



Development of Educational Institutions Using the Confrontation Meeting Technique Through Learning Management System (LMS) in Improving School Quality

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Abstract. The development of educational institutions is very necessary in an effort to improve the quality of education. The purpose of the study is to find out how the development of educational institutions, the application of educational development with confrontation meeting techniques in an effort to improve the quality of education in schools using the Learning Management System (LMS). In this study, researchers used the meeting technique with LMS because it has been widely used by other institutions which have been considered more effective with other techniques, easy to access and has many advantages that can be used later in the development of educational institutions. This paper provides a advantage and disadvantage overview of what learning environments can expect from a LMS. Researchers choose research using a qualitative approach with the aim of knowing in depth and completely about the phenomena that actually occur in schools regarding the development of educational institutions. The research locations were conducted at superior public elementary schools and assisted public elementary schools with a total of 18 informants.

Keywords: Development · Confrontation Meeting Techniques · Educational Institutions · Quality of Education · Learning management System

1 Introduction

Educational institutions are a useful forum for fostering people, bringing in a better future. Everyone who is in the container will experience changes and developments according to the color and complexion of the institution. Educational institutions are one of the socialization agents whose influence is quite significant in influencing the formation of an individual's behavior in order to be able to socialize in his living environment in accordance with existing norms and rules. Educational institutions are promoters in the formal education environment, because the role of the institution is an act, ideal and

attitude carried out to fulfill rights and obligations in accordance with certain positions or positions related to the goals that have been set (Pavlichenko et al. 2021). Educational institutions are bodies that are engaged and responsible in the educational process for students. Educational institutions have an important and strategic role in improving quality in the future. The quality of educational institutions cannot necessarily be achieved an effort and effort in achieving it. So that an appropriate development is needed in an effort to achieve it. Educational institutions are bodies that are engaged and responsible in the educational process for students. Educational institutions have an important and strategic role in improving quality in the future. The quality of educational institutions cannot necessarily be achieved an effort and effort in achieving it. So that an appropriate development is needed in an effort to achieve it (Ishmuradova et al. 2020).

When talking about the development of the education system, it is related to all changes or improvements to education policies that are macro in nature to the improvement of the curriculum and learning process in schools or higher education institutions (micro) carried out by teachers or lecturers (Aitbayeva et al. 2019). This means how the government's efforts in improving the quality of education through the development of the education and learning system. The education reforms that should demand systemic change are only limited to ostensibly. This means that it seems as if education has been used as a pillar of *prima donna*, but in practice it has not been carried out properly (Pavlichenko et al. 2021).

In fact, until now in the implementation of education there is still the following tendency: first, to impose learners with the status of objects, where the teacher serves as the holder of the highest scientific authority and indoctrinator. Second, teaching materials are subject oriented, and third, education management is still new to the transition from centralistic to decentralized. As a result education isolates itself from real life that exists outside of school, less relevant between what is taught and the needs in employment, too concentrated on intellectual development that is not in line with the development of the individual as a whole and personality. Fourth, the learning process is dominated by the demand to memorize and master as many lessons as possible in order to face an exam or test (Hifza et al. 2020).

The quality of education of the Indonesian nation has not reached a good position when compared to other countries. In fact, this sector is very necessary to improve the quality of human resources needed to build the nation (Chaturvedi, Chaturvedi, and Chaturvedi 2020). Due to the low quality of education now, existing human resources lack competitiveness at the world level. Of course, if this problem is not found a solution as soon as possible, it will have a greater impact on other sectors. Educational democracy, openness, decentralization, autonomization, and so on in organizing education officially and normatively have been widely socialized. But it seems, again, democracy does not apply in a society where the academic culture is still low and the human resources are not yet highly educated (Argadinata 2020; Argadinata, Arifin, and Juharyanto 2021).

In addition, in reality the education system is still highly centralized and discriminatory. The government very strongly implements a national education system complete with the implementation of schools or colleges as its implementation unit. All those

organized by the community must follow it as a subsystem of one national education system. Like in the family system in the household, the child is a subsystem in the family. However, if the child does not have the opportunity to live with his identity as a system in itself, the child will never be able to make a meaningful contribution to his family. It is precisely the independence of the child and the success of his life outside the family of his mother, they are more empowered to make their family system proud (Qutni, Kristiawan, and Fitriani 2021).

Problems that are caused by incompatibility of expectations with existing realities. so that a technique is needed to develop educational institutions to be better and of higher quality. One of the techniques for developing educational institutions using the Confrontation Meeting (Beckhard 2000). This technique is an exercise in building a team in achieving goals that are useful and effective. The Confrontation Meeting is an activity that allows the entire management group, consisting of individuals and groups of an organization to quickly understand the health of themselves and others in planning actions to improve the organization.

It is hoped that the problems that arise from educational institutions can begin to unravel by using the Confrontation Meeting technique. When the problem has begun to unravel and can be resolved, it indirectly facilitates activities, systems and processes in education. The impact is that the quality of educational institutions will continue to grow and develop to answer the needs of the community regarding good and quality education services.

2 Methods

Researchers choose research using a qualitative approach with the main objective that the researcher wants to know in depth and completely about the phenomena that actually occur in schools that produce descriptive data in the form of written words or verbally from the behavior of the people the researcher observes and studies (Ulfatin 2015; Sugiyono 2013). Researchers choose a multi-site type of study research, by delving into interesting phenomena to be raised in research scientifically. The location of this study was at The State Elementary School 1 Genteng Banyuwangi and The State Elementary School 09 Kembang Banyuwangi, East Java Province, Indonesia. The data was obtained from the results of in-depth interviews with a total of 18 informants consisting of 2 principals, 8 educators, and 8 staff in superior schools and target schools. Field observations to find out the condition of the research site and the real situation. Supporting documentation as visual evidence of the development process of an educational institution.

The source of the researcher's data was obtained from informants at The State Elementary School 1 Genteng Banyuwangi and The State Elementary School 09 Kembang Banyuwangi which included principals, vice principals, educators, and education staff. The selection of the location of this study was taken from a sample of superior schools and target schools. The data was collected by conducting in-depth interviews, observations, and strengthening documentation data which was then analyzed with the help of the NVivo program to assist researchers in visualizing research data findings (Wiltshier 2011).

3 Result and Discussion

These results and discussions are findings from data that have been carried out in the in-depth analysis stage of each existing finding. The results that have been obtained in this discussion will include a) the development of educational institutions, b) the application of the Confrontation Meeting technique in an effort to develop educational institutions, and c) the impact of the application of the Confrontation Meeting technique in improving the quality of education in schools. The description and visual presentation of the findings are as follows.

The use of a Learning Management System (LMS) is one way to make the development of educational institutions easier, because LMS has features that can facilitate users such as communication, learning objects, assignments, etc. (SUNY, 2005). A learning management System automates many of the processes associated with learning. It is a management software package enabling the delivery of learning content, resources and activities and also handles the associated administration tasks (Hobbs, 2005). LMS can provide unprecedented opportunities for this. At their best, computers can support knowledge construction, learning-by-doing, by conversing and reflecting (Jonassen, 1999) but managing all of this to improving quality of education in schools is a complex task that might be made more manageable by the implementation of LMS.

The development of educational institutions is an effort to change the behavior of people and the system of educational institutions in order to adapt to environmental changes aimed at achieving the goals of better educational institutions. The term Institutional Development began to be known Since the mid-1940s after the end of World War II. Here are some definitions from experts regarding Institutional Development (Chaturvedi, Chaturvedi, and Chaturvedi 2020).

Another study that is seen as comprehensive according to Komlichenko (2020) cites Gibson, Ivancevich, and Donnelly as proposed by Alexander Winn: The term “Development of Educational Institutions” provides implications for normative strategies, re-education intended to influence the belief system, values, and attitudes in Educational Institutions so that this can better adapt the degree of acceleration of change in technology, in our industrial environment and society at large. Also included is the restructuring of formal Educational Institutions which are often brought up, facilitated, and driven by normative and behavioral changes. The above study views the development of Educational Institutions more broadly, where the changes in question are not only changes in the structure of Educational Institutions (formal aspects of Educational Institutions) but also involve all informal elements including cultural aspects of Educational Institutions. In the study of the behavior of Educational Institutions, the development of educational institutions is assumed that it will not run well if it is not accompanied by the design of changes in human behavior. In this case, values (including the belief to be able to change), work habits, and mindset are important aspects for the development of educational institutions. If changes in Educational Institutions are carried out without thinking about the human aspect, these changes often lead to rejection (Puzikova et al. 2020).

According to Michael G. Aam the Development of Educational Institutions in Cepi confirms this “This reluctance is understandable, as employees are comfortable doing things the old way. They may fear the change will result in less favorable working conditions and economic outcomes than what they are used to.” Why do employees or employees reject a change? Because they worry that change will have a negative impact on them, such as they have to relearn new ways of working, their income will decline over a period of time, and various other things that are considered negative. In that case, the manager of the Educational Institution must facilitate the adjustment of the perception of employees or workers to take a more positive view of the changes of the Educational Institution. The three goals of Educational Institution Development are changes in attitudes or values, development of educational institutions for behavioral identification, and inducing changes in structure and policy. When looking at the three components of change, it can be said that the first aspect that must be changed is the value that is manifested in the attitudes or behaviors of people in educational institutions and then accompanied by the structure and policies of educational institutions (Amen; Ume, Sumayya; Ume, and Butt; Adnan 2021).

The three goals of Educational Institution Development are changing attitudes or values, developing educational institutions for behavior, and inducing changes in structure and policy. When looking at the three components of change, it can be said that the first aspect that must be changed is the value that is manifested in the attitudes or behaviors of people in educational institutions and then accompanied by the structure and policies of educational institutions. The development of institutions requires human resources in supporting the development of an institution in the future. Starting from attitudes, values as the basis of human resources participate in making an institution that is good in improving institutions and educational institutions that are being developed (Krupa 2019).

In the process, starting from planning to evaluating elementary schools with different backgrounds, it still requires the development of educational institutions. Every school has a vision and goals to be achieved and achieved. In its implementation, all activities in educational institutions are not as smooth as planned. Activities always have input and advice from both students, parents of students, and the wider community. Efforts to improve and develop existing programs and activities in educational institutions have many actors who play an active role. The actors include principals, educators, and education staff. These actors strive and strive in accordance with their respective duties to the maximum to provide the best service to students as customers of educational institutions.

The implementation of the provision of services for educational institutions of actors applies the principle of carrying out the duties that are always held. The principles intended in providing the best service for the development of educational institutions are as follows: 1) the formulation of goals clearly and precisely, 2) grouping and division of labor, 3) unity of the direction of command, 4) the existence of a balance between duties, responsibilities, and authorities, 5) coordination, integration, synchronization, implications, 6) repayment of services worth the services provided, 7) the right man in the right place, and 8) continuity. Visually, it will be presented in the following image.

The implementation in the field with the comparison of the two research sites showed a fairly noticeable difference. The application carried out in superior schools runs the entire series well, from the results of observation and documentation studies the institution has carried out stages and has assessment standards from each stage that has been undergone. In contrast to the target schools that carry out and carry out the processes and principles of development of educational institutions flow and only a few components are implemented. From the basis of this meeting, it is obtained to develop educational institutions that are directed at the need for a clear and straightforward transformation of the environment in a clear and straightforward manner and an achievement measuring instrument is needed to control at each stage of work.

A confrontation meeting is an intervention designed to mobilize the resources of the entire organization to identify problems, set priorities and targets for actions and begin to work on the identified problems (Beckhard 2000). Designing interventions for the development of educational institutions requires attention to the needs and dynamics of the situation and drawing up a program of change that will be consistent with the previously described criteria of effective interventions. Current knowledge of educational institution development interventions provides only a general recipe for change. There is little proper information or research on how to design interventions or how they can be expected to interact with the conditions of the organization to achieve certain goals. In addition, since the ability to carry out part of the development of interventional educational institutions depends largely on the skills and knowledge of the agents of change, the design of the intervention will depend to some extent on the expertise of the practitioner. The two main sets of contingencies that can influence the success of the intervention have been discussed in the literature on the development of educational institutions are those related to situations of change (including practitioners) and those related to the target of change. Both types of contingencies need to be considered in designing interventions (Hüning 2014).

Contingencies are present in situations of change that can influence the success of the intervention. These include individual differences among members of the organization (for example, the need for autonomy), organizational factors (For example, management style and technical uncertainty), and the dimensions of change the process itself (for example, the level of top-management support). Unless this factor is taken into account, designing an intervention will have little impact on functioning organizations or, worse, may produce negative results. For example, to solve the motivation of the problem between blue-collar workers in oil refineries, it is important to know whether the intervention is intended to increase motivation (for example, job enrichment) will be successful with the type of people who work there. In many cases, this contingent knowledge results in modifying or adjusting the change program to adjust the settings. In implementing the intervention reward-organizational system, changes may have been modified depending on whether the company wants to strengthen the individual or the performance of the team (Crampto 2019).

Indicators of readiness for change include sensitivity to pressure for change, dissatisfaction with the status quo, availability of resources to support change, and commitment from significant time management. When such conditions are these, interventions can be designed to address organizational problems found during diagnosis. When readiness for change is low, however, interventions should focus first on increasing the organization's willingness to change. The Ability to change abilities An organization is a function of the change related knowledge and skills present in the organization, resources and systems devoted to change, and the organization's experience with change. a) First, managing planned change requires certain knowledge and skills, including the ability to motivate change, to lead change, to develop political support, and to maintain momentum. b) Second, change requires infrastructure to support the transition. Program and office project management, consulting resources, and sharing models of the change process are required to oversee execution. Finally, an organization must have experience with and learn from change to have the ability for change. If an organization does not have these resources, then an initial training intervention may be required before members can meaningfully engage in the design of the intervention.

Change Agent capability Many failures in the results of the development of educational institutions when change agents implement interventions beyond their competence. In designing interventions, educational institution development practitioners should assess their experience and expertise against the requirements needed to effectively implement interventions. When a mismatch is found, practitioners can investigate whether interventions can be modified to suit their aptitude better, whether other interventions that are better suited to their skills can meet organizational needs, or whether they should seek help from other change agents who could guide the process more effectively. The ethical guidelines on which the development practitioner of the educational institution operate requires full disclosure of the application of their knowledge and expertise to the client's situation. Practitioners are expected to intervene in their abilities or to recommend someone better suited to the client's needs (Kaplan, Pope, and Samuels 2010).

The process of the confrontation meeting

- a) Schedule a Meeting.
- b) Create groups that represent many effectiveness.
- c) Set ground rules.
- d) Groups identify issues and opportunities.
- e) Report to large groups.
- f) Create a parent list.
- g) Forms of group troubleshooting.

Relationships between intervention groups. The quality of group relationships within an organization can affect how well the organization performs Two main interventions Microgroups, groups resolve Conflicts Between Groups. The small group solved problems on larger systems. Characteristics of members of a small group should reflect the problem being addressed (for example, if dealing with diversity, the group must be diverse). The main mechanism of change is a "parallel process".



Fig. 1. Procedure for the development of educational institutions. Source: Researcher's Findings

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The impact felt by educational institutions with the Confrontation Meeting technique approach is that there are many activities and programs that are visible and can run in a structured manner. Human resources begin to understand the assignment of each individual which will certainly affect the development of educational institutions. One superior human resource will have an impact on the performance of other members. The performance of existing human resources has an impact on the good results of the tasks they have completed. One field to another is closely related. If it is made into a unit of the density of each of these becomes quality and quality improvement (Sallis 2014).

The results of the implementation felt through the Confrontation Meeting technique have clearer goals, "it can be seen from various parties". Problems are easily overcome properly from the upperlevel leaders to the lowest implementers such as staff and educators. With maximum development in educational institutions, it has an impact on the facilities received by students. learners feel well facilitated. Focus on self-development and can be the main path and can prepare quality outputs of students with character and many of the community absorb graduates from these educational institutions.

The quality of education of the Indonesian nation has not reached a good position when compared to other countries. In fact, this sector is very necessary to improve the quality of human resources needed to build the nation. Due to the low quality of education now, existing human resources lack competitiveness at the world level. Of course, if this problem is not found a solution as soon as possible, it will have a greater impact on other sectors. Educational democracy, openness, decentralization, autonomization, and so on

in organizing education officially and normatively have been widely socialized. But it seems, again, democracy does not apply in a society where the academic culture is still low and the human resources are not yet highly educated.

Problems that are caused by incompatibility of expectations with existing realities, so that a technique is needed to develop educational institutions to be better and of higher quality. One of the techniques for developing educational institutions using the Confrontation Meeting through Learning Management System (LMS). This Learning Management System provides great benefits for the educational environment which has been widely used in educational institutions today due to the ease of access and easy communication with each other. This technique is an exercise in building a team in achieving goals that are useful and effective. The Confrontation Meeting is an activity that allows the entire management group, consisting of individuals and groups of an Educational Institution to understand quickly about the health of themselves and others in planning actions to improve educational institutions.

The implementation of the provision of services for educational institutions of actors applies the principle of carrying out the duties that are always held. The principles intended in providing the best service for the development of educational institutions are as follows: 1) the formulation of goals clearly and precisely, 2) grouping and division of labor, 3) unity of the direction of command, 4) the existence of a balance between duties, responsibilities, and authorities, 5) coordination, integration, synchronization, implications, 6) repayment of services worth the services provided, 7) the right man in the right place, and 8) continuity.

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A confrontation meeting via LMS is an intervention designed to mobilize the resources of the entire organization to identify problems, set priorities and targets for actions and begin to work on the identified problems. With the use of LMS, it facilitates development in educational institutions by optimizing several very useful features in the Learning Management System, namely general course organization, content (learning objects), self-study, assignments, testing, communication (SUNY, 2005). The impact felt by educational institutions with the Confrontation Meeting technique approach through LMS is that there are many activities and programs that are visible and can run in a structured manner. Besides, using the correct learning strategies, a LMS can motivate learners, facilitate deep processing, build the whole person, cater for individual differences, promote meaningful learning, encourage interaction, provide feedback, facilitate

contextual learning and provide support during the learning process (Ally, 2004). Human resources begin to understand the assignment of each individual which will certainly affect the development of educational institutions. One superior human resource will have an impact on the performance of other members. The performance of existing human resources has an impact on the good results of the tasks they have completed. One field to another is closely related. If it is made into a unit of the density of each of these becomes quality and quality improvement.

4 Conclusion

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