

# Implementation of School Self-Evaluation in Improving Education Equality at SD Negeri 1 Kebonharjo

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## ABSTRACT

This study examines the implementation of School Self-Evaluation (SSE) as a strategic initiative to improve educational quality at SD Negeri 1 Kebonharjo, Kendal Regency. Employing a qualitative descriptive approach, data were collected through interviews, observations, and document analysis involving school stakeholders, including the principal, teachers, and school committee members. The findings indicate that the school has initiated a structured SSE process, beginning with data collection and needs analysis, which has led to the formulation of follow-up improvement plans. SSE has been instrumental in identifying institutional strengths and weaknesses, serving as a foundation for targeted quality improvement programs aligned with national education standards. The principal plays a pivotal role in facilitating the evaluation process, conducting academic supervision, and promoting a culture of continuous improvement. Despite these efforts, the study highlights challenges such as limited parental and committee engagement, as well as the pressures of external accountability. The research highlights the importance of stakeholder capacity-building and the need for enhanced collaboration among school stakeholders to ensure sustainability and impact. This study contributes to the growing body of literature on internal quality assurance mechanisms in primary education, offering practical insights for schools seeking to institutionalize self-evaluation as part of their development strategy.

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## INTRODUCTION

Improving the quality of education is a primary agenda in managing national education in Indonesia. This effort is not solely dependent on central government intervention, but instead emphasizes the importance of evaluation and continuous improvement at the school unit level (Syarnubi, 2019). In this context, School Self-Evaluation (SSE) becomes one of the strategic instruments to ensure that each school actively reflects on its performance, identifies internal strengths and weaknesses, and formulates quality improvement plans suited to each school's specific needs (Mardeli, Sukirman, Syarnubi, Islamiaty, & Karoma, 2020).

SSE is an integral part of the School-Based Management (SBM) approach, which positions schools as the primary unit in decision-making and quality assurance. Based on Law No. 20 of 2003 on the National Education System and Government Regulation No. 57 of 2021 (Nasional, 2022) on National

Education Standards, each educational unit is required to conduct internal evaluations in accordance with the eight National Education Standards (SNP). SSE is not merely an administrative formality, but a reflective and participatory approach that allows schools to formulate accurate and contextual School Work Plans (Rencana Kerja Sekolah / RKS) and Follow-Up Action Plans or Rencana Tindak Lanjut (RTL) (Depdiknas, 2003) (Nasional, 2021).

Implementing SSE is crucial for achieving sustainable improvements in educational quality. This process involves all school elements, including principals, teachers, education staff, students, and school committees, in identifying internal strengths and weaknesses. Using structured SSE instruments, schools can collect comprehensive data and information on various aspects, such as curriculum and learning, student affairs, facilities and infrastructure, school management, and community partnerships. Active stakeholder involvement ensures that the evaluation results reflect the actual school conditions and foster a sense of ownership over improvement efforts.

After collecting the data and information, the next step is to conduct an in-depth analysis to identify school development priorities. Ideally, this analysis is carried out collaboratively, involving various parties to obtain a comprehensive understanding of root problems and development potentials. Based on this analysis, the school develops an RTL that contains concrete, measurable, and realistic programs to address weaknesses and enhance identified strengths. This RTL becomes the school's roadmap for systematic and targeted improvements toward better educational quality (Idris, 2005).

RTL implementation requires strong commitment and collaboration from all school members. Each program in the RTL must be executed according to the established schedule and success indicators. Regular monitoring and evaluation of RTL implementation are essential to ensure that programs run as planned and produce the expected outcomes (Imron, 2012). These processes also enable schools to adjust their strategies as needed, ensuring that quality improvement efforts remain relevant and practical.

With a continuous SSE cycle comprising evaluation, analysis, planning, implementation, and monitoring, schools can foster a strong culture of quality. Self-evaluation becomes an integral part of school management rather than a mere formality. Through honest reflection and planned corrective actions, schools can gradually improve learning quality, create a conducive learning environment, and ultimately produce competent and character-driven graduates (Harun, 2009).

However, in practice, SSE implementation often faces structural and cultural challenges. Some schools conduct SSE hastily to fulfill reporting requirements, rather than as a reflective process for long-term quality improvement. Limited stakeholder involvement, a weak data culture in schools, and a low capacity to analyze evaluation results hinder the effectiveness of SSE. Irianto (2011) noted that the active participation of the entire school community in evaluation is a prerequisite for the success of SBM, including SSE. Therefore, it is essential to investigate how SSE is effectively implemented in real school contexts, particularly in public elementary schools with limited resources (Irianto, 2011).

Amid the dynamics and challenges of the evolving education sector, SD Negeri 1 Kebonharjo in Patebon Subdistrict, Kendal Regency, has proven to be an adaptive and progressive change agent. With a firm commitment to continuous quality improvement, this school proactively implements SSE as a strategic foundation to identify its strengths, weaknesses, opportunities, and challenges. This effort goes beyond administrative compliance; it is a reflective journey involving all school stakeholders, including principals, teachers, staff, students, and representatives of parents and the school committee (Usman, 2013).

The SSE implementation process at SD Negeri 1 Kebonharjo began with the formation of a solid and representative SSE team. This team facilitated a series of structured activities, including dissemination of SSE concepts and objectives, data collection through various instruments (e.g., questionnaires, interviews, and observations), careful data analysis, and formulation of measurable and realistic recommendations and follow-up plans. Active involvement of the entire school community at every stage fosters a sense of ownership and shared responsibility for improving educational quality. According to Law No. 20 of 2003, every educational level and institution is

mandated to ensure the quality of education. SSE is a key instrument in realizing this internal quality assurance (Danim, S., 2015).

SD Negeri 1 Kebonharjo is one of the schools that has implemented SSE as part of the quality improvement cycle. The school has prepared documents such as RKS, RKAS, and developed the School Operational Curriculum (KOSP) based on internal evaluation results. However, questions remain regarding the extent of stakeholder involvement, the principal's effectiveness as a change leader, and challenges faced during SSE implementation in practice (Hasbullah, 2010).

Given these conditions, this study is essential to gain an in-depth understanding of SSE implementation at SD Negeri 1 Kebonharjo, particularly in relation to planning, execution, and evaluation of quality improvement programs. It also aims to identify the principal's role and challenges related to stakeholder involvement, and formulate strategic recommendations to optimize SSE at the basic education level.

## METHODS

This study employed a descriptive qualitative approach, considered the most appropriate for exploring in depth the natural processes, stakeholder perspectives, and contextual dynamics of School Self-Evaluation (SSE) implementation without experimental manipulation. This approach enables researchers to comprehend the meaning and significance of SSE as perceived by actors within the school setting. Qualitative methods are particularly suitable for exploring complex social phenomena in education (Creswell, 2014), such as participatory evaluation and school-based improvement strategies.

The research was conducted at SD Negeri 1 Kebonharjo, located in Patebon Subdistrict, Kendal Regency, Central Java. The participants included the principal, vice-principal, subject teachers, and school committee members, who were selected purposively based on their direct involvement and strategic roles in the SSE process. This purposive sampling ensured that the data captured were rich and relevant to the research objectives (Moleong, 2018).

Data collection techniques consisted of: (1) in-depth interviews with the principal; (2) focus group discussions (FGDs) with teachers and school committee representatives; (3) participatory observation of school activities, such as team meetings and supervision practices; and (4) document analysis of strategic documents (RKS, RKAS, KOSP, lesson plans, evaluation reports). To ensure data credibility, this study employed source triangulation across interviews, observations, and documents, following techniques recommended in qualitative research on SSE contexts (Sugiyono, 2021).

Data analysis followed the Miles and Huberman model, which includes: data reduction (identifying and selecting relevant information), data display (organizing themes into narrative or tabular forms), and conclusion drawing and verification (ensuring logical consistency and accuracy through iterative validation). This model supports rigorous and transparent qualitative analysis, enhancing the trustworthiness of findings (Komariah, 2010).

## FINDINGS AND DISCUSSION

### Program Planning for Quality Improvement

In formulating the school's vision, mission, and goals, the planning process involved key stakeholders, especially the teaching staff and school committee, who contributed ideas and input. A similar level of participation was observed in the design of education policies and programs, such as the Annual Work Plan (RKT) and School Budget Plan (RKAS), in which the School Development Team actively participated. Danim (2007) emphasized that principals should encourage teachers to feel responsible, involved, and challenged in solving problems previously handled solely by administrators. This involvement enhances teachers' understanding of school policies and fosters a sense of ownership toward school goals (Danim, 2007).

The formation of the School Development Team was a critical first step. All quality improvement planning was guided by the eight National Education Standards (SNP) and tailored to the school's unique needs. The team's initial task was to formulate the school's vision, mission,

and objectives, which were derived from collective input and formalized in a teachers' council meeting led by the principal (Suryosubroto, 2010).

### **Program Implementation for Quality Improvement**

The school has made efforts to manage its existing resources by distributing responsibilities across its various work units. Additionally, several written guidelines have been developed to regulate different aspects of school management, including academic regulations, organizational structure, and job descriptions for each staff member (Kemendikbud, 2022). However, these guidelines and school-related information are not yet readily accessible to the broader community. All stakeholders should be able to access such information easily, in line with the principle of transparency in School-Based Management (SBM). Mulyasa defines school transparency as a condition in which all parties concerned with education can understand the processes and outcomes of every school decision and policy (Mulyasa, 2018). Likewise, the Ministry of National Education (Depdiknas, 2008) explains transparency in the educational context as openness, honesty, and accountability to the public regarding all school activities.

By utilizing its resources, the school has managed operations through task delegation across different educational units. It has also developed a variety of written guidelines that cover multiple aspects of school operations, such as academic policies, organizational charts, and job descriptions for staff in each unit (Wahyosumidjo, 2010). Unfortunately, these guidelines and essential information are not yet publicly available. Ideally, the principle of transparency in SBM requires that this information be easily accessible to all relevant stakeholders. According to Mulyasa, school transparency means that the decision-making processes and outcomes, as well as school policies, are accessible to all relevant parties. In a similar vein, Depdiknas defines transparency in education as an honest, open, and straightforward attitude toward the public regarding all activities carried out by the school (Depdiknas, 2010).

The coordination process involves creating and providing a comprehensive set of written guidelines. These include the Annual Work Plan, School Activity and Budget Plan (RKAS), School-Level Curriculum (School Operational Curriculum or KOSP), academic calendar, school organizational structure, job descriptions for teachers and staff, academic regulations, student code of conduct, school code of ethics, and various educational regulatory documents, which are reviewed periodically (annually or as needed).

### **Program Evaluation for Quality Improvement**

To ensure the smooth implementation of work programs and learning activities, the school assigns a daily duty team of teachers to monitor student and teacher attendance discipline. The evaluation process of the school's work programs involves the principal, the school supervisor, and the accreditation body. However, the implementation of School Self-Evaluation (SSE) related to the National Education Standards (SNP) remains the sole responsibility of the principal. It has not yet become a part of the school's culture. Internal evaluations of school programs focus primarily on the success of instructional programs or student achievement, without comprehensively assessing the effectiveness and efficiency of teaching and learning processes or teacher performance. Moreover, accountability in program implementation remains weak. Reports on program activities and budgets are submitted in writing to donors. In contrast, information shared with teachers is only conveyed verbally and in general terms during meetings attended by the school committee chair (Jabar, 2010).

The school plans to establish a classroom supervision team responsible for conducting routine evaluations twice per semester. This initiative arises from the recognition that not all teachers or school components have received adequate guidance from the supervisory body. Additionally, systematic and ongoing evaluation of the efficiency, effectiveness, and accountability of school management by relevant stakeholders still needs to be optimized. Reflective practices carried out by the school have not yet fully addressed the effectiveness of the learning process as a whole; instead, they remain focused on administrative accomplishments (Rusman, 2009).

This condition is corroborated by teachers' statements indicating that most evaluation results are only delivered during plenary meetings or year-end reports, and have not yet become a basis for collective reflection within pedagogical forums. It suggests that the school's evaluative culture is still in a developmental stage and requires capacity-building efforts and habituation to integrate SSE results into routine decision-making processes effectively.

### The Role of the Principal in SSE Implementation

The school principal holds a central role as a strategic leader in the implementation of School Self-Evaluation (SSE) (Murniati, 2008). The principal functions as the coordinator in planning, a facilitator of team discussions, and the decision-maker in determining the school's developmental direction (Rohiat, 2009). Furthermore, the principal actively encourages teachers to develop instructional documents aligned with the School Operational Curriculum (KOSP) and the Process Standards set by the National Education Standards (SNP), including the preparation of syllabi and lesson plans (RPP) (Syafaruddin, 2008) (Cepi, 2010).

In the implementation of quality improvement programs, the principal has ensured the availability of supporting documents, including the organizational structure, academic calendar, student regulations, and the school code of ethics—all of which are reviewed periodically (Imam, 2010). However, some of these guidelines have not been fully disseminated to all school members or the surrounding community, thereby limiting the realization of transparency as emphasized in School-Based Management (SBM) (Kemendikbud, 2012). Mulyasa emphasizes that transparency is a crucial element in enhancing public accountability within the education sector.

### CONCLUSION

The implementation of School Self-Evaluation (SSE) at SD Negeri 1 Kebonharjo has been carried out systematically through the establishment of a School Development Team, structured needs analysis, and the formulation of a Follow-Up Action Plan (RTL). This process has resulted in several improvements, including the revision of the school's vision and mission, development of the School Work Plan (RKS), the School Activity and Budget Plan (RKAS), the School Operational Curriculum (KOSP), and teacher instructional tools aligned with the National Education Standards (SNP). The principal has played a pivotal role as a facilitator and supervisor in implementing quality improvement initiatives. However, the limited involvement of parents and the school committee in planning and evaluation processes highlights a gap in participatory decision-making.

This study contributes to the understanding of SSE as a practical tool for internal quality assurance in primary schools, particularly in contexts with limited resources. It demonstrates how structured, collaborative self-evaluation can strengthen school planning and instructional practices, while also identifying institutional barriers that may hinder broader stakeholder engagement. Future research may further investigate contextual factors—such as local policy, leadership dynamics, and school-community relationships—that influence the effectiveness of SSE in different educational environments.

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