THE EFFECTIVENES OF EDUCATIONAL PROGRAMS

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ABSTRACT

This study is aimed at finding out the level of effectiveness of every organizational institution, that is challenged to continue to encourage practitioners and their employees to improve their knowledge and work skills because competition is getting tougher. If practitioners and staff have up-to-date work knowledge and skills, work productivity will increase. To achieve this, staff knowledge and skills must be updated consistently. One method that is considered effective in achieving this goal is to organize education and training activities in accordance with their respective fields of work. It is very important for the leaders of educational institutions to make efficiency and effectiveness an ideology in managing educational institutions. Starting from careful planning, then the paradigm from grounded input to grounded affair and outgrowth, and applying a performance-based management approach (performance grounded operation). Three strategies for educational efficiency and effectiveness, namely (1) resource sharing (2) process integration; (3) a touch of information technology (information technology). Education Personnel Education Institutions established by the government to implement a program to accelerate the fulfillment of academic qualifications, includes sharing of resources such as: (a) educational unit facilities; (b) the utilization of educators and education staff, such as exchanging lecturers; and (c) sharing learning materials and internet access, such as the use of learning modules.

Keywords : Education, Effectiveness, Programs

A. INTRODUCTION

Every organizational institution is challenged to continue to encourage practitioners and their employees to improve their knowledge and work skills because competition is getting tougher. If practitioners and staff have up-to-date work knowledge and skills, work productivity will increase. To achieve this, staff knowledge and skills must be updated consistently. One method that is considered effective in achieving this goal is to organize education and training activities in accordance with their respective fields of work.

Procurement of education and training programs always requires high costs. As a result, many organizations in Indonesia, both private and business, including higher education institutions, still
do not include these activities as routine activities. According to Smith et al. (2008), employees in the UK must spend more than 33 million pounds a year for educational and training purposes. However, the high cost of education and training usually benefits employee productivity. Smith et al. (2008), citing Elangovan and Karakowsky (1999), said that providing education and training to employees on a regular basis would be beneficial for the organization. The various benefits mentioned above include the availability of competent employees and increased work efficiency and improved staff performance.

Based on the opinion of experts, effectiveness is the degree to which a social system achieves its goals. Peter F. Drucker, who is known as the father of ultramodern management, defines efficiency as doing something right or well (doing the right effects), while effectiveness is doing the right thing (doing the right effects). Efficiency and Effectiveness are two inseparable concepts. Because of this, the two concepts often do not work together or work independently when implementing educational policies. Efforts to streamline education often ignore the nature and purpose of education, such as grouping schools with the intention of streamlining educational resources, but not paying attention to the effectiveness of education and learning. In this regard, it is very important for the leaders of educational institutions to make efficiency and effectiveness an ideology in managing educational institutions. Starting from careful planning, then the paradigm from grounded input to grounded affair and outgrowth, and applying a performance-based management approach (performance grounded operation). Three strategies for educational efficiency and effectiveness, namely (1) resource sharing (2) process integration; (3) a touch of information technology (information technology).

Educational Effectiveness and Efficiency Discussing the effectiveness of education, namely effectiveness is measured as the level of success in achieving organizational goals. The effectiveness of educational institutions consists of various aspects, including school management and leadership, practitioners, education staff and other personnel, students, curriculum, infrastructure, classroom management, school and community relations, and management of other special areas. Real results show the expected results, even how comparable the two are (Rusdiana,
2017: 228). Quoted from Wikipedia, accessed on Sunday 3 June 2023, Effectiveness is the ability to produce the desired result or the ability to produce the desired output. If something is considered to be effective, it means to produce a deep and vivid impression or to achieve the desired or expected result.

Sondang p. Siagian explains effectiveness as the utilization of resources, facilities and infrastructure in a certain amount that is consciously determined beforehand to produce a number of goods for the services of the activities it carries out. According to some definitions of experts, educational effectiveness can be defined as the level of success of an institution in achieving it. According to some definitions of experts, educational effectiveness can be defined as the level of success of an institution in achieving the goals it has set. According to Trianto (2009:20), the main criteria for learning effectiveness are as follows: 1. High student learning time is allocated for KBM, 2. The behavior of carrying out good tasks is shown by students, 2. The orientation of learning success prioritizes the determination between subject matter and student abilities, 3. Build a friendly and positive learning environment.

Meanwhile, according to the Didactic Methodology Development Team for the IKIP Surabaya curriculum, (2009164- 166) that for the sake of accuracy and objectivity in the observation and assessment of a practitioner's teaching and learning process, it is necessary to use a list of considerations and assessment of teaching effectiveness which includes ten criteria for teaching effectiveness that must be observed by the teachers, namely: Preparation such as teaching tools and handbooks, Attitude, style and voice of teaching, Formulation of instructional objectives, Study material, Mastery of learning materials, Mastery of the classroom situation., Choice and implementation of teaching methods, Use of teaching aids, The path of teaching., Evaluation techniques.

B. METHOD
This study used descriptive qualitative research which aimed at finding out the level of effectiveness of every organizational institution, that is challenged to continue to encourage
practitioners and their employees to improve their knowledge and work skills because competition is getting tougher

C. FINDING DAN DISCUSSION

1. Study of educational effectiveness

The study of the effectiveness of a long and sustainable business such as education, leads us to the question of what are the indicators of effectiveness at each stage. The indicators of educational effectiveness are (Mulyasa, 2009:84) :1. Input indicator; this indicator includes teacher characteristics, facilities, equipment, and educational materials as well as management capacity. 2. Process indicators; process indicators include administrative behavior, teacher time allocation, and student time allocation. 3. Output indicators; This indicator is in the form of results in the form of student acquisition and the dynamics of the school system, results related to learning achievement, and results related to learning achievement, and results related to changes in attitudes, as well as results related related to justice and equity. 4. Outcome indicators; these indicators include the number of graduates moving on to the next level of education, higher school achievement and employment, and income.

Effective education will be realized if it is supported by components that are also effective. The components in question are effective schools, principals, teachers, and students. (Marjohan, 2009: 8). School effectiveness is a measure of the level or level of achievement of school goals. The higher the level of achievement of school goals, the more effective school management is carried out. In the study of total quality management (TQM), a measure of management effectiveness is associated with customer satisfaction. School effectiveness looks at whether school customers are satisfied with the services provided by the school. Organizational effectiveness including community service organizations, such as educational institutions can be seen from the following indicators (Triatna, 2015: 31): (1) Overall effectiveness, related to how the organization carries out all of its main tasks or achieves all of its goals, (2) Quality, concerning services or primary products produced by the organization. Productivity, concerning the volume of basic products or services produced by the organization. (3) Productivity can be measured from three levels, namely
the level of individuals, groups and the entire organization, (4) Alertness, related to a thorough assessment of the possibility that the organization is able to complete a specific task properly if requested. (5) Efficiency, reflecting the comparison of several aspects of unit performance against the cost of producing these achievements, (6) Profit or income, related to the investment used to run the organization from the perspective of the owner, (7) Growth, related to additions, such as labor, facilities, assets, sales, profits, market shares, and new discoveries. This growth is seen from a comparison of the current state of the organization with the state of the past. (8) Utilization of the environment, related to the extent to which an organization's success in interacting with its environment, obtaining rare and valuable resources, which are necessary for operational effectiveness. This is seen from the optimal long-term plan, not in the maximum short-term plan, (9) Stability, related to the maintenance of structures, functions and resources at all times, especially in difficult periods, (10) Turnover or turnover of workers, concerning the frequency or number of workers leaving at their own request, (11) Morale, related to the tendency of members of the organization to try harder to achieve the goals and objectives of the organization, including feelings of attachment. Work enthusiasm is a group phenomenon that results in additional effort, shared goals, and a sense of belonging, (12) Motivation, related to the strength of an individual's tendency to involve himself in activities and is willing or willing to work to achieve work goals, (13) Satisfaction, related to the level of pleasure a person feels for his role or work in the organization, (14) Acceptance of organizational goals, relating to the acceptance of goals by each individual or units within the organization because they believe that these goals are true and feasible, (15) Flexibility and adaptation, related to the ability of the organization to change standard operating procedures if the environment changes, to prevent environmental stimuli from freezing, (16) Assessment by outsiders, concerning the assessment of the organization or organizational unit by them (individuals or organizations) in the environment, parties with whom the organization deals, loyalties, trust, and groups, such as suppliers, customers, shareholders, officers, and the general public.
3. Effective School

Effectiveness, according to Aam Komariyah Cepi Triatna, is a measure that shows how well the goals or objectives (quantity, quality, and time) have been achieved. In addition, it is said that successful educational institutions show compatibility between the results achieved and the expected results.

An effective school has the standard mentioned by Sergio Vanio, namely a school whose student assessment scores always increase if an independent assessment is carried out every year. This shows that school students are very interested in learning, and this enthusiasm is reflected in their increased presentation of attendance. Teachers are also very consistent in giving and assessing homework. Parents and the community welcome the school's extracurricular programs and activities. An effective school is one that can empower every important element of the school internally and externally and has a good, clear and accountable management system to achieve the goals and vision of the school efficiently and effectively. (Marjohan, 2009: 8-9). According to Suppardi (2013), five characteristics of an effective school were mentioned by Edmons. They are as follows: the principal has strong leadership; high expectations of student achievement; emphasize basic skills; and often conduct assessments of student achievement. According to the Ministry of National Education (Dediknas), schools that meet eight criteria are considered good: (1) students are selected strictly and responsibly based on academic achievement, psychological tests, and physical tests; (2) educational facilities and infrastructure are complete and conducive to learning; (3) teachers and education staff have high professionalism and an adequate level of welfare; and (4) students can make changes to the curriculum.

Effective schools also exhibit a professional work environment, demonstrated by better staff, good teaching, collaborative planning, and low dropout rates. These schools also have the same goals and high student expectations. According to Syafruddin (2008), Bursein, Lina, and Capel state that an effective school consists of two aspects: quality and equity. Quality is intended to increase student academic achievement, and equity is intended to accommodate students from poor families. Furthermore, he stated that a school that can improve students' academic achievement
significantly compared to other schools is called an effective school. A school is considered ineffective if the academic achievement of its students is below the average of most schools. Effective schools (Supardi, 2013: 3) can be achieved through school policies that focus on school needs and changes in the long term. or high quality schools. Principals can use school-based management, quality improvement management, or collaborative management to direct school changes that are appropriate to resources and culture. Here, school culture is defined as a representation of the habits and principles held by students. In addition, an effective school will use time in the same way that it uses money. Of course, most of that time was spent studying. Effective schools enable teachers to give responsible homework and carry out learning without distraction. Educational activities at this school begin and end on time. Hoy and Ferguson stated that a good school must use resources carefully and produce many brilliant students (Marjohan, 2009:9).

Hoy and Ferguson stated that an effective school must produce many students who excel in exams, use resources carefully, have the ability to handle internal and external challenges well, and create high levels of student satisfaction. (Supardi, 2013: 3). Based on the description above, an effective school can be defined as a school that can empower every important element of the school, both internally and externally, and has a good, transparent and accountable management system to efficiently and effectively achieve its vision, mission and goals. school.

4. Educational Efficiency
In school management, efficiency is very important because schools often face the problem of a lack of funds, which has a direct impact on management activities. An activity is said to be efficient if the goal can be achieved optimally with the use or use of minimal resources. (E. Mulyasa, 2009: 88-89) The optimal use of funding sources for achieving goals is the purpose of this efficiency.

According to Darma, efficiency is how effectively an organization uses unusual resources. In addition, efficiency is the ratio of inputs and outputs, labor and results, spending and inputs, costs, and the resulting satisfaction. Effectiveness is related to goals, while efficiency refers to processes
that are carried out correctly, goals are achieved, while efficiency is more emphasized on the ratio of inputs/resources to output. An activity is considered efficient if the goal can be carried out using a limited amount of resources. Efficient education is a method for achieving educational goals by considering time, cost, labor efficiency, and facilities. So it can be concluded that Efficient is the achievement of a goal by using as few resources as possible.

5. Educational productivity

a. Definition of educational productivity
The economic value of a business, or the means of achieving the greatest results using the least amount of money and resources, is always linked to the definition of productivity. The entire process of placing and using resources to achieve educational goals effectively and efficiently is called productivity in the world of education. Production is the best comparison between the amount of input and the results obtained (E. Mulyasa, 2009:93). Productivity can be expressed in terms of quantity or quality. The quantity of output is the number of graduates and the quantity of input is the amount of labor and the remaining resources (money, tools, equipment, materials, and so on).

There is no way to measure quality with money. In contrast, quality is measured by determining the methods, techniques and tools available so that volumes and tasks can be completed within the time available and receive positive responses, even praise from others. An excellent result of each function or role in providing education is a more comprehensive analysis of productivity. According to H. Sanusi Uwes and H. A Rusdiana (2017).

The concept of productivity is closely related to efficiency and effectiveness. High effectiveness and efficiency will result in high productivity. In addition, poor results indicate mismanagement. If effectiveness is high but efficiency is low, waste (high costs) is possible, while if efficiency is high but effectiveness is low, it means that the target is not achieved or deviation from the target occurs. (Tri Atmaji Sutikno, 2009:11)
According to Thomas, there are three aspects that shape educational productivity (E. Mulyasa, 2009:93).

1) Examining school productivity from the point of view of administrative output, namely the number and quality of services that can be provided in the education process by teachers, principals, and other interested parties.
2) Examine productivity from a behavior change outcome perspective, using student grades as a representation of their academic achievement over a given period of time studying at school.
3) Considering school productivity from the economic output related to the financing of education services. This includes the "price" of the services provided, which can be thought of as a cost or expense, and the "gains", which can be thought of as the increase in return value, that the service generates.

b. Education productivity analysis:
The measurement of educational productivity is closely related to economic growth, which is highly dependent on the right analytical framework and the quality of the data collected. In this context, it seems that there is no need to question how to measure the role of education in economic growth because generally research on this matter proves that the role of education remains substantial in economic growth.

The education productivity chart can be described as follows: Cost-effectiveness analysis, minimal cost analysis, and benefit analysis can be carried out to determine educational productivity. (Ara Hidayat & Imam Machali, 2012:7)

1) Cost-effectiveness analysis
In principle, the production function of education is the same as other production functions, especially those that can be based on mathematical relations to explain how sources (inputs) can be transformed into outputs. In summary, five metrics can be used to perform a cost-effectiveness analysis: (1) Unit cost: The use of unit cost to calculate cost-effectiveness is considered inappropriate because it only calculates total cost divided by the number of students, (2) Cycle
cost: the average cost incurred by each student for one year and the number of students who graduate from educational institutions each year is referred to as the cycle cost, (3) Attrition costs; see cost effectiveness based on all costs incurred and their contribution to output, (4) Dispersion cost per unit: This cost-effectiveness analysis will produce a number containing dispersion, so dispersion must also be considered as an indicator of effectiveness. This can be done by calculating it from the average value obtained by measurement. Fluctuations in the numbers around the average value describe the level of effectiveness, (5) Cost per achievement unit; This cost-effectiveness analysis believes that every cost increases output and results. In this case, control over other factors that affect output and outcome is very important to ensure the accuracy of measurements.

2) Minimal cost analysis

Minimal cost analysis aims to find the least costly production method to achieve effectiveness by using one of the analysis options or a combination of available options. By reducing the risks that may occur, this analysis shows the best possibility for conducting a cost-effectiveness analysis.

3) Cost benefit analysis:

Subjective interpretation is used to perform cost benefit analysis. In this case, each school expenditure is evaluated to find out how much it contributes to employee satisfaction and how this satisfaction level compares to the total costs incurred.

A variety of very different and interrelated factors greatly influence educational productivity. To carry out education and schooling management effectively and efficiently, the Ministry of Education and Culture suggests the following: (1) Factors related to organization and management; namely activities that are directly related to the implementation of education in schools and factors that are not directly related to the educational process, for example intra- and extra-curricular activities, (2) Factors related to the principal; includes activities that are useful for the smooth running of education or schools, including office management, staffing, finance, curriculum and teaching, facilities and infrastructure, libraries, student affairs and community service, research,
and coordination with department heads, department heads and school principals other, (3) Factors related to teachers; includes teacher responsibilities for work in carrying out teaching assignments as well as guidance efforts for students. (4) Factors related to education budget; includes budget utilization efforts, both routine budgets and development budgets that support the smooth running of education in schools, (5) Factors outside of school: things like school location, religion, structure, and level of community education, (6) Factors related to control oversight; especially related to the inherent oversight of leaders as a support for functional oversight which is an effective action if implemented systemically, systematically and planned, (7) National discipline as the key to successful management. Here, discipline means adhering to the norms set by the system, although it is possible that some norms may change.

E. CONCLUSION
The effectiveness of education is described as follows. Collaboration between the Open University and Jardiknas with Education Personnel Education Institutions established by the government to implement a program to accelerate the fulfillment of academic qualifications, includes sharing of resources such as: (a) educational unit facilities; (b) the utilization of educators and education staff, such as exchanging lecturers; and (c) sharing learning materials and internet access, such as the use of learning modules.

Increasing the number of jobs with the same budget is one way for the Minister of National Education to measure the effectiveness and efficiency of education. For education providers, for example, the accuracy of targeting assistance such as BOS funds and the online licensing process for new study programs; for students and parents, for example the accuracy of scholarship assistance and the speed of information; and for the community, for example the completeness, accuracy, and speed of educational information.

REFERENCES


