Ethicality, Quality, and Learners' Necessities: Educational Technology Participation

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ABSTRACT

Nowadays, the times are growing rapidly, demanding various fields to improve their quality, especially in the world of education. Sustainable education does not only focus on schools located in urban areas, but also voices coming from schools in certain areas, far from the boisterous development of technology, according to the authors have to be heard as a main voice in an investigation. In particular, significant voices emanate out of SMA Negeri 1 Kapuas Hilir and SMK Negeri 1 Kuala Kapuas, Central Kalimantan. Furthermore, it aimed to analyze the methods of improving educational performance in schools. The qualitative method used throughout the interview process involved collecting data from three interviewees or research subjects. Based on gathering data, information, and facts, the researchers found that: educational quality is determined by input factors (condition of students), process (creation of learning atmosphere), and environment (family, community, and nature), as well as facilities and infrastructure (devices that facilitate learning activities). Improving educational performance requires teachers' professionalism as it influences the advancement of educational development in SMA Negeri 1 Kapuas Hilir and SMK Negeri 1 Kuala Kapuas, Central Kalimantan. The results showed that there are directions and activities in upgrading, seminars, training, conducting inter-school visits to gain experience from other school teachers as a source of reference. Furthermore, based on reevaluation, teachers and education officials through research on other schools, saw unique and important steps forward when they looked at the lens of educational problems located in locations distant from hustle and technology acceleration.

Keywords: *Disciplinary Virtues, Empowering Learning, Facilitating Learners*

INTRODUCTION

Higher education quality is an essential indicator of a nation's progress - it determines the successful improvement of the nation's competitiveness and the result of an ongoing process of change (Biswas & Pamucar, 2020; Hasan dkk., 2023; le Roux dkk.,

2021; Lombardi dkk., 2021). Education quality refers to standardizing excellence in managing education effectively and efficiently in an effort to produce academically advanced human resources at an educational stage (Ahmad Ardillah Rahman dkk., 2021; Andiny, 2020; Dandung dkk., 2022; Ligan, 2022; Loheni dkk., 2023; Madva, 2019; Morgan, 2023; Munte & Wirawan, 2022; Sanasintani, 2020; S. Sanasintani, 2022; S. P. Sanasintani, 2020; Simanjuntak, 2019; Tanyid, 2019; Teriasi dkk., 2022; Triadi, Prihadi, dkk., 2022; Widyasari, 2021; Wirawan, 2021; YUEL dkk., 2011). Educational quality refers to both the involvement of all components in educational processes and educational outcomes within certain timeframes. Genuine education arises out of quality teachers.

RESEARCH METHODOLOGY

The present qualitative research was conducted in 2 schools, namely SMA Negeri 1 Kapuas Hilir and SMK Negeri 1 Kuala Kapuas. Researchers selected 3 teachers as informants or data sources. Data or information collection techniques through interview techniques through smartphone recordings (Brent & Kraska, 2021; Pessoa dkk., 2019; Tamara dkk., 2022). The recording in audio packaging through the research subject is transferred to the interview transcript as a data collection container. The data was compiled through verbatim transcripts and then solidified in a factual data to be processed into the results and discussion section. The field data results were analyzed through the manifestation of current education and the existence of philosophy in meeting the quality, professionalism of teachers in the midst of multifactorial school limitations, conduciveness of warmth in daily life, academic achievement, learning strategies and traces of a sustainable educational journey as a major step in the government's extension in the form of implementing the SDGs in 2030 (Munte, 2022a; Rulandari, 2021; Thamrin, 2020; Unggul dkk., 2023; Valverde & Avilés-Palacios, 2021).

RESULT AND DISCUSSION

Teachers' Contribution towards Improving Educational Quality within Schools

The authors first asked how the research subjects, as teachers, felt the quality of education in the schools, and then the interviewees told the authors that thus far the quality of education is still at the stage of improvement and development towards a better direction than before.

> ".. *The quality of education in schools must be considered because the quality of education in schools is a description and characteristic that shows the ability to prepare human resource (HR) needs as expected by the school. So far, the quality of education is still a problem in Indonesian education in every educational unit, especially in primary education and secondary education*"
> Okta/wwcr/Teachers'ContributiontowardsImprovingEducationalQualitywithinSchools/150922

Okta (not her real name) added,

".. *still at the stage of improvement and development in a better direction than before Ika/wwcr/contribution of teachers in improving the quality of education in schools* "

Okta/wwcr/Teachers'ContributiontowardsImprovingEducationalQualitywithinSchools/150922

In addition to Okta, Angga (not his real name) spoke about expectations regarding the quality and outcomes of students. Angga replied,

".. *The quality of education in schools must be improved in order to obtain superior graduates* "

Angga/wwcr/Teachers'ContributiontowardsImprovingEducationalQualitywithinSchools/150922

According to the three informants, the authors noted that educational quality at schools really ought to be enhanced. Educational quality could be achieved through improving of teachers' quality as professionals. Increasing resources to improve the quality and the professionalism of teachers and education personnel becomes the highest priority throughout education development, as educators (teachers) constitute an essential element within an educational system (Adams & Burns, 2023; Angellyna, 2021; Angellyna & Tumbol, 2022; Ginting, 2010; Munte, 2022b; rudie, 2023; Sarmauli dkk., 2022; Sihombing, 2015, 2019, 2022; Sulistyowati dkk., 2022; Timan Herdi Ginting dkk., 2022; Tumbol, 2020; Wainarisi, 2021b, 2021a, 2021c; Wainarisi dkk., 2022, 2023; Wainarisi & Tumbol, 2022b, 2022a). The authors further asked about each teacher's efforts to improve educational quality in their schools.

".. *One way is to improve the quality of teachers in carrying out learning* "

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Responding to the author's question regarding the teachers' contribution to enhancing educational quality at school, Angga explained,

".. *provide a motivation to the students so that they can implement the lesson and shape the behavior of the students. A teacher must be directly involved in influencing, facilitating, building, and developing students' abilities*"

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Angga added,

".. *improve discipline, use the facilities provided by the school well in the learning system. A teacher must be responsible for his duties* "

Okta/wwcr/Teachers'ContributiontowardsImprovingEducationalQualitywithinSchools/150922

However, the authors agreed with the three interviewees' opinions where they gave examples of the professionalism of a teacher. Those are the things that teachers would use as guidelines in carrying out their teaching duties at school and should be applied in their daily learning activities. Professional teachers represent people who have specialized abilities and expertise in their field, enabling them to effectively perform their duties and

responsibilities as teachers (Istiniah dkk., 2023; Kristin dkk., 2022; Lumbanraja, 2021; Malau, 2021; Merilyn, 2018, 2020; Millner, 2021; Munte, 2021, 2023; Munte dkk., 2023; Munte & Natalia, 2022; Munte & Wirawan, 2022; PAHAN dkk., 2014; Pattiasina dkk., 2022; Pischetola, 2021; Pongoh, 2022; Pradita, 2021; Rahmelia dkk., 2022; Silipta dkk., 2021; Sripada, 2016; SUGIYANTO dkk., 2014; Sulistyowati dkk., 2021; Susila & Pradita, 2022; Tekerop dkk., 2019; Triadi, Pongoh, dkk., 2022; Utami, 2022; Wulan, 2005; Wulan & Sanjaya, 2022). Proficient teachers determine high quality education process. Teachers' professionalism ensures their students learn effectively and efficiently thus improving their level of professionalization and quality of learning.

Ethicality, Quality, and Learners' Needs

After inquiring into the quality of education at school and how a teacher might have contributed towards it, the authors asked Ika (not her real name) questions regarding the ethical code and professionalism of the teacher in enhancing educational quality at school. The authors elaborated that Ika recounted that the teacher has to practice professional honesty and strive to obtain reliable information on students as reinforcement material in order to contribute to the teaching and learning process and by providing teaching and knowledge to students in accordance with their field of knowledge or expertise.

> ".. *Teachers must pay attention to the needs of their respective students so that in implementing learning strategies, learning models, learning methods, learning resources or teaching materials that suit the needs of students. Apart from that, each teacher provides teaching and knowledge to students according to their previous field of knowledge/expertise*"
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> Ika/wwcr/Ethicality, Quality, and Learners'Needs/150922

Improving Educational Quality Programs School

The authors asked a question regarding the teachers' awareness of improvements in educational quality throughout the school. Ika explained that the more relevant knowledge taught at school was to the existing industrial world, as well as the quality of professionalism and expectations of teachers, the more relevant it would be. Ika added,

> ".. *It can also be seen from the achievements at school resulting from the learning and management processes at school. 'For example, academic achievement which includes semester grades meets the KKM standards determined by the school,' he added*"
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> Ika/wwcr/ImprovingEducationalQualityProgramsSchool/150922

Quality improvement of education in schools depends on the preparedness of the human resources involved in the education process (Apriliando, 2021; Ariaini & Sanaya, 2023; Desti, 2023; Eksely dkk., 2023; Lewis, 2019; Loheni dkk., 2023; Lumbantobing, 2022; Mariani, 2020, 2022b, 2022a; Monica, 2023; D. A. Saputra dkk., 2023; J. Saputra & Sukarno, 2019; Tatto, 2021; M. T. Telhalia, 2017; T. Telhalia, 2016, 2023; T. Telhalia & Natalia, 2022; Tobing, 2015; Tumbol, 2020; Valentino dkk., 2023; Wainarisi dkk., 2023; Whitehouse, 2022). The teachers are crucial factors in

determining educational performance since they occupy a highly strategic position. Therefore, enhancing educational quality requires attention to teachers' competence.

The improvement of the quality of education is not solely focused on teachers, but focuses on structuring education management that leads to optimizing the school's role (Apandie & Rahmelia, 2020, 2022; Kristin dkk., 2022; Mariani dkk., 2023; Munte & Natalia, 2022; Natalia, 2019, 2020, 2021, 2023; Natalia dkk., 2020; Nugrahhu, 2020, 2021, 2022; Pransinartha, 2022; Rahmelia & Prasetiawati, 2021; M. T. Sarmauli, t.t., 2020; S. Sarmauli, 2016; S. Sarmauli & Pransinartha, 2022; Sembiring dkk., 2021; Sriekaningsih dkk., 2019; Sulistyowati dkk., 2021; Susanto dkk., 2022; Susila, 2022c, 2022b, 2022a; Susila & Risvan, 2022). Based on data collected, the principal and the education office are required to ensure that teachers felt comfortable performing their teaching duties. The authors asked Okta about her learning strategies, learning models, learning methods, learning resources or teaching materials, and even learning media which are usually applied at schools in order to strengthen educational outcomes. Okta narrated,

> ".. *The learning strategy used is to lead to a competency approach that can produce graduates who are motivated, creative, independent, and able to think logically in solving problems and can also use learning strategies regarding self-evaluation continuously in every learning activity carried out. Then for the learning model usually use a varied and innovative learning model but it should be adapted to the results of the pre-test of the students' initial abilities so that the learning objectives can be well achieved. After that, learning methods usually use varied learning methods so that students do not get bored in following learning activities at school. Furthermore, learning resources or teaching materials can be obtained from textbooks in the school library or from the internet*"
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> Okta/wwcr/ImprovingEducationalQuality ProgramsSchool/150922

The authors argued based on Okta's understanding that teachers as subject facilitators recognize developments in learning resources by utilizing their potential, students, schools, and their surroundings. An environment that enables students to access everything related to their interests and talents. One of them involves adequate facilities. Such as fields, equipment, and also sufficient time to carried out activities according to their interests and talents.

Okta added,

> ".. *The learning media used is to maximize the information and communication technology devices that the school previously had. For example, by using the PowerPoint application to make the learning process easier*"
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> Okta/wwcr/ImprovingEducationalQuality ProgramsSchool/150922

Besides Okta, Angga also added data regarding the media frequently used during the learning process at the classrooms. Angga explained,

> ".. *The author uses PowerPoint media more often with the aim of making it easier for students to observe the material so that it can be conveyed well* "

Angga/wwcr/ImprovingEducationalQuality ProgramsSchool/150922

The authors strongly in agreeing with both of these sources, since powerpoint is the most widely used application among teachers in schools. It allows teachers to customize learning materials in more details by displaying important points which reinforce the material content. Learning media refers to usage and creation. If school already provided some learning media, teachers' job would be to fully utilize them. However, if no learning media has been provided at school, the teacher's duty would be created by utilizing various things around the community. The teacher would have to been creative in terms of using and creating learning media, since learning media serves to assist a teacher in implementing teaching tasks thereby helping students to easily understand the materials and obtain maximum, effective, and efficient results.

Finally, the authors asked how the solution of the teacher in improving educational performance is. The interviewee replied by utilizing school-based management.

".. *School-based management (SBM) is a concept that offers autonomy to schools to determine school policies in order to improve the quality of education, efficiency and equality of education in order to accommodate the wishes of society and the government*"

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Implementation of school-based management (SBM) effectively and efficiently requires all components of education teamwork, starting principals, educators, teaching staff, parents and communities. The availability of adequate facilities and infrastructure affects the implementation of school-based management (Magdalena dkk., 2022; Marlinah dkk., 2021; Munte, 2017, 2018b, 2018a, 2021; Munte & Korsina, 2022; O'brien dkk., 2022; Popa & Popa, 2017; Siburian dkk., 2023; Suseno dkk., 2022; Veronica, 2022; Veronica & Munte, 2022). The solutions for improving educational outcomes are possible by involving several important factors such as the principal's leadership, teachers, students, curriculum, and cooperation networks. School-based management implementation in terms of improving educational performance constitutes the real solution to hopefully managing educational quality indicators thus allowing for synergy among schools in an effort towards improving educational outcomes at school.

The government has an important role in improving the quality of education in Indonesia, starting from the availability of facilities and infrastructure to the availability of qualified teachers. Generally, education key points out that educational excellence lies in teaching and learning activities quality inside the classroom. Ultimately, teachers' quality of learning activities is measured by the quality of learning outcomes achieved by students. In order to improve educational performance as desired, various supports required by educational components needed.

At least schools have to have the following characteristics in order to raise their education quality: (1) Solid school leadership, (2) Supportive school governance, (3) Effective Management of Education Personnel, education

personnel, especially teachers, need to be managed properly. Starting from their needs when teaching, improving their abilities in teaching by attending trainings, evaluating their performance, and rewarding their services.

Continuously, (4) The schools have authority, schools have their own authority to improve themselves so that they can develop their own abilities. (5) The school has openness, which means transparency in its management process, such as in the decision-making process, in the use of school finances, in evaluating the implementation of activities. (6) Continuous evaluation and improvement, not only conducts an evaluation of student learning outcomes, but schools also carry out educational program evaluations, which are useful so that later schools can develop and improve. (7) Having Good Communication, schools must establish good communication with both internal and external parties. The well-established communication aims so that later all school activities that will be held can be carried out properly because of the involvement of all existing components.

CONCLUSION

Based on the three subjects' narratives, the authors conclude that the weakness of educational performance in Indonesia urgently demands solutions as well as celebrations of school achievements of SMA Negeri 1 Kapuas Hilir and SMK Negeri 1 Kuala Kapuas, Central Kalimantan. Participation in educational performance development basically focuses not only on principals, teachers, students, and the community as well as school management, but also on all policy makers being responsive and empathetic. Multi-factorial policies are located at various levels of learning resources, classes, conducive classes, completeness of learning media, additional learning resources, and strategies as the arm of governance for sustainable development in the educational system.

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