

## Study of Public Elementary School Regrouping in Magelang to Improve Education Quality Management

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**ABSTRACT.** The research describes an analysis of regrouping public elementary school implementation plans in Magelang. The research method used is a qualitative method with instruments of open interview sheets and documents. The research results indicate that schools eligible for the regrouping consist of 1) SDN Wates 1 with SDN Wates 5; 2) SDN Rejowinangun Utara 2 with SDN Rejowinangun Utara 3; 3) SDN Kramat 2 with SDN Kramat 3. At the same time, schools that are less eligible for the regrouping include SDN Magersari 1 and SDN Magersari 3 since each school has unique characteristics that require special handling. Recommendations or suggestions that the regional department of education can apply are 1) intensive coordination or communication with all stakeholders; 2) unique approaches to potential resistant parties; 3) the design of the utilization of regrouped school assets; and 4) post-regroup buildings to meet the mandatory affairs of the Regional Government in the Education sector, such as community activity center (SKB) building, the secretariat of school supervisors, education council, and integrated art Council. The research implication becomes a reference in improving education quality in Magelang city through elementary school regrouping.

**Keywords:** *Regrouping, Education Quality Management*



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## INTRODUCTION

Education is essential means of achieving superior human resources and improving the nation's competitiveness. Therefore, effective and efficient education management is necessary to accomplish the objectives of education. The function of education management is to ensure that the organ functions run accordingly (Maujud, 2018). *Education management* is defined as cooperation between all educational stakeholders, such as teachers, students, communities, and school supervisors. It includes planning, implementation, and evaluation (Syamsuddin, 2017). Indonesia has numerous and complex educational issues. One of the issues is the low quality of education (Widodo, 2016; Kusnandi, 2017). The low quality of education is affected by several factors, including lack of educators, facilities and infrastructures, and school financing operations. Quality is an essential part of an organization that represents the organizations' superiorities compared to other organizations.

Quality improvement is a mandatory agenda for every organization. Education is measured by comparing its outcomes with its goals and with the determined educational standards in the

education world. The educational standards refer to the educational standard set in Government Regulation No.32/2013. Quality education improvement is a continuous effort to achieve quality education. Quality education is the hope and demand of the education stakeholders. Therefore, schools must provide good services and quality. Indicators of a quality school consist of parent supports, 2) educators' quality, 3) student commitment, 4) school leadership, 5) learning quality, 6) resources quality, and 7) school amenities. By referring to the indicators, school quality can be improved if the school has 1) government support, 2) an effective school leadership, 3) good teacher performance, 4) relevant curriculum, 5) quality graduates, 6) influential organizational culture and climate, and 7) the community and parents support (Hall, 2017).

Considering the above indicators, efforts to maintain education quality are necessary. The Permendikbud (regulation of the Ministry of Education and Culture) No. 32/2018 on the Technical Standards of Minimum Education Service article 8 explains that every academic unit must adequately implement the 8 National Education Standards. Data from the Department of Education of Magelang City in 2020 show that 6 public elementary schools have less than 100 students. Schools with less than 100 students and an average number of classroom teachers of 2 will be hard to adequately implement the 6 national education standards (Soeharto, 2012; Damanik, 2015).

Based on the studies mentioned earlier and data, efforts are required to create effective and efficient resources to maintain quality education. Regrouping activity is an effort to maintain adequate and efficient resources. According to Erowati *et al.* (2018), factors that influence regrouping include regrouping policies, fewer students, inadequate school conditions, and a lack of teachers in schools. Their regrouping goal is to overcome teacher shortages, improve quality, and cost-efficiency in maintaining school buildings. The regrouping of these schools was carried out to meet the shortage or the insufficient number of formal and non-formal education units. It is supported by research results indicating that school regrouping can improve school management, learning management, student management, and staff management (Indrayani, 2013; Syahidah, 2013).

Despite its positive impacts, regrouping has negative impacts related to further mileage for students and teachers, school administration of the regrouped schools that will be returned to the department of education, and the need for students and teachers to adapt to a new environment and climate. It is supported by a study stating that regrouping has negative impacts on mileage, administrative constraints for the regrouped schools, and increased burden of the principal in managing the new school (Syahidah, 2013; Erowati *et al.*, 2018).

Therefore, it is essential to analyze a study of the implementation of public elementary school regrouping in Magelang city to prevent the negative impacts of regrouping on education quality. The research describes the analysis of the implementation plan of public elementary school regrouping in Magelang city; thus, recommendations can be offered to the municipal government of Magelang in implementing elementary school regrouping in the city.

## **METHOD**

The research consisted of the following qualitative research: 1) study of the legal basis of regrouping; 2) study of public elementary school data; and 3) field survey with education stakeholders. The research was conducted in Magelang City, Central Java, Indonesia. The research instruments included open interview sheets for principals and teachers.

The elementary schools used as the research subject were selected using a purposive technique based on the number of students who did not meet national education standards. These schools included SDN Wates 1, SDN Wates 5, SDN Gelangan 2, SDN Gelangan 7, SDN

Rejowinangun Utara 2, SDN Rejowinangun Utara 3, SDN Magersari 1, SDN Magersari 3, SDN Kramat 2, dan SDN Kramat 3.

The data collection instruments used were open interview sheets and documentation. The interview was conducted by exploring the number of employees, students, facilities, and infrastructures and the learning process carried out to the school principal and teachers. The documentation is derived from fundamental data of the Department of Education of Magelang City and the schools' archives. The data analysis technique was done by checking the validity of the data obtained. The data validity in the research was generated through data triangulation that followed by conclusion drawing.

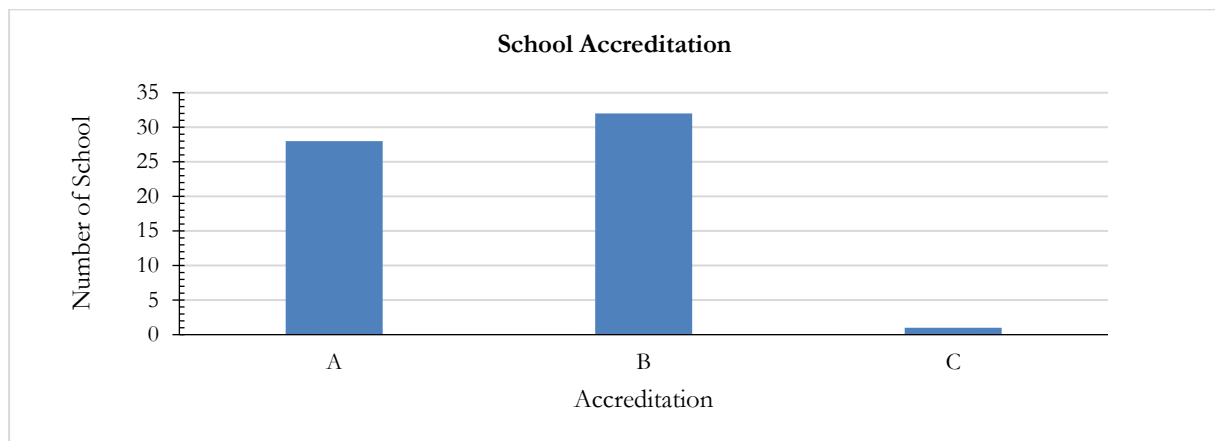
## RESULT AND DISCUSSION

### Result

The research results of the study of the implemented regrouping are described as follows.

#### Study of school data

Based on accreditation data collection of the public elementary school in Magelang in 2020 (Department of Education of Magelang City, 2020), the number of accredited schools with A, B and, C are 28, 32 and, 1 school, respectively, as presented in Figure 1.



**Figure 1.** School Accreditation

School classification was then conducted according to the student, study group, teacher, staff, facilities, and infrastructures. The classification is outlined in Table 1.

#### Field survey with education stakeholders

The field survey aimed to match data from the department of education and direct interviews with the school principal and teachers related to the regrouping plan. The field survey results suggest that data presented by the department of education of Magelang city in 2020 were actual.

Regarding the principal and teacher preparedness for regrouping, the schools welcome the program as long as it promotes education in Magelang and has no significant impact on students' ability to reach the school. It was expressed in an interview with the school that demanded consideration of geographical and socio-cultural aspects in the regrouping so that it will not disturb the learning process at the schools. The results of the survey based on the interview with the school principals are presented in Table 2.

**Table 1** Data of Details of School Planned to be Regrouped

No	Public Elementary School (SDN)	Total						
		Student	Study Group	Teacher	Staff	Class-room	Laboratory	Library
1.	Wates 1	154	6	9	2	6	0	1
2.	Wates 5	72	6	7	4	6	0	1
3.	Gelangan 2	89	6	8	3	6	0	1
4.	Gelangan 7	59	6	7	3	6	0	1
5.	Rejowinangun Utara 2	83	6	9	3	6	0	1
6.	Rejowinangun Utara 3	77	6	7	3	6	0	1
7.	Magersari 1	115	6	8	3	6	0	1
8.	Magersari 3	113	6	8	2	6	0	1
9.	Kramat 2	103	6	8	3	6	0	1
10.	Kramat 3	93	6	8	3	6	0	1

**Table 2.** Results of Interview of Important Findings in School Management

Informant	Interview Results
The Principal of SD N Wates 1	The school can be used as a primary school since it has more students than other schools in Wates Village.
The Principal of SD N Wates 5	The number of students is decreasing every year, and it supports the implementation of regrouping.
The Principal of SD N Gelangan 2	The school can develop; it is located strategically, spacious, equal, observe a positive development every year, and the number of students is increasing every year.
The Principal of SD N Gelangan 7	The school has experienced a drastic decrease in the number of students for the last two years.
The Principal of SD N Rejowinangun Utara 2	The principal and teachers have a passion for advancing their school.
The Principal of SDN Rejowinangun Utara 3	Located in one campus with SDN Rejowinangun Utara 4.
The Principal of SDN Kramat 2	The number of students is still ideal.
The Principal of SDN Kramat 3	The school communities have a spirit to move forward, and the principal has a work ethic to advance the school.

School regrouping policy is based on facilities, human resources, and socio-culture (Erowati *et al.*, 2018). In the analysis process of the components, the only school becomes the primary school. The top school is a school that has been delegated from the regrouped schools. According to the Decree of the Mayor of Magelang, the school is determined for regrouping of the public elementary schools. The Department of Education and Culture of Magelang determines the primary school according to 1) the closest school to the to-be-regrouped school; 2) the closest school to the school with the least number of students; 3) a school with superior quality among the closest schools, and 4) the regrouped a public elementary school is a new form of public elementary school.

## Discussion

The new public elementary school resulted in from the regrouping can be named according to the following criteria: 1) if there are only 2 public elementary schools regrouped in a village, the name of the new school will have no number behind it, and 2) if there are other schools that are not regrouped, the name of the new school will have a small number or according to a deliberation.

Based on the above components, the regrouping formations are:

SDN Wates 1 and SDN Wates 5

The component analysis result found that the number of students in the SDN Wates 5 was decreasing every year. Regarding the teachers, PAI teachers in each school had problems in carrying out their duties. SDN Wates 1 becomes the primary school. The supporting factors for the regrouping policy in the two public elementary schools included reachable mileage by students (200-500 m), no geographical obstacles, and both schools were in the same school cluster. The obstacles, however, were related to the smaller number of classrooms at SDN Wates 1 as the primary school and the excess number of classroom teachers.

#### SDN Gelangan 2 and SDN Gelangan 7

The analysis result indicates that the number of students at SDN Gelangan 2 and SDN Gelangan 7 was less than 100 students. The SDN Gelangan 7 experienced a drastic decrease in the number of students for the last 2 years, and there are only 60 students at present. The supporting factors for regrouping SDN Gelangan 2 (the primary school) and SDN Gelangan 7 included the reachable distance between the two schools ( $\pm 500$  m), no geographical barriers, both schools were in the same school cluster and an adequate number of classrooms. The obstacle found was related to the excess number of classroom teachers.

#### SDN Rejowinangun Utara 2 and SDN Rejowinangun Utara 3

The data analysis indicates that the number of students in both schools was less than 100, and the location of SDN Rejowinangun Utara 3 was on the same campus as SDN Rejowinangun Utara 4. The supporting factors for regrouping policy included the sufficient number of civil servant teachers; thus, it did not require non-civil servant teachers, reachable school distance, no geographical barriers, and both schools were in the same school cluster. Moreover, SDN Rejowinangun Utara 2, as the primary school, had a sufficient number of classrooms. The inhibiting factor was the lack of civil servant teachers of PAI subjects in both schools.

#### SDN Magersari 1 and SDN Magersari 3

The data analysis suggests that SDN Magersari 1 and SDN Magersari 3 were generally good, but the socio-cultural fact of the school environment was less conducive that required special handling. The fact was the basis as well as the inhibiting factor of the regrouping policy. The supporting factors of the regrouping policy implementation consisted of the sufficient number of civil servant classroom teachers; thus, it did not require non-civil servant teachers, reachable mileage, no geographical barriers, and both schools were in the same school cluster. The environmental factors that were not conducive and the smaller number of classrooms at SDN Magersari 3 as the primary school were inhibiting factors of regrouping.

#### SDN Kramat 2 and SDN Kramat 3

The analysis results indicate that SDN Kramat 2 dan SDN Kramat 3 had a good condition. Each school had strengths and weaknesses. At SDN Kramat 2, the number of students and classrooms was ideal, and the school environment was conducive. At the SDN Kramat 3, the number of students was less than 100, the school had an insufficient area for development, yet it was neat and had a conducive environment, good work ethics among the teachers and principal, and the school was the winner of Adiwiyata award 2019. Both schools required a breakthrough to improve their achievement.

Based on the studies mentioned earlier and data, efforts are required to create effective and efficient resources to maintain quality education. Regrouping activity is an effort to maintain adequate and efficient resources. Erowati et al. (2018) stated that the factors that influence regrouping include regrouping policies, fewer students, inadequate school conditions, and a lack of teachers in schools. They carried out regrouping to overcome teacher shortages, improve quality, and streamlining school building maintenance costs. This regrouping of schools was carried out due to the lack of an insufficient number of formal and non-formal education units. It is

supported by research results indicating that school regrouping can improve school management, learning management, student management, and staff management (Indrayani, 2013; Syahidah, 2013).

Regrouping activity positively impacts learning quality, namely improvement of a conducive working climate, more measurable learning quality, and more effective and efficient school management by the principal (Indrayani, 2013; Setiawati & Corebima, 2017). Additionally, it could meet the educator and student standards; thus, the learning process can be achieved (Erowati et al., 2018).

The regrouping process must consider the abandoned facility and infrastructure functions; hence, a plan is necessary to manage new facilities and infrastructures for other needs. It is consistent with a study that creative planning is needed to reutilize facilities and infrastructures, such as building, for other necessities to achieve the regrouping goals (Widodo, 2016; Alnet & Sulasmono, 2019). Moreover, the regrouping process must consider social differences as significant social differences could disturb student adaptation to the learning process (Triwiyanto, 2017).

Regrouping activities are likely to have negative impacts, namely a decrease in competitiveness due to a lack of competition with the nearest schools (Ponzo, 2009). Moreover, the impacts also included students who are less accepting of students from other schools, students who need adjustment in a new place, teachers from the regrouped schools feel uncomfortable in the new schools that affect their performance, and a decrease in student achievement. Adaptation to school conditions can affect achievement (AlZboon, 2013; Zhang et al., 2018).

Despite its positive impacts, regrouping has negative impacts related to further mileage for students and teachers, school administration of the regrouped schools that will be returned to the department of education, and the need for students and teachers to adapt to a new environment and climate. It is supported by a study stating that regrouping has negative impacts on mileage, administrative constraints for the regrouped schools, and increased burden of the principal in managing the new school (Syahidah, 2013; Erowati et al., 2018).

## **CONCLUSION**

Based on the analysis above, it can be concluded that regrouping aims to improve education quality by considering the following factors: principal, teacher, student, geography, socio-culture, and facility and infrastructure. Schools eligible for regrouping are 1) SDN Wates 1 with SDN Wates 5; 2) SDN Rejowinangun Utara 2 with SDN Rejowinangun Utara 3, and 3) SDN Kramat 2 with SDN Kramat 3. The less eligible schools include SDN Magersari 1 and SDN Magersari 3 since both schools have unique community characteristics requiring specific handling. Recommendations or suggestions for the Department of Education of Magelang are intensive coordination/communication with all stakeholders, unique approaches to potential resistant parties, design of utilization of assets from regrouped schools, and post-regrouping buildings to meet the mandatory affairs of the Regional Government in the Education Sector, such as community activity center (SKB) building, the secretariat of school supervisors, education council, and integrated art council.

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