

# CHAPTER 1

## INTRODUCTION

### 1.1 Background of the Study

The concept of being good is popularly used in almost every aspect of life, including the educational aspect. Within the educational aspect, the concept of a good school is one among other important concerns in the educational field. While the concept of a good school is pretty popular, in scholarly literature, the conception of an effective, successful, efficient or quality school is used more frequently than that of a good school; nevertheless, in practice these concepts mean the same (Scheerens, 2000). Society uses the concepts of good, effective, successful, results, and quality schools interchangeably as synonyms (Urbanovič & Balevičienė, 2014). Hence, one might claim that the conception of a 'good' school prevailing in general language includes the concepts of a successful, quality, effective, and resultative school.

When analyzing the concept of an effective school, first of all, one must consider the fact that schools are organizations operating in a complex social environment, involving many people/groups, such as educational management institutions, school administration, teachers, pupils, parents, taxpayers, and society (Urbanovič & Balevičienė, 2014). All the previously mentioned groups may have different expectations of school activities, therefore, the assessment criteria of what they understand as 'effective operation' may differ. What is considered important by teachers as learning outcomes may not necessarily be important to pupils, parents,

school leaders, local communities, or government institutions (Urbanovič & Balevičienė, 2014). Perhaps one of the aforementioned groups (or even all of them) understand the definition of effective school in their own way or even any members of the groups agree with the definition of an effective school.

It is very important for a school to be an effective or effective school. A bad school can have a negative impact. Not only does this cause a child to have low self-esteem, but it can also cause significant stress to parents (Karande & Kulkarni, 2005). Even physical elements in a school's environment can be shown to have a visible effect on teachers and pupils. In particular, inadequate control of temperature, lighting, air quality and acoustics has detrimental effects on concentration, mood, well-being, attendance and, ultimately, achievement (Higgins et al., 2005).

Based on what has been explained above, it can be said that it is crucial for a school to have the characteristics of an effective school. The result of a study conducted by Urbanovič & Balevičienė (2014), stated that a school is an effective school if it aims for the advancement of all its pupils regardless of their basic knowledge and environmental factors; if it allows each pupil to achieve the highest possible level of education; if it prompts the manifold advancement of members of the school community; if it continues to improve; and if it uses existing and available resources rationally. A recent study by White & Waters (2015), depicts that an effective school is one that advances academic excellence while also contributing to moral fulfillment and includes 'more than teaching multiplication and verb conjugation'. Schools must also have moral goals that guide their members to be caring, responsible and productive

people in society. Thus, many schools try their hardest to be one of the ‘effective schools’.

BPK Penabur Christian Senior High School in Cirebon is one of those schools that tries to be one of the ‘effective schools’ and one of the ways to say that the school is effective is by seeing and analyzing the perception of its stakeholders towards the school. Perception is a set of processes by which an individual becomes aware of and interprets information about the environment (Agyeiwaa & Agyekum, 2015). If stakeholders are aware of how effective the portrayal of BPK Penabur Christian Senior High School is, stakeholders will also label BPK Penabur Christian Senior High School as having effective qualities. As pupils are the ones that experience the school’s performance daily, it is important to find out pupils’ perception as an effective perception will make BPK Penabur Christian Senior High School’s reputation to be admired in the future. This will also mean; more parents and pupils are going to be attracted to BPK Penabur Christian Senior High School because of its trustworthy reputation and a positive perception will also have an effective effect on the sustainability of the school. Even if the result proves that BPK Penabur Christian Senior High School is not that effective of a school, this study’s result will hopefully be useful for BPK Penabur Christian Senior High School’s development. In addition, this study is conducted as there are no other studies researching this topic using the subject of BPK Penabur Christian Senior High School with the location in Cirebon city.

## **1.2 Field of the Study**

The field of the study is applied linguistics

## **1.3 Scope of the Study**

This study focuses on the perception of pupils of BPK Penabur Christian Senior High School.

## **1.4 Research Questions**

The research questions are

1. What are the pupils' perceptions towards BPK Penabur Christian Senior High School?
2. How does the pupils's perception meet the criteria of an effective school?

## **1.5 Objectives of the Study**

The objectives of the study are

1. To find out what the perception of pupils towards BPK Penabur Christian Senior High School is.
2. To find out how the pupils's perception meet the criteria of an effective school.

## **1.6 Significance of the Study**

The results of the study will provide valuable input related to school quality assurance.

## **1.7 Definition of Term**

1. Perception

Perception is a set of processes by which an individual becomes aware of and interprets information about the environment (Agyeiwaa & Agyekum, 2015).

2. BPK Penabur Christian Senior High School

The forerunner of BPK Penabur Christian Senior High School began with the establishment of the Hollandsch Chineesche Zending School (HCZS) which was opened in October 1927 by the Central Commission with L. Bergsma as its chairman. In 1942, along with the entry of Japan into Indonesia, HCZS was closed and only reopened in 1948 after Indonesia's independence. At that time Mr. Khouw Giok Soey (Dicky) pioneered the reopening of HCZS under the name of *Sekolah Rakyat Kristen* (SRK) in the same place. Due to the excellent development of SRK, in 1951 on the initiative of Mr. Ong Eng Lan, the Christian Junior High School (SMPK) was opened. As for the SMA level, a Christian Senior High School (SMAK) was built with the principal, Mrs. Tan Keng Way, and on July 1, 1979 and S.P Napitulu became SMAK with the principal.

In the midst of the current development of the world of education, BPK Penabur Christian Senior High School always tries to provide quality education in the process. Pupils who attend BPK Penabur Christian Senior High School are prepared to become graduates who are ready to face developments and changing times. To produce the best generation, BPK Penabur Christian Senior High School Cirebon always improves the quality of educators and the quality of learning supported by effective quality school facilities. Creating the BEST generation (Be tough, Excel worldwide, Share with society, Trust in God) is BPK Penabur Christian Senior High School's educational goal. The best generation is the one that has a strong character, unyielding spirit and spirituality and facing the fast-changing times in the 4.0 era and the era ahead.