Training on School and Madrasa Work Plans to Improve Education Quality Standards

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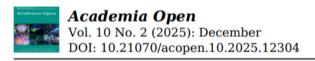*Erwin Inu Dwi Saputra* — Prodi Manajemen Pendidikan Islam, Universitas Islam Negeri Kiai Ageng Muhammad Besari Ponorogo

General Background: Education plays a pivotal role in shaping human resources and national development, requiring systematic planning and management to ensure quality improvement. **Specific Background:** In Ponorogo Regency, although more than 1,700 educational institutions exist, many schools and madrasahs have not fully utilized the School/Madrasah Work Plan (RKSM) as a strategic instrument, often perceiving it merely as administrative compliance. **Knowledge Gap:** This limited understanding and inconsistent implementation of RKSM hinder efforts to elevate educational quality standards, highlighting the need for capacity-building programs. **Aims:** This study aims to evaluate the effectiveness of training based on the Asset-Based Community Development (ABCD) approach in enhancing educators' competence in preparing RKSM. **Results:** A pre-test and post-test comparison revealed a significant improvement, with mean scores increasing from 43.33 to 74.17, supported by t-test analysis showing high statistical significance ($p < 0.005$). **Novelty:** Unlike conventional approaches, the use of the ABCD framework emphasizes local assets—teachers, facilities, and community support—transforming planning into a participatory and contextually relevant process. **Implications:** The findings confirm that ABCD-based training strengthens educational planning, fosters collaboration among stakeholders, and contributes to sustainable quality enhancement in schools and madrasahs across Ponorogo.

Highlights:

- Training with the ABCD approach significantly improved educators' planning skills.

- Pre-test to post-test scores rose from 43.33 to 74.17 with strong significance.

- Asset-based methods foster collaboration and sustainable quality enhancement.

Keywords: RKSM, Education Quality, ABCD Approach, Teacher Competence

Introduction

The quality of education highly depends on the administration and implementation of education. The organization of education in Indonesia is regulated by Government Regulation Number 17 of 2010, which specifically governs the management and administration of education.[1] This government regulation stipulates that the organization of education in Indonesia is carried out by the central government, provincial governments, local governments, educational institutions established by the community, and educational units or programs. The government, acting as the Ministry of Education, is responsible for overseeing the implementation of the national education system and developing and implementing national education policies. In addition, the government also offers leadership, guidance, supervision, coordination, monitoring, evaluation, and regulation of the organizers, units, pathways, levels, and types of education at the national level.[2] This is carried out through provincial governments, district or city governments, which are then implemented by educational units or programs in each region of Indonesia. Education reflects the Human Development Index (HDI) because it can illustrate the extent to which the population can obtain income, health, education, and other development outcomes. In addition, education can serve as a metric to evaluate the effectiveness of efforts aimed at improving living standards. HDI can also ensure the ranking or level of development of a region.[3]

It is known that the Human Development Index (HDI) in Ponorogo Regency has increased from year to year, with education being one of the benchmarks. However, the constantly changing education system due to changes in leadership makes the education system complicated. This necessitates an effective management system to ensure the success of the implementation of this system. All stakeholders have the same responsibility in maintaining and improving the quality of education in Indonesia. Starting from the upper echelon, in this case, government institutions responsible for policy making, down to the lowest level including supervisors, school/madrasah managers, and educators. Collaboration among individuals is very important to ensure the effectiveness and initiatives of education in Indonesia. In order to facilitate a successful and productive educational process, it is essential to carry out thorough and well-organized preparations. P The planning of education at the school level is regulated by Government Regulation Number 17 of 2010 concerning the Management and Implementation of Education. Additionally, this is also governed by the National Minister of Education and Culture of the Republic of Indonesia Regulation No. 19 of 2007 concerning Education Management Standards.[4]

Education plays an important role in the progress and development of a country. Ponorogo regency, located in East Java Province, has great potential in the field of education. There are more than 1700 educational institutions from kindergarten to senior high school. Schools/madrassas in this area play a crucial role in shaping a new generation that is skilled and able to compete on a global scale.[5] In order to achieve high educational standards, it is important to consistently strive for the improvement of the quality of learning experiences and the administration of educational institutions. The School/Madrasah Work Plan (RKSM) is an important instrument in guiding the vision, mission, and work programs of an educational institution. The RKSM serves as a framework for the daily activities of schools/madrasahs and a roadmap to achieve educational goals. However, the process of creating the School/Madrasah Work Plan (RKSM) in schools/madrasahs is often viewed as a boring administrative task, lacking a comprehensive understanding of its significance and benefits.[6] Based on the observation results of 10 partner schools/madrassas for internships, it was found that three schools or madrassas created and implemented the RKSM, one school or madrassa had created it but did not implement it, one school or madrassa had created and implemented it, and five schools or madrassas did not create or implement the RKSM. From this data, it is evident that most schools or madrassas have not fully utilized the RKSM as a tool to improve education quality standards. This condition reflects a gap in understanding and implementing the RKSM among schools/madrassas, which could hinder efforts to improve education quality. Therefore, it is important to undergo training that emphasizes a comprehensive understanding of the RKSM and practical skills in its preparation.

The School Work Plan is a comprehensive plan to optimize the use of school resources, both human and non-human resources. In order to achieve the desired goals in the future, the School Work Plan must clearly depict the school's vision, mission, objectives, and targets. The School Work Plan (RKS) should serve as a working guideline in the development of schools/madrasahs, a basis for monitoring and evaluating the implementation of school/madrasah development, and a reference for identifying existing and needed resources. The RKS provides an opportunity for the Head of School/Madrasah to manage school/madrasah resources effectively, efficiently, and well to provide quality learning for students. The School Work Plan is drafted with the following objectives: first, to ensure that the school/madrasah goals set can be achieved with the right level of certainty and minimal risk; second, to provide

direction in the development of the school/madrasah; third, to serve as a benchmark in the proposal of educational resources needed by the school/madrasah for its development; fourth, to ensure consistency in planning, budgeting, implementation, and supervision; fifth, to guarantee that resources are allocated properly, effectively, and efficiently. The main reference for the School Work Plan in the development of schools/madrasahs is the eight National Education Standards, as outlined, the School Work Plan consists of the Four-Year Work Plan (RKJM) and the Annual Work Plan (RKT). The School Work Plan (RKS) includes programs for four years and one year to meet the National Education Standards (SNP). The National Education Standards that must be achieved by each school/madrasa include eight standards: Content Standards, Process Standards, Graduate Competency Standards, Assessment Standards, Educator and Education Personnel Standards, Facilities and Infrastructure Standards, Funding Standards, and Management Standards.

This workshop aims to enhance the understanding of RKSM as a strategic instrument for the preparation of educational plans and work programs among School/Madrasah Principals, organizers, and school/madrasah personnel in Ponorogo Regency.[7] With a comprehensive understanding, individuals will have the capacity to differentiate requirements, design clear objectives, and skillfully assess educational outcomes. Improving the quality of education is a shared goal that requires collective efforts from all relevant stakeholders.[8] By developing the RKSM in terms of an effective resource and knowledge management system, schools/madrasas can focus their efforts on creating a stimulating, outcome-oriented, and adaptable learning environment. A widely developed RKSM will assist schools/madrasas in addressing various and complex educational challenges, such as improving learning standards, enhancing student competitiveness, and increasing the quality of educators.[9] This workshop aims to enhance the foundation of school/madrasa education management in Ponorogo Regency by using an organized and measurable RKSM. Collaboration among school/madrasa principals, teachers, administrators, and school/madrasa personnel in developing quality RKSM will be a valuable resource in improving educational standards in this area. Thus, education in Ponorogo Regency can advance in line with the demands of the times and the needs of the community.

The Asset-Based Community Development (ABCD) approach is very relevant in this context. ABCD focuses on identifying and utilizing the assets, strengths, and potentials possessed by the community, rather than focusing on existing problems. In this case, each school/madrasa in Ponorogo Regency has various assets that can be utilized, such as competent educators, supportive facilities, and community support that has potential.[10] Through this activity, it is hoped that the Heads of Schools or Madrasahs, teachers, and school/madrasah stakeholders will understand the importance of the RKSM and learn to utilize the assets available in their environment. With the ABCD approach, the training will focus on developing the capacity of individuals and teams in crafting the RKSM based on local strengths. This will enable schools/madrasahs to design plans that are more relevant, adaptable to the needs of the community, and easier to implement.[10]

In this context, the Asset-Based Community Development (ABCD) approach offers an innovative and participatory method through five steps. First, discovery; through the discovery phase, it is hoped that the Principal/School Head, teachers, and other stakeholders can identify various assets available in the school.[11] This discovery can include human resources, facilities, and support from parents and the community. Both dreams, after the assets are identified, the educational community will be guided to envision a better future for education.[12] By involving all parties, a strong shared vision can be created, inspiring every step taken. In the third design phase, a concrete action plan will be formulated based on the identified vision and assets. This process involves active collaboration among all stakeholders to ensure that the resulting plan is realistic and implementable. In the fourth define phase, roles, responsibilities, and specific steps will be established to achieve the set goals.[13] It is important to ensure that every community member has a clear understanding of their contributions. The five destinies, at this stage, RKSM will be implemented with support and collaboration from all parties. An organized implementation is expected to create a positive impact on the quality of education in Ponorogo Regency. Lastly, reflection, evaluation through the reflection stage will be conducted to assess the effectiveness of the RKSM training. Feedback from all stakeholders will be a valuable source of information for improving processes in the future.[14]

By applying the ABCD approach, this training is expected not only to enhance understanding and skills in formulating the School or Madrasah Work Plan (RKSM), but also to identify and utilize the potential and assets possessed by each school/madrasah and their surrounding community. This approach directs each school/madrasah to proactively optimize existing resources, such as teacher skills, community participation, and institutional support, so that the outcomes of this training can be applied effectively and sustainably. This will contribute significantly to improving the quality education standards in Ponorogo Regency, making it more responsive to the needs and expectations of

the community. In addition, close collaboration among the School/Madrasah Heads, teachers, and other stakeholders in developing quality RKSM will create a positive synergy. By utilizing the existing potential, schools/madrassas in Ponorogo Regency can overcome various educational challenges, improve learning standards, and enhance student competitiveness. Therefore, this workshop is designed to provide a deep understanding of the School Work Plan (RKSM) and the skills to formulate and implement it using the ABCD approach. Thus, it is hoped that education in Ponorogo Regency can experience significant progress in line with the demands of the times and the needs of the community. Based on the above reasons, we have chosen the term 'Community Service' Training on the School Work Plan (RKSM) to Improve the Quality Standards of Schools/Madrassas in Ponorogo Regency.

Method

Asset-Based Community Development (ABCD) is an approach to community development that emphasizes identifying and strengthening the existing assets within the community. ABCD focuses on the local potential and resources that can be utilized to improve the quality of life of the community. This approach contrasts with the traditional paradigm that is more focused on the needs and problems faced by the community.[15] The ABCD approach (Asset-Based Community Development), also known as PKBA (Asset-Based Community Development), is a framework pioneered by John McKnight and Jody Kretzmann. They are the founders of the ABCD Institute at Northwestern University, Illinois, United States. The ABCD approach was born from five years of research on successful community empowerment initiatives, driven by dedicated leadership capable of transforming the economic conditions of local communities.[16] The ABCD approach focuses on the potential that already exists in the community, assuming that every community has assets that can be developed, whether in the form of individual skills, local organizations, natural resources, or existing infrastructure.[17] By identifying and utilizing these assets, ABCD aims to empower communities to be more independent and proactive in addressing the challenges they face. One of the main principles of this approach is that community development should involve the community actively, not just as beneficiaries, but also as agents of change. By involving community members in the development process, they can better understand the strengths and potential that exist, as well as feel more responsible for the results achieved.

Results and Discussion

The pre-test was conducted using Google Form as a tool to efficiently and accurately collect data. This pre-test is designed to measure the initial understanding level of participants regarding the preparation of the School/Madrasah Work Plan (RKSM) before attending the training. The questions provided cover various aspects related to the material of preparing the School/Madrasah Work Plan (RKSM). The results of this pre-test are then analyzed to determine which areas need more attention in the training, as well as to serve as evaluation material for assessing the effectiveness of the training provided.

The pre-test results show that the average score obtained by the participants is 44, with a median score of 40, indicating that half of the participants scored below 40, while the other half scored above that value. Based on these results, the distribution of the pre-test scores among the training participants can be detailed as follows: 1 participant scored 10, 1 participant scored 20, 5 participants scored 30, 7 participants scored 40, 3 participants scored 50, 7 participants scored 60, and 1 participant scored 70.

This distribution illustrates that most participants have a basic understanding that still needs to be improved before the training begins, with the majority of participants falling in the score category of 30 to 60. A median score that is lower than the average indicates the presence of some participants with very low scores, which lowers the overall average. These results emphasize the importance of training to enhance participants' understanding and skills in developing the School or Madrasah Work Plan (RKSM).

1. Post-test Result Description

The post-test is a final evaluation conducted after the implementation of the School/Madrasah Work Plan (RKSM) training. The purpose of this post-test is to assess the extent to which participants' understanding and skills have improved after attending the training. This evaluation serves as a benchmark for the success of the training in achieving the established learning objectives, as well as to identify areas that still require improvement. Based on the post-test results, there is a significant enhancement in the participants' mastery of the material compared to the pre-test results.

The results of the post-test showed a significant improvement in the participants' understanding after attending the training on developing School/Madrasah Work Plans (RKSM) based on the Asset-Based Community Development (ABCD) approach. The average score of participants reached 74.4, with the median score at 70. The score distribution indicated that 2 participants scored 50, 5 participants scored 60, and 5 participants scored 70. A total of 6 participants managed to achieve a score of 80, while 2 participants scored 90, and 4 participants achieved a perfect score of 100. These results reflect the improvement in understanding and skills of the participants after receiving training materials, as well as the success of the training in conveying the important concepts underlying the RKSM.

2. Comparative Analysis of Pre-test and Post-test

The results of the pre-test and post-test that have been obtained will be further analyzed using statistical tests to evaluate the significance level of the participants' score improvement after participating in the training for preparing the School/Madrasah Work Plan (RKSM) based on the Asset-Based Community Development (ABCD) approach. This statistical analysis aims to ensure that the observed improvement is not merely coincidental, but rather a result that significantly reflects the effectiveness of the training. To analyze the results of the pre-test and post-test, this study will employ the paired-sample t-test. The paired t-test is chosen because the data being analyzed comes from the same group, namely the training participants, who are measured twice: before (pre-test) and after (post-test) attending the training on the School/Madrasah Work Plan (RKSM) based on the Asset-Based Community Development (ABCD) approach.

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre Test	.172	24	.066	.939	24	.157
Post Test	.142	24	.200[*]	.920	24	.058
*. This is a lower bound of the true significance.						

Table 1. Results of Normality Test

The results of the normality test using Kolmogorov-Smirnov and Shapiro-Wilk indicate that both the pre-test and post-test data do not significantly deviate from a normal distribution. In the pre-test, the Kolmogorov-Smirnov test yielded a significance value (Sig.) of 0.066, which is greater than 0.05, meaning that the pre-test data can be considered normally distributed. Shapiro-Wilk: The significance value of 0.157 also exceeds 0.05, supporting the conclusion that the pre-test data is normally distributed. In the post-test, the Kolmogorov-Smirnov test showed a significance value of 0.200, which is greater than 0.05, indicating that the post-test data is normally distributed. Shapiro-Wilk: The significance value of 0.058 is above 0.05, meaning that the post-test data can also be considered normally distributed. Overall, these results indicate that the assumption of normality for both the pre-test and post-test data is met, allowing for analysis using parametric statistical tests such as the t-test. This strengthens the accuracy of the analysis conducted on the training results.

Test of Homogeneity of Variances		Levene Statistic	df1	df2	Sig.
Pre Test	Based on Mean	.644	5	18	.669
	Based on Median	.268	5	18	.925
	Based on Median and with adjusted df	.268	5	11.909	.922
	Based on trimmed mean	.608	5	18	.695

Table 2. Results of the Homogeneity Test

The results above show that the Sig. value > α value, namely 0.695 > 0.05. Overall, this test result indicates that the assumption of homogeneity of variances is met, which means there is no significant difference in variances between groups. Therefore, further analysis using the t-test to compare the pre-test and post-test results can be conducted validly.

Paired Samples Statistics		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test	43.33	24	14.939	3.050
	Post Test	74.17	24	16.396	3.347

Table 3. Descriptive Statistics Results

Based on the results of the descriptive statistics obtained from the analysis of the pre-test and post-test, there is an increase in the average score of participants after attending the training on the preparation of the School/Madrasah Work Plan (RKSM) based on the Asset-Based Community Development (ABCD) approach. The average pre-test score was 43.33 with a standard deviation of 14.939, while the average post-test score increased to 74.17 with a standard deviation of 16.396.

Paired Samples Test							t	df	Sig. (2-tailed)
		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre Test - Post Test	-30.833	17.425	3.557	-38.191	-23.475	-8.669	23	.000

Table 4. Results of the Paired Sample T Test

The results of the Paired Samples Test showed that the average post-test score of participants increased by 30.83 points compared to the pre-test score. This means that after participating in the training, the participants experienced a significant improvement in their abilities. The standard deviation of 17.43 indicates the extent of variation in participants' scores from the average score. In other words, although there is an overall improvement, some participants have more varied scores compared to others.

The t-value of -8.67 and a significance level of 0.000 indicate that this increase in value is statistically very significant. This means there is a clear and real difference between the pre-test and post-test results, and this difference is likely not due to chance, but rather because of the training provided. Simply put, these results show that the training on developing School/Madrasah Work Plans (RKSM) based on the Asset-Based Community Development (ABCD) approach has successfully helped participants significantly improve their abilities.

The results of this study indicate that training on the School/Madrasa Work Plan (RKSM) based on the Asset-Based Community Development (ABCD) approach has a significant impact on enhancing the participants' understanding and ability to develop effective work plans. Therefore, there are several practical implications that can be drawn from these findings:

3. Capacity Building of Education Stakeholders

The training that has been conducted provided hands-on experience for school/madrasah stakeholders in preparing a relevant RKSM according to the context of their respective educational institutions. To enhance this capacity sustainably, schools/madrasahs are encouraged to regularly hold similar training, both internally and in collaboration with other educational institutions. A continuous professional development program will help teachers and staff understand the latest trends in education and planning. Thus, they will not only be better prepared to face existing challenges but also be able to make a greater contribution to the quality of education in schools/madrasahs.

4. Implementation of Community-Based Training Model

The ABCD approach emphasizes the importance of utilizing the potential and resources available in the community. Schools/madrasahs are encouraged to identify the assets held by the institution itself. By conducting this identification, schools can maximize existing strengths and create a better educational environment. In addition, schools/madrasahs are advised to establish partnerships with the local community, including community organizations, local businesses, and individuals with relevant expertise. Through this collaboration, schools can identify assets that can be used in the preparation of the School-Based Management Plan (RKSM), such as learning spaces, expert personnel, and natural resources. This not only enhances the relevance of the plans made but also strengthens the relationship between schools and the community, creating a greater sense of ownership over the educational process.

5. Monitoring and Evaluation

The effective implementation of RKSM requires a good monitoring and evaluation system. Schools/madrasahs are advised to develop a comprehensive evaluation mechanism to assess the success of RKSM implementation. This mechanism should include the collection of relevant data, analysis of results, and feedback from all stakeholders. With a clear evaluation system in place, schools can make periodic adjustments based on the results obtained. This also enables the identification of challenges and opportunities that arise during the implementation of RKSM, so that future planning can be improved.
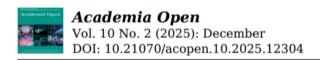
6. Stakeholder Involvement

Research results show that the involvement of various stakeholders in the planning process is crucial for the success of the RKSM. This involvement creates a synergy that allows all parties to contribute effectively to creating a comprehensive and responsive plan that meets the educational needs in schools/madrasahs. By involving all stakeholders, schools/madrasahs can create a more inclusive, responsive RKSM that positively impacts the quality of education provided.

7. Strengthening the education network

This training provides participants with the opportunity to build networks with other schools or educational institutions. Schools/madrassas are expected to utilize this network to exchange experiences, strategies, and resources in educational planning. Strengthening this network is not only beneficial for the exchange of information and best practices but can also create collaboration on joint projects that can enhance the overall quality of education. A strong network can become a source of support and innovation, helping schools face various challenges they encounter.

Conclusion

Schools/madrasahs in Ponorogo Regency have various asset advantages that support the implementation of community service related to the School/Madrasah Work Plan (RKSM). Cooperation with IAIN Ponorogo provides access to academic resources and expertise that strengthen the development of educational programs. In addition, the large number of schools/madrasahs in this area offers significant potential to improve the overall quality of education. Quality and committed educators are also an important asset in the development of RKSM in Ponorogo Regency. The implementation of community service based on the Asset-Based Community Development (ABCD) approach in the schools/madrasahs of Ponorogo Regency shows good results in accordance with the established stages of implementation. Through the discovery stage, the advantages and assets of the schools/madrasahs are clearly identified. In the dream stage, active community participation creates a commitment to improve the quality of education. The design stage produces relevant strategic plans, while the define stage establishes clear success indicators. Finally, in the destiny stage, the implementation of the plan runs smoothly and the sustainability of the program is maintained. The training on School/Madrasah Work Plans (RKSM) based on the Asset-Based Community Development (ABCD) approach in Ponorogo Regency has shown significant results in enhancing the understanding and skills of participants. Analysis from pre-tests and post-tests shows an average score increase from 43.33 to 74.17, with t-test results indicating high significance ($p < 0.005$). This shows that the training is effective in equipping educators with the knowledge and skills needed to develop better RKSM.
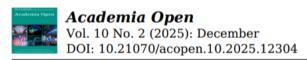
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