



IMPLEMENTATION OF EFFECTIVE SCHOOL CHARACTERISTICS IN GORONTALO ALIYAH STATE ISLAMIC SCHOOL

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Article history:	Abstract:
<p>Received: June, 20th 2022 Accepted: July, 20th 2022 Published: August, 24th 2022</p>	<p>The purpose of this study is to describe: (1) characteristics of professional leadership, (2) characteristics of shared vision and goals, (3) characteristics of the learning environment, (4) characteristics of learning-centeredness, and (5) characteristics of learning objectives. This research uses a quantitative approach with explanatory descriptive research. Data collection techniques used are questionnaires and interviews. The data collected were analyzed using the percentage technique presented in the form of tables and diagrams. The results showed that: (1) the characteristics of professional leadership were in the very good category, (2) the characteristics of shared vision and goals were in the very good category, (3) the characteristics of the learning environment were in the very good category, (4) the characteristics of learning centered are in the very good category, and (5) the characteristics of the learning objectives are in the very good category.</p>

Keywords: effective school, leadership, learning environment

INTRODUCTION

Schools as educational institutions have an obligation to provide maximum service in the formation of quality human beings marked by quality educational outputs so that they can realize effective schools. The school is said to be effective if the school is able to achieve what has been planned. Effective schooling relates to the formulation of what to do with what has been achieved. So that a school is said to be effective if there is a strong relationship between what is formulated to be done with the results achieved by the school, otherwise the school is said to be ineffective if the relationship is low.

Strong school management is a requirement in creating an effective school. An effective school is a school that has criteria for good management, responsibility, and transparency and can empower every important element of the school, both internally and externally so that the school's vision, mission, and goals can be achieved effectively and efficiently.

The results of Ansar's research in Roskina (2013) said that there were nine indicators used to see the characteristics of effective schools, namely: (1) school administration and management; (2) school principals and supervisors; (3) curriculum and learning; (4) manpower; (5) organization and institution; (6) financing and funding; (7) facilities and infrastructure; and (9) community participation in education.

In the concept of National Education Standards (SNP), effective schools must meet standards which include: (1) content standards; (2) process standards; (3) graduate competency standards; (4) the standard of educators and education personnel; (5) standard of facilities and infrastructure; (6) management standards; (7) financing standards; and (8) educational assessment standards (Raharjo, 2012; Uchtiawati & Zawawi, 2014; Damanik, 2016). Furthermore, effective school aspects are determined along with the indicators, namely: (1) professional leadership, with indicators: (a) having clear goals, (b) using a participatory approach, (c) professional in leading; (2) shared vision and goals, with indicators: (a) having common goals, (b) consistent in implementation, (c) collegiality and cooperation; (3) learning environment, with indicators: (a) regular learning environment, (b) pleasant learning environment, (c) maximizing study time; (4) learning-centered, with indicators: (a) emphasizing on academics, (b) focusing on achievement, (5) learning objectives, with indicators: (a) high expectations from all parties, (b) communicated expectations, (c)) provide an intellectual challenge; (6) positive reinforcement, with indicators: (a) clear and fair discipline, (b) feedback; (7) monitoring progress, with indicators: (a) monitoring student progress, (b) evaluating school goals; (8) the rights and obligations of students, with indicators: (a) strengthening students' self-confidence; (b) being responsible, (c) supervising the work of students: (9) the relationship between the school and the community, with indicators: (a) the

relationship between parents and the school; and (10) learning organization, with indicators: (a) student development-based organization (Morely & Rassol in Sukung, 2013; Kurniasih, 2014; Mu'alimin, 2014; Amiruddin, 2019).

According to Djafri (2020), effective schools are schools that show conformity between the results achieved and the expected results. Factors that determine efforts to achieve this are leadership and work culture in schools. Furthermore, Yantoro (2013); Pandoyo & Wuradji (2015); Fikri & Nasution (2018); Amri, et al. (2020), the effectiveness of a school can be seen from: (1) clearly stated and specific goals; (2) strong educational leadership; (3) there is a relationship between the school and the community; (4) positive and conducive school climate; (5) monitoring the progress of students; and (6) emphasize the success of students. According to Komariah in Mappaenre (2014) effective schools consist of three major elements, namely input, process, and output.

A more comprehensive review of effective schools was carried out by Edward in Sumarto (2018), which revealed a series of indicators in the form of factors related to effective schools, namely: (1) effective leadership; (2) flexibility and autonomy; (3) organized curriculum; (4) good teaching; (5) variations of teaching strategies; (6) sufficient time at school; (7) high expectations from students; (8) positive attitude of teachers; (9) regulations and discipline; (10) the existence of rewards and incentives; (11) the frequency of homework; (12) sufficient material support; (13) support from the education system; (14) support from the community; and (15) frequent assessment and feedback.

Effective schools are schools that emphasize the importance of the role of leadership in managing schools (Iskak, 2018). The main role of the principal is as a leader who directs the course of education and functions as an agent of change that converts inputs into outputs. In his leadership, the principal must obtain the support of commitment and cooperation from various parties, especially all school residents (Handarini, 2019).

Macbeath & Mortimore in Rianae, et al. (2020) says the ways that principals can do in realizing effective schools are: (1) formulating a clear vision and mission and running them consistently; (2) creating a conducive environment; (3) instilling a disciplined attitude for school members; (4) developing a good curriculum; and (5) establish good relations with the community. Furthermore, according to Sumarto (2018); Efendi in Nurrita (2021); Moerdiyanto in Goffar (2021), ways that can be done to improve school effectiveness are: (1) establishing open communication; (2) joint decision making; and (3) paying attention to the needs of educators and students.

By referring to some of the ideas above regarding effective schools, this encourages the author to conduct research, focusing on: (1) characteristics of professional leadership, (2) characteristics of shared vision and goals, (3) characteristics of the learning environment, (4) learning-centered characteristics, and (5) the characteristics of learning objectives.

RESEARCH METHODS

This research was conducted at State Aliyah Madrasah Insan Cendekia Gorontalo, Street Kasmat Lahay, Village Moutong, District. Tilongkabila Bone Bolango, Gorontalo. This study uses a quantitative approach with the type of research that is descriptive explanatory. The subjects in this study were 30 teachers at the State Aliyah Madrasah of Insan Cendekia Gorontalo. Data collection techniques used are questionnaires and interviews. The data collected were analyzed using the following percentage technique:

$$Pr = \frac{f}{n} \times 100\%$$

Information:

Pr = Percentage
f = Frequency of respondents' answers
n = Number of respondents' answers
100% = Fixed number

Meanwhile, to calculate the percentage of respondents' achievement scores, the following formula is used:

$$Pr = \frac{Sc}{Si} \times 100\%$$

Information:

Pr = Percentage
Sc = Achievement score, is the total score obtained
Si = The ideal score is the maximum number of scores that can be Achieved
100% = Fixed number

The results of the achievements of each indicator are classified based on Thoha's adaptation in Mahardhika (2020), namely: very good category with a score range of 91-100%, good category with a score range of 81-90%, fairly good category with a score range of 71-80%, and the unfavorable category with a score range of 61-70%.

RESEARCH RESULT

In this section, the research results will be presented in accordance with 5 indicators, namely: (1) professional leadership consists of 3 descriptors, namely: (a) having clear goals, (b) using a participatory approach, and (c) being

professional in leading; (2) shared vision and goals consist of 3 descriptors, namely: (a) having common goals, (b) consistent in implementation, and (c) collegiality and cooperation; (3) the learning environment consists of 3 descriptors, namely: (a) a regular learning environment, (b) a pleasant learning environment, and (c) maximizing study time; (4) learning-centered consists of 2 descriptors, namely: (a) emphasizes on academics, and (b) focuses on achievement; and (5) learning objectives consist of 3 descriptors, namely: (a) high expectations from all parties, (b) communicated expectations and (c) providing intellectual challenges. Next will be presented based on the statement items in each descriptor as described in the table.

Professional Leadership Indicator

Professional leadership indicators consist of 3 descriptors, namely (1) having a clear goal, (2) using a participatory approach, and (3) being professional in leading. For more details, see table 1 below:

Table 1. Achievement of professional leadership indicators

No.	Descriptor	Percentage	Category
1	Have a clear goal	95.3%	Very good
2	Using a participatory approach	93.1%	Very good
3	Professional in leading	90.5%	Very good
Average		92.9%	Very good

Table 1 shows that the descriptor has a clear goal of obtaining 95.3% including the very good category, meaning that all school members are able to plan school development strategies through the school's vision, mission and goals very well. Descriptors using the participatory approach obtained 93.1% including the very good category, meaning that in the decision-making process, both short, medium and long term, the principal always uses a participatory approach (always involving the school community in decision making). Professional descriptors in leading get 90.5% including the very good category, meaning that the principal is able to guide school members in completing work and conflicts that occur very well. The overall results show that the achievement of professional leadership indicators obtained 92.9% is in the very good category, meaning that the characteristics of effective schools in the aspect of professional leadership are very good.

Indicators of Shared Vision and Goals

The indicators of shared vision and goals consist of 3 descriptors, namely: (a) having a common goal, (b) being consistent in implementation, and (c) collegiality and cooperation. For more details can be seen in table 2 below:

Table 2. Achievement of indicators of shared vision and goals

No.	Descriptor	Percentage	Category
1	Have a common goal	91.8%	Very good
2	Consistent in implementation	92.2%	Very good
3	Collegiality and cooperation	92.5%	Very good
Average		92.1%	Very good

Table 2 shows that the descriptors have a common goal of getting 91.8% including the very good category, this shows that the school always involves all of its citizens in formulating school goals and school residents are committed to achieving these goals. In addition, all activities carried out by school residents are always directed at achieving school goals. Consistent descriptors in the implementation obtained 92.2% including the very good category, meaning that school residents were always consistent with what they were doing. The descriptor of collegiality and cooperation obtained 92.5% including the very good category, meaning that the collegiality and cooperation of the school community has been carried out very well. The overall results show that the achievement of the indicators of the shared vision and goals obtained is 92.1% including the very good category, meaning that the characteristics of the effective school in the aspect of the shared vision and goals have been running according to what was planned.

Learning Environment Indicator

The learning environment indicator consists of 3 descriptors, namely: (a) a regular learning environment, (b) a pleasant learning environment, and (c) maximizing study time. For more details can be seen in table 3 below:

Table 3. Achievement of learning environment indicators

No.	Descriptor	Percentage	Category
1	Organized learning environment	89.8%	Well
2	Fun learning environment	91.5%	Very good
3	Maximize study time	92.2%	Very good
Average		91.2%	Very good

Table 3 shows that the descriptors of a regular learning environment get 89.8% in the good category, meaning that teachers and students in creating a regular learning environment are good. The descriptor of a pleasant learning environment obtained 91.5% in the very good category, meaning that the teacher is able to create a comfortable learning environment for students, organize classrooms according to the learning methods used, and use varied learning methods. The descriptor maximizing learning time got 92.2% including very good category, meaning that teachers and students in the learning process always use time effectively and efficiently. The overall results show that the achievement of learning environment indicators is 91.2%, including the very good category, meaning that the characteristics of effective schools in the aspect of the learning environment created by teachers and students are very good.

Learning-Centered Indicators

Learning-centered indicators consist of 2 descriptors, namely: (a) emphasizing on academics, and (b) focusing on achievement. For more details can be seen in table 4 below:

Table 4. Achievement of learning-centered indicators

No.	Descriptor	Percentage	Category
1	Emphasis on academics	92.2%	Very good
2	Focus on achievement	92%	Very good
Average		92.1%	Very good

Table 4 shows that the descriptors emphasizing academics got 92.2% including the very good category, meaning that the teacher's efforts in helping students in learning and the teacher's efforts to motivate students to do assignments independently have been carried out very well. The descriptor focused on achievement got 92% in the very good category, meaning that all school members always run special programs aimed at improving student achievement. The overall results show that the achievement of learning-centered indicators obtained 92.1% is included in the very good category, meaning that the characteristics of effective schools in learning-centered aspects have been running as expected.

Learning Objective Indicator

The learning objective indicators consist of 3 descriptors, namely: (a) high expectations from all parties, (b) communicated expectations, and (c) providing intellectual challenges. For more details can be seen in table 5 below:

Table 5. Achievement of learning objectives indicators

No.	Descriptor	Percentage	Category
1	High expectations from all parties	93.1%	Very good
2	Hope communicated	91.8%	Very good
3	Provide intellectual challenge	86.7%	Well
Average		90.5%	Very good

Table 5 shows that the descriptor of high expectations from all parties obtained 93.1% including the very good category, meaning that the school always motivates all school members to be able to produce excellent graduates and motivate students to continue their education to a higher level. The descriptor of communicated expectations obtained 91.8% including the very good category, meaning that the teacher always communicates the expectations that students want to achieve in learning delivered through learning objectives. Descriptors provide intellectual challenges to get 86.7% including good categories, meaning that teachers in giving pre-test and post-test to students are good. The overall results show that the achievement of the learning objectives indicators obtained 90.5% including the very good category, meaning that the characteristics of effective schools in the aspect of learning objectives have been running according to what was planned.

Table 6. Summary of the results of the five indicators

No.	Descriptor	Percentage	Category
1	Professional leadership	92.9%	Very good
2	Shared vision and goals	92.1%	Very good
3	Learning environment	91.2%	Very good
4	Learning centered	92.1%	Very good
5	Learning objectives	90.5%	Very good
Average		91.8%	Very good

DISCUSSION

This study concerns the characteristics of effective schools but only focuses on five indicators, namely: (1) professional leadership characteristics, (2) shared vision and goals characteristics, (3) learning environment characteristics, (4) learning-centered characteristics, and (5) learning characteristics. learning objectives.

The results showed that the indicators of professional leadership characteristics reached 92.9% in the very good category. This is in accordance with what was stated by Suryanty (2014), professional leadership is leadership that has ethics in it. The principal as an educational leader is one element that plays a very important role in improving the quality of education. Therefore, the principal must have the ability to lead all resources in the school so that they can be utilized as much as possible to achieve the goals that have been set. According to Stoner in Pramudyo (2013), leadership is the process of influencing and directing the activities of organizational members. The definition contains four important implications, namely: leadership is the ability to influence the behavior of members of the organization, leadership involves other people, leadership involves the distribution of power between leaders and members, and leadership is about moral values in leading. Furthermore, according to Mulyasa in Mahardhani (2015), as a leader the principal acts as a leader, manager, administrator, innovator, motivator, supervisor and evaluator.

The indicators of the characteristics of the shared vision and goals reached 92.1% which were in the very good category. This is in accordance with what was stated by Fatmawati, et al. (2018), the vision is the goal of educational institutions and what things must be done to be able to realize the vision. A vision must be an inspiration and motivation

for all school members in producing ideas that they want to realize. In addition, the vision must also be able to inspire the performance of the school community. In other words, vision is important for educational institutions. According to Anisa & Rahmatullah (2020), a quality vision is a vision that is formed from various views of each component or membership hierarchy which is then discussed and agreed upon as a common goal. By involving all elements of membership, it is hoped that the vision can be used as a shared commitment that will be realized by members of the organization. To achieve common goals, it takes dedicated and reliable human resources and strong commitment from all members of the organization. Lisdiani (2017) said that to achieve organizational goals, productivity from organizational members is needed. Work productivity is seen as the ability to achieve the desired results so that a positive performance attitude is needed from members of the organization. Therefore, organizations must be aware of and create a management system that takes into account the factors that influence the performance attitudes of members of the organization to achieve goals effectively and efficiently.

Indicators of the characteristics of the learning environment reached 91.2% in the very good category. This is in accordance with what was stated by Sumiati in Damanik (2019), in the teaching and learning process, the environment is a learning resource that affects the success of the learning process and the improvement of student development. The learning environment plays a very important role in creating the spirit of students and is socially very influential in the learning process. According to Jumrawarsi & Suhaili (2021), who said that a conducive learning environment is a learning environment in an atmosphere of ongoing learning interaction. A conducive learning situation needs to be created and maintained so that the growth and development of students is effective and efficient, so that learning objectives can be achieved optimally. According to Novianti, et al. (2019), a good learning environment is an environment that provides a sense of security, stimulates students to learn, challenges and provides satisfaction, and can achieve the expected goals. So, the learning environment is a very important thing in supporting the learning process to run effectively and efficiently. Furthermore, the learning environment is an external factor that can affect the development and influence each student in the learning process. The learning environment is not only focused on good facilities, but also pays attention to the comfort and tranquility of the environment so that the attention of students can be centered on learning. The learning environment in schools includes the physical environment, social environment and academic environment (Suhardan in Hsb, 2018).

Characteristic indicators centered on learning reached 92.1% in the very good category. This is in accordance with what was stated by Hanafy (2014), learning is an activity that proceeds through the stages of design, implementation and evaluation which is interpreted as the interaction of students with teachers and learning resources in a learning environment. The point is learning is the stages of teacher and student activities in organizing learning programs. According to Bafadal in Maasrukhin & Ratnasari (2019), learning can be interpreted as a teaching and learning process in order to create effective and efficient learning. Furthermore, Hermawan (2014), said learning is a two-way process carried out by teachers and students. A teacher teaches students using educational principles and learning theories which are the main determinants of educational success. According to Hamalik in Buchari (2018), learning is a combination composed of human components, materials, facilities and procedures that influence each other in achieving goals. All of these components constitute a complete system and mutually support each other and can be both a driving factor and an obstacle. Therefore, it is necessary to have the ability to manage these components optimally to achieve the desired goals. Learning management will ensure learning productivity and quality of learning outcomes.

Indicators of the characteristics of learning objectives reached 90.5% in the very good category. This is in accordance with what was stated by Fitri, et al. (2017), learning objectives are one component that must be considered in planning learning, because all learning processes aim to achieve these goals. Learning objectives as behaviors to be achieved are expressed in the form of behavior and then realized in written form to describe the desired learning outcomes. Learning objectives generally reflect the cognitive, affective and psychomotor aspects that can be obtained after students participate in learning. According to Richey in Hendratmoko, et al. (2017), learning objectives are knowledge, skills, and attitudes that enable students to be able to carry out certain tasks and functions in accordance with predetermined standards. Furthermore, Winarti (2018) said the purpose of learning is the achievement of changes in student behavior after participating in learning activities. The success of education will be quickly seen with the achievement of goals. In addition, learning objectives can also facilitate the process of preparing materials, methods and devices used in the implementation of education.

CONCLUSION

The implementation of effective school characteristics from the aspect of professional leadership at State Aliyah Madrasah Insan Cendekia Gorontalo is in the very good category because it has clear goals, uses a participatory approach, in leading professionals. The implementation of effective school characteristics from the aspect of shared vision and goals at State Aliyah Madrasah Insan Cendekia Gorontalo is in the very good category which includes having common goals, being consistent in implementation, as well as collegiality and cooperation.

The implementation of effective school characteristics from the aspect of the learning environment at State Aliyah Madrasah Insan Cendekia Gorontalo is in the very good category which includes a regular learning environment, a pleasant learning environment, and maximizing study time.

Implementation of effective school characteristics from learning-centered aspects, State Aliyah Madrasah Insan Cendekia Gorontalo is in the very good category because it emphasizes academics and focuses on achievement. The implementation of effective school characteristics from the aspect of learning objectives at State Aliyah Madrasah Insan

Cendekia Gorontalo is in the very good category which includes high expectations from all parties, communicated expectations, and provides intellectual challenges.

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