

## **CULTURAL-BASED MODEL ON IMPROVING THE EDUCATION QUALITY OF ELEMENTARY SCHOOLS TO ACHIEVE EFFECTIVE SCHOOLS**

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### **ABSTRACT**

It had been realized that the efforts of improving the education quality tended to use structural approaches emphasizing the technical-administrative aspects that were so called format oriented efforts, not to use goal oriented efforts which lead to cultural approaches related to values. The education improvement cannot be separated from the cultural bases of the schools. The cultural bases can engage the sense of belonging of school Principals, teachers, students, and parents, so that the education quality of the schools will be improved well. This study was aimed at developing the education quality of elementary schools with cultural-based model in order to achieve effective schools. We employed Research and Development approach to develop the model, based on the real condition and needs at schools. The main outcome of this study was a draft of the guidance on improving the education quality of elementary schools with cultural-based model which can be widely used by teachers to make the school quality better.

**Key words: school cultures, effective school**

## **THE IMPLICATIONS OF TEACHER TRANSFER POLICY AT UPTD PENGASIH, KULONPROGO**

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### **ABSTRACT**

As the implication of the teacher transfer policy at UPTD Pengasih, the teachers had been functionally transferred from Senior High Schools (SMA), Vocational Schools (SMK), Junior High Schools (SMP), and Kindergarten (TK) to Elementary Schools. This study was aimed at identifying the problems that the teachers generally faced after being transferred at UPTD Pengasih, Kulonprogo. Moreover, this study was also intended to describe some implications of the policy, the solutions for the negative impacts of the policy, and the teachers' expectations from the policy. We employed qualitative approaches with descriptive method. The subjects of the study were the transferred teachers at UPTD Pengasih, Kulonprogo. The outcomes of the study showed some problems emerged as the implications of the transfer policy, i.e. academic problems, administrative problems, psychological problems, social problems, and economic problems. The policy had both positive and negative impacts for the teachers and the students. The efforts to overcome the negative impacts were consultative discussions among peers and school Principals, broadening the teachers' insights through books, trainings, workshops, and getting higher education based on the teachers' study. The expectations of the transferred teachers were not only the increase of their prosperity, but also the improvement of the education quality in general.

**Key words: implication, policy, teacher transfer**

