



Analysis on Implementation Elementary School Program in Strengthening Social Values

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Abstract

This study aims to develop the implementation of a model school program by implementing an internal quality assurance system in meeting the achievement of eight national standards, and to develop routine activities of strengthening social values in students, as well as to determine the supporting and inhibiting factors of the school program model of strengthening social values in students. This research uses descriptive qualitative. Data were collected through interviews, observation and documentation. This study uses data analysis techniques, which consist of the stages of data collection, data reduction, data presentation, and drawing conclusions. The results showed that the implementation of the model school program carried out routine activities through learning, modeling, habituation, extracurricular activities, local wisdom culture, little doctor, and school health. The supporting and inhibiting factors are the achievement of the quality culture mapping of the Internal Quality Assurance System the strategic location of the school and adequate learning facilities, the readiness and support of educators and education staff, as well as the support of parents and the community, and the cooperation of the MOU (Memorandum Of Understanding), while the inhibiting factors are the limitations of teaching staff and education personnel to implement internal quality assurance system different student backgrounds, limited facilities and infrastructure, and there are still parents of students and the community who do not fully support the model school program. The conclusion of this study is that with a model school program, honest, disciplined, cooperation, tolerance,

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PRELIMINARY

Schools are buildings or institutions for learning, and schools are organizations engaged in education and are one of the determining factors for the quality of human resources. School is a concept that has a double meaning as a building and equipment to carry out the process education, school as an educational process to improve the individual's quality of life, determine the direction, purpose of life. The school as a social organization that has a certain structure, involves a number of people with the task of meeting special needs carried out in certain locations by an organization that has a specific structure and purpose. Model schools in Indonesia are a long-held hope, dreamed by many people because model schools have become a necessity that underlies a decent life in the future. Educational institutions as model schools must be recognized by the government and society, not by the institution or school itself. Model schools mean that they can carry out quality assurance optimally both for management and for learning (Guidelines for implementing Educational Quality Assurance for Education Units, Document 3:4).

The quality of this education includes the quality of school management, the quality of learning carried out, the quality of the process of strengthening the character of students. SPMI in education units covers all aspects of education by utilizing various resources to achieve SNP. The education unit applies the whole cycle in the quality assurance system independently and continuously to build a quality culture in the education unit. A quality culture will encourage education units to continuously improve the quality of education so that the quality of education will increase consistently from time to time gradually until the standards that have been set are met.

A model school means that it has more value than ordinary schools and is able to show itself as a school that is worthy of being an example for other schools. The characteristic of a quality school is that it can respond to public trust, meaning how the

school is able to provide the best service for their children so as to produce quality children in all respects. As well as making improvements in terms of professional human resources, reliable management, quality teaching and learning activities, availability of facilities and infrastructure commensurate with international standard education.

Managerial strategies developed to ensure schools have the resilience and viability of the present and are sustainable into the future. As a consideration for the selection of this school, it is to see how far the extra value contained in the school and how the conditions and situation of the school.

Model schools function to develop character building as the goal of education, of course, it will be related to a set of reference values and norms that develop and are used as a guide for the community. Values as something that is useful for human life and norms that function to regulate rights and obligations correctly and responsibly must of course be a guide for student development. The estuary of the model school business refers to the goal of national education to develop all its potential to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative.

The Indonesian nation is a nation that realizes and understands the importance of education for the children of its nation. The constitution and all kinds of regulatory instruments have regulated and become a reference for the implementation of activities in terms of the intellectual life of the nation. One of the efforts to strengthen social values is through the world of education, Law No. 20 of 2003 concerning the National Education System, Article 3 which states that: "National education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming to develop the potential of students to become human beings who believe and fear God Almighty, noble character, healthy, knowledgeable, capable,

creative, and become a democratic and responsible citizen.

The meaning of this law, we can find that the outline of the function of national education is to create an educational atmosphere that is meaningful, fun, creative, dynamic, dialogical and professionally committed to improving the quality of education because a well-functioning education does not only produce students who are intelligent but creates the character of students who are faithful, independent, and have noble character.

Basic education as one of the levels of education in the national education system is the main foundation for continuing the next journey. The failure of education at this stage, especially in fostering attitudes and values, is believed to have a systemic impact on subsequent education. The orientation of the implementation of basic education places great emphasis on fostering the personality, character and character of children. Therefore, the integration of education which is full of values and character strengthening in social values is needed to equip students in anticipating the challenges ahead which are certain to be more difficult and complex.

The implementation of the model school program optimizes self-habituation activities with the insight to strengthen character and noble character. The self-acustoming program prioritizes or emphasizes activities to strengthen contextual character and noble character, activities that lead to strengthening affective and psychomotor abilities.

Broadly speaking, it can be stated that the purpose of implementing the model school program is to organize activities in schools by doing, learning, exemplary, habituation of routine activities, spontaneous activities, conditioning, co-curricular activities and or extracurricular activities, daily activities at home and in the community is to get used to discipline, care, cooperation, tolerance, tolerance in order to create a strengthening of social values.

Social values are part of character education which implies the formation of human values for the human person. Peter L. Berger and Thomas Luckmann (1966) in the

theory of social construction state that humans are in a social process through actions and interactions where individuals or groups of individuals create continuously a reality that is shared and experienced subjectively. This theory is rooted in the constructivist paradigm which sees social reality as a social construction created by individuals, who are free human beings.

This social character is important because it involves the activities of interpersonal interactions between humans in their lives. The social character that is formed in the human person will equip them to be able to live side by side full of love, mutual respect, democracy, mutual cooperation, peace and mutual concern.

Factors supporting the implementation of the model school program are the strategic location of the school and adequate learning support facilities, the support from the principal, all educators, parents of students and the community around the school, a conducive school climate, religious, full of tolerance and a sense of kinship, the existence of the motivation of each homeroom teacher in supporting all forms of progress of their students, the existence of good communication between schools, parents and the community that is sustainable in all types of activities, the existence of an MOU (Memorandum of Understanding) cooperation with related external parties such as: cooperation with the library regions, collaboration with Indosat digital absence, team solidity in every activity and high enthusiasm from school principals, educators and education staff.

Strengthening social values in students through model school programs in the implementation and achievement of plans or programs that have been prepared there are factors that hinder the achievement of these programs, including, there are still educators and education staff who have not been able to carry out quality assurance optimally both for management and for learning in fulfilling 8 (eight) National Education Standards.

The research was conducted by Maman Rachman with the title "Development of character education with the perspective of

conservation of social values" journal UState University of Semarang, Central Java Indonesia Social Science Forum, Vol. 40 No. June 1, 2013 Conservation of social values is an effort to maintain, preserve, and accept a set of values held by a society, regarding what is considered good and what is considered bad, while the research conducted by researchers is for the development of model school program implementation by carrying out activities routine habituation and example in instilling strengthening social values in students, with the model school program, social values will be embedded in students.

Based on the background of the title, the researcher can identify the problem formulation as follows:

1. How to Implement Model School Program in Reinforcement Social Value to Students in Elementary School?
2. How to Strengthen Social Values in the Implementation of Model School Programs for Students in Elementary Schools?
3. What are the Supporting and Inhibiting Factors in the Implementation of the Model School Program in Strengthening Social Values for Students in Elementary Schools?

RESEARCH METHODS

A. Research Types and Approach

The type of research used in this study is a phenomenological research type with a descriptive approach, which describes the phenomena that occur in the field according to the actual situation, with problem solving procedures based on what they are. According to Sugiono (2015: 254), phenomenological research is explaining what experiences a person experiences in this life, including their interactions with other people.

B. Research Location and Time

This study took place in an elementary school. This research was conducted at the time the permit was issued. The selection of the location was because the researchers saw that elementary school students consisted of heterogeneous family backgrounds in terms of ethnicity, religion, education and economy, so the researchers wanted to know the

development of model school programs in strengthening social values in students.

C. Research focus

This research is a type of qualitative research whose data is taken from the field which is descriptive qualitative. As field research, what is needed in this research is primary data, namely data directly taken from the research location. While the presentation is done in a qualitative descriptive manner, which describes the object under study as it is with qualitative statements.

D. Determination of Informants

The view of qualitative research is holistic (comprehensive, cannot be separated), so that qualitative researchers will not determine their research based solely on research variables, but the overall social situation under study which includes aspects of places, actors and activities that interact synergistically (Sugiono, 2014). : 281), namely the data source is considered to know best about what is expected, making it easier for researchers to explore the object or social situation being studied, what is a concern in qualitative research sampling is the completion of obtaining information with the diversity of existing variations, not on many samples of sources data. This social situation around the school is principals, teachers, students, and teaching and learning activities.

Determination of informants in this study are:

1. Resource persons (informants)

In this study, researchers obtained information/data through interviews while the number of informants set were:

Principals, low-grade teachers, high-grade teachers, Islamic teachers, Christian religion teachers, PJOK teachers, school committees to obtain relevant information and data.

By making direct observations, researchers can see how the state of the school, and the condition of the teachers.

In this study, researchers store various documents as research evidence such as photos during the learning process, carrying out routine activities, various question instruments that can be used as data and direct answers given from students, teachers and school principals.

E. Research Instruments

The main instrument in the research is the researcher himself with various media that can be used as a tool in collecting information and all the data needed. Yuwana in Bugin (2001:101) emphasizes that why researchers themselves are seen as the main research instrument because empirical phenomena in the field are sometimes difficult and it is impossible to imagine something appearing as an empirical phenomenon in society.

Furthermore, in carrying out research in the field, researchers prepared several items to facilitate data collection in the field, therefore the research made such as:

1. The schedule of research activities, which contains detailed time allocations about what will be done, where the location is, what is observed and so on, the schedule is not only intended as a time controller, but also as a list of the progress of research activities.
2. A list of coding research backgrounds and coding research subjects, with the aim of facilitating the recording and grouping of data and classifying the data according to the coding of the research setting and research objectives which will make it easier for data analysis.
3. The list of grid matrices, this data collection contains the factors to be studied, indicators, data collection techniques, data sources and research instruments equipped with a coding system and data categorization.

The steps that the researcher took as the main instrument in this study were:

1. Trying to carry out the function of the researcher effectively, so that the researcher adapts or adjusts himself to various aspects of the situation and conditions in the field for the purpose of collecting data.
2. Try to increase sensitivity and involve yourself in feeling and exploring the interaction process that occurs in the field.
3. Make conclusions based on the data collected by continuing to make affirmations, changes and improvements that are deemed necessary.

4. Strive to maintain trust and objectivity of research results, increase the level of trust by always responding to social phenomena that occur, especially those related to social values.

Furthermore, researchers used supporting instruments to facilitate data collection in the field, such as:

1. Observation guidelines, are written notes containing instructions and guidelines for researchers to make observations in the field, so that field observations do not get out of the context of the research focus.
2. The interview guide contains interview instructions for the informants to be interviewed so as not to get out of the research focus. This guide can be developed or adapted based on the reality in the field, while the interviews include: structured interviews, unstructured interviews, in-depth interviews and focus group discussions (FGD).
3. Field notes used in observational situations can be a step-by-step report and an overview.
4. A voice recorder, in the form of a tape recorder/HP recorder, was used primarily to assist in recording the results of interviews with informants. Alay recorder is not only used during interviews, but also when field observations or observations are carried out, discussions with supervisors and seminar results.
5. The digital camera is used primarily to capture visual data, especially regarding the activities of the researcher's target, when interacting socially with informants.

F. Data collection technique

In accordance with the type of qualitative research and data sources used, the data collection techniques used were documentation studies, observations and interviews. To collect data in research activities, certain methods or data collection techniques are needed, so that the research process can run smoothly. In data collection required data that can be justified the truth. In this study to obtain precise and valid data and information, the researchers used several techniques in data collection, namely

observation, interviews, and documentation studies. The following describes the data collection techniques:

1. Interview Techniques

Interviews were used to collect data from informants. Interviews were conducted with the aim of extracting information about the research focus. The interview technique that researchers use here is unstructured, unstructured interviews are free interviews where researchers do not use interview guidelines that are not systematically arranged, the interviewer is free to ask anything to the informant, but still note that the question is related to the desired data.

2. Observation Technique

The observation technique is used to find out firsthand how the analysis of the school program model for strengthening social values in students. The researcher will prepare an observation sheet. The instruments used in the observation are observation sheets and observation sheets. In practice, the observation process requires a long and thorough preparation time, if it is not controlled it will obscure where and the goals to be achieved. The steps used in conducting observations are:

- a) Determines what objects to observe
- b) Make observation guidelines according to the scope of the object to be observed
- c) Define clearly the data that need to be observed, both primary as well as secondary
- d) Determines where to place the object will be observed
- e) Define clearly how Observations will be made for collect data to run easy and smooth
- f) Determine the way and do recording of observations, such as using notebooks, cameras, video recorders, and stationery other.

3. Documentation Study

Documentation is a data collection technique that uses documents as a research source. Guba and Lincoln (2015: 139), define

a document as follows: a document is any written material or film, which is prepared at the request of an investigator. Documentation study is conducting testing on documents that are considered to support the research results. Documents are carried out to collect data sourced from archives and documents, including: the principal's annual program, school profile books, teacher data, student data, school curriculum books, educational calendars, work programs for school educators, work results of educators, work division books, the principal's agenda book, data on facilities and infrastructure, the school's organizational structure, the organizational structure of the teaching staff.

G. Data analysis technique

Data is the process of systematically searching and compiling data obtained from interviews, field notes, and documentation, by organizing the data into categories, breaking them down into units, synthesizing them, arranging them into patterns, choosing what is important and what is not. will be studied, and make conclusions so that they are easily understood by themselves and others (Sugiono, 2014: 218). The data model in this study reveals that the activities in qualitative data are carried out interactively and take place continuously at each stage of the research until it is complete. Components in data:

1. Data reduction

The data obtained from the field is quite a lot, for that it needs to be recorded carefully and in detail. Reducing data means summarizing, choosing the main things, focusing on the important things, looking for themes and patterns (Sugiono, 2014: 2019). The data that the researcher obtained from the results of interviews, observations and documentation of the researcher were collected in field notes which were still complex, then with reduction the researcher summarized, took the main and important data.

2. Data Presentation

After the data is reduced, the next step is the presentation of the data. In qualitative research, data presentation can be done in

the form of brief descriptions, charts, relationships between categories and the like (Sugiono, 2014: 220).

The presentation of data here is limited to the presentation of a structured set of information that provides the possibility of drawing conclusions and taking action. Based on the data collected, it can be categorized that there are several model school program efforts in strengthening social values in students.

3. Verification or Data Inference

The third step in qualitative data is drawing conclusions and verification. Conclusions in qualitative research may be able to answer the formulation of the problem that was formulated from the start, because the problem and problem formulation in qualitative research are still temporary and will develop after the field, Sugiono, (2014: 223). This research is expected to be able to answer the formulation of the problem stated at the beginning, supported by valid and consistent evidence in collecting data, so the conclusions put forward are credible conclusions.

H. Data Validity

Data checking is carried out to find out whether the data collected is correct, called data validity. The validity of the data will prove whether the data obtained is in accordance with what is in the field or not.

To test the validity of the data, the researcher used triangulation. Triangulation is a data collection technique that combines existing data and sources, Sugiono, (2014: 372). Researchers will collect data from several combinations of interview, observation and documentation methods to find the truth about various phenomena.

To strengthen the validity of the data findings and maintain the validity of the study, the researcher refers to the four validation standards suggested by Lincoln and Guba, which consist of: 1). Credibility, 2). Transferability, 3). Dependence (dependability), 4). Firmness (confirmability) Uhar Suharsaputra, (2014: 107).

1. Credibility

Credibility, namely the researcher makes observations in such a way as to matters relating to the analysis of the school program model for strengthening social values for students in elementary schools, so that the level of confidence in the findings can be achieved. Furthermore, the researchers demonstrated the degree of trust. The results of research with findings by doing proof of the fact that is being studied. This can be done by diligent observation and examination through triangulation, as an effort to eliminate the differences between researchers in the reality that exists in the context of collecting data about various events and relationships from various perspectives, in other words that the researchers can check and recheck the findings. obtained.

2. Transferability

The generalization of qualitative research does not require assumptions such as population mean and sample mean or norm curve assumptions. Transferability pays attention to the compatibility of the meaning of the functions of the elements contained in the study phenomenon and other phenomena outside the scope of the study. The way to ensure this transferability is to do a detailed description of the theoretical data, or from case to case, so that the reader can apply it in almost the same context.

3. Dependability (dependability)

This research is dependent on the construction of data and field data collection as well as the presentation of research report data. In developing the design, the validity of the data is built from case selection and focus, field orientation and conceptual development.

4. Certainty (confirmability)

Assertiveness will be easier to obtain if it is equipped with notes on the implementation of the entire process and research results, because the research conducts audit searches, namely by classifying the data that has been obtained then studying and then the researcher writes a report on the research results.

RESULTS AND DISCUSSION

Based on the results of research at the Makassar Elementary School, the authors can describe the findings obtained through the collected data and the results of the analysis that has been carried out in the form of discussions.

The first is the implementation of the school program model if the elementary school is able to implement the internal quality assurance system with a continuous cycle and is implemented by the education unit in ensuring the improvement of the quality of education and the establishment of a culture of quality education in schools, in an integrated and systematic manner between all stakeholders in elementary schools without exception. These findings are in accordance with the previous research conducted by Sulistyorini's research entitled "Internal Quality Assurance System (SPMI) at Madrasahs" IAIN Tulungagung, Volume 9 No 1 September 2019 obtained results showing that the quality assurance system for primary and secondary education institutions (madrasahs) both internally and externally is a unified element consisting of an integrated organization, policy, and process that regulates all activities to improve the quality of primary and secondary education (madrasah) in a systematic, planned and sustainable manner, with the aim of ensuring the fulfillment of standards in primary and secondary education units in a systematic, holistic, and sustainable, so that the culture of quality in education units grows and develops independently.

Model school means it has more value than ordinary schools which can be seen from the physical aspect and other very decisive aspects. The model school must also be able to show itself as a quality and quality school so that it deserves to be used as an example by other schools around it. The implementation of the school work program based on the work program material is arranged in outline, therefore its implementation in the field is adjusted to the existing conditions and situations. It is intended that this work program can be

developed in a flexible, dynamic, efficient and effective manner without leaving the main program that has been set.

Second, strengthening social values in accordance with the social construction theory of Peter L. Berger and Thomas Luckmann (1966) defines it as a social process through actions and interactions in which individuals or groups of individuals create continuously a reality that is shared and experienced subjectively. So strengthening social values by implementing model school programs by arranging routine activities that can support model school programs include learning, exemplary, habituation, local wisdom culture, extracurricular activities, school health efforts, little doctors, by carrying out routine activities honest character values will be embedded, discipline, cooperation, environmentally friendly, tolerance then formed the strengthening of social values in students,

Cooperation in students is creating openness in communication, getting used to positive thinking among others, environmentally friendly is the habit of keeping the school clean, disposing of garbage in its place, providing cleaning equipment and programming the environmental clean love program. These are behaviors or actions that always try to prevent damage to the environment and develop efforts to repair the natural damage that has occurred.

Furthermore, the attitude of tolerance in students is a form of understanding the circumstances of others so as to avoid disputes. Furthermore, the prevailing moral principle is to apply habits in creating a healthy life, and maintaining a healthy life.

Third, the supporting factor for the implementation of the model school program is the implementation and achievement of the plans or programs that have been prepared, of course this refers to the stages of implementing the Internal Quality Assurance System (SPMI), next is the strategic location of the school and adequate learning support facilities, the support from principals, all educators, parents of students and the community around the school in a sustainable

manner. in all types of activities, MOU (Memorandum Of Understanding) collaboration with related external parties such as collaboration with regional libraries, collaboration with Indosat digital absent, team solidity in every activity and high enthusiasm from school principals, educators and education staff, as well as readiness all school members.

Running a school program certainly needs support, the committee as a school partner helps facilitate students to achieve the program being implemented in their daily activities. The School Committee is intended to bridging and channeling the aspirations and initiatives of parents, in producing policies from school programs.

Fourth, the inhibiting factor in the implementation of the model school program is that there are still educators and education staff who have not been able to carry out quality culture mapping and the achievement of school plans or programs that have been prepared is hampered because students are heterogeneous from different family backgrounds. negative associations from outside the school and media that are less educative. Facilities and infrastructure to carry out extracurricular activities are very limited and there is limited time for educators to carry out program activities that have been prepared.

Another obstacle that affects the implementation of the model school program is that not all elementary school teachers have basic education qualifications because there are Civics, Indonesian, and English graduate teachers. Normatively education is the basic capital in improving human resources. One of the goals of education is to prepare someone to be able and skilled in a field of work, to carry out the implementation of the model school program.

The model school program in terms of strengthening social values is also constrained because the activities that have been arranged there are still parents who are not fully supportive. Various reasons were put forward by the parents of the students, because they were busy with work, some did not have

funds, and some also argued that they did not understand the school program.

Realizing a model school program requires supporting factors, such as: With the approach of involving all components of the education unit, working together to realize a model school program that requires maximum planning and implementation, each team determines a schedule of program activities in stages, so that they are structured and implemented so as to make it easier to carry out these activities on a regular basis. and to support these activities, the facilities and infrastructure must also be adequate, while to overcome the inhibiting factors in the implementation of the model school program the need for guidance and guidance for educators and education staff within the limitations of implementing an internal quality assurance system, the school maximizes instilling character strengthening values. social values in students who have different family backgrounds, establish good communication relationships with parents and the community as well as complete facilities and infrastructure and schedule time to carry out program activities that have been arranged.

CONCLUSION

- 1). The implementation of the model school program is a school that is able to implement an internal quality assurance system which is a continuous cycle carried out by school units that involve all relevant school members in carrying out quality cultural mapping and meeting the achievement of eight national education standards as a requirement to become a model school having high values. more than the surrounding schools and is able to show itself as a school that deserves to be used as an example by other schools.
- 2). Strengthening character in forming social values in students, the implementation of the model school program carries out routine activities, namely learning, exemplary, habituation, local wisdom culture, extracurricular, school health efforts, Little doctors, through activities,

honesty, discipline, cooperation, tolerance are formed. , environmentally friendly by strengthening this attitude that forms social values.

- 3). Factors supporting the implementation of the model school program are the mapping of the quality culture of the Internal Quality Assurance System (SPMI), the strategic location of the school and adequate learning support facilities, readiness and support from educators and education staff, parents and the community around the school on an ongoing basis, and cooperation MOU (Memorandum Of Understanding) with external parties.
- 4) Inhibiting factors in the implementation of the model school program, namely the limitations of educators and education staff carrying out quality culture mapping in fulfilling the eight National Education Standards. School programs that have been prepared are hampered because students come from different family backgrounds, facilities and infrastructure and limited time to carry out program activities that have been prepared, and not all teachers in Elementary Schools have basic education qualifications. And there are still parents and the community who do not fully support the model school program.

SUGGESTION

Based on the conclusions of the study, the authors propose suggestions that are expected to be input as follows:

- 1). The implementation of the model school program can be carried out if it is able to implement and implement an internal quality assurance system to fulfill the achievement of eight national education standards with the cooperation of all school members with the aim of improving the quality of education.
- 2). Strengthening social values can be embedded in students if habituation and exemplary behavior is carried out routinely through learning, exemplary, habituation, culture of local wisdom, extracurricular, school health business,

Little doctor, through activities that form an attitude of honesty, discipline, cooperation, and tolerance

- 3). The model school program can be implemented properly if the supporting factors and overcoming the inhibiting factors are carried out properly approach to involving all components of the education unit, bmentoring and guidance forfor educators and education staffwithin the limitations of implementinginternal quality assurance system,as well asgood cooperation with parents and the community as well as complementingschool infrastructure.

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