the KKM. If the value obtained is equal to or above the KKM for a Competency Standards, then such learners to continue learning to the next Competency Standards. If the value obtained is equal to or higher than the KKM for one subject in one semester, then learners to continue their learning to the next semester. If the value obtained by a learner in a daily test is lower than the KKM, the learner must receive assistance so that concerned reached KKM or above.

Once learners achieve the same value or higher than KKM then concerned may continue learning. KKM showed the ability to be possessed learners. In the Classroom Learning Approach Sustainable Completed KKM value is used as a reference for teachers to determine completeness study of a learner. Determination of mastery learning is done since the first daily test sustained until the end of the school year.

Sustainable Completed Classroom Learning System aims:

- Provide opportunities for all learners to master all competencies as stated in the Standards of Competence and Basic Competence and formulated in Class Minimum Competency value.

- Provide educational services to the maximum on students in an atmosphere conducive education, so that students can learn optimally in a fun learning environment and can accomplish the achievement of competence in all subjects in every curriculum educational unit.
- Provide opportunities for learners who can complete a mastery of all basic competence in each subject before its time given the opportunity to take the next basic competencies without having to wait for the next school year / period grade.
- Assist and facilitate the development potential of learners as a whole (spiritual intelligence, emotional intelligence (intrapersonal), intellectual, social intelligence (interpersonal), spatial intelligence, with speaking, musical intelligence and kinesthetic intelligence) for the formation of personality immoral, from an early age until the end life in order to create a learning society; and
- Increase the professionalism and accountability of educational institutions as a civilizing center of knowledge, skills, experience, attitudes, and values based on national and global standards.

### III. RESEARCH METHOD

The research method is using descriptive-analytic method through the track record of the activities of collecting and collating data, process the data that is then analyzed. This research will look at the implementation of policies Sustainable Systems Completed classes in an effort to improve the quality of education in Gowa. This study describes the efforts of the school in terms of policy implementation SKTB and not separated by obstacles encountered. Furthermore, find solutions to overcome the obstacles that occur for the successful achievement of the quality of education.

This research is descriptive study with qualitative approach. In a study using a qualitative approach to the type of data form a wide range of recorded interviews, audio visual equipment, documents, and other data that are relevant. Descriptive research is a research method that is intended to describe the phenomena that exist, which takes place in the present or the past by not holding the manipulation or alteration of variables, but it describes a condition with what it is [9]. Meanwhile, Moleong define qualitative research as research that aims to understand the phenomenon of what is experienced by the subject of the study such as behavior, perception, motivation, action, and others holistically and with a special natural context and with using various scientific methods [10].

### IV. RESULTS AND DISCUSSION

The local government in decisions involving multiple parties. Sustainable Completed Class System Policy which is then disseminated to schools in an effort to improve the quality of education has been implemented, but not optimally. To assess the success of a policy needs to be developed a number of indicators, because the use of a single indicator which would jeopardize, in the sense of the results of the assessment could

be real [11]. Indicators or evaluation includes five evaluation criteria as follows: 1) Effectiveness regarding whether an alternative to achieve results that is expected or achieved the purpose of holding action. 2) adequacy with respect to how far a degree of effectiveness of satisfying the needs, values, or the opportunity to grow their problem. Adequacy criteria emphasize on the strong relationship between policy alternatives and expected results 3) Assessment (appropriateness) is a provision criterion closely related to rationality substantive, because of questions about the policy provisions have no application to a criterion together. Permanence refers to the value or dignity of program goals and the assumptions underlying strength of that goal.

Evaluation can be interpreted with the assessment policy, giving figures, and assessment [12]. The criteria of the concept of policy evaluation with respect to the production of information concerning the value or benefit of the results of a policy. The following will discuss the results of research on the evaluation of the application SKBT in Gowa of South Sulawesi.

- Effectiveness (effectiveness) System Program Class Completed Sustainable (SKTB) has been implemented but still there is one program objectives have not been achieved, namely increasing the professionalism and accountability of educational institutions as a center for cultivation of knowledge, skills, experience, attitudes and values based on national standards and globally does not achieved in line with expectations for the performance of the Department and the school to be achieved have not been met, because the Department also wants SKTB program is in line with expectations.
- Sufficiency (adequacy) Program SKTB Implemented in all levels of schools in the county Gowa rather elementary and junior high schools, where the program is capable of facilitating the development of the potential of learners as a whole (intelligence spiritual, intellectual, social intelligence, intelligence-speaking), in addition to the stakeholders must work together in accordance duties and functions of each in running the program in accordance with the government's expectations.
- Appropriateness conditions before their SKTB in Gowa that this area is still adhered to the educational model that applies in many areas are still getting to know their learners (students) who live classes, but after the SKTB for Gowa district knew no longer any live classes for participants learners, When there is learning that is not completed in the previous class, the learners do not have to redo all the subjects in the classroom, but the students that ride and just do remedial classes in subjects who did not complete.
- SKTB program has received good response and has received both teachers and learners themselves, because if there are learners who have not completed then given remedial until students achieve mastery. So that learners can accelerate in the study.

- Modules are not yet ready to become one of the obstacles in the implementation of SKTB so that teachers are not optimal in providing learning.
- Teachers, students, and parents do not understand very well about SKTB program, so that the low level of awareness a factor inhibiting implementation SKTB.

Based on the results mentioned above, that the application of the policy Sustainable Systems Completed classes in Gowa has been implemented, but not optimally. to improve the quality of education that these policy makers need to disseminate programs so that more comprehensive SKTB. When observed, the real education quality improvement can be enhanced by the three main issues, namely the renewal of the curriculum, improving the quality of learning, and effectiveness of teaching methods. Education should be a comprehensive curriculum on the dynamics of social, relevant, do not overload and able to accommodate the diversity of needs and technological advances. On the micro level, it must be found again more effective learning strategies in the classroom and more empowering potential learners.

According to Ace Suryadi, required three approaches towards improving the quality of education that is now the focus of attention of governments and educational experts in Indonesia, namely substance education, technical education, and education management [13]. Approach substance of education (content approach), is determined by the change in behavior that needs to be accomplished learners. This leads to learning for mastery of memorizing, concepts and theories are abstract has proven less attractive learners to learn that academic achievement was low. As a result, learning activities are oriented towards learners defeated by the teaching activity dominated by teachers who tend to be rigid and boring.

Competency-based education include curriculum, pedagogic and assessment. Competencies to be mastered by learners need to be formulated with clear and specific. Formulation referred should be based on the principles of relevance and consistency between the competence of the material being studied, the time available, and activities and learning environment that is used [14]. From the foregoing it is clear that the factor of education quality improvement is to be paying attention to the process of learning, it can be illustrated in the figure 1.

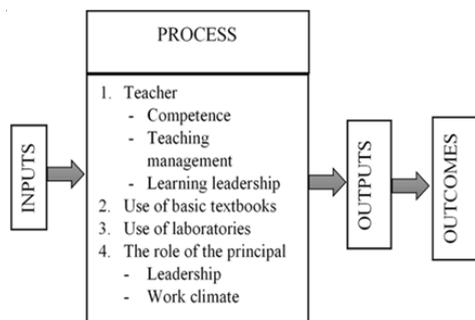


Fig. 1. The process of learning.

**V. CONCLUSIONS AND RECOMMENDATIONS**

Based on the results of research and discussion regarding the implementation of policies SKTB in improving the quality of education is already done but not maximum, therefore it needs to be disseminated more comprehensive.

The recommendations of the research conducted during the study were as follows: 1) The need for improved coordination between teachers, learners (students) and parents so that programs and policies issued by the Education Department to work as expected. 2) Supervision of the SKTB policy implementation is increasingly enhanced besides providing high graduation, but still pay attention to the quality of policy implementation. 3) There should be guidance and specific guidance for all teachers involved as the work program issued by the department of education.

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