EFFECTING THE MONITORING OF EDUCATION NATIONAL STANDARDS THROUGH THE PRINCIPLE OF WEB-BASED TRANSPARENCY IN THE OFFICE OF THE MINISTRY OF RELIGION OFFICE, PAMEKASAN DISTRICT

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Abstract:
The progress of a nation is largely determined by the quality of education. The more quality a nation's education is, the more potential it is to increase the dignity of that nation. Therefore, the government created a National Education Standard as a benchmark for minimum standards that must be achieved and even exceeded by educational units in the territory of the Republic of Indonesia. The implementation of the National Education Standards must be regularly monitored by school supervisors and reported to the relevant authorities. The principle of web-based transparency is one of the strategies that need to be taken in order to streamline the monitoring of the National Education Standards

Keywords: National Education Standards, Principles of Transparency, Web Based

Introduction

Education is an effort to increase human dignity. Education has a linear correlation with one's knowledge. The better and higher a person's education level, the broader and deeper the knowledge they have. The breadth and depth of this knowledge can enhance human dignity. Therefore, in the Qur'an, it is reported that Allah commanded the angels to prostrate (respect) to Adam, who was considered to have "superiority" in knowledge compared to angels. Whereas before he was created, Adam as the forerunner of man was perceived as a person who likes to do damage and shed blood.

Realizing the strategic role of education in uplifting human dignity as stated above, the government of the Republic of Indonesia at the beginning of its independence stated at the opening of the fourth paragraph of the 1945 Constitution that one of our national goals is to educate the nation's life. In other words, our founding fathers from the beginning realized that education is one of the fundamental elements in uplifting the dignity of Indonesian people in the arena of nations in the global world.

To realize these national ideals, the government as state administrator has made various efforts towards creating an intelligent life for the Indonesian nation. The issuance of several regulations related to education, the development of educational facilities that are increasingly evenly distributed and of good quality, the formation of institutions related to education and the increasing funding for the education sector are clear evidence of the government's seriousness in the field of education.

Education is not the only responsibility of the government. True education is a shared responsibility. Therefore, the government gives flexibility to the community to carry out

education. In Law Number 20 of 2003 concerning the National Education System in article 54 it is stated that the participation of the community in education includes the participation of individuals, groups, families, professional organizations, entrepreneurs, and community organizations in the implementation and control of the quality of educational services. The right to provide education is put to the best possible use of various elements of society. This is marked by the establishment of several private schools / madrasahs. There are schools / madrasas established by religious organizations such as Muhammadiyah and NU schools, there are educational units established by community groups such as SDI Nurul Hikmah, there are even educational units established by professional organizations such as SMA PGRI and others.

Data of education units under the guidance of the Ministry of Religion in 2016 were 77,336 education units from various levels throughout Indonesia. More detailed data is presented in the following table:

Tabel 1. Data of education units under the guidance of the Ministry of Religion in 2016

SP	RA	MI			MTs			MA			Total
		MIN	MIS	Jumlah	MTsN	MTsS	Jumlah	MAN	MAS	Jumlah	
JML	27,999	1,686	22,874	24,560	1,437	15,497	16,934	763	7,080	7,843	77,336

Meanwhile, data on education units under the guidance of the Ministry of Education and Culture is presented in the table 2.

Table 2. Data on education units under the guidance of the Ministry of Education and Culture

No.	Jenis Sekolah / *Type of School*	Status Sekolah/*Status of School*		
		Negeri *Public*	Swasta *Private*	Jumlah *Total*
A.	**Kementerian Pendidikan dan Kebudayaan / *Ministry of Education and Culture***			
1	Taman Kanak-kanak (TK) / *Kindergarten (KG)*	3.186	82.313	85.499
2	Sekolah Luar Biasa (SLB) / *Special School (SS)*	521	1.441	1.962
3	Sekolah Dasar (SD) / *Primary School (PS)*	132.381	15.155	147.536
4	Sekolah Menengah Pertama (SMP) *Junior Secondary School (JSS)*	22.475	14.548	37.023
5	Sekolah Menengah (SM) *Senior Secondary School (SSS)*	9.675	15.673	25.348
	a. Sekolah Menengah Atas (SMA) *General Senior Secondary School (GSSS)*	6.355	6.334	12.689
	b. Sekolah Menengah Kejuruan (SMK) *Vocational Senior Secondary School (VSSS)*	3.320	9.339	12.659
B.	**Kementerian Agama / *Ministry of Religious Affair***			
1	Bustanul Athfal (BA)/Raudatul Athfal (RA) *Islamic Kindergarten (IKG)*	0	27.999	27.999
2	Madrasah Ibtidaiyah (MI) *Islamic Primary School (IPS)*	1.686	22.874	24.560
3	Madrasah Tsanawiyah (MTs) *Islamic Junior Secondary School (IJSS)*	1.437	15.497	16.934
4	Madrasah Aliyah (MA) *Islamic Senior Secondary School (ISSS)*	763	7.080	7.843

The establishment of various educational units initiated by the community at certain levels has a positive meaning. At least the establishment of an education unit is an indicator that the community realizes the strategic role of education in the future and therefore they feel responsible by establishing an educational unit. The government has also felt that it has been greatly helped by the establishment of an educational unit which is run by the private sector.

For the recipients of educational services, the number of educational units can provide various choices for students and parents as education customers. In this case, they can choose the school / madrasah according to the preferences they want. The existence of the opportunity to choose an educational unit among several alternative choices is a good thing rather than being "forced" to accept something singular.

On the other hand, the number of educational units naturally also encourages a climate of competition among educational units to recruit students according to what is expected both in quality and quantity. Various efforts have been made by the educational unit to attract students' interest. The socialization, promotion and program services are intensively carried out, especially at the end of the school year.

Unfortunately, the growth in the quantity of education units, both schools and madrasah, was not matched by the growth in the quality of the education

units. Therefore, the government has issued benchmarks to spur the performance of education managers and providers towards quality education. These basic references are better known as the National Education Standards (SNP).

To ensure and direct the development of the education unit towards meeting the National Education Standards, personnel (government officials) are required to carry out monitoring of the National Education Standards which we often call School Supervisors. In Permeneg PAN RB No. 21 of 2010 and Permendikbud No. 15/2018 states that one of the duties of school / madrasah supervisors is to monitor the implementation of the National Education Standards which include content standards, process standards, competency standards for graduates, standards for educators and education personnel, standards for infrastructure, management standards, financing standards and educational assessment standards.

Facts in the field show that the monitoring of National Education Standards that has been carried out by supervisors has not been effective. One indication of this ineffectiveness is the quality of education units that are still below the National Education Standards. Another indication is that some education units seem nervous and panicked and are stressed when they face accreditation visitations. This condition will not occur when the implementation of the monitoring of National Education Standards by school / madrasah supervisors is carried out properly. The management of the education unit seems less concerned when it comes to monitoring National Education Standards carried out by their supervisors.

Based on the factual explanation above, the writer is interested and called to raise the topic "Making the Implementation of Monitoring of National Education Standards Effectively through the Principle of Web-Based Transparency. Within the Office of the Ministry of Religion, Pamekasan Regency ".

Research Method

This research is qualitative that it is in their natural setting, attempting to make sense of or interpret phenomena in terms of the meaning people bring them. Observation, interview, questionnaire, and documentation are the techniques to collect the data. Data of observation and interview are the main data, and data of questionnaire and documentation are as the supporting data. To analyze the data, this research use some steps those are (1) organizing the data, (2) classifying the data, (4) verifying the data, (5) analyzing the data, and (6) making conclusion. All the data gotten by classified, because it makes the researcher easy in presenting the data. Classifying is used to make all the data are ready to present. In this step, the researcher classifies the data based on the result of observation, interview, questionnaire and documentation. In order to get the valid data, the researcher checks the data. By verifying the data the researcher knows the situation in the fact, what the students have done in the class, and what the researcher should do.

Finding and Discussion
Finding
1. National Education Standards

National Education Standards are the minimum criteria for the education system in all jurisdictions of the Republic of Indonesia. The Indonesian government, with a very large area (not only limited by geographic areas) with various differences, has determined the minimum criteria that must be achieved by all educational units in the jurisdiction of the Republic of Indonesia. Based on this definition, the quality of an

educational unit can be achieved when the school / madrasah can meet or even exceed the national education standards.

The scope of the National Education Standards (SNP) includes 8 standards, namely content standards as reflected in Permendikbud No. 21 of 2016, the standard process is stipulated in Permendikbud No. 22 of 2016, the competency standards for graduates are listed in Permendikbud No. 20 of 2016, the standards for educators and education personnel are mandated in the Minister of National Education Regulation No. 13 of 2007 concerning Principals of Schools / Madrasahs, Permendiknas No. 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies, Permendiknas No. 24 of 2008 concerning TAS standards, Permendiknas No. 25 on the standard of school / madrasah library staff, Permendiknas No. 27 of 2008 concerning the academic qualification standards and competence of counselors, the standard of infrastructure is contained in Permendiknas No. 24 of 2007, the management standards set forth in Permendikbud No. 17 of 2017, the standard of financing as outlined in Permendiknas No. 69 of 2019 and assessment standards as reflected in Permendikbud No. 23 of 2016.

According to various studies, the National Education Standards set by the government are too high and difficult to achieve by schools / madrasahs under current conditions. Therefore, a strategy is needed to achieve the expected SNP. One of these strategies is the application of minimum service standards (SPM) as stipulated in Permendikbud No. 23 of 2013. So the implementation of SPM is actually an intermediate step towards the expected SNP. The following is a picture of the relationship between SPM, SNP and Accreditation:

Fig. 1. The relationship between SPM, SNP and Accreditation

The function of the national education standards is as a basis for planning, actuating and controlling education in the context of realizing quality national education. Meanwhile, this national education standard aims to guarantee the quality of national education in order to educate the nation's life and to form a dignified civilization and national character.

In order to clearly understand the position of the SNP in improving the quality of schools / madrasahs, the following is illustrated in a diagram:

Fig. 2. 8 SNP interrelations
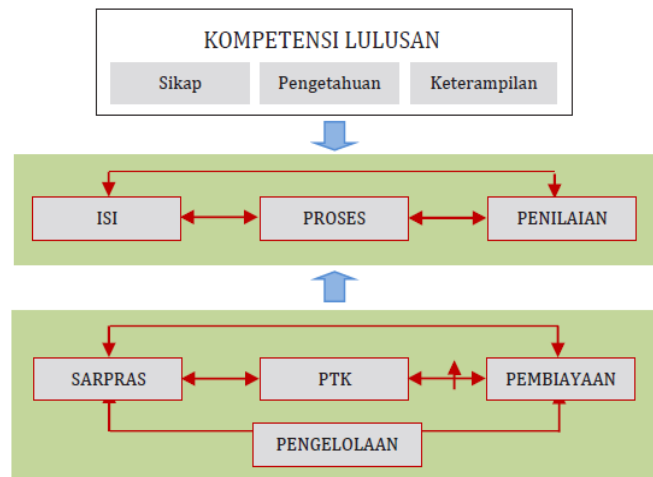
Based on the picture above, in essence, SNP fulfillment is the competence of graduates as the final goal. These efforts are made through standard content, process and production services. To support these three services, support services are needed in the form of facilities and infrastructure, educators and

education personnel, financing and management.

SNP as a measure of assurance and control that can be carried out gradually and continuously by the supervisor of the school / madrasah towards the education unit that is guided. The results of the displacement are then processed and analyzed. From the results of the SNP fire data analysis, suggestions and recommendations from the monitored education unit emerged. The entire report was reported to the party who was reported as a duty accountability.

1. Web-Based Transparency Principle

Transparency comes from the word transparent which means translucent, translucent, clear, clear, real and clear. Something will appear clear, clear, when open. Therefore, transparency can be interpreted as open, openness. The opposite of open is closed. Something that is visible is not clearly visible, let alone look translucent. Something is said to be transparent when it can be seen, accessed by external circles. In other words, when the public has the convenience of seeing and obtaining information about something, it is said to be transparent.

Web is an abbreviation of web site, which means a document that is a collection of web pages that are connected to each other and its content consists of various information in the form of text, sound, images, video and others where all the data is stored on the hosting server.

In another definition, it is said that a website is a collection of pages on a domain on the internet that are created for a specific purpose and are interconnected and can be widely accessed through the front page (home page) using a website browser URL.

The results of the eight national education levels conducted by supervisors were then posted on a website

maintained by parties in the pendma section. Furthermore, the education unit and the public can access the SNP results that have been carried out by the supervisor.

In the author's view, the madrasah education section should have a website for the benefit of madrasah education. The web. it can function as a means of information, socialization of policies, services and as media interaction with the public. This context is what is meant by web-based transparency.

2. The Potential of the Web-Based Transparency Principle in Effective SNP Monitoring

Web-based transparency means open access for the public through the website to obtain information on the results of monitoring national education standards or the availability of access or freedom via the web for everyone to obtain information about the results of SNP monitoring conducted by supervisors.

After the supervisor has carried out the monitoring of the eight national education standards, the supervisor will then report the SNP monitoring data to the madrasah education section. The next step is the madrasah education section admin staff to enter the data received from the supervisor on the website owned by the pendma section. Thus the wider community can access the results of the monitoring of the eight SNPs.

The transparency of the above model can encourage supervisors as observers to carry out SNP monitoring according to the real conditions of the education unit. Supervisors will also avoid applying double standards in executing (measuring and evaluating) the fulfillment of SNPs among the madrasah under their guidance because those concerned can complain later. In essence, the web-based transparency principle allows the audience to be able to access the performance of supervisors' duties so

that in the end the supervisor feels always in control.

It is an open secret that so far the results of monitoring of national education standards have only been consumed by supervisors and findings in the field have not been used as a basis for determining various policies in the madrasah education section. This means that findings in the field "photographed" by a supervisor in the surveillance report can be categorized as "garbage". As a result, the data captured by supervisors through surveillance reports is not based on facts in the field and seems to only fulfill formality. With the principle of web-based transparency as above, the space for manipulating data is narrower because the results of carrying out their duties will be highlighted by the public (of course those who care about education) through the website. .

During this time, the education units, both administrators and administrators of education, face the implementation of monitoring of national education standards by supervisors, they seem to be less attentive and less concerned about increasing the fulfillment of SNP. The indication can be seen in the absence of follow-up and progress reports on the recommendations given. In other words, the fulfillment of SNP from year to year has never increased as if the road is in place.

The principle of web-based transparency is scientifically believed to be able to raise awareness and increase a sense of responsibility towards meeting national education standards. The principle of web-based transparency enables the portrait of education units covering the fulfillment of the eight national education standards to be accessed by anyone with an interest. Besides, the public can find out the rank of an educational unit among various other educational units.

The above conditions can give rise to several benefits, namely that the managers and organizers will increase their enthusiasm in fixing the education unit which is their responsibility. The web-based transparency principle can become a push factor that creates conducive and competitive conditions in increasing SNP compliance.

The description as explained above is not based on mere assumptions, but is based on scientific theory and experiments that have been carried out. The theories and experiments on which this study are based include:

a. Theory of Human Motivation

This theory was coined by Abraham Harold Maslow, an American humanistic psychologist. He concluded that human behavior and actions are encouraged to meet their needs. Individuals behave in an effort to fulfill their hierarchical life needs.

The fulfillment of these various needs is driven by two strengths, namely deficiency motivation and growth motivation. Deficiency motivation aims to overcome the problem of human tension due to various shortcomings. Meanwhile, growth motivation is based on the capacity of every human being to grow and develop. This capacity is the nature of every human being.

The birth of this theory stems from Maslow's observations of monkey behavior. From the results of these observations, it was finally concluded that some needs took precedence over others. Therefore this theory is often called the Hierarchy of Needs Theory.

Maslow's version of the hierarchy of human needs is presented in the following.

Fig. 3. Hierarchy of Needs Theory

To further clarify the understanding of the basic human needs theory, Maslow's version of human needs is described one by one: (a) Physiological Needs, the most basic needs of everyone are physiological needs, namely the need to sustain their physical life. These needs include the need for food, drink, shelter, sleep and others. Physiological needs are the most basic and great potential for all the fulfillment of needs above. Hungry humans will always be motivated to eat, not to make friends or be appreciated, (b) Safety / Security Needs, the next basic need is security. Every individual definitely needs a sense of security both physically and mentally. Individuals will definitely avoid anything that threatens their physical or psychological well-being. Psychologically, individuals do not want to be ridiculed and demeaned. Therefore he will try to find a sense of security so that he is not ridiculed, belittled and ridiculed. The achievement of the SNP of an educational unit posted on a website will be known by many people who access it. The management of the education unit does not want the reputation of the madrasah to be degraded, let alone ridiculed because of the low SNP fulfillment scores. Therefore, the management of the education unit will be motivated to improve the fulfillment of SNP so that it is not underestimated, (c) the need for Love and Belonging Needs, this need includes encouragement to be needed by others so that they are considered as members of their social community. .

Forms of fulfilling these needs include friends, the desire to have a partner and offspring, the desire to be close to family and others, (d) the need for Esteem Needs, the need for esteem is the need for self-esteem and respect from others. Included in this context are the need for status, fame, glory, recognition, appreciation for hard work, prestige, attention and reputation. Transparency causes everything to be open and very easily known by the public. The results of the implementation of monitoring of national education standards which are posted / published on the website result in the results being public consumption. When the results of fulfilling the SNP of an education unit are very good, then the public or stakeholders will indirectly appreciate the hard work of the managers (teachers and school principals). The prestige and reputation of the education unit and its management will increase. In line with this, the education unit concerned will be assessed as a quality school / madrasah in the field of education units in general, and (e) Self-Actualization Needs, the next need that needs to be met after the other four needs are met is the need for self-actualization. Self-actualization is a tangible form that reflects a person's desire for himself. Maslow describes self-actualization as a person's need to achieve what he wants to do or the need to prove and show himself to others.

The need for self-actualization is quite relevant to the principle of web-based transparency. The education unit will do everything possible so that the fulfillment of national education standards has a very high value. With a high SNP value compared to other educational units, the education unit wants to show and prove its work performance.

a. **Psychological Theory**

In the world of psychology and anthropology, shame touches the

dimensions of human psychology. Shame is a form of human emotion. Shame has various meanings, namely an emotion, understanding, statement, or condition experienced by humans as a result of an action taken previously and then wanting to cover it up. Shameers naturally want to hide from others because they feel uncomfortable having their actions known by others.

In the Islamic viewpoint, shame is a very commendable character and is highly recommended in social life. Shame is one of the signs of a clean heart and mental health. If you see someone who feels bad about doing something they shouldn't, then know that this is a sign of goodness in them.

On the other hand, if there is a person who never feels reluctant to say inappropriate words or does not feel reluctant to do things that are not right, it means that some of the goodness in him has been lost. That's why the Prophet Muhammad said, shame is part of faith.

According to researchers, the power of shame "forces" a person to behave in ways that are acceptable to the community. This mechanism has been in effect since early human social life and is very important for human survival. According to Santa Barbara, a psychologist from the University of California, the function of shame is to prevent us from damaging social relationships or to motivate us toward improvement. Amiruddin and Suparti (2018) in their study saying that social relation in particular in teaching learning process decrease the anxiety. .

In this context, the principle of web-based transparency means that the results of SNP monitoring carried out by supervisors can be easily accessed by the wider community. The public who cares about education can clearly see the quality of the education unit which has been "photographed" by the supervisors meeting the eight national education standards. Managers of educational units whose SNP fulfillment are low to a certain extent feel embarrassed. This shame can then encourage them to do and work better and smarter towards the education unit they are responsible for.

b. Transparency Based on whatsApp group

In the 2016/2017 and 2017/2018 school years monitoring 8 national education standards have been conducted. The results of the monitoring are published in the WhatsApp group of the assisted madrasahs so that all assisted madrasah principals can access the results of the SNP monitoring.

Figure 4. Monitoring results of National Education Standards in the first year (2016/2017) and the second year (2017/2018)
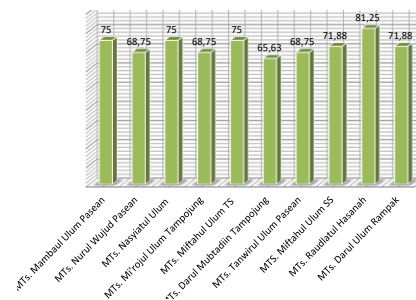

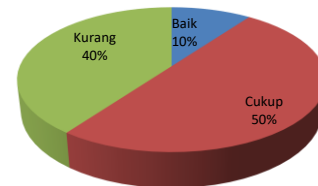**Figure 5. Pie Chart of 2016/2017 SNP Monitoring Results**

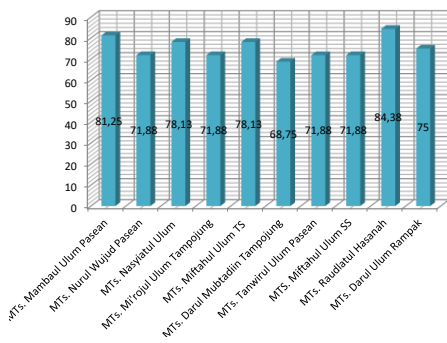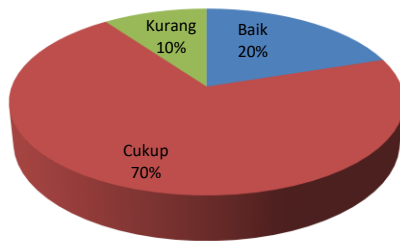**Figure 6. SNP Monitoring Results 2017/2018**

Figure 7. Monitoring Results per category 2016/2017

Based on the results of monitoring above, it turns out that there is an increase in SNP compliance from the previous school year. In the previous year, out of the 10 monitored assisted institutions, 4 were ranked D (40%), 5 institutions (50%) received C rank, while only 1 institution (10%) received a B rating. Meanwhile, in the following year there were 1 institute (10%) who received D rank, 7 institutions (70%) received C rank, while 2 institutions (20%) received C rank.

Changes do not only occur in meeting national education standards. The attitudes and behaviors reflected in the implementation of SNP monitoring were very good. There was enthusiasm, enthusiasm, attention and curiosity from the principal and teachers during the implementation of the SNP monitoring.

This fact further strengthens the notion that the principle of web-based transparency can streamline the monitoring of national education standards in the Office of the Ministry of Religious Affairs in Pamekasan Regency.

Monitoring is an activity carried out to determine the progress of the implementation of a program. Monitoring focuses more on control during the program and is more clinical in nature. Through monitoring, feedback can be obtained for institutions or other related parties to make the achievement of goals a success.

In the context of monitoring the implementation of compliance with national education standards, monitoring is intended to determine the achievement of compliance in accordance with the plans determined by the madrasah. The task of madrasah supervisors in relation to 8 national education standards is to monitor their implementation in the madrasah they manage. If there are any unfulfilled aspects, madrasah supervisors can take the necessary actions in accordance with their main duties and capacities to improve compliance with SNP.

In general, monitoring of the fulfillment of the National Education Standards is carried out through the following stages: (a) Planning, at this planning stage, what supervisors need to do is, among others: prepare or prepare monitoring instruments for the implementation of SNP in accordance with the standards to be monitored. SNP monitoring instruments can be obtained by developing their own or adopting existing instruments such as Accreditation Instruments. After that the supervisor conducts outreach and coordination with the target madrasah related to SNP monitoring. Then the SNP monitoring schedule is compiled in accordance with the results of coordination with the assisted madrasah. (b) implementation, at this stage, the madrasah supervisor prepares the tools needed to carry out the monitoring, namely the supervisory assignment letter from the head of the office or the head of the pokjawas, monitoring instruments

according to standards that will be monitored and attendance lists and other needs. After that, carry out monitoring in accordance with applicable ethics and norms. When finished, ask for a certificate of implementing SNP monitoring from the principal of the madrasah, (c) reporting

After carrying out monitoring activities, the madrasah supervisor must prepare a monitoring report. The report must be able to provide accurate up-to-date information, identify key constraints and suggest directions for the future. Reports should be concise and contain the minimum basic elements for assessing the results, major problems and future actions. Furthermore, the madrasah education section will enter the monitoring results data on the website so that it can be accessed by interested parties. This is where positive interactions will occur, all parties will be introspective of the implementation of the tasks that have been carried out so that there are no complaints from parties who feel "disadvantaged". They will be increasingly responsible for carrying out their duties. The attention of internal and external parties can create conditions conducive to objective and accountable SNP monitoring. Jannah, et al. (2019) claim that obstacles are able to anticipate by monitoring. Amiruddin and Jannah, (2019) also assert that monitoring helps the academic societies to provide effective environment to increase the achievement of earning.

To further clarify our understanding of the procedures / mechanisms for implementing SNP monitoring, see the following figure:

Figure 8. SNP Monitoring Implementation Mechanism
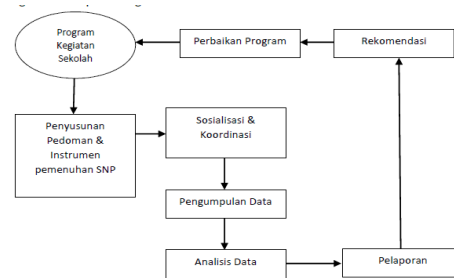
CONCLUSION

Based on the description above, it can be concluded that:

1. National Education Standards are the basis for planning, implementing and supervising education in the context of realizing quality national education. Therefore, the government appointed a school / madrasah supervisor to ensure the gradual and continuous fulfillment of the eight National Education Standards.

2. One of the actions that can be taken to streamline the implementation of SNP monitoring is to use the web-based transparency principle. In other words, the results of SNP monitoring carried out by madrasah supervisors are published by the madrasah education section on the website so that they can be accessed by interested parties. Policies such as those above can create conditions conducive to objective and accountable SNP monitoring.

3. The web-based transparency principle is supported by theoretical and practical studies (experiments), namely the hierarchy of needs theory initiated by Maslow, a psychological theory of shame which is one of human emotions and experimental results from SNP monitoring which are posted in the WhatsApp group.

4. The implementation mechanism for SNP monitoring is carried out through the following stages, namely the planning stage, the implementation stage and the reporting stage, which are then entered on the website by the madrasah education section.

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