

Applying School Effectiveness Principle as School System: A Case Analysis in Leading Primary School in Indonesia

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ABSTRACT

The main goal of schooling is to develop the students' ability and support their academic achievement. In addition, a school also serves as a source for students in conceiving the world with its network of social relationship, which they will face independently in adulthood. Thus, it is important to ensure that school functions properly as expected. It is known that students gain better when their schoolworks effectively. This premise is then conceptualized by Lezotte, Lawrence, & Barbara (1990) which defining effective school as a system that promote equality to support the best achievement for all students, both in terms of knowledge and skills. Kirk & Jones (2004) further indicated the 7 dimensions of school effectiveness. This paper aims to describe the application of this principle in one leading primary school in the capital city of Indonesia. Using a need analysis framework, we targeted the whole school stakeholders which consist of 1 principal and 2 vice principals, 6 teachers, 4 parents, and also 92 students across various grade levels, to obtain a comprehensive picture of school effectiveness implementation. From triangulated data gathered, we found that school has not optimally met the dimension of a safe and orderly environment, a climate of high expectation for students' success, and an opportunity to learn and time on task. These obstacles are found to be strongly related to the teacher's class management skill. Discussion and suggestions are listed. □

Keywords: *Class Management, Effective School, Primary Education*

1. INTRODUCTION

Elementary School is one of formal education institution which serves the basic education process. According to the Law of Indonesia number 20 of 2003 concerning the National Education System, it is stated that the basic education system is a foundational aspect that will further underlie the secondary education process. For this reason, the implementation of education process at this level must be effective to support students to develop optimally as a qualified learner. □

In Indonesia, it is mandatory for all citizens to enroll in elementary school as a basic education institution. Elementary school is mandatorily taken within 6 years by students aged 6 to 12 years old. It is known that

students in this age belong to the developmental stage of middle childhood. This developmental stage is distinctive in terms of child characteristic on physical, cognitive, and psychosocial aspects [1]. From the physical aspect, during middle childhood it is the time for students to grow in physical shape, which makes them more likely to have a high appetite by eating more food than beforehand and also have more of resting needs. Besides, they also often involve in a rough and tumble play which consumes much physical energy which is aligned to their much energy intake as mentioned before. From the cognitive aspect, middle childhoods are able to use mental operations to solve concrete problems and to think logically. However, they tend to think only about concrete situations in a here and now fashion, with difficulty in imagining a hypothetical situation. Considered from the psychosocial aspects,

student in middle childhood begins to develop and shape the value of competency to foster positive self-esteem. And during this period, they also learn to be more empathetic toward others and start practicing prosocial behavior. Therefore, middle childhood is the time of growing in physically, cognitively, and also in psychosocial functioning. Here, students start learning to be part of a community, where school becoming the nearest one, since students often spend more time at school with other children than at home.

The developmental characteristics of middle childhood as elementary school students are important to be considered by the school as institutions, thus enabling the school to foster for optimal students' development. Therefore, the extent to which students will develop optimally is related to some degree to the effectiveness of the school as a system in delivering education. It is found that effective school system upholds equality to support the best achievement of all students in schools, both in terms of knowledge and skills [2]. School effectiveness also contributes in developing students' motivation to academic attainment, especially for students from disadvantaged families. In addition, an effective school also makes its students gain further success at their next level of education.

It is known that the main purpose of school is developing students' self and facilitating academic achievement, where academic achievement frequently becomes the main priority. Academic achievement is a determinant of students' success in the future, in the next level of education, as well as in the future career. In addition, academic achievement plays a role in increasing student self-esteem and well-being. It makes students feel comfortable and enjoying school for learning [4]. Researcher on school effectiveness recovered that successful schools have unique characteristics and processes, which help all children learn at high levels [3]. In addition, it is known that there are differences between effective schools and ineffective school's systems. The salience differences lie on the difference of school's effort to facilitate and increase student academic achievement itself [4].

There are seven dimensions to be examined in school before claiming it as an effective system [3]. Those seven dimensions are a clear school mission, a high expectation for students to success, an instructional leadership, an opportunity to learn and time on task, a safe and orderly environment, a positive home-school relation, and frequent monitoring of student progress. The indicators of clear school mission refer to the extent to which school members such as principals, school committees, teachers, parents, and students master and implement the school vision and values. The dimension of high expectation for students to success refers to the extent of the school's efforts in supporting and creating a school climate that prioritizes student success.

Furthermore, the dimension of instructional leadership refers to the extent to which the principal involves in supporting student development, both academically and also non-academically. The dimension of opportunity to learn and time on task refers to what extent school focusing and facilitating most of the students' time during school on academic lessons, character formation, and the development of interests and talents. The dimension of a safe and orderly environment refers to the extent to which schools implement regulations on students' behavior so that they can create conducive learning atmosphere [3].

The last two dimensions are positive home-school relation and frequent monitoring of student progress. The dimension of positive home-school relation refers to the extent to which schools build a positive and harmonious relationship with parents and invite them in shaping the learning process of students. Finally, the dimension of frequent monitoring of student progress refers to the extent to which the teacher promotes collective target of standard performance that must be achieved by students, both to the parents and students themselves [3].

This paper aimed to describe the extension of effective system of an elementary school in Indonesia, based on Kirk and Jones's (2004) seven dimension criteria. Thus, we examine one leading private elementary school in Jakarta as a representative of a school from the capital city of Indonesia. In order to do so, a systemic need analysis based on surveys, interviews, data analysis and observations was held to evaluate the school based on six dimensions. Therefore, our objectives of study are as follow:

1. To describe the functioning of the school as an effective system.
2. To highlight the strength and weakness of the school using the framework of schools as an effective system.
3. To provide further recommendations on possible improvement for school based on the need analysis conducted using the framework of schools as an effective system.

2. METHOD

2.1. Participant

The participants of this study are the stakeholders of the school. Using quota sampling, the stakeholders are aimed to be represented by 1 principal or school leader, 2 vice principals, 6 teachers for each education level, students from 2 classes at different grade level, and parents of the student from a different grade level.

Below is the overview of the targeted participants of the study:

Table 1. Participants Distribution as School Stakeholder

No.	Stakeholder	Details	N of Participant(s)
1	School Leader	Principal	1 person
		Vice P. of Student Affair	1 person
		Vice P. of Curriculum	1 person
2	Teacher	First-grade teacher□	1 person
		Second-grade teacher□	1 person
		Third-grade teacher□	1 person
		Fourth-grade teacher□	1 person
		Fifth-grade teacher□	1 person
		Sixth-grade teacher□	1 person
3	Parents	Parents of third and fourth-grade students□	4 persons
4	Student	Fifth-grade students□	1 Class (44 persons)
		Sixth-grade students□	1 Class (48 persons)
	Total		105 persons

2.2. Instrument

In this study, we use qualitative method in conducting a need analysis using observation, interview, and questionnaires. On the initial stage of preparation, we conducted a literature study related to the theory of an effective school system [2]. The dimensions of the theory are first developed into the behavior indicators, and then broken down into items for questionnaire, observation checklist, and questions as interview guide. During this process, two experts in school psychology from Universitas Indonesia were involved to give their judgments on the suitability and coherence among theory, dimensions, indicators, and items or questions developed. Details of the indicators from the dimensions of school effectiveness are listed in Table 2.

Observations were done to the students from grade 1 to 6 during school activities, both inside and outside the classroom, with a total of 6 classes being observed. The targeted indicators for observation includes several aspects, namely the school environment, the teaching-learning process in the classroom, and the interaction between students-students, students-teachers, principal-teacher, principal-students, and teachers-teachers. The

details of the observational checklist were developed using the school effectiveness indicator derived from school effectiveness dimensions as shown in Table 2.

The interview was conducted according to the theory of school effectiveness as a system consisting of seven dimensions mentioned earlier. Even though all dimensions of school effectiveness were included in the interview guide, we differentiated the interview guide according to the target participants who are principal and vice-principals, teachers, and parents. The interview guide for the principal covers 54 questions, for the teacher consisted of 51 questions, and finally for parents with 46 questions. These differentiations are due to the content being asked, which are not all of the indicators of school effectiveness can be answered by each stakeholder respectively. Even though the number of the question were varied, the questions among them are all mutually integrated and derived from the same indicators of school effectiveness as a system in Table 2. The example of the variation in the interview is shown below.

Table 2. Details of School Effectiveness Dimensions and It's Corresponding Indicators

No	Dimensio	Definition	Indicator
1	A clear school mission	The extent to which school members master and implement the vision and values that enforced in school.	The school mission is well understood by the principal, vice-principal, and all school stakeholders.
			There is an action plan derived from the school mission that is understood by all school stakeholders.
			All school board, parents, and students try to enforce the school mission to improve the student learning achievement.
			All school board, parents, and students can clearly explain the values held by the school.
2	A safe and orderly environment	The extent to which schools implement regulations on students behavior so that they can create a conducive learning atmosphere	There are explicit rules of conduct which emphasize the value of respect, self-discipline, positive relationships, and prevention of inappropriate behavior.
			There is a fair disciplinary process being enabled for all students.
			There is a leadership role taken by students from all different age groups.
			Rules and expectations of behavior are all understood and directly communicated by parents, students, teachers, and all school staff.
			Students work together to maintain a safe school environment.
There is a school program related to conflict mediation, prevention, and intervention of bullying, and building healthy relationships.			
3	A high expectation for students to success	The extent to which school gives efforts in creating a school climate that prioritizes student success	The way teacher teach and use language when communicating to students reflects their belief of student capacity to success <input type="checkbox"/>
			The expectation of learning is understood by all school staffs, parents, and students.
			All teachers understand and use various teaching methods that can measure and facilitate student learning achievement.
			Parents and school staffs all believe that school has the power to ensure student learning achievement.
			School respects and upholds the student's academic success, high attendance rates, student membership as part of the school community, and other related positive behaviors.
4	An opportunity to learn and time on task.	The extent to which school directs most of the students' time during school on academic lessons, character formation, and the development of interests and talents.	Students use most of their time in school to enroll in activities related to the learning as guided by the curriculum.
			Classroom learning activities are not disturbed by announcements and interruptions about other things outside the lesson.
			Teachers work together as a teaching team.
			The teacher understands and follows the curriculum rules set by the government and school committee. <input type="checkbox"/>
			Resources and materials in the classroom reflect an acceptance of cultural differences.
			Parents and teachers both understand the purpose of giving homework to students.
			All students have an equal opportunity to develop their academic abilities.

			Students can state the purpose of their learning process or activities. □
			All students are given the opportunity to succeed in learning.
			There are extracurricular activities that provide opportunities for students to succeed outside the academic tasks in the classroom.
5	An instructional leadership	The extent to which the principal involves in supporting student development, both academically and also non-academically.	The principal shows commitment and accountability towards student learning achievement.
			The principal observes classroom activities regularly.
			The principal facilitates school staff, school boards, parents, and other community members with skill training.
			The principal ensures that the teacher understands and implements various forms of assessments and evaluations in portraying student learning.
			The principal communicates his/her high expectations about the teaching ability of teachers to staff, students, and parents
6	Frequent monitoring of student progress. □	The extent to which teacher promotes collective students' performance target that must be met, both to student and parents.	The teachers communicate their expectations regarding student learning outcomes to students and their parents.
			Teacher collects information about student development regularly.
			The teacher regularly informs parents and students about students' development.
			Parents act as partners for school concerning student education.
			The teacher understands the expected standards of student achievement from government and applies them in the classroom.
			Students and parents both understand the expected standards of achievement from the government.
7	A positive home-school relation	The extent to which schools build a positive and harmonious relationship with parents and invite them in shaping the learning process of students	Parents are involved in the school development plan.
			The school involves parents in various ways to support student learning.
			School staff discusses its students' learning achievements and progresses in regular meetings
			School explains the rules and procedures regarding curriculum implementation, learning assessment, and performance evaluation to parents.
			Parents feel comfortable and accepted by the school.
			Parents play a role in determining students' home assignments and the rules regarding children's behavior at school.
			Teachers and parents regularly discuss student development and achievements.

Table 3. The Matrix of Question on Interview Guide Derived from Indicators

No	Dimension	Definition	Indicator	Example of Question
1	A clear school mission	The extent to which school members master and implement the vision and values that enforced in school.	All school board, parents, and students can clearly explain the values held by the school. □	<p><u>For principal & Vice Principal</u> To what extent do teachers, parents, and students understand the school mission?</p> <p><u>For teachers</u> What values are prioritized by the school to be taught to students?</p> <p><u>For parents</u> Have you ever heard what values enforced by the school to be taught to students? If 'yes' please specify and explain. □</p>

The questionnaire was delivered only to students N=98 persons in grades 5 and 6 as our targeted participant. The selection of 5th and 6th-grade students is based on the idea that they are already capable to think and evaluate the school situation by themselves. They were also able to write down their thoughts and opinions in answering the questionnaire given. The questionnaire consists of 26 items in the form of open questions to be filled by students. In addition, the questionnaire only includes the question regarding school effectiveness dimensions which are relevant to be gathered from students. These dimensions are (1) a clear school mission, (2) a safe and orderly environment, (3) an opportunity to learn and time on task, (4) a high expectation for students to success, (5) a frequent monitoring of student progress, (6) a positive home-school relation. Thus, the dimension being omitted in students' questionnaire is instructional leadership. The answers given by students were then all analyzed in a categorically according to its corresponding indicator in Table 2. □

2.3. Data Analysis

In interpreting the data gathered, we use a qualitative approach. In doing so, the data were analyzed separately for each method being used. Every result of the analysis was then triangulated and synthesized according to the matrix of school effectiveness on Table 2 [2]. □

3. RESULT AND DISCUSSION

Based on the triangulated data gathered from various sources, namely observation, interview, and questionnaire delivered to the school stakeholders, the data were then coded based on the theme. The themes were then classified according to the indicators of school effectiveness in order to depict the whole school current dynamic in respect to each school effectiveness dimensions. The coded data gathered are shown in Table 4.

It appears that the school as a system has a clear school mission and is able to implement it in school activities. In this case, the school succeeded in instilling the value of environmental care and positive character (e.g polite, kind, emphatic, and responsible) in every student. In addition, these two unique values which characterized the school as the school values are known and accepted by the whole school stakeholders, in which the school regularly held a meeting with students and their parents in order to socialize these values. In addition, there are also various school programs derive from these values which are delivered to students in all grade levels. As a note, there is still one exception of the fulfilled indicator, which is the fact that not every parents and school board can explain clearly and fully the meaning of environmental care and positive character derived from school values. However, we considered this dimension as fulfilled since there are three indicators being checked while only one indicators being unchecked. Thus, this one indicator is counterbalance by the three fulfilled indicators from a clear school mission dimension.

Schools as a system also have instructional leadership, which is a leader who is directly involved in school activities and maintain positive relationships with school staff to support student learning. The school principal and vice-principals involve in several subject teaching in which they directly meet their students in a learning context. Therefore, they are fully informed about their students performance and behavior in their daily interaction with other students, teachers, and also the principals themselves. In addition, the principals also hold a regular morning meeting with the other teachers before the class time as a moment for them to discuss the urgent and important matters related to the school function. During this meeting, principals emphasize on their speech the high expectation for students' achievement and support for all teachers as a school community. Principals also provide teachers with various academic training in order to improve the quality of teaching and related assessment and evaluation of learning progress. However, to date the teachers admitted that they still have never received the training material related to the diverse characteristics of students in respect to class management skill, thus they are found

and also claim their difficulty in handling various type of students during the class session.

The school has also been monitoring the development of students frequently. The teachers recognize the learning progress of each student in their class, both on the academic and behavioral aspects. These signs of progresses are then being conveyed by the teacher to the parents through daily report book and during a class meeting. By regular communication, parents and students understood the gap between learning expectation and the actual performance. It is then parents' responsibility to also help their child to fulfill this expectation. Therefore, parents here can act

as partners for school. In addition, communication between teachers and parents is more likely to be intense if the students have difficulties in academic or displaying misbehavior. In this regard, the school is succeeding in establishing strong relationships with parents. Moreover, the school also involves parents in the school activities and responsive to the suggestions related to learning from parents. All of these makes parents feel accepted by the school as a part of the school community.

Table 4. Details of Achieved School Effectiveness Indicators

1	A clear school mission	The school mission is well understood by the principal, vice-principal, and all school	Yes
		There is an action plan derived from the school mission that is understood by all school	Yes
		All school board, parents, and students try to enforce the school mission to improve the student learning achievement.	Yes
		All school board, parents, and students can clearly explain the values held by the	No
2	A safe and orderly environment	There are explicit rules of conduct which emphasize the value of respect, self-discipline, positive relationships, and prevention of inappropriate behavior.	No
		There is a fair disciplinary process being enabled for all students.	No
		There is a leadership role taken by students from all different age groups.	Yes
		Rules and expectations of behavior are all understood and directly communicated by parents, students, teachers, and all school staff.	Yes
		Students work together to maintain a safe school environment.	No
		There is a school program related to conflict mediation, prevention and intervention of bullying, and building healthy relationships.	No
3	A high expectation for students to succeed	The way the teacher teaches and uses language when communicating to students reflects their belief of student capacity to succeed. □	No
		The expectation of learning is understood by all school staffs, parents, and students.	Yes
		All teachers understand and use various teaching methods that can measure and facilitate student learning achievement.	No
		Parents and school staffs all believe that school has the power to ensure student	No
		School respects and upholds the student's academic success, high attendance rates, student membership as part of the school community, and other related positive behaviors.	No
4	An opportunity to learn and time on task.	Students use most of their time in school to enroll in activities related to the learning as guided	Yes
		Classroom learning activities are not disturbed by announcements and interruptions about other things outside the lesson.	Yes
		Teachers work together as a teaching team.	No
		The teacher understands and follows the curriculum rules set by the government and school	Yes
		Resources and materials in the classroom reflect an acceptance of cultural differences.	Yes
		Parents and teachers both understand the purpose of giving homework to students.	Yes
		All students have an equal opportunity to develop their academic abilities.	No
		Students are able to state the purpose of their learning process or activities.	Yes
		All students are given the opportunity to succeed in learning.	No
There are extracurricular activities that provide opportunities for students to succeed outside the academic tasks in the classroom.	Yes		
5	An instructional leadership	The principal shows commitment and accountability towards student learning achievement.	Yes
		The principal observes classroom activities regularly.	Yes
		The principal facilitates school staff, school boards, parents, and other community	No
		The principal ensures that the teacher understands and implements various forms of assessments and evaluations in portraying student learning.	Yes
		The principal communicates his/her high expectations about the teaching ability of teachers to staff, students, and parents.	Yes
6	Frequent monitoring of student progress. □	The teachers communicate their expectations regarding student learning outcomes to students	Yes
		Teacher collects information about student development regularly.	Yes
		The teacher regularly informs parents and students about students' development.	Yes
		Parents act as partners for school concerning student education.	Yes
		The teacher understands the expected standards of student achievement from government and applies them in the classroom.	Yes
		Students and parents both understand the expected standards of achievement from the	Yes
7	A positive home-school relation	Parents are involved in the school development plan.	Yes
		The school involves parents in various ways to support student learning.	Yes
		School staff discusses its students' learning achievements and progresses in regular meetings.	Yes
		School explains the rules and procedures regarding curriculum implementation, learning assessment, and performance evaluation to parents.	Yes

On the other hand, it is found that the school as a system has not been optimal in meeting three dimensions of school effectiveness. The first dimension is a safe and orderly environment. It is found that the school already socializes its regulations at the beginning of the school year to students and parents as a preventive action for misbehavior. However, the curative program is still none, such as conflict mediation and prevention or intervention of bullying. In addition, there are no explicit rules regarding inappropriate behavior presented in the school surrounding. School tended to assume that its rules are already internalized by students after the socialization. In fact, the students do not fully remember all the rules as well as internalize it. The same also applies to teachers in which they too have not consistently enacted the rules. Each class has different rules which are contradictory among the others. In addition, the consequences of misbehavior are ineffective where they tend to give verbal reprimand or a threat of punishment without actual action. Therefore, the rules and consequence need to be presented saliently on school surrounding to foster internalization for the school members.

On the dimension of an opportunity to learn and time on task, the teacher has prepared the material and assignments which are in line to learning objectives. However, there are several things which have not been fulfilled on this dimension. The lists are (1) teachers' limited understanding of the student characteristics, such as developmental stage and types of learning difficulties, so the teachers are not optimal in handling children. In addition, (2) there is no room or access for teachers to exchange information about teaching skills to improve all teacher as a community. □

On the dimension of high expectation for students to success, the school climate is not fully perceived as fostering students' success. The reasons found are the fact that (1) there is only a minimum number of appreciations for students' appropriate behavior. Thus, the behaviors do not last long because students do not get immediate positive affirmation. Another reason is (2) tendency to use monotonous and limited teaching methods for achieving learning objectives resulting in failure. Moreover, (3) the teaching methods used are also not implemented optimally.

The obstacles encountered by schools in fulfilling aspects of a safe and orderly environment, a climate of high expectation for students' success, and an opportunity to learn and time student learning on task can be summarized as a barrier in conducting satisfactory classroom management. Classroom management is defined as an effort to create and maintain conducive learning environment for all students to learn. It ensures students to be consistently involved in productive learning activities to achieve

learning objectives [5]. In addition, the contemporary view of class management skill also focuses on relationship maintenance among students and self-regulation for learning [6]. Thus, classroom management includes all actions a teacher takes to create an environment that supports and facilitates both academic and social-emotional learning [7].

Classroom management covers a broad ranges of activities, such as (1) organizing classroom; (2) planning and teaching rules; (3) managing student work and improving student accountability; (4) maintaining good behavior; (5) planning materials; (6) conducting instruction and maintaining momentum; and (7) getting the year off to a good start [7]. From the listed activities above, it can be seen that the behavior of managing class has much resemblance with the dimensions of school effectiveness which are still lacking. In this case, it can be inferred that fostering quality classroom management is crucial to the whole school atmosphere of effectiveness in learning. □

4. CONCLUSION

This study found that in our targeted school, the four out of seven school effectiveness dimensions have been achieved. These dimensions are (1) a clear school mission, (2) an instructional leadership, (3) a frequent monitoring of student progress, and (4) a positive home-school relationship. In contrast, dimensions need to be further improved are 1) a safe and orderly environment, (2) a climate of high expectation for students' success, and (3) an opportunity to learn and time on task. For further improvement on school effectiveness, in respect to the three unfulfilled dimensions, this study found that these aspects of school effectiveness can be improved by fostering quality classroom management on a daily basis. Conducting a qualified classroom management is regarded as containing the capability to gradually turning the whole school atmosphere into effective teaching.

This study adds to the collective effort, both in research and in practice, by digging deeper about the school effectiveness implementation. The effectiveness of the school is one key to ensure the quality of youth learning in preparing them for today's challenge and also future possible problems. In accordance with this purpose, future study on this topic is advised to explore other correlates of the effective school systems and also the school stakeholders' required skill to maintain this effectiveness, using both qualitative and quantitative approach.

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