

THE CONTROLLING OF INTEGRATING ICT IN SCHOOLS

Said Suhil Achmad, Izham Modh. Hamzah, D. Ayub

(saiduhsil@lecturer.unri.ac.id)

Faculty of Teacher Training and Education
Riau University, Indonesia

Abstract: The purpose of this research is to know the level and process of controlling ICT integration in school. This research is necessary because by controlling the integration of ICT in a good school can support an effective school. This research method is built using a mixed approach between qualitative and quantitative research, the research design uses a sequential exploratory strategy. Quantitative data were collected using questionnaires to 100 high school principals in Pekanbaru City, and 5 were selected as respondents for qualitative data collected by interview techniques. Quantitative data analysis technique is done by using descriptive statistics while the qualitative data analysis is done manually. The results show that MIN controlling ICT integration in Schools is between 4.59 to 3.60, indicating the level of control of ICT integration in schools at a "high" level. The majority of respondents agreed that it was necessary to find a solution if the school-community relationship was not in line with national standards; provide an outlet if there are activities that are inconsistent with national school accreditation standards; and formulate school performance in accordance with national school accreditation standards. The way the principal implements the control of Internet usage in schools is by way of making guidelines, in the presence of these guidelines, it can compare actual performance with standards, while also taking corrective action when necessary.

Keywords: *The Controlling, Integrating ICT, Schools*

INTRODUCTION

An effective school, is always a dream for every country, so every country is always trying to develop its own effective school criteria that always refers to the studies of experts. The State of Indonesia has established 11 criteria for determining effective schooling: (1) school planning and development, (2) school climate and culture, (3) monitoring student progress, (4) principal leadership, (5) teacher development and (8) awards and incentives, (9) discipline and discipline, (10) curriculum management, and (11) school accountability (MoNE 2007). Based on previous studies, the fourth criterion becomes a very important element, namely the leadership of the principal. According to Surya Dharma (2007) that school effectiveness is influenced by the principal's competence, principal's work motivation and teaching supervision, besides other factors, as well as the criteria of international high school that set the same point. This means that the leadership of the principal is crucial in achieving an effective school. At the International Conference on Best Practice II (Republika, 2010) attended by prominent school principals from Brunei Darussalam, Cambodia, Indonesia, Malaysia, Myanmar, the Philippines, Singapore, Thailand and Vietnam realized that being a



successful principal would bring his school excellence with quality learning indicators, so that students achieve. Minister of Education and Culture Muhadjir Effendy (Republika, 2017) plans to change the task of each principal. The goal, so that the principal becomes more focused to advance the school, and not as a side job.

Therefore, a principal must have strong leadership skills, especially in terms of management competence, since Juran (1998) says that 85% of the quality problems lie with management, since it must be implemented effectively and efficiently from the beginning. According to Terry (2010) that management is the achievement of a predetermined goal through the efforts of others. Schermerhorn (2003) defines management as the process of planning, organizing, leadership and controlling the use of resources to achieve predetermined goals. The same thing was put forward by Stonner, Freeman & Gilbert (1996) that management is the process of planning, organizing, leadership, and controlling the efforts of organizational members and using all organizational resources to achieve established goals.

Robert L. Katz (2006) argues that each manager has at least three basic skills, namely: (a) conceptual skills, ie skills to create a concept, idea, or idea that advance the organization, which is then spelled out and an activity plan embodying such ideas and concepts; (b) communication skills, ie skills in communicating, or dealing with others; and (c) technical skills, ie skills to run a particular job, for example using computer programs, operating machines, and others. From these basic skills, the third skill becomes the mainstay of this study, the third skill becomes the mainstay of this study, because of the current world situation and conditions that are already at the peak of ICT development, marked by what Dryden & Voss (1999) says that change is continuing and will persistent, asked or not, we want or deny, change keeps going with time that keeps turning. The speed of communication and information technology has an important role in informing change, so that changes, news or anything that happens anywhere globally within seconds can already be known.

Mond. Izham. & Faridah. (2012) says that the process of transformation towards a quality education system needs to be consolidated in line with the development of the information and Communication Technology (ICT) era, therefore effective, brilliant knowledgeable school leadership is essential to determining the use of technology in school management systems and in the implementation of teaching and learning (Pardosi, 2010) so that the brilliance expected by the education system can be achieved.

When this, the position of headmaster becomes the spearhead in controlling the development of ICT in schools, therefore, the control function, which has to be one of his duty must be run well, so that the ICT integration of school can be run in accordance with the plan that has been formulated, so it can support effective school.

Research Issues

What aspects are done in controlling the integration of ICT in schools.

How high is the control of ICT integration in schools.

How is the process of controlling the integration of ICT conducted in schools.





Research Objectives

Based on the formulation of the above problems, the purpose of this study is to know:

1. Things that need to be done in controlling the integration of ICT in schools.
2. Level of control of ICT integration in school.
3. The controlling model of ICT integration conducted in schools.

Theoretical Review

1. Controlling Concept

Controlling is one of the management functions. The function of management is the concept of the classical theory of management. This theory is often associated with a classical point of view is a bureaucratic organization model that defines management in accordance with its management functions. Stonner, Freeman & Gilbert (1996) mentions that Fayol is recognized as the inventor of classical management flows not because he was the first to discover managerial behavior, but because it was the first to make it systematic. Fayol's most famous legacy are the five main functions of management, which are planning, organizing, commanding, coordinating, and controlling. According to Stoner and Gilbert (1996) that control is an attempt to ensure that organizations move toward goals. When one part of the organization goes the wrong direction, managers try to find the cause and then redirect it back to the right destination. While Robbins & Coulter (2009) said that controlling is the process of monitoring, comparing, and improve work performance.

Based on the above description, the controlling indicator is the way the principal sets performance standards, how to compare actual performance with standards, and how to make corrective action when necessary.

ICT Integration Model in School

According to Margaret (2005) integration means how to combine components, divisions or elements into a complex but harmonious whole, while Information and Communication Technology (ICT) comes from the English "Information and Communication Technology." According to Anderson (2010) that ICT is generally associated with technology used to access, collect, manipulate and present information. Communication Technology may also include computer hardware and other hardware, hardware applications and connectivity on internet access, local network infrastructure and video conferencing. Anderson (2010) concludes that technology is a comprehensive term covering all electronic devices by collecting, recording and exchanging information and the way we exchange and disseminate information to others. ICT consists of many technologies for capturing, interpreting, storing and transmitting information. In approaching ICT integration, this article uses a model developed by the International Education Technology Standard for Administrators (NETS-A) (2015) that is limited to internet aspects only.

METHODOLOGY

This research design is built based on a mixed approach between qualitative and quantitative research, which is an approach that combines quantitative and qualitative research methods. This research uses sequential exploratory strategy, that is collecting and analyzing quantitative data in the first stage, followed by collecting and analyzing qualitative data in the second phase based on the first stage results Creswell (2012).

This research was conducted to the principal, high school in Pekanbaru City. A total of 107 as population and 100 people as sample were determined by simple random sampling technique, while sample size was determined by Slovin formula (Sevilla, Consuelo G. et al., 2007). The quantitative data were collected by questionnaire technique. Respondents for qualitative data were determined with purposive technique for as many as 5 respondents, data collected by using interview technique. Data analysis was done by using descriptive statistics while qualitative data analysis was done manually. Questionnaires constructed by researchers based on theory and concept used Measurement data using Likert scale (Creswell, 2012), and before the actual research was conducted a questionnaire test by taking the location and headmaster of the middle school outside Pekanbaru City, while the interview guides were built based on questionnaires that have been tested for validity and reliability.

RESULT AND DISCUSSION

Based on the theory and data above, it can be concluded the results of this study as follows:

1. Aspects that need to be done in controlling the integration of ICT in schools are:
 - a. There are three aspects that need to be done in controlling the integration of ICT in schools are: (1) set performance standards, (2) compare the actual performance with the standard; and (3) take corrective action when necessary;
 - b. In establishing performance standards that need to be done are: (a) Formulating school performance in accordance with national school accreditation standards; (b) Formulating teacher performance in accordance with national learning process standards; (c) Formulate student performance in accordance with national graduation standards; (d) To formulate the quality of facilities and infrastructure in accordance with national standards; and (e) Formulating the quality of school relationships with the community in accordance with national standards.
 - c. In comparing actual performance with the required standards are: (a) Monitoring school activities to ensure compliance with national school accreditation standards; (b) Monitor teacher activity to ensure compliance with national learning process standards; (c) Monitor student activities to conform to national passing standards; (d) Monitoring the availability of facilities and facilities in accordance with national standards; and (e) Monitoring school relationships with communities in accordance with national standards.
 - d. In taking corrective actions where necessary, the activities to be undertaken are:



(a) Providing an outlet if activities are not in accordance with national school accreditation standards; (b) Provide a reward when teacher activity conforms to national.

2. Level Aspects of controlling the integration of ICT in schools are:

Based on quantitative data, it is found that school control on ICT integration in schools at all grades between 4.59 to 3.60 indicates the level of school control in ICT integration in schools at "high" levels. Three items, from the third aspect: take corrective action when necessary, show 100% of respondents agree that is a) find a solution if the school's relationship with the community is not in accordance with national standards; b) provide a way out if there are activities that are inconsistent with national school accreditation standards; and 3) to formulate school performance in accordance with national school accreditation standards.

3. The process of controlling the integration of ICT in schools is:

Based on the qualitative data, it is obtained that the way the principal in implementing the control is to make guidelines on internet usage in schools, with these guidelines, it can compare the actual performance with the standards, as well as to take corrective action when necessary.

The study of Edna Maria (2017) found that control of ICT integration in schools will be easier to exercise control if all stages of ICT integration are incorporated in an internet-based system that can be accessed anywhere and anytime so that it can be monitored for implementation and so it is easy to take corrective action. A study by Al Idrus (2014) also found that principals strongly support the use of ICT in schools in the field of learning and administration is very controlling the learning process so that ICT use is not out of the expected goals.

CONCLUSION

Controlling the integration of ICT in schools is necessary to support schools to be effective. Of the various effective school criteria, strong principal leadership is at the forefront of effective schooling. Effective leadership is the ability in the field of management, because 85% of school quality problems measured by the ability of management. Management is a process that starts from planning, organizing, leading, and controlling. Leadership and control in the use of existing resources in school to achieve the intended purpose. Of the four management processes, the author believes that the control process becomes the last carriage that will ensure whether the management has been implemented properly.

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