

Effective School Evaluation Model: A Development Study

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Abstract: The objective of this study is to develop of Effective School Evaluation Model (ESEM) that involved developing instruments and guidelines for its implementation in the effort of self-evaluation and self-improvement, and the enhancement of school functions management to be more effective so that each of school will have capability to produce graduation with high quality. The instruments and guidelines of ESEM includes: (1) construction and indicator of effective school, (2) instruments for evaluation of the effective school, (3) evaluation system of the effective for school outcomes, and (4) recommendations for the implementation of effective school evaluation. The development of the ESEM is undertaken through 5 steps of activities based on the service: (1) learning, (2) school management and school climate, (3) guidance and counseling, (4) studentship and extra curricular, and (5) school partnership relation with society. The study of ESEM will require information or database service of 156 respondents that is derived from principal, deputy of school principal, subject's teacher, counseling teacher, student, and student's parent of Junior High School, Senior High School and favorite's vocational school, and non-favorite's school situated in West Java, Central Java, and East Kalimantan. The empirical data indicated that the school favorite and school non favorite were differently significant the services available in each school were learning, management and school climate, guidance and counseling, student development and extra curricular, and partnership between school and society.

Key words: effective school evaluation model, effective school indicator, instruments and guidelines for evaluation, student performance competencies, teacher professional competencies

1. Introduction

Superiority of a nation is not merely based on the wealth of natural resources, but on the superiority of its human resource that is educated worker who has capability to response to any existing challenge immediately. A number of speakers in various seminars, discussions or writings in community publication indicate that, in general, the quality of Indonesian human resource is far left behind the human resource of developed countries and neighbor's countries like Malaysia and Thailand, including mathematic literacy, science literacy, and reading literacy (Martin M. O., Timss, 2006; Pisa, 2007).

It's reality much more than enough triggered experts and educational practitioners to conduct systematic study in the effort of redefining national education system (Depdiknas, 2003; Depdiknas, 2005). To make output of school be more reliable to adjust dynamically with the change and the challenge, government proposes an idea on educational management by school base that gives larger space for school and society to determine program

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and plan for self-development related to the needs and condition of each parts. Relevant to the idea of educational management decentralization, the functions of school management needs to be reinforced at maximum for the effectiveness of output quality as required by society and nation.

The implementation of the idea needs for support with a set of instruments that encourage the school to increase effectiveness of its management functions continuously so it will lead to *learning organization*. Effective School Evaluation Model (ESEM) is one of instrument that enables educational manager to find out level of each school achievement. The result of evaluation is then entitled as a consideration for the improvement of the school quality.

1.1 Objectives

The objective of study is to develop Effective School Evaluation Model (ESEM) as a guidelines or an instrument for the implementation of improving school quality. For the long period, ESEM is aimed at encouraging each school to conduct self-evaluation and self-improvement needed regularly in order to enhance effectiveness of its management functions, so that ESEM will allow each school to develop (1) construction and indicator of effective school, (2) instruments for evaluation of the effective school, (3) evaluation system of the effective school and its guidelines for implementation (including the interpretation of its outcomes), (4) recommendations for the implementation of effective school evaluation.

The development of ESEM is expected to produce (1) **construction and indicator of effective school** that is a construction and a number of indicators that represent evaluation of effective school, which have theoretically sound base and is in accordance with condition and culture as well as characteristic of Indonesian school; (2) **instruments for evaluation of the effective school** that the arrangement of instrument is based on general feature available in each school, and special feature such as vocational and religious feature; (3) **evaluation system of the effective school and its guidelines for implementation (including the interpretation of its outcomes)** that is a guidelines designed by reference of schooling system construction and development of instruments for evaluation. The method of guidelines for evaluation implementation comprise of (a) brief explanation on construction and instruments for evaluation of effective school, (b) procedures of evaluation, (c) procedure of scoring each instrument and interpretation of the result, and (d) implication of evaluation result in efforts of enhancement school's effectiveness; (4) **Activities report**; result of activities is a report that assumes procedures of activities, theoretical study, field research. And the results are: (a) objective of the activity, (b) development of construction and indicator of effective school, (c) development of evaluation instruments for effective school, and (d) development of guidelines of evaluation for effective school, and (5) **recommendations for the implementation of effective school evaluation**; a recommendation that is made by reference of product output completed with rational, explanation of the concept and instruments of evaluation for effective school, strategy of implementation for effective school evaluation, performing organization, and budget plan.

2. Concept of Effective School

The essence of above introduction is school function as learning places whose obligation to perform quality experience learning to its student. It is the essence that becomes a mission or task core of school and thus being a base of its student and performance of effective school indicator. Effective school can represent level of performance required in actuating learning process by proving its learning quality of the student according to the task core. Quality and output learning are accumulative products from overall services done by school and effects

from favorable circumstance of the school. There are several perspectives to propose as follows:

2.1 Effective School in the Perspective of Educational Quality

The implementation of service for student is usually studied in the context of educational quality that closely related to quality study of effective school management (Murgatroyd, 1993). In the environment of schooling system, concept of educational quality is expressed in different perspectives by various parts. For most (Parents and society in general), educational quality in the school is simply derived from achievement of scores or attaining grade as shown on examination sheet and testing. The quality of the school is identified with its student, in parts or overall, getting high score/grade so he has opportunity to continue his study to the next higher education. This kind of perspective is partly true if the attainment of his score or grade acknowledged as a representation of total learning outcomes. Thus, it is assumed description of behavior or mastery of a competency related to cognitive, affective, and psychometric aspects. Therefore, the quality of educational output has quantitative and qualitative nature. It means that besides it shows the indicator of a number of student which has succeeded in getting high score/grade, it also indicates how well student's quality presented in self-confidence, autonomous, discipline, hard work and firm, skillful, reasonable, faithful and piety, responsible for society and nation, self-esteem, and so on. The above analysis gives a clear understanding on the concept of effective school related directly to school performance quality.

Empirical reflection (Satori, 1995), which is discussed in a discussion on educational quality goes to the agreement of educational quality (EQ) in the school constitutes a function of input quality of the student that reveals with student performance competencies (SPC), learning experience quality identified with professional teacher competencies (PTC), use of learning facility effectiveness (LFE), and principal quality of leadership (PQL) as school culture reflection, and etc. The statement can be formulated as follows:

$$EQ = f(\text{SPC, PTC, LFE, PQL, etc})$$

Student performance competencies is a capacity gifted by almighty god for human. In the frame of psychology, the capacity is also known as "*natural or acquired talent*", which is divided into *General Aptitude* expressed in the measurement of IQ (*Intelligent Quotient*). General aptitude of a child or aptitude is often used as a predictor to clarify level of capacity in accomplishing learning program so that the capacity becomes also a term of *scholastic aptitude* or potential academic. Meanwhile, student who possess potential academic with high scores is supposed to have the same scores in accomplishing learning program or learning assignments in school, so that he will be expected to get high performance in the special areas such as in art, music, acting and etc. On the basis of this understanding, to acquire good quality of school education, students must have adequate potential to complete learning program required by school curricula.

Competency of professional teacher is shown in the experiencing student with learning condition where student interacts of each other in the teaching-learning process in classroom. The condition is mostly influenced with: (1) level of teacher mastery on lesson subject and structure scientific concept of his own, (2) method, approaches, style/art and procedure of teaching, (3) the effective and efficient use of learning facility, (4) teacher's understanding on characteristic of a group and individual student, (5) the capability of a teacher in creating interactive dialogue and circumstances of favorable learning, and (6) teacher's personality. On the basis of these evaluations, the efforts to improve quality of education in a school have to be equipped with the efforts of professional quality improvement and quality of teacher's personality. In the level of school, the efforts indicates activities as follows (Gemstone & Wellman, 1995): (1) interactive relationship among teacher, (2) the

understanding of cognitive process in the frame of teaching, (3) the mastery of knowledge structure of lesson subject, (4) the possession of knowledge and appreciation of value, faith, and standard; and (5) the understanding of how student learning process occurs.

Learning facility includes the availability of instruments for the effective and efficient learning experiencing acquirement. The importance of learning facility includes laboratory room for student that meets with workshop requirements, library, computer, and other physical condition that facilitate for favorable learning process.

The culture of school is overall psychological experiences of students acquisition (both emotionally and intellectually) absorbed by them within the school environment. Student's psychological response on daily activities of the school as in the nature and behavior of teacher and of other school personnel (for example, services of classroom guardian and of administrative personnel), implementation of school policy, condition and cafeteria service, beautiful scenery, cleanliness, and comfortable circumstances, those enable the creation of school culture. The culture of school permeates to the members of school psychologically includes student, which in turn shapes pattern of value, attitude, habitual and behavior. The importance aspect that also determines the culture of school is school leadership. The effectiveness of school leadership is a source of value and spirit, source of order and institutional behavior that leads directions in line with the attainment of vision and mission of the school. Therefore, the principal of school should possess institutional vision and mission, own competency of concepts and proficiency as well as art in order to make good relationship with other people, have the mastery of technical aspects and substantial works, spirit to grow, and his obedience and character be received by his surroundings.

From the study of effective school in the perspective of educational quality is simply said that effective school is a school that (1) owns student input whose potential is in accordance with curriculum demand, (2) provides quality of learning service, (3) owns facilities that supports for effectiveness and efficiency of teaching-learning process, (4) owns competency to create culture of school that is conducive for the reflection of leadership performance of school principal.

2.2 Effective School in the Perspective of Management

School management is a process of taking advantage school resources done by rational and systematic actions (includes of planning, organizing, actuating, and controlling) in order to reach objective of effective and efficient school (Dunham J., 1995). The management activities are based on the policy and regulations resulted from share agreement that represents attitude, value, and behavior of persons engaged. This happens not in isolation but in integrity of context of complexity system. In this perspective, effectiveness of school dimension will include of (a) service for student learning, (b) student service and management, (c) equipment and infrastructure of the school, (d) Program and funding, (e) Social Participation, (f) Culture of School. These indicators of six dimensions of effective school are shown in the report of a research.

2.3 Effective School in the Perspective of Organism Theory

Effective school has capability to undertake *self-renewing school* or *adaptive school* (Garmston & Wellman, 1995), and is also known as *learning organization* (O'Neill, 1995) that is a condition where the development of school as an entity affords to handle the problem encountered while indicating the capability to make innovations. According to organism theory, world is not an animate things, but it constitutes energy with high capacity to change in the efforts of adjustment to the environment. In this perspective, any living things only afford to survive when the organism is capable to response to any changes with some adjustment to the environment. This

condition is also applicable to school as Garmston and Wellman (1995) called as *Adaptive Organism*. To be adaptive, school, as an organization has to continually question two essential things namely: (1) what is the essence of school manifestation? And, (2) what is its main objective?

2.4 Meaning of Effective School

Literatures of study on effective school find out various terms of meaning of effective school. Effective school according to Prince County Public School (Taylor, 1990) is a school where sources are well organized and used to assure all of the students, without counting racial differences, gender or economic-social status, to study all of material subject of curriculum that is very essential in that school. The formulation of this meaning is more oriented to optimum use for the achievement of educational objectives stated in the curriculum.

Other meanings of the effective school is argued by Cheng (1996) that the effective school relates to capacity of the school in executing its functions at maximum whether of economical function, socio-humanity function, political function, cultural function and educational function. Economical function of school is an assurance to the students by giving them maximum capacities in the frame of economic activities so that they are able to get prosperity in living. Socio-humanity function of the school is a media for student to become accustomed with prevalent social life. Political function of the school is as a means of acquiring knowledge on right and obligation as a citizen. Cultural function of the school is as a means of transmitting and transformation of a culture. And educational function of the school is as a means of adulthood education and shaping student's personality.

Those functions tend to serve as notice function, which means it is applicable to all kinds of school level, in spite of there are some more prominent distinctive school usually school with religious nature, vocational school, or other distinctive schools. As the effectiveness itself assumes degree of reachable objective, the formulation to build a construction and indicator of effective school cannot be separated from the concept of competency that will be developed through education of school.

Considering logical consequences of globalization era, development of science and technology, changes and events happened in the society, and expectations of global society for living in peace, the need of competitive, autonomous and responsible person is likely inevitable.

In view of four pillars of education above, several weaknesses available in the society, and by considering roots of culture of the society that holds religious pattern of value, so the school in Indonesia has to develop an assurance for assisting its student to grasp competency, which is valuable for shaping his future, there are (a) religious proficiency that comprises of knowledge, attitude and religious proficiency required to actuate human function as a servant of Allah the Almighty in daily life, (b) academic competency comprises of knowledge, attitude, and proficiency associated with the level of education, (c) economical competency consists of knowledge, attitude, and proficiency required to fulfill economical needs in order to get prosperity in living with society, (d) competency of socio-individual consists of knowledge, pattern of value system, attitude and proficiency to more adaptive as citizen of state and citizen of international democratic society.

School is to be implied as an integral system of education that includes a number of interdependent components. Thus, the development of student competency is not surrendered only to the activity of teaching-learning (ATL) in the classroom, but by and large to the circumstance of school culture climate. A school as an integral part is hoped able to give learning experience to all students in order that they are able to grasp four competencies above relating to level of education and special mission to be achieved.

Theoretically, the evaluation of effective school is undertaken by examining how all components of school

interact to each other in integrity to encourage the four competencies to be acquainted by student. In the fact, however, this holistic viewpoint is hard to implement totally because of limitation use of evaluation approaches. Therefore, the meaning of effective school evaluation is formulated as an evaluation on optimum school function in each part of components to encourage the student mastery of the competency.

2.5 Effective School Construction

In the developed countries like USA, Great Britain, Japan, an Australia, the research on effective school has resulted findings about characteristic and indicator of an effective school. The characteristic and indicator of effective school is used for the basis to identify or even to develop instruments for effective school evaluation. Below is an example of formulation on characteristic and indicator of effective school based on the research in USA conducted in Glendale Union High School (GUHD). USA has found the complete formulation on characteristic and indicator of effective school (Taylor, 1990). From this formulation, besides a number of characteristics used to identify whether the school is counted to be effective, the identification has also come to number of indicators used to recognize the existence of each character. The characteristic and indicator of effective school is shown in Table 1.

Table 1 Characteristic and Indicator of Effective School (Taylor, 1990)

Characteristic	Indicator
Objectives of school is defined clearly and specifically	Objectives of School: (1) defined clearly, (2) used to make decision, and (3) be understood by student, teacher, and staff
Strength of leadership implementation by school principal on education	School Principal: (1) Easy to contact, (2) Responsive to teacher, staff, and student, (3) Responsive to parents and society, (4) Leadership leads to focus on learning, and (5) Maintain ratio between teacher/student to be matched with ideal ratio.
High expectancy of teacher and Staff	Teacher and Staff: (1) Believe in students can learn and get success, (2) Emphasize on academic outcomes/output, (3) Face teacher as significant factor in determining student success.
Partnership cooperation among school, parents and society	School: (1) Positive communication with parents, (2) Maintain parents' support assurance, (3) Share responsibility to discipline supremacy and maintain the success, and (4) Attend important ceremonies in school.
Positive and conducive climate for student to learn	School: (1) Neat, clean, safe (Physically), (2) Well maintained, (3) Prize reward to prestigious student, (4) Strengthen against student positive behavior. Student: (1) Obey school and government regulations, and (2) Undertaking chores / obligations timely.
Keep monitoring student advancement	Teacher gives student: (1) Chores timely, (2) Immediate feedback, (3) Capability to optimal participation in classroom, (4) Evaluation learning output in multiple dimensions.
Reinforcing to the student success in the attainment of essential activity proficiencies	Student: (1) Do the best thing to reach optimum outcomes of learning both academically and non-academically, (2) Acquire various essential proficiencies. School Principal: (1) Shows commitment in supporting essential proficiency program, (2) Accept adequate material to teach essential proficiency.
Self-Commitment of school Human Resource on education program	Teacher: (1) To give aid in formulating and implementing objectives of school development, (2) Shows professionalism in handling job

On the basis of the number of researches on effective school in various countries like Australia, USA, Dutch, and Great Britain, Pam Sammons et al. (Morely & Rassool, 1999, p. 121) formulate 11 characteristics of effective school as shown in Table 2.

World Bank (2000), in its report on the experience in handling *Education Quality Improvement Program* in Cambodia, identify four characteristic groups of effective school, there are: (1) *Supporting input* includes parental support and society, healthy environment for learning, effective support from educational system as well as availability of books and adequate learning resources, (2) *Enabling condition* comprises of effective leadership, teacher's proficiency, flexibility, autonomous, and long duration of time, (3) *School Climate* includes high expectation of student, positive attitude of teacher, orderliness and discipline, and organized curriculum, *Reward*

system and incentive both for student and teacher, and severe time of learning; and (4) *Teaching-learning process* consists of various learning strategy, regular home works, evaluation and feedback, and student participation (presence, study accomplishment, advanced study) especially girl.

Above description implies that various formulations on general characteristics (*Common Denominators*) found in the school classified as effective in numerous countries. The variety of formulation is influenced by context of local culture and philosophy on the objective and function of the school as well as dominant variables in determining effective school.

Table 2 Effective School Characteristic by Pam Sammons (Morely & Rassool, 1999)

Aspect	Indicator
Professional leadership	(1) Firm and Purposeful, (2) A participate approach, (3) The leading professional.
Shared vision and goals	(1) Unity of purpose, (2) Consistency of practice, (3) Collegiality and collaboration
A learning environment	(1) An orderly atmosphere, (2) An attractive working environment, (3) Maximization of learning time
Learning	(1) Academic emphasis, (2) Focus on achievement
Purposeful teaching	(1) High expectation all round, (2) Communication expectations, (3) Providing intellectual challenge
Positive reinforcement	(1) Clear and fair discipline, (2) Feedback
Monitoring progress	(1) Monitoring pupil performance, (2) Evaluating school performance.
Pupils right and responsibilities	(1) Raising pupil self-esteem, (2) Positions of responsibility, (3) Control of work.
Home/school partnership	Parental involvement in their children's learning
A Learning organization	School-based staff development

3. ESEM Development

The efforts to develop ESEM are especially aimed at exploring concepts or theoretical references on effective school, studying and describing in details about strategy and steps of study through focused group of discussion. The study of a concept developed in other countries is combined with existing condition and climate of the schools so that the formulation of effective school will be theoretically reliable and easy applied in reality.

According to the study above, the formulation of construction for effective school can be used as a conceptual basis for the exposure of effective school indicators. Relevant to the output of expectation from the development of effective school evaluation model, several steps will be considered. The steps to be done are: (1) development of construction and instruments for effective school, (2) development of value system of effective school, (3) setting up guidelines for the implementation of effective school evaluation and its interpretation, and (4) development of the recommendations for the implementation of effective school evaluation. Visual approaches use in the activities are shown in exhibit 3.1.

3.1 Development of the Construction and Instruments for Effective School

Several steps are used to develop formulation of the construction for effective school. Those Steps of activities are the combination between conceptual study and field research and then is used as material of seminar, which will be attended by several experts in their specific areas. The formulation of tested construction is then elucidated as indicators to be the basis of making lattice. The details of steps of activities are described below:

3.1.1 Conceptual Study

Several activities done in the preparation stages are: (1) exchanging viewpoints on the concept of effective

school, (2) the examination on conceptual references of effective school, (3) the study and description for detail strategies and steps of development of effective school evaluation model, and (4) the development of guidelines for small discussion group;

3.1.2 Field Research

Preliminary consideration on effective school found in the conceptual study is the confirmed through field research to related parts by the evaluation of school principal. Target subject in the field research is school like Junior High School and Senior High School, and distinctive school category represented by vocational and religious school. Besides school, the field research also includes related institutions with the consideration of school principal evaluation and prominent figures of the community whose awareness is on educational development. The field research allows to the improvement on the design of concept, so that the formulation concept can be easily implemented in reality. This formulation in the stage is then entitled to be material for seminar and workshops by experts in related areas;

3.1.3 Seminar and Workshops

The development of instruments for effective school evaluation be more reliable and easily implemented in the condition of Indonesian schools, inputs from various sources are relevant to be collected through seminar and workshops presented by larger group such as research team, experts (of Academic) in related areas, field practitioners of the decision makers and school (school principal, subject lesson teacher, counseling teacher, deputy of school principal/teacher of student development) proportionally with the consideration of each school representative. The outcomes resulted from the seminar and workshop is as inputs and recommendations to the concept and indicators of effective school as stated above. As a result, the design created by development team recommends for justification of experts and practitioners in the field as a reliable concept for the setting up instruments of evaluation. Final formulation on the construction of effective school describes as follows. Effective school is a degree of optimal functions of the entire school resources both of human resource and non-human resource in order to produce outputs or to reach maximum objectives as expected. School resources are available for the services to student in obtaining meaningful learning experiences. Considering the prevalent functions conducted in school and roots of the culture of society whose holds the utmost religious value, so the formulation of effective school should embody the output with numerous proficiencies such as (1) *religious proficiency*. It includes knowledge, knowledge, attitude and religious proficiency required to actuate human function as a servant of Allah the Almighty in daily life, (2) *academic competency* comprises of knowledge, attitude, and proficiency associated with the level of education, (3) *economical competency* consists of knowledge, attitude, and proficiency required to fulfill economical needs in order to get prosperity in living with society, (4) *competency of socio-individual* consists of knowledge, pattern of value system, attitude and proficiency to more adaptive as citizen of state and citizen of international democratic society whose capable to manage his-self (*intra personal*) and others (*Inter personal*) in the heterogeneous community (plural).

3.1.4 Lattice Instrument

Lattice instrument is divided in two instruments, they are: questionnaire and guidelines for interview/observation. Instrument for data collection as in questionnaire is used for the assessment of effective school by school (along with the elements). Observation/interview is used for the assessment conducted by outside part of the school.

3.1.5 Setting up Question Items

The arrangement of question items is based on indicators composition in each service. The question or

expression in the items of service is associated with experience of respondents who give the evaluation on the service of function to the related respondent. So that the service assumes numerous items, which are different for each respondent. Question and expression on each item is sealed with four choices. The available choices are composed in ordinal imply four qualifications beginning with ineffective, less effective, effective and more effective. Respondent is requested to choose one option, which is in accordance to the experience or his-self position and his position in the school.

3.1.6 Consideration and Revision to Question Items

Question items, which are composed, is then considered by experts to determine its ordinal score on each option and made correction to the question and expression on each item. To make consideration, five experts of each area make judgment to the substance of each item so that they become reliable and accountable. Consideration on option, which is not in accordance to the range of ordinal score from one to four, is revised and reorganized so that the option stays in the range from one to four. In addition to the consideration of option, correction to the question and expression is also done to each item.

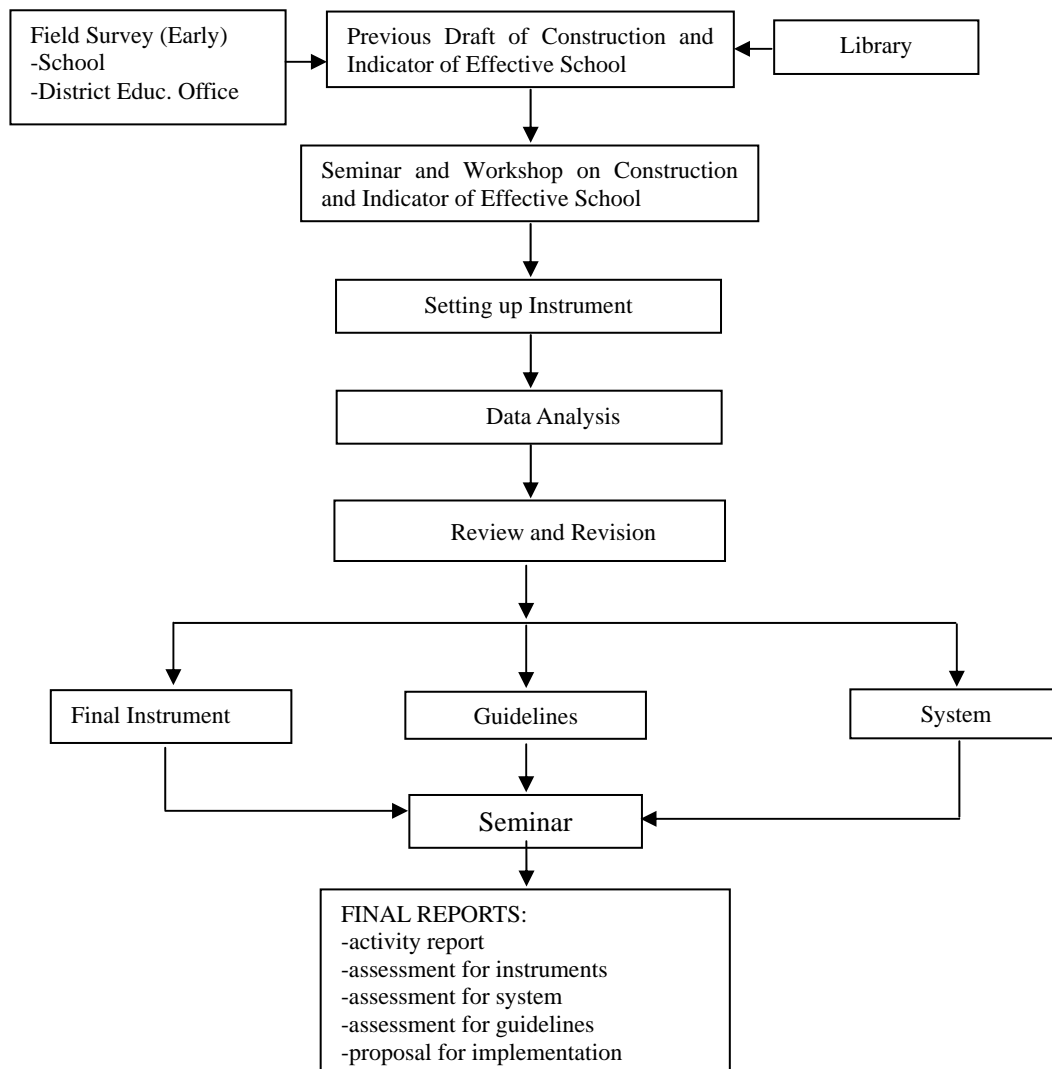


Figure 1 Development of Effective School Evaluation

The correction is intended not to the substance, but to revise the text and sentences such as simplification of sentence and its composition, in the meantime the substance of the question and expression remains the same. Therefore, the result of consideration is not intended to change the total number of items for each questionnaire composition.

3.1.7 Testing the Instruments

For questionnaire, the revised instrument on the basis of experts' considerations is then tested on the field by using sample from three provinces such as West Java, Central Java, and East Kalimantan. The chosen provinces is measured with its own province within Java and outside Java and the achievement of educational prestigious at each province. Besides that, the appointment of school is diversified as of Junior High School, Senior High School, to Vocational School (Distinctive School) in regards to qualification of favorite and non-favorite. By the diversification of the school, the significant description of divergent instrument is identified. Respondents in each school consist of school principal, subject lesson teacher, counseling teacher, deputy of school principal for studentship or studentship counseling, student and student's parents one of each. Each tested questionnaire is then scored as established to obtain score for every service of each respondent. The score is processed to obtain data needed for testing instrument. In the case of guidelines of observation/interview, instrument of observation/interview is not tested to the field because of time limits. As the result, the instrument is examined and studied by the developer regarding to the inputs from several parts.

3.1.8 Validity of Question for Each Service

In the case of testing validity of item on each questionnaire, the analysis is undertaken by using SPSS program. Steps to conduct are correlating score of each item with total score, the result of the process produce data as follows.

3.1.9 Testing the Divergent of Each Service by Considering Favorite and Non-Favorite School in Each Service

By using SPSS program, information of overall items in each service detects a significant divergent between favorite and non-favorite school.

3.1.10 Testing the Divergent of Each Service to the Whole of Respondents by Considering Favorite and Non-Favorite School

Testing divergent of instrument for each service is processed by using comparison with average score of each service to average score of total score in the service in the frame of favorite and non-favorite group. This testing is only done to four services such as learning service, management and school climate, guidance and counseling and partnership with society, while for the service of studentship and extra curricular the testing is not done since the score correlation among respondent is low. The comparative of effective percentage for each service between favorite and non-favorite school is shown in Tables 3 and 4.

Table 3 The Result of Divergent Test

No.	Service	Average Score in each Favorite School	Average Score in each Non-Favorite School	Test of Divergent
1	Learning	45.33	39.96	Different
2	Management and School Climate	47.02	42.27	Different
3	Guidance and Counseling	42.65	35.04	Different
4	Studentship and Extra Curricular	36.33	30.70	Different
5	Partnership with Society	30.92	24.42	Different

Table 4 The Percentage of Effectiveness in Each Service Both of Favorite (F) and Non-Favorite School (NF)

No	Service	Types of School	Average Score	Ideal Score	Percentage of Effectiveness
1	Learning	F	45.33	62.67	72.33%
		NF	39.96		63.38%
2	Management and School Climate	F	47.02	62.67	75.04%
		NF	47.27		67.385%
3	Guidance and Counseling	F	42.65	57	74.82%
		NF	35.04		61.49%
4	Studentship and Extra Curricular	F	36.33	57.33	63.34%
		NF	30.70		53.55%
5	School Partnership with Society	F	30.92	39	79.28%
		NF	24.42		62.62%

In the case of standardization of the test's result in each service, scores obtained on the above table is then made its percentage of the effectiveness in each service by the average scores formula of each service divided by ideal score and multiplied with 100%. The result of this calculation of formula is found in table as follows:

The formulation on effective school evaluation consists of (1) the basic concept on the objectives of effective school evaluation; (2) explanation of construction that is based on four competencies (religious, academic, economic, and socio-individual). The construction generates indicator by considering other functions of the main service of school, as it should be done in the fifth services (learning, management, and school climate, guidance and counseling, studentship and extra curricular, as well as partnership with society). Final formulation and construction of effective school generate a set of instrument that consists of questionnaire, guidelines of interview and observation. Questionnaire is the main instrument of each service, while the guidelines of interview is used in the management and school climate service, learning, and studentship and curricular; (3) mechanism and procedure of implementation for effective school evaluation whether is done by the school as *self evaluation* and by outside parts of school. The procedure of implementation is as follows (a) preparation and elements involved in the evaluation, (b) collection, analysis, and interpretation of data; (4) reporting and final statement of the evaluation result; and the last part that assumes (5) the use of evaluation of effective school by school principal, teacher, and school staff, Department of National Education, Official unit of Education in the regency or other similar institution, and parents and society.

4. Conclusion and Suggestions

4.1 Conclusion

A series of activities for the development of ESEM are done through theory analysis and field research validation. Theory analysis/theoretical study is done through library research and discussion of focused group to find out the meaning of effective school as the efforts of optimizing functions of school service related to human resource and other resources in facilitating competencies to be grasped by student. The competencies consist of

religious proficiency, academic competency, economical competency, and socio-individual competency. The ESEM requires the consideration of several services given by school to facilitate student in the mastery of competencies. The services available in each school are learning service, management and school climate, guidance and counseling service, service of student development and extra curricular, and partnership between school and society.

The validation of field research can be seen in the context of school service, guidance and counseling service, studentship and extra curricular service, and partnership with society service. The instruments for each service is given to subject who conduct one of each service function, and to the other respondent who acts on behalf of his chief in charge, partner, and the one who feels and experiencing the service. Thus, it is expected that the objective and subjective evaluation will come up to be continued with the consideration in the decision of final score of certain service.

By considering several services and respondents who conduct an evaluation of the service, it comes to the formulation to be based on the evaluation from effectiveness range of a school. The formulation is designed in the guidelines for effective school evaluation. It also used by the region that interested in the efforts of supporting spirit of autonomous system of the regency and the policy to implement the management with school base. If organizer of a school demands the school to undertake self-management, so the choice of school effectiveness is a fundamental for the achievement of each school service. The result can be used as the basis of the improvement and the enhancement of each service in order to reach target as expected by considering the existing condition. From the recommendations and considerations of experts of academics who involved in seminar and workshop and in the practitioners validation, and in the use of service, and the instruments used for the evaluation, it comes to the final instrument, which is suitable, reliable, and applicable to use for evaluation as well as guidelines of Effective School Evaluation and the recommendations to the development model and its implementation.

4.2 Suggestions

On the basis of field research, a set of ESEM instrument may be used as the standard of implementation for the enhancement of school functions relates to the service of learning, management and school climate, guidance and counseling, studentship and extra curricular, and partnership with society service. As the result, ESEM needs to be published in schools and in the related institution for its implementation.

ESEM needs to be institutionalized for the approaches of self-evaluation used by school or outside parts of the school. For the effectiveness and efficiency in the evaluation of effective school, the efforts in creating Committee of Evaluation for Effective School that comprise elements from district government, manager, staff of the school, society, university and experts needs to be consider.

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