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The Role of Catholic Education and Schooling Foundations in Improving the Quality of Schools in South Papua Province

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ABSTRACT

The Merauke Catholic Education and Schooling Foundation is a legal institution that oversees Catholic schools in the ecclesiastical territory of the Merauke Archdiocese. YPPK Merauke manage and provide education in the Merauke District, Boven Digoel District, and Mappi District. YPPK Merauke as a private institution is also responsible for the development of young human resources through education. This study aims to describe the role of YPPK Merauke in improving the quality of its schools in South Papua Province, from the perspective of the foundation's leadership. This type of research is descriptive qualitative research. Research was conducted at Catholic Education and Schooling Foundations in Merauke during December 2022 to April 2023. The research subjects were 5 informants. data analysis techniques were used which were guided by the Milles and Hubberman method. The research results show that YPPK Merauke has actively contributed to improving the quality of its schools through 6 aspects, namely organizational management, human resources, finance, infrastructure, school management, and partnership management. In conclusion YPPK Merauke plays an important role in improving the quality of schools in South Papua.

Keywords: *Catholic Education and Schooling Foundation, quality of schools, South Papua*

1. INTRODUCTION

Education is one of the elevators that humans can use to improve their quality of life. Through education, humans can learn many new things in life, ranging from those that are exact or social. It is highly coveted by all *stakeholders in Education*, especially parents. The quality of services provided by schools will provide satisfaction to parents [1]–[3] which reveals that simultaneously there is a significant influence between the quality of school services on the satisfaction of parents of students [4]. The results of this study indicate that the maximum quality of school services will have an impact on the level of satisfaction of parents and students' abilities.

School quality is a dynamic condition related to products, services, people, processes and the environment that meet or exceed expectations [5], [6]. So that the quality of the school is a good or bad value or measure of the place where education is held. School

quality can be seen from various aspects of school management [7]. In addition, the quality of schools is also influenced by several factors both from within the school itself and from outside the school [8].

Quality schools are often assumed to be effective schools. Mortiore [9] views an effective school as a school that not only supports students' academic achievements but also develops students much better than when the students first entered school. The approach used in this model is approximation *input-process-output*. *Input* includes the following aspects: (1) personnel consisting of school principals, teachers, counselors, employees, and students; (2) materials consist of buildings and equipment, funds, materials, facilities; (3) operational consisting of curriculum structure, regulations, job descriptions, mechanisms; (4) expectations consist of vision, mission, goals, objectives, and policies[10]. The process includes decision making, management, institutions, programs, teaching and learning processes, monitoring and

evaluation [11]–[13]. Furthermore, the output includes the results of school work in the form of school performance in the form of school achievements.

Currently, there are many education providers in Indonesia, both from the government and from foundations. The foundation is basically an agency that carries out various activities that are social and have ideal goals. In Indonesia, foundations are regulated in Undang-Undang Number 28 of 2004 on amendments to Undang-Undang Number 16 of 2001 concerning Foundations which states that a foundation is a legal entity consisting of separated assets and intended to achieve certain goals in the social, religious and humanitarian fields which do not have members.

The Education Foundation is a social agency engaged in the field of Education [14]. Where the purpose of the Education Foundation is to improve the quality of education and knowledge of students is regulated according to applicable laws as with other forms of foundations. So that the position of this foundation as a partner is in line with what is stated in Permendiknas Number 19 of 2007 concerning Education Management Standards and Minister of Education and Culture Number 31 of 2014 regarding cooperation in education management providers. This is what underlies foundations with equal domiciles and have the same rights and obligations in managing schools in order to educate the life of the nation in accordance with the contents of the Preamble to the 1945 Constitution. In carrying out its operational activities, educational foundations need to provide protection and guarantees for the achievement of educational goals from students, besides that educational foundations must also be able to guarantee the comfort and safety of students in carrying out educational activities at the foundation.

In its development, there are many educational foundations established by both the government and the private sector around us [15]. Among them are religious education foundations, private educational foundations and international cooperative educational foundations [16]. One of the religious education foundations is the Catholic Education and Schooling Foundation (YPPK).

YPPK Merauke is one form of the Education Foundation in its founding adhering to the provisions contained in the legislation. For this reason, YPPK Merauke must always try to provide encouragement to educators and their students to achieve goals and learning outcomes that have an effect on the quality of their schools. In South Papua Province there are 134 foundations divided into 3 districts. This study aims to describe the role of YPPK Merauke in improving the quality of its schools in South Papua Province, from the perspective of the foundation's leadership.

2. METHODS

This type of research is descriptive qualitative research, where the data collected is in the form of words and pictures, not numbers. Research data collection techniques through observation, interviews, and documentation.

Research was conducted at Catholic Education and Schooling Foundations in Merauke during December 2022 to April 2023. The research subjects were 5 informants consisting of 1 Chair of Catholic Education and Schooling Foundations and 4 school principals under YPPK Merauke. Sources of research data are classified into primary data obtained from interviews and secondary data obtained from observation and documentation.

The research procedure includes 3 stages, namely the pre-field stage, the field stage, and the data analysis stage. During the pre-field stage, observations were made of service activities at Catholic Education and Schooling Foundations in Merauke as well as documentation of Catholic Education and Schooling Foundations's vision, mission, work programs and strategic plans. At the field stage interviews were conducted with respondents as a form of confirmation and reinforcement of the observation results. At the data analysis stage, data analysis techniques were used which were guided by the Milles and Hubberman [17] method which consisted of 4 stages, namely data collection, data reduction, data presentation, and clarification/conclusion. The flow of data analysis is presented in Figure 1.

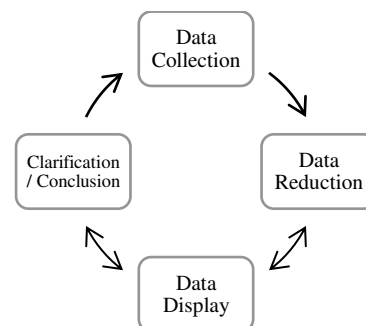


Figure 1. Data Analysis

In this research, the role of foundations in schools is classified according to 6 aspects, namely organizational management, human resources, finance, infrastructure, school management, and partnership management.

3. RESULTS AND DISCUSSION

The Merauke Catholic Education and Schooling Foundation, or better known by the abbreviation YPPK Merauke, is a legal institution that oversees Catholic

schools in the ecclesiastical territory of the Merauke Archdiocese. At first YPPK Merauke was known as PSW Merauke.

YPPK has managed education in the land of Papua since 1974 with Notarial Deed number 64 based in Jayapura. YPPK has developed its work starting from the Province to districts, districts and villages within the scope of the Church as well as in relations with the Government and the community.

Along with regional autonomy and division of regency areas, bishops throughout Papua (at a meeting at the end of 2001) agreed that YPPK would be divided according to their respective dioceses, except that Agats Diocese would join YPPK Merauke. The new Foundation Law number 16 of 2001 made it possible to establish YPPK Merauke, so on May 23 2002 the Merauke Catholic Education and Schooling Foundation was established with Notary Deed number 09. The expansion of YPPK was intended for the efficiency and effectiveness of the Church's service to the community in the world of education.

The regional government gave authority to YPPK Merauke to manage and provide education in the Merauke District, Boven Digoel District, and Mappi District. Education is a barometer to measure human civilization and the progress of a nation. YPPK Merauke as a private institution is also responsible for the development of young human resources through education. YPPK Merauke organizes education according to the UNESCO formula, namely through education, students learn to know, learn to do something, learn to be themselves and learn to live life together. In this way, students become individuals and communities who are healthy and intelligent, religious, have moral and legal awareness, live in society and prosper [18].

Interviews were conducted with five informants regarding YPPK's role in improving the quality of its schools in the three districts. The results of the interviews that have been analyzed using the Miles and Hubberman method are described below.

3.1. The Vision of YPPK Merauke

In managing YPPK Merauke, the leaders and managers of YPPK Merauke adhere to the foundation's vision, namely "With loyalty to characteristics, educating the life of the nation and characterized by a spirit of cooperation, solidarity, pro-active, inclusive, professional, and partiality for the weak, YPPKM is a community assistance institution. young people in order to develop into a person of high quality, character, virtuous character and faith."

This vision implies that YPPK Merauke has set its goals as an institution that educates the nation's life, one

of which is through schools, which have a distinctive characteristic through a spirit of cooperation and solidarity. The distinctive feature that is YPPK Merauke's goal is the development of the character of the younger generation who are virtuous and have faith.

Based on the results of interviews, it is known that YPPK Merauke oversees 134 schools in 3 districts, namely in Merauke Regency there are 74 schools and 1 high school located in 18 districts and 17 parishes, in Boven Digoel Regency there are 43 schools which are in the Kevikepan Mindiptana and 6 parishes, and in Mappi District there are 61 schools located in 12 districts and 7 parishes. The number of schools categorized by level is shown in Figure 2.

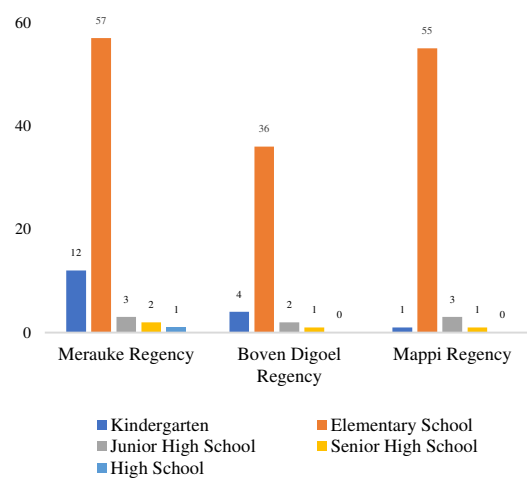


Figure 2 YPPK Merauke's Schools

Meanwhile, the total number of teachers owned by YPPK Merauke is 1,293 teachers whose distribution is shown in Figure 3.

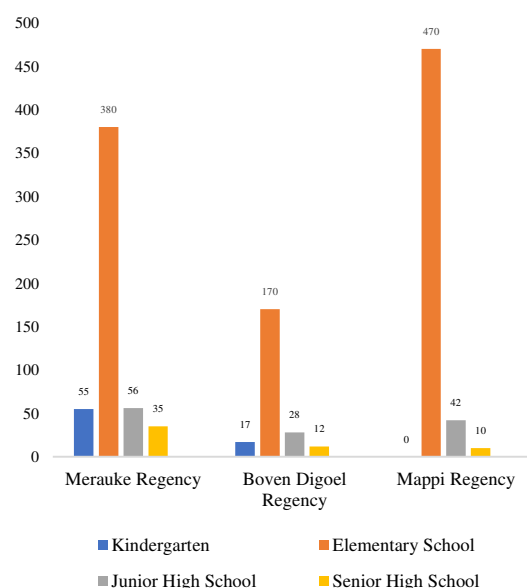


Figure 3 Number of YPPK Merauke Teachers

The total number of students enrolled in schools under the auspices of YPPK Merauke is 25,157 (data of 2022), the distribution of which is shown in Figure 3.

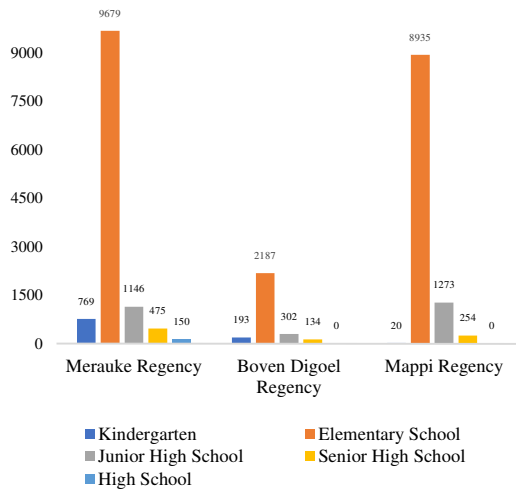


Figure 4 Number of YPPK Merauke students

Figures 1 to 3 show that YPPK Merauke plays a large role in the world of education and needs to be managed on an ongoing basis in order to improve school quality.

This study examines the contribution of YPPK Merauke in several aspects that influence school quality improvement, namely aspects of organizational management, human resources, finance, infrastructure, school management, and partnership management.

3.2. Organizational Management

The first aspect that is considered to improve school quality is organizational development. Informant 1 stated that there were 3 activities carried out in an effort to support organizational development, namely repositioning the YPPK organization for 2018 – 2022, revamping the foundation structure, and office renovation.

Furthermore, informant 2 said that regarding the repositioning of the YPPK organization, it was necessary to consider adding permanent employees and sections in YPPK, forming the YPPK Merauke quality team, replacing PSW Kepi, appointing PSD Bade, appointing priests as Local School Supervisors (PSS) based on the Muspas mandate. In February 2020, the appointment of the Merauke Dapodik YPPK operator team, as well as regular meetings with school principals.

With regard to revamping the structure of the foundation, informant 3 suggested that the main tasks and functions of the foundation's organs be drawn up as well as completing work areas that did not yet exist, such as the school data field, school quality team, supervisory department, and the foundation operator team.

Informants 4 and 5 agreed to express their opinion regarding the renovation of the foundation's office which they thought should pay attention to installing office fences, renovating the inside of the office, repairing electrical installations, redesigning the library into a hall, and tidying up the office yard.

YPPK Merauke is a Catholic education management center which is expected to have organizational representatives in each district/city so that YPPK can have a school database, including teacher, student and other data, which is accurate and accountable.

Related to this, YPPK needs to consider transforming to digital-based management. So that the database built can be collected accurately and data changes can be recorded in real time. Another benefit of digitalization is that supervision of school activities can be carried out in its entirety, from planning to accountability.

3.3. Human Resources

The next aspect proposed in order to improve the quality of schools is the development of human resources. Informant 1 stated that 2 activities had been agreed, namely increasing the competence of teachers and school principals and increasing the competence of employees.

Furthermore, informant 1 emphasized the competency development of teachers and school principals, especially through the re-collection of teachers, principals and staff which is held 2 times a year. Informants 2 and 3 added that it is also necessary to carry out technical guidance related to curriculum, preparation of learning tools, dapodik operators, and monitoring of schools is also necessary.

Informant 1 confirmed regarding the implementation of monitoring of schools that monitoring had been carried out throughout 2021-2022, that is, out of a total of 179 schools in the three districts, 101 schools had been monitored while 78 other schools had not been monitored.

Meanwhile, regarding the development of employee competencies, informant 4 stated that it was necessary to carry out technical guidance to improve employee competence, one example is for staff in the library. Informant 5 added that it is necessary to carry out a comparative study, both between schools within one district and between districts.

As a foundation based on religion, namely Catholicism, YPPK Merauke needs to ensure that all school principals, teachers, staff and students receive spiritual guidance in accordance with the agreed portions and rules. This spiritual provision is important in order to form the character of religious intelligence.

This means that it is balanced between intellectual intelligence and spiritual intelligence.

YPPK Merauke is also responsible for directing school principals and teachers to be able to establish harmonious relationships with the communities around their respective schools. This aims to create security and comfort in the school environment and its surroundings.

3.4. Finance

The next aspect is finance. Informant 1 stated that assistance was needed regarding the management of school funds. The assistance includes technical guidance on the management of BOS funds, tax training, and technical guidance on the preparation of the RKS and RAKS. Regarding this, the other four informants gave similar approval and confirmation. This is supported by the results of monitoring the use of finance where it was found that only 60% was realized out of a total of 100% submitted.

Related to this, YPPK Merauke needs to ensure that the preparation of the RKS and RKAS is in accordance with the needs of the school, and that it is proposed and reported back to the Education Office in a timely manner. Informant 3 stated that the management of YPPK Merauke should know the disbursement, use and reporting of BOS and BOP (K7) funds. Informants 2 and 4 agreed that YPPK must form an audit team and conduct a financial audit at every school at least once every 2 years.

3.5. Infrastructure

The next aspect is the development of facilities and infrastructure. Based on findings in the field and interviews with informants, it is known that YPPK Merauke has paid attention to 2 main points, namely the renovation of school buildings and information technology facilities in the form of computers. Informant 1 stated that the building and roof repairs had been planned at SD Xaverius I, SD Xaverius II, and SD Kaiburse. Informant 2 added about preparations for adding 60 units of chairs and tables at YPPK Ongari Elementary School.

Informants 3 and 5 stated that SD Don Bosco Bade and SD YPPK Soba needed a computer and a printer. The same thing was conveyed by informant 4, that at SMP YPPK Adrianus Bade and SMP St.Paulus Kepi they also need computers for the smooth running of administrative services at these schools.

Infrastructure is a basic need for every school. The results of Bullock's research [19] show that there is a relationship between school facilities and student achievement in secondary schools. He also found that students performed better in new or renovated schools than in older schools. A similar study was also

conducted by Yangambi [20] where the results indicated that continuous improvement of school infrastructure should be considered and recommended for all schools to optimize student achievement and teacher delivery.

3.6. School Management

For the aspect of school management, informant 1 stated that YPPK had collaborated with agencies and related parties to socialize the Merdeka Learning curriculum in all schools under the management of YPPK Merauke. Administrative control of school units has also been carried out to identify teaching and learning activities in each school. Source 2 added that every school requires spiritual guidance for students at least once a year. Informants 3 and 4 are of the opinion that schools must develop their respective economies so that they can have more value during the accreditation process and also foster entrepreneurial character in students.

School management is one factor that determines the quality of education, since it indirectly determines the effectiveness of the curriculum, learning facilities and infrastructure, time and learning process. The results of Sunaengsih et al. [21] shows that the principal leadership was one of the main factors in implementing effective school management in terms of technology, school culture, information systems, and organizations. Thus there is a need for openness from school principals or priests to YPPK regarding the problems faced in their respective schools. So that YPPK can provide direction to school principals and can contribute according to the needs of each school.

3.7. Partnership Management

The last aspect is partnership management. In this regard, all interviewees agreed that YPPK needs to expand and strengthen its network of partnerships with local governments, both at the provincial and district levels, the private sector, other academics, as well as with religious and community institutions.

The partnership management model that can be carried out by YPPK Merauke is a mutualism partnership model. The benefits of the partnership include the transfer of new insights and knowledge, the opening of opportunities for cross-subsidies, to the improvement of the quality of school management. Triwahyudi's research results [22] show that partnership management is able to increase the absorption capacity of SMK graduates. This is also supported by Yunida's research results [23] which state that teachers and students at SMA Negeri 2 Yogyakarta respond positively to activities that are the product of SMA Negeri 2 Yogyakarta collaboration with partners. The benefits obtained by teachers include opening up new insights about learning methods and media, as well as

how to manage classes to achieve optimal learning outcomes. While students mentioned that the comparative study activities, student exchanges, and internships really helped them in expanding their network of friends and more concrete knowledge.

4. CONCLUSION

YPPK Merauke has contributed to improving school quality in the aspects of organizational management, human resources, finance, infrastructure, school management, and partnership management. So it can be concluded that YPPK Merauke plays an important role in improving the quality of schools in South Papua.

AUTHORS' CONTRIBUTIONS

OKTO IRIANTO. DEAN OF THE FACULTY OF ECONOMICS AND BUSINESS AT MUSAMUS UNIVERSITY WHO IS ALSO A LECTURER IN ACCOUNTING DEPARTMENT WITH EXPERTISE IN PUBLIC SECTOR ACCOUNTING. HE IS ALSO AN AUDITOR AT CATHOLIC EDUCATION AND SCHOOLING FOUNDATIONS IN MERAUKE. IN THIS STUDY CONTRIBUTED AS INITIATOR, DIRECTOR, INTERVIEWER, AND REVIEW OF RESEARCH RESULTS.

MUTIYA OKTARIANI. LECTURER IN ECONOMICS EDUCATION DEPARTMENT AT MUSAMUS UNIVERSITY WITH EXPERTISE IN ECONOMICS EDUCATION. IN THIS STUDY CONTRIBUTED TO THE PREPARATION OF THE BACKGROUND, STUDY OF LITERATURE, AND REVIEW OF RESEARCH RESULTS.

HENIE POERWANDAR ASMANINGRUM. LECTURER IN CHEMISTRY EDUCATION DEPARTMENT AT MUSAMUS UNIVERSITY WITH EXPERTISE IN ETHNOSCIENCE. IN THIS STUDY CONTRIBUTED TO THE PREPARATION OF RESEARCH METHODS AND DESCRIPTION OF RESEARCH RESULTS.

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