

# Developing Model of School Accountability Based on Archive

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**Keywords:** school accountability, archive, senior high school.

**Abstract:** The purpose of this study was to develop a model of school accountability based on archives at Senior High Schools in Semarang. The study was designed for two years and this paper is the result of the first year research. This study used Research and Development (R & D) approach. The subjects of this study were all the parties relating to the accountability of schools, namely: students, teachers, employees, society and educational departments. Analysis of data used qualitative approach. The results show that accountability of school performances is not supported by sufficient documents. Besides that, schools have not maintained archives properly and archive management is not consistent with used archival system. Archives are difficult to find quickly and schools even loss the archives. It is suggested that schools should manage archives based on system. Schools provide the facilities of archives management and delegate administrators to have archive management training.

## 1 INTRODUCTION

Schools as an educational institution that is accountable able to maintain the quality of its output so that it can be accepted by the public. So, in this case accountable or not an educational institution depends on the quality of its output. In addition, the accountability of an institution also depends on the ability of an institution accountable to the public authority. How the school is able to account for the authority given to the public, certainly the challenge the school's responsibility. Jalal (2001) states in Indonesia, many educational institutions are weak and not a few educational institutions that are not accountable. The results of Pratiwi (2012) shows that the school accountability in Junior High School and Senior High School at Semarang is still low, the school has not been able to account for its performance with both the stake holders.

Slamet (2005) states Accountability is the obligation to account or to answer School accountability is an attempt to account for the entire school activities, both legal and moral to related parties, either success or failure of a program of activities that have been implemented. Accountability according Rosjidi (2001) consists of two types of internal and external accountability. School was time fully responsible, both to internal customers

(teachers, students, employees) and external (the government and the public). Accountability is very necessary if associated with efforts to improve school quality and customers' trust in the school. Any liability undertaken by the school to internal and external parties must be accompanied by physical evidence to ensure legal.

School accountability includes accountability both of academic performance and financial performance. Schools must be able to account academic performance to internal and external parties. One measure is the school's accreditation. In fact that the school is not optimal accountability, one of them caused by the inability of the school to provide supporting evidence accountability to internal and external parties. Based on data from the Department of Education a total of 41 secondary schools in the city of Semarang value of accreditation has not yet reached the value of A. The data can be seen in Table 1.

Table 1: Data results of school accreditation at Semarang.

Number	Accreditation	Amount
1	A	53
2	B	25
3	C	16
4	New school	2
<b>Total</b>		<b>96</b>

Sources: Department of education in 2012 were processed

Results of preliminary observations indicate the school is also not optimal in providing accountability to internal parties. When students who have passed several years ago requires data on the value of their academic, the school can not provide fast and often the data is lost. The headmaster when in need, supporting data for planning also can not obtain data quickly. Even if the data exists, discovery when needed requires a long time. The condition is a result of lack of attention to records management in schools. This indicates that the school over the years, less attention to the carrying capacity of the document as proof of authenticity. Documents created on the basis of the accreditation request when it will be implemented, so that the document is not complete and accurate. During this time the school has not been archived documents in accordance with rules governing school archives.

Based on the results of preliminary observations also known that the school was less concerned about the archives so that the school experienced problems when requiring the data to be used for accountability both on internal and external parties. Factual conditions related to the management of archival schools are as follows: 1) the school does not have guidelines for archiving, 2) system archive storage were applied inconsistently, 3) archiving procedures are not in accordance with the system, 3) the discovery of an archive of more than 1 minute, 3) archives many were damaged due to lack of maintenance, and 4) lost archives. Therefore, the accountability of schools needs to be studied and looked for alternatives solution especially accountability model, along with the carrying capacity of accurate documents. So that every school accountability to internal and external parties can be accompanied by support documents are accurate and secure legality. At the end of the realization of the accountability of schools will be able to improve the quality of education. This research was conducted at the Senior High School in the city of Semarang.

Based on the background of the problems that have been raised can be formulated research problem as follows: 1) How is the implementation of school accountability in high schools in Semarang for this ?, 2) How is the design of a development model based school accountability archives at high schools in Semarang ?. The purpose of this study are: 1) describe the implementation of accountability in high schools in Semarang that runs for this, 2) develop a model of school accountability based archives at high schools in Semarang.

## 2 LITERATURE REVIEW

### 2.1 Accountability

Accountability is the ability to give an answer to a higher authority for the actions of a person/ group of people to the wider community within an organization (Rasul, 2002: 8).

Meanwhile, according to UNDP, accountability is the evaluation of the process of implementation/ performance of the organization to be held accountable as well as feedback for the leadership of the organization to be able to further improve the performance of the organization in the future. Turner and Hulme (1997) suggests the notion of accountability as follows: Accountability is a complex concept that is more difficult to realize than on combating corruption. Accountability is a necessity of public sector institutions to put more emphasis on horizontal accountability (public) not only vertical accountability (a higher authority). Accountability is the responsibility of a person or group of people who were given the mandate to carry out specific tasks to the mandate for either vertically or horizontally. There are five dimensions of accountability that namely: 1) accountability of law and honesty (accountability for probity and legality), 2) managerial accountability, 3) program accountability, 4) policies accountability, and 5) financial accountability (Rasul, 2002).

### 2.2 Filing and Archive

Filing mentioned are matters relating to archives (Article 1 of Law No. 43, 2009). Archives in the language means a place to store. By the term archive is a recording of activities or events in various forms and media in accordance with the development of information and communication technology have made and received by state agencies, local government, educational institutions, companies, political organizations, community organizations, and individuals in the implementation of social, civic and the state. Archives have a character called archival characteristics, where these characteristics can distinguish archival quality. Characteristics of the archive that is authentic, legal, unique, and reliable.

Authentic, the archive is the information attached to the original form (except electronic archive), includes; content, structure and context. Legal, the archives are created as documentation to support the tasks and activities, have official status as a material evidence for decisions and implementation. Unique, not mass created or duplicated, in contrast to archive

books, journals and other publicity materials. Reliable, trustworthy presence of the archive so that it can be used as material to support the implementation of activities. For organizations, the archive has a very important value. To become a qualified professional organization and it must implement a system of administration that is good and right. According Mulyono, et al. (2011: 3-4) archival storage is the procedure for handling slips according to the rules and procedures applicable to the given three key elements include storage, placement and rediscovery.

Archive storage system is a storage system that is used in a letter to ease employment can be created storage and retrieval can be performed quickly and accurately where mail stored at any time required. In the management of the archive there are five archival storage systems, namely: (1) The alphabetical system, (2) the number system, (3) the date system, (4) the subject matter, and (5) region. (Gie, 2000).

### 3 METHODS

This study was designed to approach R & D (Research and Development) are basing the principles and measures Borg and Gall, with simplification measures into four stages: (1) the preliminary study stage, (2) the stage of development of the model, (3) the validation phase and a limited test to find the final hypothetical model, and (4) the stage of determination of the model is to find a model end and dissemination models. Stage preliminary studies carried out in the 11 Senior High School, Widya Wiyata Senior High School and Al Uswah Senior High School. Stage design development models of school accountability based archive with experts through focus group discussions and consultations/ discussions. Validation phase and limited testing will be conducted on the object of research and validation internally with peers and experts people. The third phase will be implemented in the first year, second year implementing external validation phase with the implementation of the model to find the final model and dissemination.

The data source can be divided into two, namely: (1) human; and (2) are not human. Serves as a source of human data subject or key informants. While the data sources are not human sourced from documents. Determination of informants as a data source using purposive sampling techniques or with particular consideration is to know and be involved in the organization of schools, especially related to school accountability to both internal and external parties.

Data sources include: (1) headmaster, (2) teachers, (3) students, (4) administration staff, (5) parents, (6) stakeholders. Sources and techniques of data collection and research subjects can be seen in Table 2.

Table 2: The sources and techniques of data collection.

Research Goal	The sources of data	The techniques of data collection
1. Describing the implementation of school accountability which goes along.	Headmaster Teachers Students Parents Administration Staff Committee	Observation Interview Document
2. Establishment of school accountability model based on archives with guidelines	Headmaster Teachers Students Parents Administration Staff Committee Expert people	Observation Interview Document Questioner
3. Establishment of a hypothetical model of school accountability based on archives	Expert people, headmaster, administration staff, teachers.	<i>Focus Group Discussion</i>

## 4 RESULTS AND DISCUSSION

### 4.1 The Implementation of School Accountability at Senior High School

Implementation of school accountability in the senior high school in Semarang has been poorly supported by documents are complete and accurate. Based on observations in the field note that school accountability to both internal and external parties are not offset by the carrying capacity of the document. Documents to support school accountability is often incomplete or tucked away when needed. Standards related to school performance, majority of schools use accreditation standards and some of them use the accreditation and ISO standards. Conditions in the

field related to school accountability, poorly supported by the availability of documents complete, accurate and quickly found when needed.

Implementation of school accountability that is held in accordance with the results of interviews and observations at the senior high school in the city of Semarang, the majority of schools did not support the document management system and mechanism for good. So that the document is tucked away, damaged, or lost are still common. In summary, model of school accountability in the senior high school in the city of Semarang is running, it's can be seen in Figure 1.

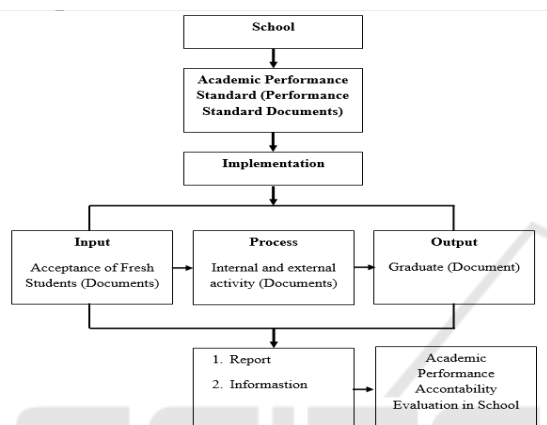


Figure 1: Academic performance accountability of factual model.

### 4.2 The Components of School Accountability

School accountability is an attempt to account for the entire school activities, both legal and moral to related parties, either success or failure of a program of activities that have been implemented. The Components of school accountability based on interviews and observations include: 1) Standards of school performance, 2) personnel, 3) school administration system, and 4) infrastructure. Conditions in the field indicate far less attention to the school management of documents related to school activities. During the educational process takes place on the input, process and output there will be a document that accompanies it. However, during these documents are not managed properly.

### 4.3 School Accountability Model Based on Archive

Implementation of school accountability is not optimal because the implementation is not supported by the documents are complete, accurate, and quickly found when needed. The school realized the importance of supporting documents accountability if there will be accreditation or external parties who need the information. During these documents that exist in every process of education in schools, that of input, process and output managed a modest regardless of the mechanism of the correct document storage system. Lack of competence of these administrators is also one of the causes for these schools do not have good document management. Under these conditions, the model developed with the school accountability based on archives. The model image can be seen in figure 2.

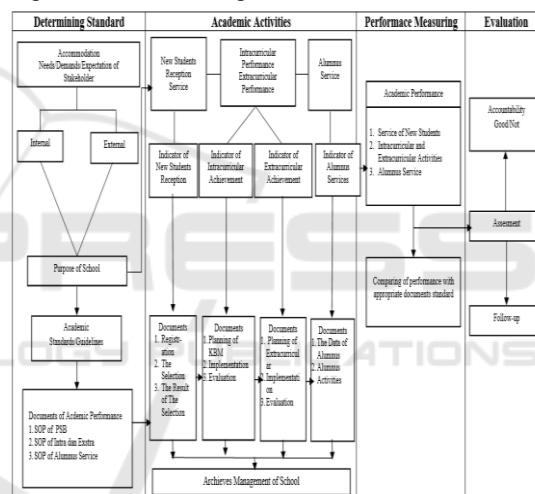


Figure 2: School accountability model based on archive.

## 5 CONCLUSIONS

The conclusion of this study are: 1) the implementation of school accountability in the senior high school is not supported by the documents are complete, accurate, and quickly found when needed, 2) school accountability that was developed based on archival of input, process, and the output of education in schools. It is suggested that schools should manage archives based on system. Schools provide the facilities of archives management and delegate administrators to have archive management training.

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