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Evaluation of the Achievement of Minimum Service Standards at Az-Zahra Integrated Islamic Elementary School, Gorontalo City

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Abstract

Minimum Service Standards (SPM) for Basic Education serve as an important benchmark for assessing the quality of educational services at the school level. However, their implementation continues to face challenges, particularly in infrastructure provision, school management, and learning effectiveness. This study aims to evaluate the fulfilment of the Minimum Service Standards for Basic Education at SDIT Az-Zahra, Gorontalo City, using the Context, Input, Process, and Product (CIPP) evaluation model. A quantitative descriptive approach supported by qualitative data was employed. Data were collected through observation, interviews, documentation, and questionnaires, and were analyzed using descriptive percentage analysis to determine the achievement level of each evaluation component. The findings show that the fulfilment of SPM at SDIT Az-Zahra, Gorontalo City was generally categorized as sufficiently fulfilled, with an average achievement score of 74.91%. The context and input components each obtained 73.19%, the process component reached 73.75%, and the product component achieved the highest score at 79.51%. These results indicate that the school has demonstrated commitment to meeting SPM through data-driven planning, adequate learning

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implementation, and relatively high levels of learning outcomes and parental satisfaction. Nevertheless, several obstacles remain, particularly in infrastructure adequacy, School-Based Management implementation, academic supervision, and staff optimization. The study concludes that SPM implementation at SDIT Az-Zahra has been relatively successful but still requires systematic strengthening in management, educational resources, and learning service quality. This study contributes to educational quality evaluation by demonstrating the usefulness of the CIPP model in identifying school-level strengths and improvement priorities, with practical implications for data-driven planning, academic supervision, infrastructure improvement, and stakeholder engagement in the continuous enhancement of basic education services.

Keywords: CIPP Evaluation; Minimum Service Standards; Basic Education; Educational Quality; School-Based Management.

INTRODUCTION

Education is the primary foundation for human resource development and a crucial indicator of a nation's progress. High-quality education will produce competitive, adaptive human resources capable of facing global challenges. Therefore, the government is obligated to ensure the provision of quality education, as mandated by Article 31 of the 1945 Constitution. One way to implement this responsibility is through the implementation of Minimum Service Standards (SPM) for Basic Education, which serve as a benchmark for minimum educational services that must be met by regional governments and educational units. SPM is not merely an administrative instrument but also a crucial part of the education quality assurance system, ensuring equitable, effective, and high-quality education services for all students.

In the context of basic education, SPM plays a strategic role as it serves as the basis for quality control, equitable distribution of educational services, and guarantees the fulfillment of citizens' basic rights in education. SPM provides standards for important aspects such as curriculum, teaching staff, infrastructure, management, financing, and educational assessment. With clear standards, the education process can proceed systematically and measurably, allowing for public accountability for the quality of education services. Furthermore, education standards also serve as an evaluation and

accountability instrument to assess the extent to which schools are able to meet the quality indicators set by the government.

However, the implementation of the Minimum Service Standards (MSS) for basic education in various regions still faces various challenges. Inequality in infrastructure, limited teaching staff, low-quality school management, and budget constraints are factors that impact the achievement of education service standards. These conditions indicate that the existence of normative standards does not fully guarantee optimal education quality at the educational unit level. Therefore, evaluating achievement of the MSS is crucial to identify gaps between established standards and actual conditions on the ground.

Researchers believe that evaluating achievement of the MSS not only aims to measure the level of fulfillment of education service indicators but also serves as a basis for determining steps to improve and develop school quality on an ongoing basis. Evaluations enable schools and local governments to obtain objective information regarding the strengths, weaknesses, obstacles, and opportunities for improving the quality of education services. From an educational evaluation perspective, this approach aligns with the CIPP (Context, Input, Process, Product) evaluation model developed by Stufflebeam, where evaluation is conducted comprehensively, starting with needs analysis, resource availability, program implementation, and achieving results. This model is relevant for evaluating the implementation of MSS because it provides a comprehensive overview of the effectiveness of basic education delivery.

Various previous studies have shown that achievement of MSS in basic education remains suboptimal. Research by Tolulu et al., (2023) found that facilities and infrastructure significantly influenced educational quality at SMA Negeri 2 Tilamuta, Boalemo Regency. Research by Subandi, (2021) emphasized that process standards are a crucial component in achieving educational quality because they are directly related to learning implementation. The results showed that educational quality is significantly influenced by the consistent implementation of process standards. Research by Mesiono et al., (2022) explained that the implementation of the National Education Standards (NES) directly impacts the quality of school education. Eight educational standards, particularly process standards, educational staff standards, and facilities and infrastructure, are key factors in determining the quality of educational services. Meanwhile, Wijanarti, (2016) found that the implementation of SPM

based on the principles of good governance had gone well with an achievement level of 87.4%, although there were still challenges in its implementation.

Another study conducted by Sabdaningtyas, (2018) found that the implementation of the Minimum Service Standards (MSS) policy for basic education still faces obstacles in terms of resources, infrastructure, and the implementation of minimum service indicators. The results of a study by Ramadhana et al., (2023) showed that there was an influence of Education Financing Management on the Availability of School Facilities and Infrastructure at SMA Negeri 1 Tilamuta, Boalemo Regency. The effect of Education Financing Management on the Availability of School Facilities and Infrastructure was 14.2%, while the remaining 85.8% was influenced by variables not examined. These findings indicate that the implementation of the Minimum Service Standards (MSS) for basic education remains a critical issue requiring ongoing evaluation.

Although various studies on MSS evaluation have been conducted, most have focused on public schools or education policy studies at the regional level. Research specifically evaluating MSS achievement in Islamic-based private schools remains very limited, particularly in Gorontalo City. In fact, Islamic-based private schools have their own characteristics in educational management, financing, and provision of facilities and infrastructure, which can impact the achievement of educational service standards. Based on the researcher's initial observations, SDIT Az Zahra in Gorontalo City, as a reputable and popular Islamic private school, still faces challenges in providing educational facilities and infrastructure that meet established standards.

Based on these conditions, this research is novel in its focus on evaluating the achievement of Minimum Service Standards in Islamic-based private elementary schools using a comprehensive CIPP evaluation approach. This research not only assesses the level of achievement of standards but also analyzes the policy context, resource inputs, implementation processes, and products or outcomes achieved by the school. Therefore, this research is expected to provide theoretical contributions to the development of educational evaluation studies and practical contributions to schools and local governments in continuously improving the quality of basic education services. Based on this description, the focus of this research is the evaluation of the achievement of Minimum Service Standards at SDIT Az Zahra in Gorontalo City, encompassing aspects of context, input, process, and product. The aim of this study is to describe the achievement of

Minimum Service Standards in each aspect in order to obtain a comprehensive picture of the implementation of Minimum Service Standards at SDIT Az Zahra, Gorontalo City and to form the basis for recommendations for improving the quality of educational services.

METHODS

This study employed a qualitative research approach (Research and Development/R&D). The qualitative method was chosen because the study aimed to gain a deeper understanding of the development process, implementation, and user experience of the Canva digital platform-based supervision within the Assunnah Foundation Gorontalo educational environment. This approach enabled the researcher to explore the perceptions, responses, and reflections of madrasah principals and teachers regarding the effectiveness and acceptability of the developed digital supervision model.

This study employed a quantitative descriptive study with an evaluative design. This descriptive quantitative study objectively described the level of achievement of Minimum Service Standards (SPM) at the Az-Zahra Integrated Islamic Elementary School (SDIT) in Gorontalo City, based on numerical data obtained from measuring SPM indicators. This evaluative study aimed to evaluate the implementation and achievement of Minimum Service Standards as a basis for decision-making and recommendations for improving the quality of educational services.

The research design employed the CIPP (Context, Input, Process, Product) evaluation model developed by Stufflebeam. This model was chosen because it provides a comprehensive overview of educational program implementation. The context evaluation focused on analyzing the school's needs, policies, vision, mission, and objectives in meeting the Minimum Service Standards (SPM). The input evaluation assessed the readiness of school resources, including educators and education personnel, facilities and infrastructure, curriculum, and education funding. The process evaluation focused on the implementation of learning, school management, and the implementation of education services in accordance with the Minimum Service Standards (SPM) indicators. Furthermore, the product evaluation aimed to assess the level of achievement of the Minimum Service Standards (SPM) indicators as a result of the overall process of implementing education services at the school.

The research was conducted at the Az-Zahra Integrated Islamic Elementary School (SDIT) in Gorontalo City for three months, from October to December 2025. The research stages included research preparation, instrument development, permit processing, data collection, data analysis, and preparation of the research report. Participants in this study consisted of the principal, vice principal, teachers, education personnel, and parents of students deemed directly involved in meeting the Minimum Service Standards at the school. The participant selection technique used purposive sampling, which involves the deliberate selection of informants based on specific considerations, such as their role, experience, and involvement in the implementation of education services. The primary informants in this study included the principal, vice principals in charge of curriculum or infrastructure, teachers, and parents.

Data collection techniques included questionnaires, observations, interviews, and documentation. The questionnaires were used to obtain quantitative data on the level of achievement of the Minimum Service Standards indicators based on respondents' perceptions using a Likert scale. Structured observations were conducted to observe actual school conditions, such as facilities and infrastructure, the learning process, and other educational services. Semi-structured interviews were used to obtain supporting data on policies, obstacles, and school efforts to meet the Minimum Service Standards. Furthermore, documentation was used to collect secondary data in the form of school documents, data on educators and education personnel, learning administration, and other documents related to meeting the Minimum Service Standards. The research instruments consisted of questionnaires, observation sheets, interview guides, and documentation guides, compiled based on the Minimum Service Standards indicators and CIPP evaluation components. The instrument framework encompassed context, input, process, and product aspects to ensure the data obtained comprehensively illustrated the level of achievement of the Minimum Service Standards indicators.

Data analysis was conducted using descriptive percentages. The data obtained were analyzed using a percentage formula to determine the level of achievement of the Minimum Service Standards indicators. Percentages were calculated by comparing the achievement scores with the ideal scores, then categorized into very met, met, moderately met, less met, and not met criteria. The results of the data analysis were presented in tables, graphs, and narrative descriptions to provide a systematic overview of the achievement of Minimum Service Standards at SDIT Az-Zahra, Gorontalo City.

RESULTS

Based on research findings obtained through observation, interviews, documentation, and questionnaires, which were analyzed descriptively and percentage-wise. The presentation of research results is divided into primary findings based on CIPP evaluation components and supporting findings obtained through informant interviews.

Tabel 1. Rekapitulasi Hasil Evaluasi CIPP

No.	Evaluation Component	Percentage %	Category
1.	Context	73,19%	Quite Fulfilled
2.	Input	73,19%	Quite Fulfilled
3.	Procces	73,75%	Quite Fulfilled
4.	Product	79,51%	Quite Fulfilled
	Average	74,91%	Quite Fulfilled

Based on Table 1, the evaluation results indicate that the achievement of Minimum Service Standards (SPM) at SDIT Az-Zahra in Gorontalo City is generally in the "fairly met" category, with an average percentage of 74.91%. The "context" component achieved the lowest score, at 73.19%, indicating that the school's vision, mission, policies, and planning are in line with the SPM requirements and still need strengthening. The "input" component achieved a score of 73.19%, categorized as "fairly met." This finding indicates that several aspects of school resources, particularly infrastructure and learning support facilities, still require improvement. The "process" component also achieved a score of 73.75%, indicating that the implementation of learning and school management is progressing quite well according to educational service standards but still needs improvement. The "product" component achieved a score of 79.51%, also in the "fairly met" category. These results indicate that learning outcomes and parent satisfaction are good, although the implementation of School-Based Management (SBM) still needs strengthening.

The quantitative research findings were supported by interviews with research informants. Teachers stated that student learning outcomes showed quite good development in the cognitive, affective, and psychomotor aspects. Teachers also explained that the use of varied learning methods such as discussions, group work, and contextual learning helped increase student engagement in the learning process. Furthermore, interview results indicated that the school continues to make continuous improvement efforts to increase the achievement of Minimum Service Standards, particularly in

improving the quality of learning and strengthening school management. However, informants also acknowledged that limited facilities and infrastructure and optimization of school management remain challenges in maximizing the fulfillment of Minimum Service Standards.

DISCUSSION

Analysis of Research Results

The results of this study indicate that the achievement of Minimum Service Standards (MSS) at SDIT Az-Zahra in Gorontalo City is generally in the "fairly met" category, with an average achievement of 74.91%. This finding indicates that the school is quite capable of implementing most education service indicators in accordance with government-set standards, although several aspects still require strengthening, particularly in the context and input components.

In the context aspect, the achievement of 73.19% indicates that the school has a vision, mission, policies, and plans that support the implementation of MSS but fully meet the expected standards. This demonstrates a alignment between the direction of school development and basic education service policies. From a CIPP evaluation perspective, a good context is the main foundation for successful program implementation because it provides clear direction in education delivery. This finding also indicates that SDIT Az-Zahra has an institutional commitment to meeting education service standards.

In the input aspect, the achievement of 73.19% is in the "fairly met" category. This condition indicates that the availability of school resources, particularly educational facilities and infrastructure, does not fully meet expected standards. Several learning support facilities still need to be improved to optimize educational services. Furthermore, aspects of resource management and education financing also require strengthening to support the continued fulfillment of the Minimum Service Standards (SPM).

The process aspect achieved a score of 73.75%, categorized as "fairly met." This indicates that learning implementation, school management, and educational services have been running quite well, according to the SPM indicators. Teachers have implemented structured and active learning using various learning methods. However, observations indicate that the implementation of school-based management and optimization of internal

supervision still need improvement to make the educational service process more effective and efficient.

In the product aspect, the score of 79.51% is categorized as "fairly met." This result indicates that student learning outcomes and parental satisfaction with school services are quite good, but the implementation of School-Based Management (SBM) is not yet optimal. The parent satisfaction rate of 89.65% demonstrates that the school has been able to provide educational services that meet community expectations. This finding demonstrates that the quality of interactions between schools, teachers, and parents is a crucial factor in increasing public trust in schools.

Literature Comparison

The results of this study indicate that the evaluation of compliance with the Minimum Service Standards (SPM) for Basic Education at SDIT Az-Zahra in Gorontalo City, based on the CIPP model, has generally been successful, although several aspects still require strengthening. In the context component, the school has conducted a systematic needs analysis through regular meetings, supervision, and the use of Dapodik data and an inventory of facilities and infrastructure. These findings demonstrate the application of a data-driven decision-making approach in school management. These findings align with research by Schildkamp, (2019) and Lee et al., (2020), which confirms that systematic data use can improve the effectiveness of educational planning and decision-making. Furthermore, the involvement of teachers, education personnel, and the school committee demonstrates the application of a participatory approach consistent with the concept of School-Based Management (SBM). These findings are supported by research by Susanty (2024), Tobondo, (2025), and Meyvita et al., (2025) which confirms that stakeholder participation contributes to improving the quality of planning and education.

However, this study also found gaps in teacher qualifications, limited textbooks, and suboptimal infrastructure. This situation indicates an implementation gap between the results of the needs analysis and program implementation in the field. These findings align with Carney (2022), who stated that limited resources remain a major obstacle to meeting education standards in various developing countries. Research by Hadiati et al., (2025) also showed that a mismatch between teacher qualifications and their teaching field can impact learning quality.

In terms of policy and planning, SDIT Az-Zahra has systematically integrated the fulfillment of Minimum Service Standards (SPM) into its RKS and RKAS documents, with 81.25% achieving fulfillment. These findings indicate that the school has implemented needs- and data-based planning. These findings support research by Satriadi et al., (2026), Leithwood et al., (2020), and PISA, (2019) which states that a structured and participatory planning system can improve the effectiveness of education management. However, the technical indicators for the MSS have not been detailed in planning documents, resulting in a gap between strategic policies and operational implementation. This finding aligns with research by Zulkarnain et al., (2025) and Fajar & Ridwan, (2026) which emphasized the importance of explicitly integrating performance indicators into school planning documents.

Regarding the school environment component, the study results indicate that the physical condition of schools is in the "sufficient" category, with a dominant "good" category of 50%. A clean, safe, and comfortable school environment supports effective learning. This finding aligns with research by Barrett et al., (2019) and Bo, (2025) which states that the quality of a school's physical environment has a positive relationship with student engagement and learning outcomes. However, some facilities remain suboptimal, indicating partial compliance with educational environment standards, as described by Firmansyah et al., (2026) and Ansori et al., (2025).

Regarding the input component, the human resources aspect shows relatively good results. The majority of teachers (93.33%) have a bachelor's degree (S1), with teacher competency being in the good category, and the teacher-student ratio reaching 82.14%. These findings support research by Romli & Darmawan (2025), which states that teacher quality and the teacher-student ratio influence learning effectiveness. Furthermore, subject teacher occupancy reached 100%, demonstrating effective management of the teaching staff. However, the limited number of teaching staff, reaching only 30%, indicates that the educational support function is not yet functioning optimally.

In terms of the process component, classroom learning implementation is categorized as fairly well-fulfilled, with a 75% achievement. Most teachers have implemented learning according to the lesson plan (RPP), but there are still challenges in implementing varied learning methods and managing time. These findings align with research by Muhadi et al., (2025), which emphasizes the importance of quality learning

implementation on student learning outcomes. Curriculum implementation also showed a 71.88% achievement, with challenges related to the readiness of learning materials and teachers' understanding of the curriculum. These results support research by Anita et al., (2025), which emphasizes the importance of teacher capacity in curriculum implementation.

In the product component, student learning outcomes reached 81.25%, categorized as "fulfilled." These results indicate that the implementation of the education program has generally had a positive impact on student competency achievement. This finding aligns with research by Slavin (2014), which confirmed that learning quality influences student learning outcomes. Furthermore, reporting on the Minimum Service Standards (SPM) reached 100%, categorized as "very fulfilled," while implementation of School-Based Management (SBM) reached 67.64%, categorized as "moderately fulfilled." These findings align with research by Edwards Jr et al., (2024), which states that SBM implementation requires strong managerial capacity and stakeholder participation.

The implications of this research indicate that successful achievement of the SPM is determined not only by the availability of resources but also by the effectiveness of school management, the quality of learning, academic supervision, and stakeholder involvement. Therefore, schools need to strengthen data-driven planning, improve the quality of infrastructure, optimize academic supervision, and expand teacher professional development to ensure optimal and sustainable implementation of the SPM.

Research Limitations

This study still has several limitations, including its limited scope, which was conducted at a single school, making the results unable to be widely generalized. Furthermore, this study primarily used a descriptive approach, thus failing to measure causal relationships between variables in depth. Another limitation is the limited longitudinal quantitative data available to assess long-term progress in meeting the Minimum Service Standards (SPM). Therefore, future research is recommended to involve more schools and employ a mixed methods approach to obtain a more comprehensive picture of the implementation of the Minimum Service Standards for Basic Education.

CONCLUSION

Berdasarkan hasil penelitian mengenai evaluasi pemenuhan Standar Pelayanan Minimal (SPM) Pendidikan Dasar di SDIT Az-Zahra Kota Gorontalo menggunakan model CIPP (Context, Input, Process, Product), dapat disimpulkan bahwa secara umum pencapaian SPM berada pada kategori cukup terpenuhi dengan rata-rata persentase sebesar 74,91%. Hasil tersebut menunjukkan bahwa sekolah telah mampu melaksanakan sebagian besar indikator layanan pendidikan sesuai standar yang ditetapkan, meskipun masih terdapat beberapa aspek yang memerlukan penguatan dan optimalisasi.

Based on the results of a study evaluating the fulfillment of the Minimum Service Standards (MSS) for Basic Education at SDIT Az-Zahra in Gorontalo City using the CIPP (Context, Input, Process, Product) model, it can be concluded that, in general, the achievement of the MSS is in the "fairly met" category, with an average percentage of 74.91%. These results indicate that the school has been able to implement most of the education service indicators according to the established standards, although several aspects still require strengthening and optimization.

The "context" component achieved a score of 73.19%, categorized as "fairly met." These findings indicate that the school has a vision, mission, policies, and plans that support the implementation of the MSS. Needs analysis was conducted systematically through regular meetings, supervision, and the use of educational data. Furthermore, the involvement of teachers, education staff, and the school committee demonstrates a participatory approach to decision-making. However, obstacles remain, including limited infrastructure, limited textbook availability, and suboptimal qualifications of some teaching staff.

For the input component, a score of 73.19% indicates that school resources generally support educational implementation, particularly in terms of teacher qualifications, which largely meet academic standards. The teacher-to-student ratio is also in the good category. However, limited teaching staff and the uneven distribution of learning facilities and infrastructure are factors that still need improvement to ensure more effective educational services.

The process component achieved a score of 73.75%, categorized as "fairly met." This result indicates that learning implementation, curriculum implementation, academic supervision, school management, and learning assessment have been running quite well,

according to the Minimum Service Standards (MSS) indicators. Teachers have actively and structured learning and utilized a variety of learning methods. However, the implementation of school-based management, academic supervision, and strengthening of school management still need improvement to ensure more optimal and sustainable educational services.

For the product component, a score of 79.51% indicates that the implementation of educational programs has had a positive impact on student learning outcomes, the quality of educational reporting, and parental satisfaction. The 89.65% parental satisfaction rate indicates that the school has been able to provide educational services that meet community expectations. However, the implementation of School-Based Management (SBM) still needs to be strengthened to make education governance more effective.

This research contributes to the development of educational management and evaluation science, particularly in the application of the CIPP model to evaluate compliance with the Minimum Service Standards for Basic Education. This research also strengthens the study of the importance of integrating data-driven planning, the quality of educational resources, the effectiveness of the learning process, and school governance in improving the quality of education services. Furthermore, the results of this study can serve as a reference for schools and policymakers in designing comprehensive evaluation-based strategies for improving education quality.

Based on the research findings, it is recommended that schools improve the quality of learning facilities and infrastructure, strengthen academic supervision, optimize the implementation of School-Based Management, and enhance continuous teacher professional development. Future research is recommended to involve more schools and use a mixed-methods or longitudinal approach to obtain a more comprehensive picture of the implementation of the Minimum Service Standards for Basic Education in various educational contexts.

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