

Education Quality Analysis, Private Schools Versus Public Schools

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ABSTRACT

The existence of public and private schools as educational services by offering various variations of learning and facilities. Providing a positive impact on the world of education, parents of students have more choices to send their children to school, which they trust to educate their children. But on the other hand, it results in competition between public and private schools.

In this presentation we try to provide a comparative picture of the quality of education between public schools and private schools, by using a qualitative approach with a literature review with a comparison model from various articles and books.

From some of the results we obtained, there are differences in terms of quality between public schools and private schools including: 1). when viewed in terms of learning or curriculum, private schools are more flexible to organize learning and curriculum while public schools must comply with the standards set by the government. 2). In terms of facilities, private schools are superior to public schools, this is because public schools only rely on funding from the government. 3). In terms of achievement, private schools are superior to public schools, because extracurricular activities and teachers in private schools are more creative and innovative.

1. Introduction

Education is an important foundation for the progress of a nation. In this modern era, Indonesia faces great challenges in improving the quality of education equally. One phenomenon that attracts attention is the public perception of the difference in quality between public schools and private schools, especially those with high costs.

Along with the times, there has been a paradigm shift in society. Many assume that private schools, especially those offering modern facilities and international curricula, are able to provide better quality education than public schools. This phenomenon is characterized by the increasing interest of parents to send their children to elite private schools, despite the much higher costs involved.

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On the other hand, public schools, which are supposed to be the backbone of national education, are often seen as less able to compete in terms of quality. Although the government has made various improvements, such as increasing the education budget and updating the curriculum, there is still a significant gap between public and private schools in the public perception.

The existence of public and private schools as education service providers offers a wide variety of teaching methods, facilities and quality of education. These differences are often a topic of debate, especially in the context of the quality of education offered by these two types of institutions.

Public schools are generally financed and managed by the government, with the aim of providing equitable access to education to all levels of society. They often have a curriculum tailored to national standards and facilities that vary depending on available funding. In contrast, private schools are usually independently managed with funding coming from school fees and sponsors. These schools often offer a more flexible curriculum and more diverse facilities, seeking to provide a more personalized educational experience.

Based on survei data, Indonesia has a high demand for private school education. At the junior high school level for the 2021/2022 period, the number of private schools in Indonesia reached 17,592 schools (BPS, 2021). This indicates that the demand for private schools in Indonesia is quite high at the junior high school level. The background of the existence of good classroom facilities in various private schools makes it dominate the condition of good-status classrooms. Overall, the average number of good condition classrooms under private schools is 44%, and the average number of public schools with good condition classrooms is only 37%.

Research (Arumsari, 2017) analyzes the strategy of private schools in Semarang in attracting students at the integrated Islamic elementary school level by increasing branding in the form of quality improvement, promotional activities, increasing the number of school facilities, and excellent programs, such as extracurricular activities.

This phenomenon raises critical questions. Is it true that quality education can only be achieved at a high cost? What is the impact of this phenomenon on equitable access to quality education? What causes this disparity, and what are the solutions?

This article aims to analyze in depth the differences in education quality between public and private schools in the modern era. By examining various aspects such as curriculum, facilities, teacher quality, and student learning outcomes, it is hoped that a more objective picture of the current state of education in Indonesia can be obtained. In addition, this article will also discuss the implications of this phenomenon for national education policy and the efforts needed to bridge the gap.

2. Methodology

This research uses a qualitative approach to literature review. Data were obtained from various sources, both journals, articles, and other scientific works that have been published. The analysis process used in this research has several stages, namely the first stage, searching and finding various discussions on the subject matter. The second stage, filtering or filtering the subject matter obtained so as not to deviate. The third stage, the process of analysis and synthesis by examining or searching in detail for information about the focus of the discussion. The last stage is to present and conclude the conclusions of the discussion.

From some of the references that we get, we try to explore related research from the literature between the quality of public schools versus private schools which will give us an idea whether there is a fundamental difference between public and private schools related to improving the quality of education. And we try to compare it with the theories of experts related to the quality of education.

3. Results and Discussion

To improve the quality of education in schools, Sudarwan Danim (2007:56) says that if an institution wants to improve the quality of education, it must involve at least five dominant factors, namely:

1. Principal leadership; principals must have and understand a clear vision of work, be able and willing to work hard, have a high work motivation, be diligent and steadfast in working, provide optimal services, and have strong work discipline.
2. Teachers; maximum involvement of teachers, by improving the competence and work profession of teachers in seminars, workshops and training activities so that the results of these activities are applied at school.
3. Students; the approach that must be taken is "the child as the center" so that students' competencies and abilities can be explored so that schools can inventory the strengths that exist in students.
4. Curriculum; the existence of a consistent, dynamic, and integrated curriculum can enable and facilitate the expected quality standards so that goals can be achieved optimally.

The results of the analysis show that the curriculum used by public schools is more likely to follow the national curriculum set by the government, this curriculum is usually more rigid and must be guided by things set by the government. On the other hand, private schools are more free to develop their curriculum according to the needs and conditions of their students who are oriented towards improving morals and science and technology.

The teaching methods used in public schools are usually based on conventional approaches such as lectures, group discussions, text reading. In private schools, teaching methods tend to be more varied, including the use of educational technology, role plays, and practical projects to enhance students' understanding of the subject.

A comparison between the functioning of education in public and private schools shows significant differences in approaches, teaching methods and learning outcomes. Private schools tend to have greater flexibility in designing curricula and teaching methods, thus better accommodating students' needs and interests. On the other hand, public schools have their own challenges in delivering learning to students with diverse social and economic backgrounds.

When viewed from students from public schools, on average they are from the middle to lower economic and social strata, while private schools are on average from families whose economies are well established, because private schools tend to be more expensive than public schools.

As research conducted by Baker (2012), with the title: In the study shows that costs can affect the quality of schools that will have an impact on changes in student outcomes, but money *is* not the most basic for school improvement but stimulates funding improvements for the better after experiencing failure. In this case, public schools in financing are fully funded by the state (free) while private schools are fully funded by the participation of parents of students as well as donations from various sponsors. But the fact is that even though public schools are funded by the government, they are still constrained by the fulfillment of facilities that can support the quality of the quality of education, in contrast to private schools that have been budgeted with donations of development costs from students to improve facilities and support the quality of education.

When viewed from learning outcomes and student achievement, students from private schools are still superior, because they are dominated by extracurricular activities that are guidance in nature coupled with innovative and creative teachers in teaching, because the average teacher from private schools is still in the easy category. Because according to Muhibbin Syah (2012) that student learning outcomes in both types of schools are influenced by various factors, including the school environment, teaching methods, and student participation in learning. Therefore, it is important to continuously evaluate and improve the implementation of education in both types of schools, taking into account the needs and characteristics of students and the latest developments in education.

4. Conclusion

from some of the above we can conclude that:

- a) In this modern era, parents of learners have flocked to send their children to private schools, even though the fees are expensive, because the current era of private schools is more qualified than the existing public schools, this is due to business competition in the world of education.
- b) The cost of education is indeed a determinant in improving the quality of education, but it must be accompanied by good management that is oriented towards quality improvement, which is what private schools do.

- c) That the Comparative Study between private schools and public schools, there are fundamental differences related to the quality of education, the factors that influence them are: Government policy, available resources, community support, and the characteristics of students and teachers.

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