Jurnal Penelitian dan Evaluasi Pendidikan
Volume 26, No 2, December 2022 (217-232)
Online: http://journal.uny.ac.id/index.php/jpep

Implementation of education at GMIT elementary schools in mainland Timor: A CIPP model evaluation study

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ARTICLE INFO

Article History
Submitted:
20 October 2022
Revised:
16 December 2022
Accepted:
29 December 2022

Keywords
CIPP model; evaluation; implementation of education

Scan Me:

ABSTRACT

This article aims to evaluate the quality of education at Evangelical Protestant Church in Timor (GMIT) elementary schools (ES), henceforth shortened to GMIT ES, in mainland Timor. The evaluation method is used with the evaluation model of CIPP (context, input, process, and product). The research sample consists of 173 headmasters of GMIT ESs in mainland Timor. The data collection is done by using a question-naire. The data analysis uses descriptive statistics (percentage calculation technique). The results show that the quality of the context, input, process, and product can be described as follows: the context is in the sufficient category, the input is in the suffi-cient category, the process is in a good category, and the product is in a good category. Overall, the quality of the implementation of education at GMIT ESs in mainland Timor is in the sufficient category. The supporting factors are the attention from the government, the church, and the Christian Education Foundation (Yapenkris) with varying weights, and the commitment of the teachers who understand their duties as part of the ministry. The inhibiting factors are related to the minor role of Yapenkris and the GMIT congregations, the lack of welfare for teachers, and the absence of a governance model for schools under GMIT.

How to cite:
Kande, F., Ledo, J., Jacob, J., Rupidara, A., & Maromon, E. (2022). Implementation of education at GMIT elementary schools in mainland Timor: A CIPP model evaluation study. *Jurnal Penelitian dan Evaluasi Pendidikan, 26*(2), 217-232. doi:https://doi.org/10.21831/pep.v26i2.53958

INTRODUCTION

Christian education in East Nusa Tenggara (Nusa Tenggara *Timur* or NTT) has a long history. Beginning with the presence of Christian educational institutions in the 18th Century (1739) through the first school in Fiulain, Thie Rote. Subsequently, similar educational institutions were founded in Kupang, Sabu, Alor, Sumba, and Flores (Fox, 1977). Many teachers from the island of Maluku were brought in as Christian education missionaries. After independence, the management of Christian education was handled by the Evangelical Protestant Church in Timor (*Gereja Masehi Injili di* Timor or GMIT) after being established as an independent Synod in 1947.

GMIT has as many as 592 schools spread across the East Nusa Tenggara region, but the number has been reduced to 547 schools since July 2018. The reduction in GMIT schools was due to the fact that some of them have changed their status to become state schools, and some were forced to close, among others, due to the absence of students and costs.

Specifically, in mainland Timor (Timor Island) there are 373 GMIT schools, consisting of 36 playgroups, 106 kindergartens, 195 elementary schools, 30 middle schools, 14 high schools, seven vocational schools, and one Christian Theology High School (*Sekolah Menengah Teologi Kristen* or SMTK) (GMIT Synod Education Commission, 2018). These schools are under eight

10.21831/pep.v26i2.53958

Christian Education Foundations (*Yayasan pendidikan Kristen* or Yapenkris). A study conducted by Kande et al. (2017) showed that the three organs of the foundation, including Management, Trustees, and Supervisors of the eight Yapenkris foundations under study had their own organizational structures. As mandated by Law Number 16 of 2001 and its amendments regarding Foundations, the three Yapenkris foundation organs also have job descriptions that explain the main tasks and functions of each.

The existence of Yapenkris shows very varied conditions and even inequality between one Yapenkris foundation and another Yapenkris foundation. For example, from a management perspective, not all Yapenkris foundations have properly implemented their organizational management functions. A total of five Yapenkris foundations (62.05%) indicated that the three Yapenkris foundation organs carried out management functions, while one (12.05%) Yapenkris foundation is only an organ of the Board of Trustees that carries out management functions. The other two (25%) Yapenkris foundations are only Executive organs that carry out management functions.

Yapenkris' minor role has affected the development and progress of the GMIT schools under it. The decline in the number of students, the shortage of teachers due to lack of funds, and the nationalization of a number of GMIT schools are justifications for Yapenkris' minor role. Unlike the GMIT schools in cities, generally, those in the suburbs and remote inland are less developed and experience serious problems.

To map and assess the existence of these schools and Yapenkris foundations, one of the tools that can be used is the CIPP model. The CIPP model which consists of context, input, process, and product is expected to be able to reveal more complete information about the quality of the implementation of GMIT schools in mainland Timor, that the GMIT Christian education system does require a good management framework. That is why, an evaluation of the implementation using the CIPP method is needed to review it, starting from identifying outcomes and ending with decisions.

This information concerns not only schools, but also external parties as stakeholders. External parties, such as Yapenkris foundations in seeking to improve the quality of education, are not only a manifestation of the Law on Foundations, but also a manifestation of church values. The importance of the embodiment of church values can be traced to related research from Mills (2003) which reported that there is tension between conflicting structuralists and post-structural perspectives in Christian schools. This led to a view of Christian school culture and school organization, which on the one hand was static, positivistic, hierarchical, individualistic, and capitalistic, but on the other hand, dynamic, coherent, communally interdependent, ministry-oriented, and also Christ-centered. All schools have the potential to fail to demonstrate a good work ethic or organizational culture if they are not well designed. It is, therefore, important for Christian school administrators, teachers, and the community to consciously redefine the aspects of school culture that reflect the shared Biblical values of the GMIT school community.

Nowadays, GMIT schools generally still show a static condition. In fact, some areas tend to experience setbacks and individualism. GMIT's school management has not utilized its social capital and communal spirit as its main feature.

Mills' study can be used as a reference for Yapenkris foundations and the church on how to manage Christian schools based on Christian culture and communal spirit, which originate from Biblical values. It is at this point that Christian schools gain spirit and orientation in their management so that they become schools that are dynamic, coherent, communally interdependent, service-oriented, and Christ-centered.

The GMIT schools must also be recognized as experiencing problems in terms of the management aspect. Whereas, in fact, management contributes 80% to improving school quality. A study conducted by Rahayu (2015) reported that the implementation of education management in the planning aspect at an elementary school in the Sub-district of Ngemplak, Sleman

ISSN (print) 2685-7111 | ISSN (online) 2338-6061

10.21831/pep.v26i2.53958

Regency has met management standards of up to 98%. In the implementation aspect, it has met management standards of up to 96%. In the aspect of supervision, it has met management standards of up to 91%. In the leadership aspect, management standards have been met by up to 94%. In the aspect of the information system, it has met management standards up to 82.55%.

The research by Rahayu (2015) is related to this study, because the five aspects of education management under study are also part of the aspects in this study. Even so, the aspects in this study are different and broader because they are related to the context, input, process, and output components of education.

Likewise, research conducted by Salim (2017) showed how the principal as a manager plays his role. It shows that there is a significant and positive effect of the managerial ability of the school principal on the effectiveness of school management. The contribution of the principal's managerial ability to school management effectiveness is 0.60, which can be interpreted that 60.6% of the variance of school management effectiveness can be affected by managerial ability variables and the rest are affected by other variables not examined in the study.

The similarity between Salim's research and this study is in the managerial ability of school principals and school management variables. However, Salim's research was to examine the effect of these two variables, whereas this study only photographed and assessed these variables. Even so, the importance of Salim's research for this study is in order to lay the basis for the information on the contribution of school principals' managerial abilities to the effectiveness of school management, which within certain limits can be understood as the quality of school management.

The development of GMIT schools as a whole is still far from good quality. This can be seen from the results of school accreditation, in which only two schools have shown excellent accreditation, namely GMIT ES 01 SoE and SMA Kristen 1 SoE in mainland Timor. That is why the function of educational planning is important and strategic. Weak planning can affect the implementation and supervision of education at GMIT schools.

Weak planning is affected by a number of factors. These factors rely on the school's internal organization (Bell, 2002). That is why this research emphasizes how important it is for schools to maximize the use of all school resources to improve strategic planning. The difference with this study is that this study does not make the planning aspect one component of the research, because the authors also take pictures of aspects of monitoring and evaluation.

Based on the description and analysis of the related studies above, this study has specificity and novelty compared to other studies. The objectives of this study are formulated as follows: (1) to assess the quality of education at GMIT elementary schools, and (2) to reveal the supporting and inhibiting factors in achieving the quality of education implementation at GMIT elementary schools.

RESEARCH METHOD

This study is evaluation research with the quantitative and qualitative approach, which focuses on the quality of education implementation at GMIT ES in mainland Timor. The evaluation model used is the CIPP model from (Stufflebeam, 1983). The framework for the CIPP evaluation model for the implementation of education at GMIT ES in mainland Timor can be seen in Figure 1.

The population of this study is GMIT elementary schools throughout the mainland of Timor which are spread over six districts, totaling 195 schools with the principals as the respondents. The sampling uses two techniques, namely saturated sampling (census), namely determining all members of the population as the sample, because the members of the population are relatively small. The other technique is the simple random sampling technique, in which the sample members are taken at random from districts/cities in mainland Timor.

ISSN (print) 2685-7111 | ISSN (online) 2338-6061

10.21831/pep.v26i2.53958

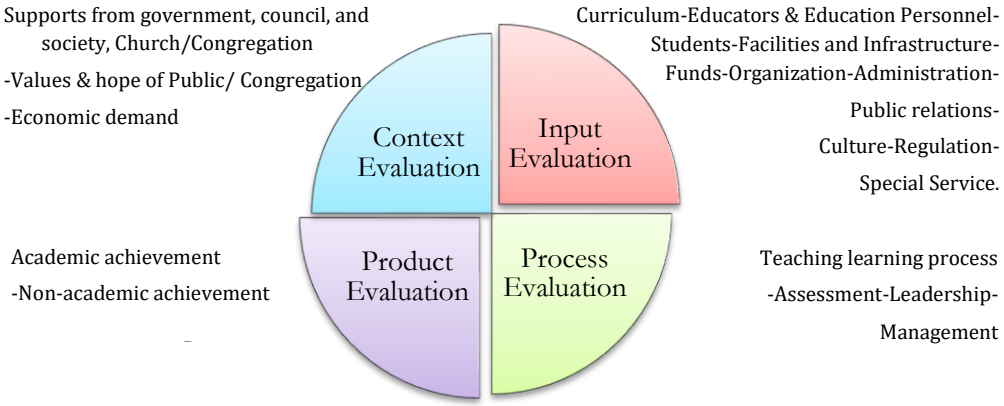

Figure 1. GMIT School Management Evaluation Framework with the CIPP Evaluation Model (Stufflebeam, 1983)

The establishment of the sample size in Kupang City, Kupang Regency, TTU Regency, Atambua Regency, and Malacca Regency used the saturated sampling technique (census) because the population is relatively small, with less than 30 people. Meanwhile, the establishment of the sample size specifically for TTS Regency used the random sampling technique with reference to the formula from Issac and Michael (Sugiyono, 2014), as shown in Formula (1) with dk = 1, error probability level 1%, 5%, or 10%. P = Q = 0.5; d = 0.05, in which S = Number of sample; λ2= Chi Squared, the value depends on the degree of freedom and error rate. For one degree of freedom and 5% error, the value of Chi Square = 3.841; N = Number of population; P = High probability (0.5); Q = Probability of being wrong (0.5); and D = Difference between the sample average and the population average, in which the difference can be 0.01; 0.05; and 0.10.

$$S = \frac{.N.P.Q}{d^2\ N-1\ +\lambda^2.P.Q} \quad \text{..... (1)}$$

Table 1. Population and Sample

Regency/City	Population	Sample
Kupang City	14	14
Kupang Regency	58	58
TTS Regency	111	89
TTU Regency	5	5
Atambua Regency	1	1
Malaka Regency	6	6
Total	**195**	**173**

The sample size is presented in Table 1. Based on Formula (1), taking into account the population of 195 GMIT elementary schools, a sample of 173 respondents was established. The data collection uses a questionnaire, considering a large number of the sample spread over a wide area. Furthermore, the research instrument was constructed in the form of a list of statements.

The validity of the research instrument uses internal validity, where the instrument is developed based on the relevant theory. The validity testing uses construct validity. After the instrument was constructed with respect to the aspects to be measured based on a particular theory, then it was consulted to experts (for expert judgment). The validity of the content was measured using logical validity, namely consulting the items of the instrument to the experts (for expert judgment).

ISSN (print) 2685-7111 | ISSN (online) 2338-6061

10.21831/pep.v26i2.53958

The data collecting instrument in this study is a questionnaire whose item grid aspects include context, input, process, and output, with a total of 137 statements. After being consulted to experts, the questionnaire was then tried out to obtain empirical validity followed by analysis. The instrument trial was implemented in 30 GMIT elementary schools in Timor Tengah Selatan District with 30 school principals as respondents. The majority or 23 respondent principals at the instrument testing stage were no longer respondents in the actual data collection.

Because the instrument is not in the form of a test, it is satisfactory to test its construct validity through factor analysis, which is done by correlating the number of factor scores with the total score by using the Pearson correlation technique. According to Sugiyono (2014), if the correlation of each of these factors is positive and the magnitude is above 0.3, then the factor is a strong construct. Thus, the questionnaire that had been examined by experts was tested on 30 respondents who were GMIT school principals. The calculation made use of the help of the SPSS 16.0 Computer Program for Windows.

$$P = \frac{F}{N} \times 100 \quad \ldots\ldots\ldots\ldots\ldots\ldots \quad (2)$$

The data analysis in this study used descriptive statistics (percentage calculation technique), which depicted the data found as they were in the form of numbers. The steps in the analysis are as follows: (1) Provide an assessment of the achievement of each aspect, indicator, and question or statement by giving a score of five to each item answered, close to the National Education Standards, and a score of 4, 3, 2, or 1 was given to the item whose answer was far from the standard of national education; the farther it was to the standard, the lower the score would be. (2) Calculate the percentage of achievement by summing up the scores obtained, dividing it by the total number of standard implementation criteria, and then multiplying it by 100. The data given by respondents through the questionnaire were then analyzed. The percentage formula used is shown in Formula (2), where P = Percentage; F = Total score obtained; and N = Maximum score. (3) After obtaining the percentage of achievement, then calculate the average total achievement and gaps in the implementation of the National Education Standards. The calculation was performed with the help of the Microsoft Excel computer program. (4) Organize data, including selecting, sorting, and organizing the data by entering data in the form of tables and diagrams/graphs.

FINDINGS AND DISCUSSION

Findings

The data presentation includes a general description of the results regarding the quality of the implementation of GMIT elementary schools in terms of context, input, process, and product (output); and the factors supporting and inhibiting the management of education at GMIT elementary schools. After the data in the form of quantitative data which show the average score with a standard deviation were obtained, some of them, namely the supporting and inhibiting factors, were converted to qualitative data.

Evaluation of Context, Input, Process, and Output (CIPP Evaluation)

Context Evaluation

The quality of the context is the overall figure and characteristics of the educational context that demonstrates its ability to meet educational needs/expectations and standards. The data collected were processed and then presented in Figure 2.

ISSN (print) 2685-7111 | ISSN (online) 2338-6061

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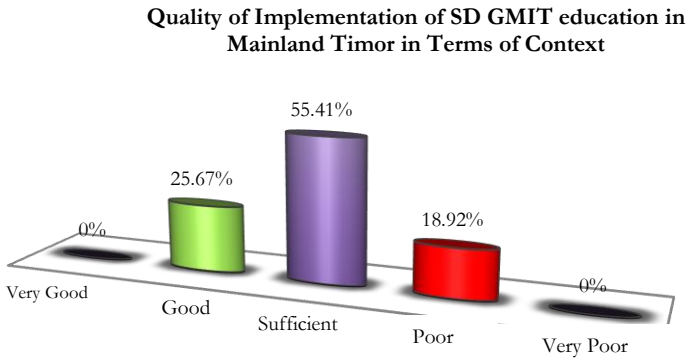

Figure 2. Quality of Education at GMIT Elementary Schools in Mainland Timor in Terms of Context

GMIT elementary school (GMIT ES) which still shows a bad portrait in terms of context includes GMIT ES Nifukani (Yapenkris Agape), GMIT ES Kuanfatu (Yapenkris Tois Neno), and GMIT ES Maunsenu, Amanatun Timur (Yapenkirs Tois Neno), GMIT ES Nobi-Nobi (Yapenkris Tois Neno), and GMIT ES Tuatuka (Yapenkris Sonaf Honis). The quality of the intended context includes the government's concern, GMIT's concern, Yapenkris' concern, and understanding of the development of globalization. Specifically, the development of globalization is related to schools' understanding of the development of neurology, psychology, observation-based/collaborative/contextual learning, as well as information and communication technology. In general, the quality of the GMIT elementary schools in mainland Timor in terms of context is in the adequate category, which implies that in terms of attention, only the government shows great concern and responsibility, while GMIT and Yapenkris are still lacking.

Input Evaluation

Input quality is the overall figure and characteristic of educational input that demonstrates its ability to meet educational needs and standards. Input includes human resources (teachers and education staff), infrastructures such as land, school buildings and classrooms, libraries, laboratories, sports venues, student council rooms, school health rooms, curriculum, learning tools, students, new student admissions systems, school gardens, and sources of funding. The processed data are presented in Figure 3.

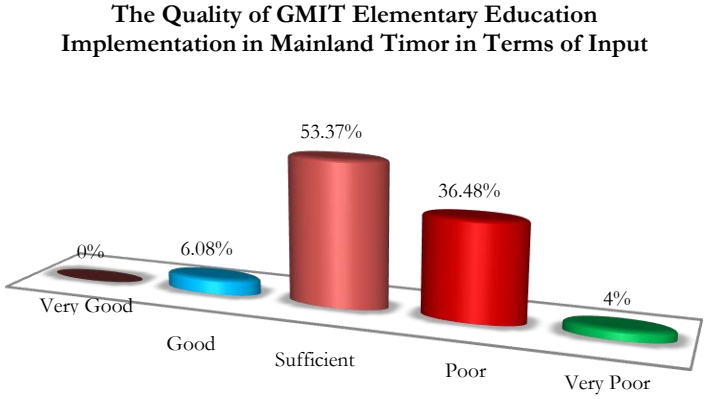

Figure 3. Quality of Education at GMIT Elementary Schools in Mainland Timor in Terms of Input

ISSN (print) 2685-7111 | ISSN (online) 2338-6061

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GMIT elementary schools (GMIT ES) with very poor input portraits include GMIT ES Besnake, GMIT ES Oekero, GMIT ES Oetefu Kecil (Yapenkris Sonaf Honis), and GMIT ES Oemofa (Yapenkirs Sonaf Honis). These schools, apart from having very poor input, also have not been accredited.

In general, the quality of implementation in terms of inputs is in the sufficient category, or it cannot be said to be good, especially in terms of teachers and education personnel, infrastructure, and sources of financing. The three factors above are the basic factors that determine the continuity of the educational process. Quality in the sufficient category represents the limitations of relatively extreme educational conditions. The limitations of these factors indicate the ineffectiveness of Yapenkris school leadership and management in running the GMIT schools. Whereas, in fact, the availability of input as a supporting resource is a basic requirement for the implementation of the education process at GMIT schools.

Process Evaluation

The quality of the process is the overall figure and characteristics of the educational process that demonstrate its ability to meet educational needs and standards. The process includes the processes of instructional planning, implementation, supervision, evaluation, leadership, student development, and financing. The result of data processing is shown in Figure 4.

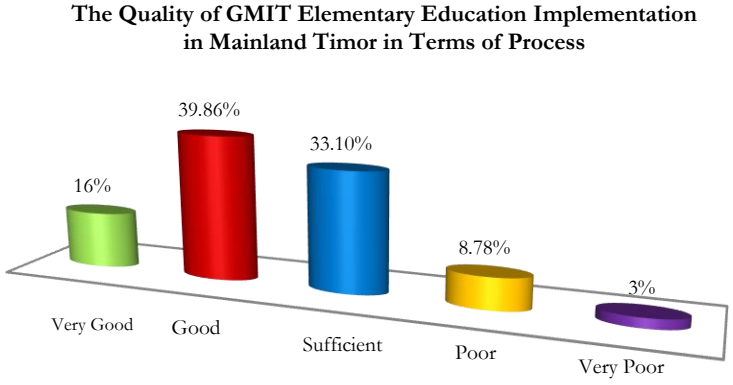

Figure 4. Quality of GMIT Elementary Education Implementation in Mainland Timor in Terms of Processes

Figure 4 shows that, from a process perspective, very quality education is found only in 16% of GMIT elementary schools, 39.86% of the schools are good, 33.10% are sufficient, 8.78% are poor, and 3% are very poor. This implies that not all GMIT schools have good quality processes, because it is only 39%, and even then, it has not reached 50%. Process quality is not something that can be created by itself because it must be supported by good input. This study finds that the input quality is still in the sufficient category, so it does not equalize the good quality of the process either, except for a few schools.

The good quality of the process as in the study is solely due to the teachers and educational staff who carry out the educational process, are able to understand their duties, and function properly. On the one hand, certain schools show very good quality, but on the other hand some schools still show poor quality.

Theoretically, of course, a good quality process is supported by good quality input, and of course the roles and performance of teachers, school principals, administrative staff, supporting staff, and supervisory functions also determine the quality of the process. To maintain and improve the quality of the process, schools also need to heavily involve and to be involved in capacity building or professional development programs, including the programs held in house training (IHT) and those made by the government and GMIT school partners.

ISSN (print) 2685-7111 | ISSN (online) 2338-6061

10.21831/pep.v26i2.53958

Output Evaluation

Output quality is the overall figure and characteristics of educational output that demonstrates its ability to meet educational expectations/needs and standards. The output figure includes the graduation rate, average score, and make-up rate. The result of the data processing is presented in Figure 5.

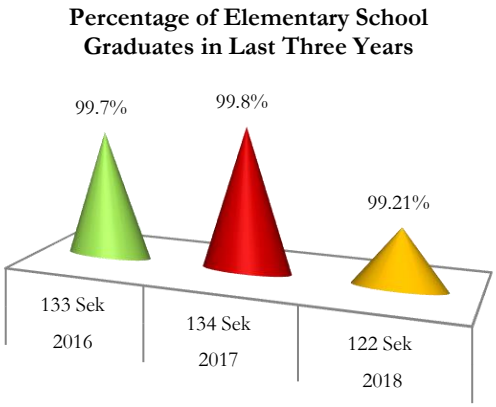

Figure 5. Percentage of GMIT School Graduates in Mainland Timor in the Last Three Years

Figure 5 shows that the graduation rate of students in 2016 and 2017 increased, but it decreased in 2018. This condition indicates that the level of student graduation has not been consistent from year to year. The inconsistency referred to is related to the not-yet-good quality assurance system in schools and the dependence on the ability of each individual student to achieve learning outcomes, and it cannot be said to be the proof of the effectiveness of the process. For this reason, a quality assurance system is needed so that it can provide certainty for achieving increasingly consistent results from year to year.

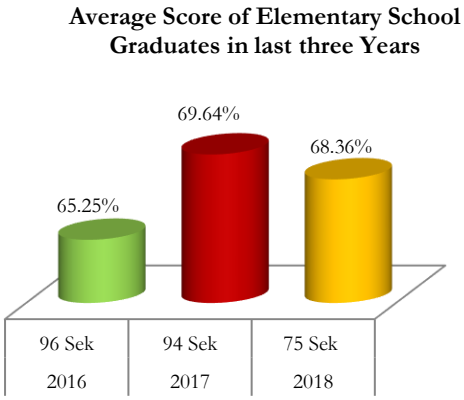

Figure 6. Average Score of Elementary School Graduates in Three Years

Based on Figure 6, the average score of GMIT elementary school graduates in 2016 and 2017 showed improvement and was of good quality. However, in 2018 it decreased slightly. It can be said that the increase in question has not been consistent. The average value is an indicator of the quality of a school's graduates. That is why it is expected that there will be an increase every year which reflects the better-quality assurance in schools.

The quality of school output as stated through the National Examination (*Ujian Nasional* or UN) results and the average value has been regulated in government regulations regarding student graduation criteria. Based on the regulations, the acquisition of an average score of > 7.5 is included in the very good category; the average value of 6.50 < the average UN score <

ISSN (print) 2685-7111 | ISSN (online) 2338-6061

10.21831/pep.v26i2.53958

7.50 is included in the good category; the average score of 5.50 < the average UN score < 6.50 is included in the medium category; the average score of 4.50 < the average UN score < 5.50 is included in the less category; the average UN score <4.50 belongs to the very poor category.

With reference to the aforementioned criteria, the average score of GMIT elementary school graduates in the last three years can be said that in 2016 it was in the good category, in 2017 it was in the good category, and in 2018 it was in the good category. Overall, it was in the good category. Furthermore, as a whole, the quality of education at GMIT elementary schools in mainland Timor is shown in Figure 7, where the quality in the sufficient category is shown in 61.48% or the majority of the schools.

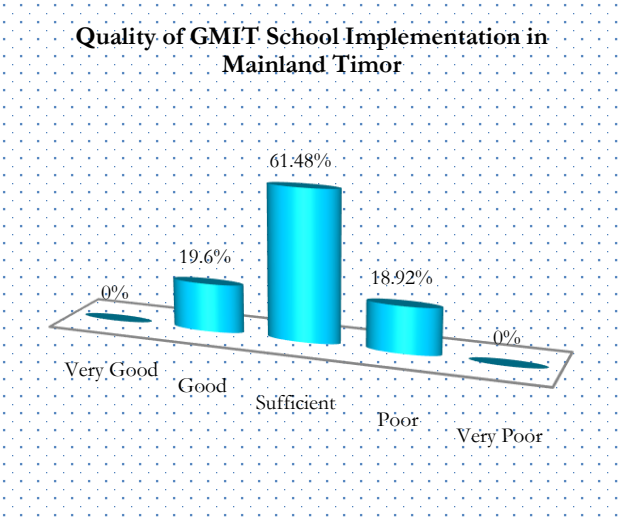

Figure 7. Overall Quality of Educational Implementation at GMIT Elementary Schools in Mainland Timor

Figure 7 shows that overall, the quality of education at GMIT elementary schools in mainland Timor is not good. The poor quality of educational implementation justifies a relatively extreme condition, and the large number does not point to a strength. There is no synergy (positive mutual effect) between one school and another. Whereas in fact a communal spirit can be built to share, because sharing is caring. Moreover, schools that are in the same Yapenkris foundation will of course find it easier to make it happen.

Supporting Factors and Inhibiting Factors

The quality of education at GMIT elementary schools in mainland Timor is affected by various factors, both supporting and inhibiting factors. Each is elaborated as follows.

Supporting Factors

The first supporting factor found is the availability of social and ideological capital. Social capital is related to the culture of cooperation, mutual cooperation, and the tradition of *diakonia* (sharing) that have grown and developed in the life of the GMIT congregations. The intended social capital is always seen in various church service activities. Thus, if properly optimized, it will have a contributary value for improving the quality of GMIT schools.

Ideological capital can be seen in GMIT which understands itself as a fellowship based on the work of the Triune God and calls itself the Family of God (familia Dei). At the practical level, they have the obligation to organize themselves in terms of service management and procurement, maintenance and development of human resources, as well as treasury. This understanding and belief can make GMIT members participate in handling various service activities, including those in the field of education.

ISSN (print) 2685-7111 | ISSN (online) 2338-6061

10.21831/pep.v26i2.53958

Another supporting factor is the support from the government (central and regional). This support has been seen since the 1960s, when the government teachers were placed in GMIT schools. The existence of GMIT schools, which at that time were the only educational institution for the community, encouraged the government to pay attention to GMIT schools.

In addition to the three supporting factors, the development of globalization, especially the progress of information and communication technology (ICT) can be a means to advance GMIT schools. In several schools, the use of ICT has experienced quite good development, for example, the use of several applications and learning portals offered by external partners.

The supporting factor in the input aspect is the central government's discretion over the province of NTT in placing civil servant teachers in private schools, bearing in mind that schools owned by zending (Christian) and mission (Catholic) in the past have contributed to preparing human resources in NTT. Likewise, there is an allocation of 15% of school operation cost (*Bantuan Operasional Sekolah* or BOS) funds to pay for teachers' honorariums. This is very helpful, especially when GMIT schools are faced with the fact that Yapenkris lacks attention. In addition, there are government grants in the form of special allocation funds for the construction and rehabilitation of classrooms, libraries, laboratories, and rest rooms.

The supporting factors in the process aspect are related to supervision from the District or Provincial Education Office which is going well. So far, it must be admitted that the supervisory function is only carried out by education supervisors from the Branch Office of Education. Likewise, teachers themselves understand their main tasks well. Then it is supported by the school principal who is a government official (*Aparatur Sipil Negara* or ASN) and is directly under the supervision of the Education Office, which is one of the factors that contribute to the implementation of GMIT school education.

The supporting factor in the output aspect is the existence of National Science Olympiad (*Olimpiade Sains Nasional* or OSN) for elementary schools. The OSN carried out routinely can encourage students' enthusiasm and fighting spirit and facilitate talents and interests in achieving the best achievements in science, including completing elementary school education.

Inhibiting Factors

There are a number of inhibiting factors that influence the implementation of education at GMIT schools. GMIT as the owner and Yapenkris do not yet have GMIT school governance. GMIT schools are only allowed to operate in accordance with the provisions and National Education Standards. In addition, the unavailability of the grand design of GMIT Christian Education means that the church and Yapenkris do not have strategic agendas to revitalize GMIT schools.

The inhibiting factors in terms of input include the unavailability of a management system for teachers and education staff. Likewise, the costs for teachers and education staff have not been planned. The School Committee Fund of Rp5,000.00 per student per month is also difficult to realize to finance committee teacher salaries or honoraria. Another inhibiting factor is that the land where GMIT schools are located is also partly still in dispute. In addition, there is a lack of funds to build educational facilities, especially schools that do not have access to government funds since they experience problems with land certificates. Besides, the absence of a capacity building program for teachers and education staff from GMIT is also one of the obstacles. In general, it must be admitted that GMIT schools do not yet offer something different from state or non-GMIT schools do. The inhibiting factors in terms of process are the unavailability of a quality assurance system at GMIT schools, the absence of a recruitment, selection, and development system for GMIT school leaders. Likewise, not all teachers have adequate qualifications and competencies. The inhibiting factor in terms of output is that not many GMIT schools have subscribed to the OSN championship. The OSN champion has a motivational value to encourage schools and students to maintain the champion tradition.

ISSN (print) 2685-7111 | ISSN (online) 2338-6061

10.21831/pep.v26i2.53958

Discussion

Based on the description of findings above, the context, input, process, and output aspects are discussed. Firstly, in the context aspect, in general the quality of implementation is in an adequate category, where the government's attention is quite large, while attention from GMIT and Yapenkris still very minimal.

This is an irony, because on the one hand the church and Yapenkris are the owners of GMIT schools, but on the other hand in development, the church's attention is decreasing along with the increasing complexity of the church's internal affairs. There is an impression that the church "does not care" about the schools it has founded, and that the large number of schools have implications for the large loading capacity. Whereas, in fact, effective Christian education in the church environment must be a process that stimulates growth (O'Neal, 2020). Of course, what is expected is to become an effective service tool for the building of the body of Christ.

It is acknowledged that the government pays great attention to teachers as well as school principals and educational facilities, because the population of GMIT schools is far larger than that of state schools. GMIT schools largely determine the movement of the irregular participation rate (APK) and the regular participation rate (APM) in the regions.

Even so, this great attention raises concerns, because although the schools bear the name "GMIT school", everything inside is "owned by the government". As a result, the aspiration to make the GMIT schools nationalized began to emerge, and the resonance even got louder. This is an antithesis of the ideals of establishing a Christian school in the past.

Responsibility should be shown in organizing the (Christian) educational institutions (Connolly et al., 2019). Likewise, leadership in the church is expected to be able to strengthen the position of church members to maintain their role in empowering Christian education effectively (Jura, 2021). These are the efforts that must be made by the church as a foster mother to maximize the resources it has.

The great disparity of attention from GMIT school owners compared to the government has given rise to a bureaucratic, positivistic, and hierarchical perspective that is far from communal values, which are coherent, dynamic, communally interdependent, and collegial and it should be shown in the administration of GMIT schools. Day by day, the mindset of educational actors, especially school principals who are civil servants changes and is increasingly distant from the school owners. Because of this position and status, the school's decision-making process will be controlled by the top-level authority structure, namely the regional bureaucracy, which is not one hundred percent sterile from power and political interests.

This tendency is justified by a study conducted by Neeleman (2019) that reported very few schools know about how schools and school leaders make use of school autonomy in practice. That is why quite many GMIT schools have experienced stagnation. GMIT schools that have escaped the attention of the government, as well as that of Yapenkris and the church, continue to experience setbacks and are on the verge of being closed, due to a decrease in the number of students and teachers. At the same time, the government has built state schools in the locations not far from GMIT schools.

This condition is justified by criticisms of the various shortcomings of Christian education managed by the Toraja Church, which shows that possibly the cause is due to a lack of responsiveness in taking lessons from historical experience. It is also possible that the way to solve the problems is by learning the past (Malino & Ronda, 2014). Likewise, other possibilities include the lack of moral and material support from the synod; unavailability of clear vision and mission, more focus on pastoral care than on Christian education, and inadequate management capabilities (Sihombing, 2018).

To solve the above problems, a creative response is needed, as stated by Atha (2022), there needs to be a transition from pre-pandemic reactive responses to the effect of VUCA (volatile, uncertain, complex, and ambiguous) effects in a Christian school environment to apply

ISSN (print) 2685-7111 | ISSN (online) 2338-6061

10.21831/pep.v26i2.53958

strategic, visionary, understandable, courageous, and adaptive principles. Indeed, Atha states this in connection with the VUCA phenomenon, but from the challenges currently being faced, especially the GMIT school management crisis, it certainly requires a creative response.

Actually, the church can make the spirit of the past as a basis for pursuing creative ways in the present and future. The establishment of massive Christian schools in the past was not only because of convenience, but more importantly also because church community in the past had what is called the power of imagination. The power of imagination multiplies their energy to build schools massively from the various conditions of the limitations at that time. There is only one goal, namely that there are no members of the congregation/church who are illiterate.

Secondly, the input aspect shows that in general the quality of management is in the sufficient category, particularly in terms of teachers and education personnel, infrastructure, and financing. In particular, teachers need to get special attention because the spirit of all educational services in schools is the teacher. Teachers with all intrinsic factors including motivation, commitment, stress, retention, and fatigue level will greatly determine the effectiveness of the teaching-learning processes (Baroudi et al., 2022). Teachers' strong intrinsic motivation can generate change in schools (Thompson et al., 2013). The teacher's role as an example is shown through his words, attitudes and personality, such as courtesy, discipline, responsibility, tolerance, honesty, and concern for students and others (Palunga & Marzuki, 2017).

The infrastructure factor also determines the quality of education, especially from the management aspect. Agustin and Permana (2020) found that the principles and mechanisms for managing educational facilities include (1) planning with a needs analysis, (2) procurement of school facilities and infrastructure, (3) maintenance of school facilities and infrastructure as the responsibility of all, (4) inventory, and (5) elimination activities by sorting out items that are not feasible and then replacing them with new items. It is expected that all parties in the GMIT schools can be involved, especially at the planning and maintenance stages. Based on the aforementioned various studies, it can be justified that input factors cannot be ignored by the management of GMIT schools in mainland Timor, since they can affect the quality of education. These results indicate that the input aspect still needs serious attention from schools, Yapenkris, and GMIT.

Thirdly, the process aspect is in good quality. This is because teachers and education staff can understand their duties and functions properly. In some schools, the process aspect is in very good quality, but in some others, it is in poor quality. The quality of the process is seen in teaching-learning processes, for example through the use of various relevant media. Harsono et al. (2019) found that posters are very appropriate and relevant to be used as a form of teaching media in improving the quality of teaching and student involvement.

A good quality process is also related to school management. In the view of teachers, effective school management is characterized by the existence of teacher cooperation in teams and with the principal and his students as the most important priority (56%), while as the least selected priority (24.4%), they designate their participation in helping students get a job (Anastasiou & Garametsi, 2020). The effectiveness of school management is also determined by the planning aspect (98%), the implementation aspect (96%), the monitoring aspect (91%), the leadership aspect (94%), and also the management information system aspect (82.55%) (Rahayu, 2015). Likewise, the leadership factor, if carried out properly, will contribute significantly to the progress of the school, especially in the digital era when it becomes important. What is called e-leadership through a school management system can actually change the entire school culture (Blau & Presser, 2013).

GMIT elementary schools in mainland Timor are expected to pay serious attention to aspects of management, starting from the functions of planning and implementation, to school supervision and leadership. The weakness of private schools in the management aspect has also been justified by a study conducted by Felestin and Triyono (2015), where the implementation of total quality management in public vocational schools is higher than that in private vocational

ISSN (print) 2685-7111 | ISSN (online) 2338-6061

10.21831/pep.v26i2.53958

schools due to limited resources in private schools. That is why GMIT schools need to improve management aspects so the availability of existing school inputs (resources) can be used optimally for the progress of the school.

GMIT elementary schools also need to heavily involve and to be involved in capacity building programs through partnerships. Partnerships between schools, families, and communities can ensure that information flows in two directions: school-to-home information and family-to-school information (Epstein, 2019). Partnerships, at a minimum, can "explore ideas into critical monitoring, especially the assessment process from the point of view of parents and professional groups" (Armstrong, 2020).

Partnerships will enable schools to prepare students for a complex and rapidly changing world. Schools are expected to be able to develop a young generation who are information and media literate, critical thinkers, and problem solvers, as well as communicators and team workers (Lonsdale & Anderson, 2012).

In addition, several components that need improvement from the partnership function are curriculum, competence of teachers and education staff, facilities, community participation, funds, and organizations (David et al., 2016). The community also needs to oversee the implementation of the functions of educational institutions, so that it can motivate them to carry out their tasks according to the expectations of the community (Mikiewicz, 2021).

Fourthly, in terms of the output aspect, the average grades of GMIT elementary school graduates in the last three years have started to show improvement and are of good quality. In 2016, it was in a good category, in 2017 it was in a good category, and in 2018 it was in a good category. The good output is evidence of better educational accountability at GMIT schools in mainland Timor. A good output also shows the success of all educational actors at the GMIT elementary school level. There is a correlation between educational processes and inputs. Even so, often times a good output does not always reflect a good process either.

With regard to the supporting and inhibiting factors, it can be said that, in fact, GMIT elementary schools in mainland Timor have many supporting factors in the education implementation, including social and ideological capital, local government support, development of globalization, and especially the progress of ICT, which can be a means to advance schools.

GMIT elementary schools are community resource-based schools, in this case the church. That is why actually the most important capital is in the community, so if properly developed, GMIT elementary schools can experience better development and progress, for example, by involving the congregation or the community. Studies show that community involvement in school activities through planning, implementing, and evaluating school activities has an impact on a good school image and the establishment of positive communication between schools and the community (Prabandari et al., 2022).

Dalensang and Molle (2021) also explain the fact that the church's attention is still lacking, where the church has not played an active role in the digital era in the development of Christian education. It should be acknowledged that the development of Christian education has not yet adapted to the development of digital technology. Whereas in fact, the church can take advantage of digital technology to internalize and develop Christian values. In relation to this, the role of the church needs to be regulated through a good governance.

The next concern is the inhibiting factors, including management of teachers and education staff by Yapenkris, financing for the staffing aspect, the partly-dispute location of GMIT schools, the absence of a capacity building program for teachers and education staff, and inability of GMIT elementary schools to offer things different from public schools or non-GMIT schools can offer.

Specifically, regarding the staffing aspect, priority attention needs to be given since low teacher welfare can result in pressure on the teacher. Research conducted by Arismunandar et al. (2022) reported that teacher work stress is caused by six sources of work stress, namely (1) welfare, (2) teaching, (3) students, (4) relationship and conflict, (5) organizational climate, and

ISSN (print) 2685-7111 | ISSN (online) 2338-6061

10.21831/pep.v26i2.53958

(6) the time dimension. The dominant or common source of teacher work stress comes from welfare and teaching factors.

However, one thing that can motivate teachers is that the most prominent beliefs among participating teachers are beliefs that are based on their Christian affiliation. This prominent belief and Christian identity of teachers can enhance their positive image as teachers and can motivate them to become better teachers (Yumarnamto & Prijambodo, 2020).

This article provides evaluative and reflective notes on the implementation of education within the scope of GMIT. The intended evaluative and reflective notes concern not only the role of the school, but also the role of stakeholders, namely Yapenkris and the church, which are still minimal, static, and even individualistic. It actually negates the poststructuralist view which states that Christian education can be managed dynamically, coherently, communally interdependent, service-oriented, and Christ-centered. Thus, it is expected that in the future it is necessary to build a communal spirit, even institutionalize it, so it can make a more real contribution to the implementation of Christian education, especially in unraveling the existing "tangled threads".

CONCLUSION

Based on the findings and discussion on them, it can be concluded that the evaluation of the implementation of education at GMIT schools in mainland Timor using the CIPP model shows that in terms of context it is in the sufficient category, the input aspect is in the sufficient category, the process aspect is in the good category, and the product is in the good category. Meanwhile, the factors that support the implementation of GMIT elementary school education, namely the attention from the government, the church, and Yapenkris vary in weights. There is a commitment from teachers who see their involvement as part of service. The inhibiting factors are the still minimal role of Yapenkris and the GMIT congregations, the lack of welfare for teachers, and the absence of a governance model for schools under GMIT.

Based on these conclusions, it is suggested that the church through, the GMIT Synod, revitalize GMIT schools through the preparation of a clear grand design, roadmap, and also governance to provide ideal, strategic, and systemic references for the implementation of GMIT schools. Yapenkris, which oversees the GMIT schools, also needs to be revitalized in terms of structure, human resources, and culture. The old, static, and individualistic culture must change to a dynamic, coherent, and communally interdependent culture. It is time for Yapenkris to have a long-term plan to prepare teachers and educational staff independently so that in the future they will no longer depend on assistance from the government.

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