Education Accountability Profile in terms of Quality School Learning in the Era 4.0

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ABSTRACT

This article aims to describe the condition of educational accountability in terms of the quality of post-pandemic learning where this greatly influences the condition of competency development activities in schools due to the many activity restrictions imposed during the pandemic crisis. This research method is a literature review with the addition of a data survey method to representative schools in the city of Medan as a concrete manifestation of conditions in the field related to educational accountability. The findings obtained in this study are the urgency of educational accountability that needs to be improved, starting from the formal school level education level by improving the quality of learning and teaching carried out by teachers to prioritize competency development over other activities which are sometimes not too important to be carried out in schools.

Keyword: Education Accountability; Quality of Learning Era 4.0

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1. INTRODUCTION

Improving the quality and quality of education is not easy, it requires a long process and also requires cooperation or involvement from several parties and certain elements. Seeing the quality of education declining day by day adds to the task for educators and education observers to be able to find solutions to problems related to the decline in the quality and quality of education in Indonesia. Based on the current conditions, the school has not been fully able to shape the character of students because learning is still in the realm of developing academic knowledge but has not really been able to implement character education to the fullest..

Education is one of the keys in improving the standard of living of a society. Therefore, the state as the guarantor of people's lives must be able to organize education so that the standard of living of its people is getting better. Seeing the teacher's burden with a curriculum that is never settled and always changing and administrative which takes up a lot and creates time limits and the lack of the role of teachers and students in interaction. In its implementation, education is not something easy, there are still many obstacles and obstacles that need to be fixed, both in terms of expanding access to education, effectiveness and efficiency, and accountability (Dadan F. Ramdhan and Isop Syafe'i, 2019).

As stated by Bernie Trilling and Paul Hood (2016) that education that occurred in the era of the industrial revolution 4.0 was a period of knowledge that experienced an extraordinary increase and development. Bernie and Paul's opinion was previously confirmed by Geddis (1993) in his writings that the development and advancement of digital technology, known as the information super highway, must be adapted to the needs of the age of knowledge. This provokes the world of education to immediately find problem solving coupled with pandemic conditions where the learning process is carried out via social media which creates new problems and certainly raises pros and cons for observers and education experts and will be a separate task for educators in maintaining quality. education.

The implementation of education management that meets the principle of accountability still seems to have a long and winding road. Even though the demand for accountable education management continues to

be voiced by many parties, not all educational apparatus have welcomed it. This is closely related to issues of will, ability, perception, and belief.

McAshan (1983) states that accountability is the condition of a person where others assess the quality of his efficiency in achieving the goals for which he is responsible. At the same time John Elliot (1981:15-16) explains the meaning of accountability, namely: (1) conformity of actions with expected roles, (2) explaining to others about decisions and actions taken, (3) performance that is suitable and asks for consideration/ explanation to others. Accountability requires rules, measures or criteria, as indicators of the success of a job or planning. Thus, accountability is a condition of the performance of officers who are able to work and can provide work results in accordance with the criteria that have been determined together so as to give satisfaction to other interested parties. Meanwhile educational accountability is the school's ability to be accountable to the public for everything regarding the performance that has been implemented.

Accountability is the obligation to provide accountability or answer and explain the performance and actions of a person/legal entity/leader of an organization to parties who have the right or obligation to request information or accountability. Accountability can be interpreted to cover all aspects of a person's behavior which includes both personal behavior and is called spiritual accountability, as well as behavior that is external to the environment and people around him. Educational accountability can be interpreted as an obligation to provide accountability or answer and explain the performance and actions of educational institutions to parties who have rights such as parents of students/the community or are obliged to ask for information or accountability such as representatives of the people or community institutions.

The purpose of educational accountability is to create public trust in schools. High public trust in schools can encourage higher participation in school management. Schools will be considered as agents and even sources of change in society. Slamet (2005:6) states: The main purpose of accountability is to encourage the creation of school performance accountability as one of the conditions for creating good and trusted schools. School administrators must understand that they must be accountable for their work results to the public. In addition, the purpose of accountability is to assess school performance and public satisfaction with educational services provided by schools, to involve the public in supervising educational services and to account for the commitment to education services to the public.

In the era of the industrial revolution 4.0, students are required to have and develop high-level thinking skills such as critical thinking and problem solving, creativity and innovation as well as information and technology literacy. Higher-order thinking skills are abilities that must be possessed and developed by students in this era. In an effort to produce students who are able to have and develop higher-order thinking skills, it is necessary to pay attention to every process of learning activities held in schools. In the process of learning activities in schools, it is expected to be able to direct changes in students or students in a well-planned manner in every aspect, such as aspects of knowledge (cognitive), attitudes (affective), skills (psychomotor), and behavior (Yunita Wisela et al., 2020). Seeing that education plays an important role in developing students' abilities, it is necessary to make improvements related to indicators of fulfilling educational accountability.

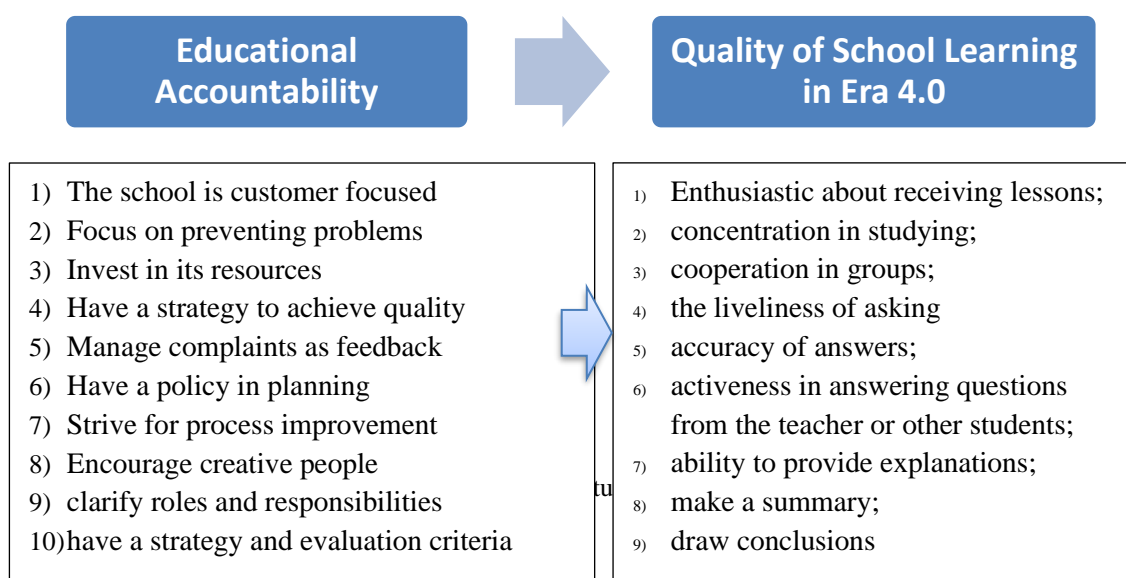## 2. RESEARCH METHOD/MATERIAL AND METHOD/LETERATURE REVIEW

This research is a qualitative research. In this study the authors used the method of literature or literature review. In accordance with the object of study of this thesis, this type of research is included in the category of library research, namely, first, by recording all findings regarding consumption motivation in general in each research discussion found in the literature and sources, and or the latest findings regarding consumption-motivated behavior that can affect supply and demand cycles in the market. Literature or literature review according to Anwar (2016), is the most important part of the various overall steps of the research method. The method in this research begins by recording everything about the research problem raised, then combining all the findings with the problems discussed, then analyzing each finding, then criticizing and giving ideas. The data collected is based on scientific writings related to research objects or research activities whose data collection is of a literary nature, then a review is carried out to resolve, solve a problem in depth against relevant library materials.

Before conducting a review of various scientific sources, the first thing that must be done by researchers is to record any findings related to research problems obtained in various literature and scientific sources or various latest data related to research problems. Furthermore, all the findings are combined and then the strengths and weaknesses are analyzed in each discourse discussed and collaboration is carried out with new ideas on research problems. The results of the analysis are then given ideas and comments in the discourse so as to present new findings in collaborating thoughts on research problems (Mirshad, 2014). Analysis of the study data was carried out by means of content analysis or also known as in-depth discussion of information content.

Fig 1. Literature review research steps

This research also uses qualitative research with a literature approach that describes the processes and stages of achieving educational accountability in schools in the 4.0 era. The research subjects involved were several schools in the city of Medan which were determined randomly. These informants were selected for several students based on accountability criteria obtained from identifying the quality of learning applied by teachers in schools. Data collection techniques in this study used limited survey techniques. This method was chosen to conclude the answer to the research question how much the learning contribution made by teachers in schools as an indicator of achieving educational accountability. Data search indicators in this study can be explained in the conceptual framework below:

Educational Accountability

1) The school is customer focused
2) Focus on preventing problems
3) Invest in its resources
4) Have a strategy to achieve quality
5) Manage complaints as feedback
6) Have a policy in planning
7) Strive for process improvement
8) Encourage creative people
9) clarify roles and responsibilities
10) have a strategy and evaluation criteria

Quality of School Learning in Era 4.0

1) Enthusiastic about receiving lessons;
2) concentration in studying;
3) cooperation in groups;
4) the liveliness of asking
5) accuracy of answers;
6) activeness in answering questions from the teacher or other students;
7) ability to provide explanations;
8) make a summary;
9) draw conclusions

3. RESULTS AND DISCUSSION

The purpose of education accountability in schools according to Slamet (2005) in Agus Wibowo (2013: 68) is to encourage the creation of school performance accountability as a condition for creating good and trusted schools. School administrators must understand that they must be accountable for the results of their work to the community. In addition, the aim of educational accountability is to assess school performance and community satisfaction with educational services provided by schools, to involve the community in supervising educational services and to account for the commitment to education services to the community. The more important objective of educational accountability is to assess school performance and community satisfaction with the educational services that have been provided by the school, to participate in the supervision of educational services, and to account for the school's commitment to providing educational services to the community. Schools are said to have high accountability if the processes and results of their performance are considered correct and in accordance with predetermined plans.

The ultimate goal of accountability is to improve the quality of education in formal institutions. Regarding quality, Juran (2014) explains that the focal point of the quality philosophy is the organization's belief in individual productivity. Quality can be guaranteed by ensuring that each individual has the necessary fields to carry out the job properly. With the right tools, workers will consistently produce products and services that meet expectations. The purpose of educational accountability is to create public trust in schools. High public trust in schools can encourage higher participation in school management. Schools will be considered as agents and even sources of change in society.

Particularly in the education sector, accountability is reflected in the form of school financial accountability reports (BOS funds), the administration of standardization tests for students (UN), competency tests for teachers, principals and supervisors, rankings (schools, students) and various forms of competition at various levels. Thus terms such as competence, effectiveness, transparency, efficiency, performance and

standardization are very familiar to teachers and principals. An emphasis on accountability can encourage schools to transmit knowledge, values and skills to support national goals and at the most appropriate time.

The steps that must be taken in creating educational accountability through schools are as follows.

1. Make a strategic plan, which is then translated into an annual performance plan that is made every year. The performance plan discloses all performance targets to be achieved (output/outcome) of all strategic objectives in the year concerned, as well as the strategy for achieving them. The work plan is a benchmark that will be used in the assessment of school work for a certain period.

2. After the work plan is determined, then perform performance measurements. In carrying out activities, the collection and recording of performance data is carried out. Performance data is the achievement of performance expressed in units of performance indicators. For work measurement, schools need to develop a performance data collection system, namely the structure, instruments, and methods of collecting performance data.

3. At the end of a period the performance results are reported to interested parties or those who request them, in the form of a School Performance Accountability Report (LAKS).

4. The final stage of the information contained in the LAKS is utilized for continuous improvement of school performance. (Agus Wibowo, 2013:75)

An emphasis on accountability can encourage schools to transmit knowledge, values and skills to support national goals and at the same time maintain multiculturalism, pluralism and democratic decision-making (Strike, 1998). In addition, accountable and democratic leaders can create structures, programs, values and ethics that uphold the balance between accountability and democracy (Mullen & Johnson, 2006).

The results of this study indicate that the nomination activities carried out by schools have focused on developing student competencies that are prepared to compete at the tertiary level or the world of work and industry. Furthermore, schools have focused on efforts to prevent problems and train students' competencies to be able to independently solve their own problems. Then the school dedicates the process of investing in its resources for even better service quality. A good school also has a strategy for achieving the best quality, then managing complaints from various sources as feedback. So that it always has a policy in planning for the implementation of work programs in the future. This is done as a form of effort to achieve continuous improvement which besides wanting to get a good predicate in the community, also prioritizes the interests of competency development in the students themselves. This continues to be carried out by schools as formal educational institutions. One form of the strategy is to encourage creative students to develop their qualities, clarify the role and responsibilities of the teacher as a teacher or educator by following the development of quality strategies and evaluation criteria. These various aspects have a major contribution in achieving educational accountability.

4. CONCLUSION

Goleman (2013) says that family life is the first school to study emotions. Moreover, Goleman (2013) also said that parents are emotional trainers for their children. Suryanto also believes that the interaction of children and parents in early life is important as a basis for the emotional development of children in harsh parenting which can increase the frequency of occurrence of child behavior disorders.

In fact, there is still a wide gap between the operational reality of education in Indonesia and the nature of education that has been carried out so far, especially with regard to accountability for the performance of the educational components themselves, such as the learning process that has not been optimal, curriculum implementation that has not been stable and is not responsive to student needs, competencies teachers who still need to be improved, learning facilities that are inadequate in supporting the learning process, or even research that has not become a mainstay, even though through research, the learning process can become more feasible. The phenomena that occur in the field are clearly visible in educational practices which are considered to be far from the concept of accountability both from the process of admitting new students which is less transparent, finances and operations which are considered to be a cover-up, to educational services that are less than optimal such as the frequent absence of teachers from teaching, to the large number of element of subjectivity in the final learning evaluation process.

In the eyes of society, the above phenomena can reduce educational accountability. Lipman (2004) says that accountability is a very authoritarian monitoring system carried out by very powerful government agencies. Accountability acts as a means of upholding discipline and social control that observes through what Michael Foucault calls a spectacle (a lot of observing a few) and surveillance (a few observing a lot). Surveillance is carried out through standardized exams and curricula, class inspections and the application of punishments or sanctions. Although the practice of accountability can facilitate students to increase knowledge and skills to ensure future economic and social life, accountability tends to negate the common goal of preparing citizens who can contribute to the life of their people.

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