

SCHOOL IMPROVEMENT POLICY IN THE DIGITAL ERA (INDONESIA AND MALAYSIA)

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ABSTRACT

This research aims to explore 1) school development policies in Indonesia and Malaysia, 2) school development approaches in Indonesia and Malaysia, 3) school development programs in Indonesia and Malaysia.

This research has used a qualitative approach in exploring data regarding School Improvement. The research is a collaboration between Indonesia and Malaysia. The research subjects were: policy makers at the Education Service, school leaders, and school residents. Data collection in this research used focus group discussion (FGD) techniques, interviews and literature studies. Data collection instruments include observation guidelines and interview/FGD guidelines. Data validity has used technical triangulation and source triangulation. Qualitative empirical data analysis using the interactive model from Miles and Huberman which includes the stages of data condensation, data presentation, and drawing conclusions.

The research results show 1) school development policies in Indonesia and Malaysia aim to realize quality education through a) support from the government, b) effective leadership of school principals, c) good teacher performance, d) relevant curriculum, e) quality graduates, f) effective organizational culture and climate, g) support from the community and students' parents; 2) the approach to school development in Indonesia and Malaysia is School Improvement. In Indonesia's case, there is a stronger underlying emphasis in research and policy that speaks to politics, state-building and survival. In Malaysia there are calls to create SuperLeaders (the Malaysian education system's term for good quality experienced teachers), so it is necessary to develop better leadership capacity to encourage teacher development. School improvement dimensions: a) teacher and learning policies, b) curriculum development, c) education policy structure (macro, meso, micro) related to state authority or top down, d) decentralization policy (comparative). 3) school development programs in Indonesia and Malaysia include: a) Advancing vision, mission and values, b) Advancing strategic competency development programs, c) Leading futuristic thinking skills, d) Maintaining a conducive organizational climate, e) Prosperity sendiri, f) Controlled and fair distribution of power, g) Leading change strategies, h) Utilization of stakeholders and collaborative culture.

Kata Kunci: *school improvement, policy*