



FACTORS AFFECTING EDUCATIONAL STANDARDS: COSTS, SCHOOL ENVIRONMENT, AND CURRICULUM
(Literature Review MSDM)

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Abstract

Past research or relevant research is very important in a research or scientific article. Previous research or relevant research serves to strengthen the theory and influence of relationships or influences between variables. This article reviews the Factors influencing Educational Standards, namely: Costs, school environment and Curriculum, a literature study of Human Resource Management. The purpose of writing this article is to build a hypothesis of influence between variables to be used in future research. The results of this literature review article are: 1) Costs affect educational standards; 2) the school environment affects the Educational Standards; and 3) The curriculum affects the Education Standards.

Keyword: *Education Standards, Cost, School Environment and Curriculum*

A. Introduction

In recent times there have been many attempts in developing education. The development of education is said to be a must because educational education serves to develop human resources. in the implementation of education both at the micro and macro levels which is considered important is a financing problem. Financing is one of the important elements in the implementation of the educational process.

In the context of school institutions or organizations, each year prepares a School Revenue and Expenditure Budget (RAPBS) which shows how to plan revenues and use costs for school operational purposes. The use of such fees illustrates the pattern of financing in education. Thus, at all levels of education, financing is very important to help ensure the implementation of education. Education will not run without quality education costs.

According to Faridah, the national standards of education in Indonesia are organized by the education unit with reference to the eight National Education Standards (SNP). These standards are graduate competency standards, content standards, process standards, management standards, standards for educators and education personnel, evaluation standards, financing standards, standards for facilities and infrastructure. All eight standards must be achieved in the implementation of education in each educational unit.

National Education Standards are the minimum criteria on various aspects relevant in the implementation of the national education system and must be met by the implementation of education units in all jurisdictions of the Unitary State of the Republic of Indonesia. This educational standard has been widely researched by previous researchers including (Alawiyah, 2017), (Tilaar, 2012, pp. 35-36), and (Zazin, 2011, pp. 62-63).

Nonpersonalia operating cost standard is a standard The cost required to finance nonpersonalia operating activities for one year as part of the overall education fund so that the education unit can carry out educational activities regularly and continuously according to the SNP.

Education financing consists of investment costs, operating costs, and personal costs. The investment costs of educational units as referred to above include the cost of providing facilities and infrastructure, human resource development, and fixed working capital. Personal costs as referred to above include educational costs that must be incurred by students to be able to follow the learning process regularly and continuously. The operating costs of education units as referred to above are covered: salaries of educators and education personnel as well as all benefits attached to salaries, materials or consumable educational equipment, and Indirect educational operating costs in the form of power, water, telecommunications services, maintenance of facilities and infrastructure, overtime pay, transportation, consumption, taxes, insurance, and so on.

Education financing contributes significantly to improving the quality of education. Fattah said that there are several financing components that directly affect the quality of education, namely salary and welfare, teacher coaching costs, procurement of learning materials, student development, and school management fees. Nurdin and Sibaweh (2015, p. 204) explained that education financing must be able to become an incentive and disincentive for efforts to improve access, quality, and governance of education. (Fattah, 2002)

Education financing is also a shared responsibility between the government, local governments, and communities. The community includes educational units established by the community, students, parents or guardians of students, as well as other parties who have concerns and roles in the field of education (Hidayat & Machali, 2015, p. 213). Costs have been widely researched by previous researchers, including (Alawiyah, 2017), (Fattah, 2002), (Nurdin & Sibaweh, 2015).

In the learning process, there are changes in behavior in students that can be observed both in cognitive, affective, and psychomotor terms. While the change itself is usually influenced by many factors that come from within the student himself as well as factors from outside. This is in accordance with the opinion of (Dimiyati & Mudjiono, 2009, p. 260) which states that the teaching and learning process is generally influenced by two factors, namely internal and external factors. Internal factors include attitudes towards learning, motivation to learn, learning concentration, the ability to process learning materials, the ability to store learning outcomes, the ability to explore stored learning outcomes, the ability to excel or show learning outcomes, student self-confidence, learning intelligence and success, study habits, and student ideals. Meanwhile, external factors include teachers as learning coaches, learning infrastructure and facilities, assessment policies, the social environment of students in schools, and the school curriculum.

In addition, Purwanto (2017, p. 106) also mentioned that in the teaching and learning process it also affects a number of factors including factors from within and from outside. External factors include the environment (which consists of the natural and social environment) and instrumental, namely curriculum or study materials, teachers, facilities and facilities, and administration or management. While the factors from within include physiological factors (physical condition and five senses condition) as well as psychological factors which include talents, interests, intelligence, motivation, and cognitive abilities.

Factors that affect learning in addition to internal and external factors of students, Muhibbin syah (2015, p. 156) added that the learning approach factors also affect the level of success of the student's learning process. In addition, Djamarah (2011, p. 117), specifically stated that during life students cannot avoid the natural environment and socio-cultural environment. The interaction of these two different environments always occurs in filling the life of the protégé. Both have a significant influence on the learning of students in schools. From this description, it is clear that the school environment participates in contributing to student learning outcomes.

Children as students are the main targets in educational activities in order to achieve learning success. The student's learning success can be seen from his ability to master the subject matter, the learning results obtained by the student, and the skills in completing the tasks given by the teacher. The high and low learning outcomes obtained by students indicate their learning success rate. It can be understood that the school environment is one of the factors that can affect student learning success. The school environment has been widely researched by previous researchers, including (Purwanto, 2017), (Syah, 2015), and (Djamarah & Zain, 2014).

In such a position, the curriculum construction process will put the character building of the nation, society, and community members into the focus of the curriculum. The curriculum provides opportunities for students to develop their potential as human beings who not only highlight intellectual abilities (as the vision of essentialism and perennialism) but also other humanitarian aspects such as social sensitivity, social attitudes, positive national spirit, democratic spirit, tolerance, the ability to apply knowledge and abilities in daily life, and become schools and students as part of society in the its surroundings and its people.

The problems that arise in the implementation of the Curriculum and the difficulty of teachers in realizing the Curriculum are not used as the focus of the problem and can even be said to be something that is considered not a problem. Teachers have obtained curriculum documents and have been given a brief explanation in a short training or upgrading activity so that there is no longer any reason to say that the teacher is unable to carry out the curriculum. Professional assistance for teachers in the implementation of the Curriculum is a rare and luxurious item even though teachers really need it. As a result, when the implementation of the Curriculum is not in accordance with the Curriculum document people turn a blind eye and the learning outcomes of students are still considered as learning outcomes The curriculum formulated in the document.

Studies in many Curriculum literature that show that student learning outcomes are a function of the curriculum implementation process, student variables, and learning environment and not the curriculum formulated in the document. The learning outcomes of students can only be said if the curriculum implementation process is in accordance with the draft curriculum document (Hasan, 1984; Longstreet and Shane, 1993; Oliva, 1997). The curriculum has been widely researched by previous researchers including (Shane, 2017), (Hasan, 2018), and (olivia, 2020).

B. Methods

The method of writing this scientific article is by qualitative method and literature review (Library Research). Examine the theory and relationship or influence between variables from books and journals both *off line* in libraries and *online* sourced from Mendeley, Google Scholars and other online media.

In qualitative research, literature review should be used consistently with methodological assumptions. This means that it must be used inductively so as not to direct the questions asked by the researcher. One of the main reasons for conducting qualitative research is that the research is exploratory, (Ali & Limakrisna, 2013).

C. Discussion

1. Finding

Based on the study of relevant theories and previous research, the discussion of *this literature review* article in the concentration of Human Resource Management is:

a. The Effect of Costs on Educational Standards .

In the context of school institutions or organizations, each year prepares a School Revenue and Expenditure Budget (RAPBS) which shows how to plan revenues and use costs for school operational purposes. The use of such fees illustrates the pattern of financing in education. Thus, at all levels of education, financing is very important to help ensure the implementation of education. Education will not go ahead in the absence of Fees.

In terms of financing this education, Fattah (Fattah, 2002) explained that low costs are responsible for the quality of education in elementary schools and the learning process as well as the quality of the outcomes produced. This means that there is a positive correlation between the amount of education costs and the improvement of the quality of education in elementary schools. Therefore, education planners should make

the best use of available resources, monitor the use of existing resources against the demand for such resources, and support each argument with quantitative analysis using the help of this cost analysis.

In the context of institutions or organizations, schools annually prepare a School Revenue and Expenditure Budget (RAPBS) which shows how revenue planning and the use of costs for school operational purposes. The use of such fees illustrates the pattern of financing in education. Thus, at all levels of education, financing is very important to help ensure the implementation of education. Education will not go ahead in the absence of Fees.

b. The influence of the school environment on Educational Standards .

Factors that affect learning in addition to internal and external factors of students, Syah (Syah, 2015, p. 156) added that the learning approach factors also affect the level of success of the student's learning process. In addition, Djamarah (Djamarah, 2011, p. 177), specifically stated that during life students cannot avoid the natural environment and socio-cultural environment. The interaction of these two different environments always occurs in filling the life of the protégé. Both have a significant influence on the learning of students in schools. From this description, it is clear that the school environment participates in contributing to student learning outcomes.

Children as students are the main targets in educational activities in order to achieve learning success. The student's learning success can be seen from his ability to master the subject matter, the learning results obtained by the student, and the skills in completing the tasks given by the teacher. The high and low learning outcomes obtained by students indicate their learning success rate. It can be understood that the school environment is one of the factors that can affect student learning success.

c. The Effect of Curriculum on Educational Standards .

When the implementation of the Curriculum is not in accordance with the Curriculum document, the learning outcomes of students are still considered as the learning outcomes of the Curriculum formulated in the document. Studies in many Curriculum literature that show that student learning outcomes are a function of the curriculum implementation process, student variables, and learning environment and not the curriculum formulated in the document. The learning outcomes of students can only be said if the curriculum implementation process is in accordance with the draft curriculum document (Hasan, 1984; Longstreet and Shane, 1993; Oliva, 1997).

2. Result

Conceptual Framework

Based on the formulation of the problem, theoretical studies, relevant previous research and discussion of the influence between variables, the process of thinking about this article is as below.

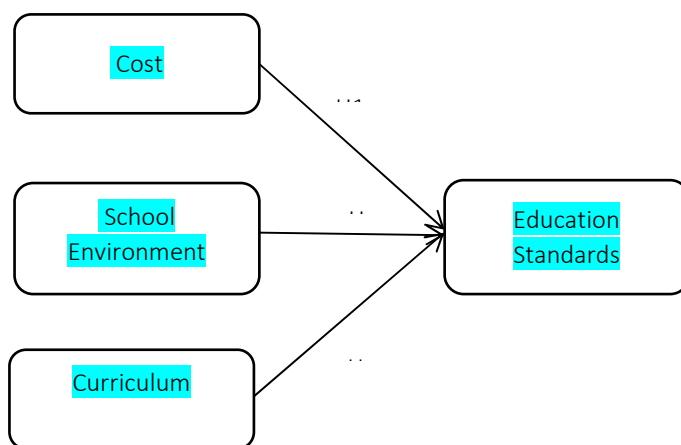


Figure 1: Conceptual Framework

Based on the conceptual framework picture above, then: Costs, school environment, and Curriculum affect Educational Standards.

Apart from these three exogenous variables that affect the Educational Standards, there are many other variables that affect them including:

- a) Educators: (Soetjipto, 2011), (Raflis kosasi, 2011), and (Akhmad, 2011).
- b) Infrastructure: (Irianto, 2008), (Saud, 2008), (Bafadal, 2008)
- c) Family: (Mas, 2011), (Wiyano,2010)

CONCLUSIONS

Based on the theory, relevant articles and discussions, hypotheses can be formulated for further research:

1. Costs affect the Standard of Education .
2. the school environment affects the Standard of Education .
3. The curriculum affects the Educational Standards.

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