



Building School Optimism and Responsibility in Quality Education

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Abstract. Education is now growing rapidly and is able to influence a variety of life arrangements. All parties are involved in it to keep abreast of the times. Therefore, optimism is needed in responding to these challenges, and the responsibility of schools as educational institutions capable of determining quality education. This study tried to take photos of how the school was able to air the effort to build optimism and responsibility in conducting education towards a better match expectations. This study uses a qualitative approach with case study method. The results of the research conducted revealed that in realizing quality education there are things that schools do that are inseparable from 8 interrelated educational standards between one and the other. Therefore in this case the school emphasizes more on graduate competency standards and process standards as a portrait of building optimism and a sense of responsibility.

Keywords: optimism, responsibility, quality education

INTRODUCTION ~ In life, every human needs to struggle to defend himself in facing various conditions beyond his abilities. Humans also should not give up just like that happened, there must be an effort and a strong determination to be able to achieve what is aspired (Sujanto, 2018).

Because life is like between two choices, being a driver or passenger. Living life, means being able to undergo changes that are full of obstacles and various risks, just as a driver when carrying a vehicle on the road must have the courage and responsibility for everything. But when humans are reluctant to deal with various kinds of risks, it is enough to be a passenger who can sit sweetly without thinking about the various things that happen. This applies to all of us in living life, because life is a choice (Kasali, 2015).

In the world of education the same thing applies, when we see the process of

education is nothing more than the process of a country's power. The education process is part of the means for the development and change of society itself. So to achieve what is aspired according to the mandate of the law and produce quality education, it takes five players in the process, namely 1) parents, 2) the community, 3) students, 4) the state, 5) managers of educational professionals.

Many problems have occurred that have led to a decline in the quality of education in Indonesia as seen from the 5 players, including:

1. Old man

Many educational processes no longer play the role of parents, only a portion of the schools play a role as parents in providing input or thoughts for improving the school or education.

2. Public



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As if the community does not have any role, because school institutions are no longer social institutions owned by the community, but are owned by the government. Today's society is nothing more than fulfilling the demands imposed by schools. For example, no more than an agency that seeks to raise additional funds for school needs.

3. Participants Learners

The results of the examination scores become a benchmark of the success of the quality of education in schools, without looking at various aspects that are actually what is needed by students in the future.

4. Country

The state has an important role in the continuity of education. However, when the state is authoritarian towards the education process, it has similarly killed the role of parents, community and students themselves to advance in accordance with their respective responsibilities.

5. Educational Professional Manager

These professional education managers include education supervisors, teachers, principals, and lecturers. They have a very important role in the continuity of quality education, but sometimes there is no room for improvisation in accordance with the demands of the environment and the demands of the surrounding community.

The fifth aspect of the above have an important role in the continuity of quality education, so that all can run smoothly is needed optimism and responsibility in facing the challenges of education in order to be qualified according to Law Number 20 Year 2003 on National Education System (Education, 2003).

Optimism itself is a hope and belief in a good thing. Optimism appears to be a parallel construct to triadic reciprocal causation (Anderson, Kochan, Kensler, & Reames, 2018).

Building optimism and responsibility is an effective way to underlie school performance to achieve quality education. The prevailing academic optimism is one effective way to explain the structure that underlies school performance. In addition, the optimism that is built has a big impact on student achievement. Teachers with optimism can build a learning environment for all students to achieve their goals and promote positive beliefs of themselves, students and their parents (Chang, 2011).

Excessive optimism at the wrong time and in the wrong situation can blind us to the expensive consequences of certain actions. Every successful life and every successful company needs an accurate appreciation of reality and the ability to optimally dream beyond current reality (Schulman, 2016).

Identifying optimism is the most decisive thing in education . This is in line with



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research that has been conducted by Héctor Cebolla-Boado & Yasemin Nuho Glu Soysal with the title Educational optimism in China: migrant selectivity or migration experience? This study explains how the paradox of immigrant optimism, which contributes to the higher educational expectations of immigrant-origin children, compared to non-immigrants in the destination country, depends on social background and school achievement. In this study, it clarifies whether the mechanism behind this optimism is related to the selectivity of migrants or the experience of family migration. This study used data from the Panel Study of Chinese Education, a representative survey of secondary school students in China by using a two-pronged strategy analysis. In identifying optimism, controlling for student academic performance and social background is crucial (Cebolla-Boado & Soysal, 2018). Because basically what is needed for optimism is the belief that the community is basically functioning properly and with a little adjustment, it can get better (Gellert, 2015).

Research on optimism has also been carried out by Leigh McGuigan and Wayne K. Hoy with the research title Principal Leadership: Creating a Culture of Academic Optimism to Improve Achievement for All Students which reveals that academic optimism is a latent construction that enhances student achievement and that school structures allow provide a mechanism for achieving

academic optimism (McGuigan & Hoy, 2006).

In a journal entitled Should schools be optimistic? An investigation of the association between academic optimism of schools and student achievements in primary education by Tinneke Boonena, Maarten Pinxtena, Jan Van Dammea and Patrick Onghena revealed that to build a culture of positive optimism, mutual trust between schools, parents and students is needed. , because this will form the norms and expectations of good behavior in schools (Boonen, Pinxten, Van Damme, & Onghena, 2014).

So optimism is a belief and understanding of something good so that it has good expectations in everything. Whereas relating to the quality of education is a very fundamental aspect to get compatibility with the growth of a global knowledge-based society and illustrates how good the opportunities are available to get an award (Basari, Altinay, Dagli, & Altinay, 2016). The quality of education is the most important thing in an effort to provide services with superior work results in terms of inputs, processes, outputs that provide impacts and benefits and can be improved through management. Therefore we need a design in the development and education services that prioritizes quality and can work together with other parties so that evaluations can be made that are able to produce new breakthroughs to improve quality and productivity (Haningsih, 2014).



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Regarding the quality of education, the quality assurance system is regulated in such a way and involves various aspects, both in terms of administration, facilities, quality stakeholders themselves, and even internal control mechanisms. So that quality assurance can be accepted, implemented, and changed into an organizational culture in institutions, work systems and internal structures (Basari et al., 2016) . Education quality assurance is seen as an activity to monitor, assess and review stakeholders who benefit from education itself to meet their views and expectations with minimum requirements.

Education is an important sector and is one of the means to improve the quality of Human Resources (HR). This is because education can affect the economic growth of a nation in full . Whereas quality assurance will be very efficient if translated into action both in the form of teaching and learning (Kettunen, 2011). On the other hand, education is considered qualified if students who are declared to graduate to one level of education or who have completed certain learning programs are able to have academic and extra-curricular excellence.

Based on the explanation above, so far no one has examined about how to build optimism and responsibility of schools in improving the quality of education in schools. Many problems faced are related to the quality of education that can not be separated from 8 educational standards, one of which relates to the

competence of graduates and the educational process.

Education is said to be of good quality if the school is able to provide satisfaction to the community, producing graduates who are able to compete with other graduates, skilled and versatile graduates. Because people usually interpret or perceive quality simply.

METHOD

In this study, researchers used qualitative research using the case study method. The researcher himself as a human instrument, which conducts and sets on the focus of research, selects several informants to be used as data sources, collects data, assesses the quality and analyzes the data obtained, makes conclusions and interpretations of the data that has been obtained (Sugiono, 2016). This study tries to see the efforts made by schools in building optimism and responsibility in improving the quality of education related to graduate competencies and the educational process in schools.

Qualitative research was chosen because qualitative research is a research that uses approaches that explore and understand various social problems experienced by individuals and groups. In this research process also uses questions in accordance with the procedure, the data obtained from the informant by analyzing the data inductively, while the researchers themselves interpret the meaning of the data. So that the final report is written in a structured and flexible manner. The people

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involved in this research appreciate and support the perspective of the researcher (Creswell, 2014). Qualitative research data is a source of description that is rich in data, which has a clear reason and can be justified by someone (Miles, Huberman, & Saldana, 2014).

The focus of the research carried out is trying to answer the question of "how" like this is more directed to the use of case study strategies and explanatory. This underlies researchers using a case study design because it matches the characteristics of the research sites.

Case studies are research designs that are found in various fields, especially evaluations, where researchers develop in-depth analysis of a case, often a program, event, activity, process, or one or more individuals. Cases are limited by time and activity, and researchers collect detailed information using various data collection procedures over an ongoing period of time (Yin, 2003).

This research was conducted for 7 months from April to October 2019. Furthermore, in

this study interviews, observations, and documentation with speakers consisting of the Principal, Deputy Head of the curriculum, a number of teacher councils, and several students. This is done to simplify and facilitate observations made by researchers. This research was conducted at SMKN 1 Sukaraja which is located in Sukabumi Regency, West Java Province

RESULTS

Graduates competence is one of the most important standards because this standard becomes the main reference in the development of other standards, both content standards, processes, assessments, educators and education personnel, facilities and infrastructure, management and financing (K. Education and Culture, 2013).

Graduates' competency standards are criteria that must be possessed by every graduate which includes aspects of attitudes, knowledge and skills that are expected to be achieved after completing the study period (M. Education and Culture, 2013a)

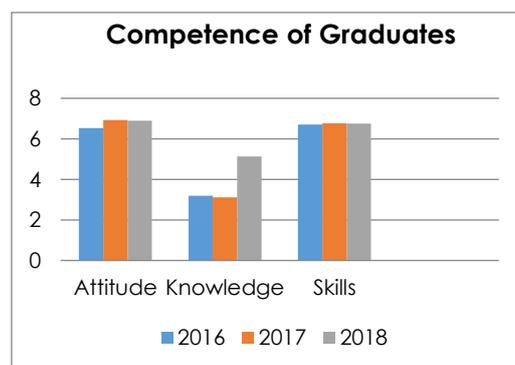


Figure 1. Quality Report of Graduates' Competency Standards in 2018



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This study aims to analyze optimism and responsibility are schools doing to achieve quality education refers to aspects of

competency, can be seen in the table below:

Table 1. Table Competency Aspects

Competency Aspects	Category
Attitude	Reflecting the attitude of faith in God Almighty Reflecting character attitude Reflecting discipline Reflect polite attitude Reflecting honest attitude Reflecting caring attitude Reflecting self-confidence Reflecting responsibility Behave true learners throughout life Behave physically and mentally healthy
Knowledge	Factual, procedural, conceptual, and metacognitive knowledge
Skills	Think and act creatively Think and act productively Think and act critically Think and act independently Think and act collaboratively Think and act communicative

While the education process is the implementation of learning in education units to achieve Graduates Competency Standards. So that the educational process was developed in reference to the Graduates' Competencies and contents that have been determined in accordance with the provisions based on government regulations (M. Education and Culture, 2013b).

The education process held in the education unit is held interactively, inspiratively, fun, challenging, motivating students to participate actively, as well as providing sufficient space for initiative, creativity, and independence in accordance with the talents, interests, and physical and psychological development of students. For every unit of education do lesson planning, implementation of the learning process and learning assessment

to improve the efficiency and effectiveness of achievement of competence pass an (M. Education and Culture, 2013b).

The principles of learning carried out in accordance with graduate competency standards and content standards are as follows:

1. Students are trying to find out;
 2. The learning process is based on various learning resources using a scientific approach;
 3. Learning is directed towards competency-based and integrated learning;
- Learning that leads to multi-dimensional truth, applicative skills, and a balance between *hardskills* / physical skills and *soft skills* / mental skills.

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4. Prioritizing the empowerment and culture of lifelong learners;
5. In learning to apply exemplary values, building the will and creativity of students that can take place anywhere, whether at home, at school, or in the community with the principle that everywhere is the class and anyone is a teacher without distinguishing the cultural background of students;
6. Utilizing information and communication technology in learning. This principle is developed in the standard process in learning through planning, implementation, assessment and supervision.

Planning refers to the content standards that are designed in the form of Syllabus and Learning Implementation Plan (RPP) and adjusted to the approach in learning.

Implementation of learning by paying attention to several aspects, namely the allocation of time, textbooks, class management, implementation of learning in the form of preliminary, core and closing activities.

The assessment used is an authentic assessment system, which assesses students' readiness, process and learning outcomes, all of which are expected to be able to describe and have an impact on learning and can be used as material for improving the learning process going forward.

Supervision is carried out in the form of supervision, evaluation, monitoring, reporting and follow-up activities carried out periodically and continuously to the learning process.

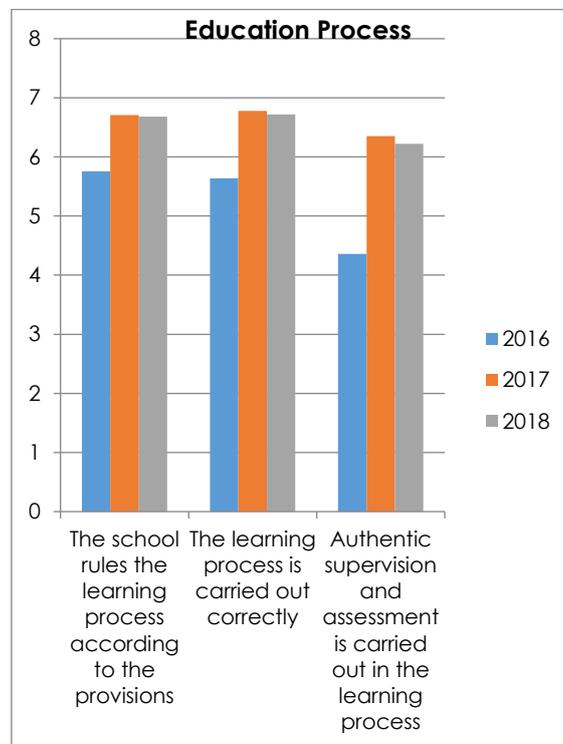


Figure 2. Quality Standards Report Card for the Year 2018

In analyzing optimism and responsibility undertaken by schools to realize quality



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education referring to aspects of the table below:
education process , can be seen in the

Table 2. Table Educational Process

Educational Process	Category
The school plans the learning process according to the provisions	Refers to the syllabus that has been developed; Leads to the achievement of competencies; Prepare a complete and systematic plan document; Get an evaluation from the school principal and school supervisor.
The learning process is carried out correctly	Form a study group with the number of students according to the provisions; Manage classes before starting learning; Encourage students to find out; Directing to the use of scientific approaches; Conduct competency-based learning; Providing integrated learning; Carry out learning with answers that have multi-dimensional truth; Carry out learning leading to applicative skills; Prioritizing the empowerment of students as lifelong learners; Apply the principle that anyone is a teacher, anyone is a student, and everywhere is a class; Recognize individual differences and students' cultural backgrounds; Implement learning methods according to student characteristics; Utilizing learning media in improving the efficiency and effectiveness of learning; Using a variety of learning resources; Manage class when closing learning.
Authentic supervision and assessment is carried out in the learning process	Perform a comprehensive authentic assessment; Make use of authentic assessment results; Monitoring the learning process; Supervise the learning process for teachers; Evaluating the learning process; Following up on the results of monitoring the learning process.

DISCUSSION

In the research conducted, the school gave a good response in terms of perceived quality of education. The efforts that have been made and the

responsiveness of schools are the most important in the concept of quality education. It appears that the most important factor in improving quality in schools is how schools build optimism and a sense of responsibility for the output of



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education itself, one of which is by looking at aspects of graduate competence and the educational process implemented in schools.

A quality system is a system that includes the organizational structure, responsibilities, procedures, processes and resources to carry out quality management. In this effort, it is preceded by planning. Planning is defined as setting the goals of the organization or school in deciding the best way to achieve the desired goals.

With regard to the competence of graduates and education processes that can affect the quality of education views from every dimension (attitudes, knowledge, and skills) schools has sought to provide a service that is best in creating graduates who qualified through a process that is carried out in schools.

What is done is the way the school continues to strive to instill optimism in all aspects for the betterment of the school and run it with a sense of responsibility. Fulfillment of quality in general related to the standard (standard). In the context of quality education in schools, it is understood as the achievement of educational goals and graduate competencies that have been set according to academic policies. This achievement concerns aspects of input, process, and output as well as the value of conformity, virtue, and excellence.

Quality assurance itself is an ongoing evaluation process (assessing, monitoring,

guaranteeing, maintaining and improving) the quality of the system of an educational institution (Nabaho & Turyasingura, 2019). So that in this case the school continues to strive to be consistent in maintaining the quality of education both externally and internally.

CONCLUSION

The quality of education is something that is very dynamic that is directly related to all aspects around it, both products, people/labor, processes, and the environment itself that must be maintained according to expectations or standards that have been set. Then various efforts must be made. Building optimism and responsibility to maintain the quality of education is not easy, it takes courage and trust to do it.

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