

The Effectiveness of School Program at SDN 21 Taluak, Kecamatan Banuhampu, Kabupaten Agam

Yuhelmi W^{1*}, Lili Hasmi²

^{1*,2}Universitas Muhammadiyah Sumatera Barat¹, STKIP Yayasan Abdi Pendidikan, Indonesia

Email: yuhelmiusb@gmail.com

Keywords

effectiveness, management, school

ABSTRACT

The purpose of this research is to describe the effectiveness of school management at SDN 21 Taluak for the 2022/2023 academic year. The management of school activities is the aspects that researched. This research is descriptive qualitative research. The School principal, the teachers, and the committee of SDN 21 Taluak are the subjects. Techniques of collection the data through interviews, observation, and documentation. The data analysis technique that were used are data reduction, data presentation, and drawing conclusions. Credibility test with triangulation of sources and techniques were used to test the validity of the data. The finding showed that: 1) The school management in program planning has been implemented, but the involvement of the parental in the formulation of school plans is still low; 2) The school management in implementing the work plan has been implemented, but there are still program implementations that are not going through the plan; 3) In the terms of leadership the management of the school has been implemented, but the supervision to the principal is still low; 4) The school management in monitoring and evaluation has been carried out, but the program of supervision is still low.

INTRODUCTION

Education is a process of humanizing humans or elevating human degrees so that they become better. Formal education is started from the elementary school level. Elementary schools have educator staff (teachers) and educational staff (administrative officers and school guards) that is led by a principal who is also as an educator. Wahjosumidjo (2011: 49) stated that the success principal can be seen by knowing the level of concern in what is achieved by the school organization (organizational achievement) and coaching the school organization (organizational maintenance). Therefore the Principal has a central role in determining policy in the school.

Based on the precious research and the interviews with the principal, it is obtained information that in carrying out management at SDN 21 Taluak, the planning process was based on the vision and mission of the school. The teachers and guardians of the students are involved by the principal in planning activities at school which are officially included in the School Activity Plan and Budget. However, the implementation of the management in the school has not been carried out optimally.

According to the interview with the Principal that was conducted on August 6, 2022 at 09:30 WIB, several problems were found at the school, namely: the awareness about the notion of free schooling is still not good from the parents, limitation of the School Operational Assistance funds, school facilities are still very limited, official teachers (teachers) (ASN) from the government is still lack, operational funds and certain services that are difficult to predict.

Based on the background of the problem above, the researcher interested in researching how effective school management is at SDN 21 Taluak, Kecamatan Banuhampu, Kabupaten Agam?

Based on the problems that has been described above, this study focused on the effectiveness of school management at SDN 21 Taluak, kecamatan Banuhampu, Kabupaten Agam.

Based on the formulation of the problem that have been stated above, the main purpose of this research is to describe how effective school management is at SDN 21 Taluak, Kecamatan Banuhampu, Kabupaten Agam.

LITERATURE REVIEW

Theoretical Review

Management of Education

According to Daryanto & Farid (2013: 1), management is the process of planning, organizing, directing, and controlling organizational resources to achieve the goals effectively and efficiently. The management of education is the art and science of managing educational resources to achieve the goals of education effectively and efficiently (Usman, 2010: 12). In the general, the activities that are categorized as education management are organizing the education, namely organizing (arranging) the activities of education into unit (units) of educational organization according to the type and level of education.

The Factors that Influence Management of Education

Usman (2010: 13) said that the factors that influence education management in a broad sense are as follows: 1) education managers, 2) educational organizations, 3) environment, and 4) the national system of education. Meanwhile, in a narrow sense Tatang (2013: 4) stated that in the management of education there is a system that consist of several components that are interconnected and influence each other's. The following are the factors that influence the management of education, namely: 1) educators, 2) students, 3) the educational materials which is curriculum, 4) facilities and infrastructure of the education, and 5) educational goals.

School based management

According to Raihani (2011: 62) the characteristics of School Based Management include:

The vision and mission of the school are formulated by the principal, teachers, representatives of students, alumni, and other stakeholders.

There is a development plan of the school based on the vision and mission.

The planning of the school budget, which is aligns on the school development plan, is prepared transparently by the principal, teachers, and school committees.

The autonomy of the School is realized, which is indicated by the increasing ability of the schools to support itself and focus on fulfill the local needs.

There is participatory and democratic decision-making.

The school have to open to criticism, input and suggestions from anyone who wants a development for the school.

Everyone in the school have to be in commitment to carry out the vision and mission that was agreed.

All of the potential school stakeholders are utilized to achieve the destination.

There is a conducive working atmosphere to improve the performance of the school.

There is an ability to create a pride's sense among the staff and the local society.

There is transparency and public accountability in implementing all of the activities in the schools.

3. The Principal

a. The Duty of the Principal

Wahjosumidjo (2011: 203) said that the principal is responsible for organizing educational activities, so that the principal has an obligation to provide guidance continually in the sense of trying to make the management, assessment, leadership, supervision, and development of education running well. Wahjosumidjo (2011: 204) explained that the duties of the principal are: a) management, b) assessment, c) leadership, d) financing, e) supervision, and f) development.

b. The characteristics of an effective principal

Tatang (2013: 150-151) described that the characteristics of an effective principal, are having a strong vision of the future of the school, and encourage all of the staffs to realize that vision; have high expectations of students achievement and staffs performance; observing teachers in the class diligently and providing positive and constructive feedback in order to solve the problems and improve the

learning process; encourage the use of time efficiently and design some measures to minimize clutter; be able to utilize material and personnel resources effectively; monitoring students achievement individually and collectively and utilizing the information to guide constructional planning.

METHOD

RESULTS

A. Research's Finding

1. Subject of the Research

The key informant subject in this research is the principal with the initials AF (female) and has been the principal of SDN 21 Taluak since 2016. AF has the academic qualifications of Strata 1 of Elementary School Teacher Education and has been attended and declared passing the Teacher Certification in Position and has been declared as a professional teacher in the field of study Elementary Class Teacher in 2012.

2. Data of the Research

a. Program Planning of the School

Program planning of the School is made for the implementation of school activities can run smoothly and directed. The indicators that contained in program planning of the School are as follows:

1) Create vision and mision of the school

If having a clear and good vision, the school will carry out daily activities in a clear and directed manner. The vision of SDN 21 Taluak is "The realization of students who are pious, excel in achievement, skilled in work, mastered in technology, having global insight, based on Pancasila and the 1945 Constitution, and having noble character". Based on the results of school's observation, it can be seen that in the school management the school's vision is clear. Vision and mission can be seen at the teacher's and the principal's rooms. Based on the results of the interview with the principal, it was explained that the school has a vision that is shared by the school society and was formulated together with the teacher board and school committee, as well as society leaders. The school's vision was socialized to all members of the school and all interested people during teacher council and school committee meeting. Based on an interview with Mrs. YN as a grade 4's teacher, she explained that the vision of this school was formulated based on input from the council, guardians, and the education office according to the times. Mr. TU as deputy chairman of the school committee explained that the vision was formulated together.

Based on the results of the observation, the school has the missions as follow:

- a) Fostering appreciation and practice of Islamic religious lessons in accordance with the adat basandi sara, sara basandi Kitabullah.
 - b) Carry out the learning and leadership effectively for achieving learning completeness.
 - c) Develop the knowledge in the fields of science and technology, language, sport, art culture in accordance with the talent, interest, and potential of the students.
 - d) Fostering the nationalism's spirit in the school society.
 - e) Empowering the potential of the school and the environment.
 - f) Establish the harmonious cooperation between the school society and the environment.
- ##### 2) Create purpose of the School

Based on the results of the observation, the school has purpose to be achieved. The school's purpose are set forth in the school curriculum document. The Principal stated that the general purpose must refer to the national education purpose meanwhile the specific purpose according to the conditions of the school. The goals' formulation accommodates input from various parties including the school committee. The school socializes thus purpose in every time where is a student parent and committee doing meeting.

In the interview result, AD and YS explained that the school's purpose are in accordance with vision and mission of the school. Dissemination of school purpose through plenary, committee and student guardian meetings, and bulletin boards.

3) Create work planning of the school

Based on the results of observation it can be seen that the school has made a program plan in the form of an Activity Plan and School Budget (RKAS). This RKAS contains the activity plans and school budget for the academic year of 2022/2023. According to the results of the interview with the Principal, it was explained that the school makes a Medium-Term Work Plan (RKJM) and a School Activity and Budget Plan (RKAS). In this case the principal said that "The school also makes the RKJM but not every year. When I was placed here I saw that there was already a RKJM which was contained a 4-year description of SDN 21 Taluak". The RKAS was made based on input from various parties, both from the teacher council and the school committee. The preparation of the RKAS is carried out once a year. RKAS is carried out with adjustments meaning it is flexible. RKAS was socialized by means of photocopies and distributed it at meetings with students' parents.

b. The Implementation of School Program

1) The Students field

Based on the result of observation, it can be seen that the classrooms at the school are already enough to accommodate all students properly. Through the building support services, the school is also working on repairs. Based on observations in several classes, it can be seen that counseling services in schools was carried out by the class teacher to their students. Sports teacher and Mr EF also help to make the students being discipline and they regularly remind the students about being discipline at the school. AF also said that that The school makes some instructions for admitting new students. The number of students are appropriate with the school capacity. Student counseling is attached to the teacher class. According to the result of interview with ER, it can be seen that the school conducts counseling for the students through the class teacher each. Each class teacher provides BK books and counseling service.

2) Curriculum and learning activities field

Based on the result of observation on August 9, 2022, it can be seen that the school has a document in the form of an elementary school curriculum. The researcher also looked at the education calendar and curriculum document in the teacher's room. The learning program occuired quite conducive and each teacher tried to educate and teach in preparation for using lesson plans.

According to the ER's interview result, it can be seen that the school compiles a syllabus based on the Indonesian applicable curriculum. Each teacher has a responsible to compile each syllabus of the subjects that she/he taught. The preparation of this syllabus is coordinated, supervised, and facilitated by the Education Office of Kabupaten Agam. The school guarantees an increase in the learning activities' quality. Teachers carry out their learning in the class using lesson plans. The school also held tests, remedial, semester exams, and National standard school final examination. Through the results of the interview with YN explained that the school makes a syllabus. The teachers make lesson plans through the Teacher Working Group (KKG) activities.

c. The field of educators and educational staff

Based on the result of observation on August 6, 2022, it is known that the empowering educators and educational staff program looks at the abilities and potential of educators by school principals. The schools appointed additional teachers through the teacher job vacancies' selection. For managing educators and educational staff the principal give motivate and show a good role.

AF said that the school has developed a program for empowering educators and staff education based on their needs, quality of human resources, abilities, and suitability with the potential that are possessed by the educator and the educational staff. In fact, the school has been experienced a shortage of teachers, so the school ask the Education Office to provide additional teachers. However, because this suggestion was not fulfilled, the school adopted a policy of opening registration for honorary teachers, so that until now there are 4 honorary teachers.

d. Facilities and infrastructure Field

Observation's result showed that the guidelines for the use of facilities and infrastructure have not been made in writing. The school added facilities in the form of bathrooms for the

students and perfected the construction of new classrooms in this year. Based on the result of interview with the principal, it can be known that the school established policies regarding of facilities and infrastructure management by taking into account several things, namely: a) preparing plans for the procurement of facilities and infrastructure as needed, b) utilizing existing facilities and infrastructure optimally, c) the school try adding the required facilities and infrastructure, and d) procurement by submitting a proposal to the Education Office or other parties. In preparing policies for managing facilities and infrastructure, the school asking input and suggestion from educator and education staff. The School also socialize this policies to educator and education staff and students.

e. Society participation and partnership with the school

From the results of observation, the information was obtained that the role of the society and the school committee looked good and active. It can be seen during the construction of the UKS room, which was built by voluntary donations from the parents of the students. EF stated that the school involves residents and the school's supporting society in managing education.

This is implemented by holding a meeting and deliberation through the student parents and school committee administrators meeting. In cooperating with government and non-government institutions, the school makes a written MoU. Mr BS said that to become school committee administrators and accommodate input from residents, the school recruited society leaders. The school cooperates with several government and non-government agencies. AF explained that the school involves residents through the student guardians, school boards, and school committees.

B. Discussion

1. Program Planning of the School

Based on the findings above, the management of school in program planning has produced the vision, mission and purpose of the school. In formulating the school's vision, mission and goals, they were formulated based on input from various interested parties, including the school committee. This is in accordance with the opinion of Tatang (2013: 152) that one of an effective school principal's indicator is that decisions are made in a participatory manner. The vision of this school is "The realization of students who are pious, excel in achievement, skilled in work, mastered in technology, have a global outlook based on Pancasila and the 1945 Constitution, and have noble character". The vision of this school illustrates that SDN 21 Taluak has clear visions and noble aspirations. This school emphasizes that good students are the students who not only excel in the academic field but are also pious, skilled, and have noble character. And dealing with this, Tatang (2013: 152) said that effective school principal has a clear vision, mission and future goals.

The school has general and specific purpose. The general purpose in accordance with the national education goals. meanwhile for specific purpose from this school it is more towards maintaining school achievement. The school targets that its students can win various competitions in academic and non-academic fields. Raihani (2011: 62) said that one of the characteristics of School Based Management (SBM) is that there is participatory and democratic decision making in the school. The RKAS contains clear provisions regarding to the student affairs, curriculum and learning activities, as well as society participation and school partnerships.

2. The Implementation of School Program

Based on the findings above, the management of school in implementing program that has been implemented is to make guidelines that regulate various aspects of management in writing. All of the leaders, educators, and educational staff have clear duties and authorities. According to Tatang (2013: 152), one of an effective school principal's indicator is that there is clear delegation of tasks between the principal, teachers and the staff. The implementation of the activities in the schools is carried out based on work plans and school budgets. But there are also some activities that are not in accordance with the plans that have been made. One of them was when a school was appointed to represent the sub-district in the competition of Healthy School. The school prepared it together with the school committee, the society, and the village/nagari government. Then if there is a family member death, the school often pays tribute to the family's house and sends the students home earlier than usual. The school is able to establish a harmonious

relationship with the society. Dealing with the opinion, Supriyono, 2001 (in Imam Musbikin, 2013: 87) said that one of the criteria for an effective school principal is being able to establish harmonious relationships with the society, as the result they can involve them actively in order to realize educational and school purposes. Guidelines for the management of facilities and infrastructure as well as the fund and financing sector are still difficult to access for the researcher and the surrounding society. This showed that the dissemination of this management is still not optimal. One of the criteria for an effective principal is a principal who can complete assignment and work according to a predetermined time (Supriyono, 2001 in Musbikin, 2013: 87).

3. Monitoring and Evaluation

According to the findings above, the school management regarding supervision and evaluation that has been carried out is school supervision, self-evaluation (school), curriculum evaluation and development, evaluation of teacher and education utilization. The supervision program has been implemented but still not optimal. This is due to the principal has many activities outside of the school. The principal often leaves the school to take part in activities from both of the District Education Office and the District UPT, or others. This has an impact on the supervision of the principal in the teaching and learning process at the school, so that the teachers are more likely to be released, even though there is still supervision from other teachers. This is not relevant to the opinion of Tatang (2013: 151) who said that the effective principal observe teachers in the classroom diligently and give positive and constructive feedback. Self-evaluation (school) which is carried out takes place once a year, namely at the end of the year. Evaluation and development of the school curriculum involves many parties including the school committee. The evaluation of the utilization of educators and education staff is based on the ability and performance of the teachers. Supriyono, 2001 (in Musbikin, 2013: 87) explained that one of the criteria for an effective school principal is to apply leadership that is in accordance with the maturity level of the teachers and the staff at the school.

CONCLUSION

Based on the results of the research and the discussion it can be concluded as follows: (1) Create a vision, mission, goal, and school work plans are the part of school management in program planning that have been implemented is. However, the involvement of parents of the students is still low. The preparation of the annual work plan is stated in the School Activity Plan and Budget (RKAS) document and is disseminated to interested parties such as teachers and school committees through the scheduled meeting. (2) The implementation of work programs at school management that have been carried out are in the field of student affairs, curriculum, and educators and education staff. The implementation of school programs that are still not effective because of school guidelines are in the field of facilities and infrastructure and financing reports that are difficult to access, so that socialization to school members and the society in this field is not optimal. (3) The school management in monitoring and evaluation activities already implemented but still not optimal. This is because the principal has many activities both at school and outside.

REFERENCES

- Ali Idrus. (2009). *Manajemen Pendidikan Global (Visi, Aksi, dan Adaptasi)*. Jakarta: Gaung Persada Press.
- Andi Prastowo. (2012). *Metode Penelitian Kualitatif “dalam Perspektif Rancangan Penelitian”*. Yogyakarta: Ar-Ruzz Media.
- Daryanto. (2011). *Kepala Sekolah Sebagai Pemimpin Pembelajaran*. Yogyakarta: Penerbit Gava Media.
- Husaini Usman. (2010). *Manajemen (Teori, Praktik, dan Riset Pendidikan)*. Edisi 3. Jakarta: Bumi Aksara.
- Lexy J. Moleong. (2009). *Metodologi Penelitian Kualitatif*. Edisi Revisi. Bandung: PT. Remaja Rosdakarya.
- Mat Syuroh. (2009). *Kepemimpinan Efektif di Era Globalisasi*. Yogyakarta: Pustaka Felicha.
- Mawardi, M. (2017). Efektifitas sekolah di Kabupaten Aceh Tengah antara kepemimpinan situasional dan budaya sekolah. *Jurnal Administrasi Pendidikan*, 24(2), 104-113.
doi:<https://doi.org/10.17509/jap.v24i2.8298>

- Mulyasa, E. (2004). Manajemen berbasis sekolah, konsep, strategi dan implementasi (6th ed.). Bandung: Remaja Rosdakarya.
- Mustiningsih. (2015). Masalah Implementasi Manajemen Berbasis Sekolah Di Sekolah Dasar. <http://ap.fip.um.ac.id/> Jurnal Manajemen Pendidikan Universitas Malang Vol. 24, No. 6, September 2015: 498-505.
- Nanang Fattah. (2004). Konsep Manajemen Berbasis Sekolah (MBS) dan Dewan Sekolah. Bandung: Pustaka Bani Quraisy.
- Nur Agus Salim (2017) Peningkatan Efektivitas Pengelolaan Sekolah Melalui Penguatan Kemampuan Manajerial Kepala Sekolah. Jurnal Manajemen dan Supervisi Pendidikan. DOI : <https://doi.org/10.17977/um025v2i12017p008>
- Nurkolis. (2006). Manajemen Berbasis Sekolah (Teori, Model, dan Aplikasi). Jakarta: Grasindo.
- Riza Nur Fadila dkk, (2020) Efektivitas pengelolaan sumber daya sekolah dalam meningkatkan mutu pendidikan. Jurnal Akuntabilitas Manajemen Pendidikan, Vol 8, No. 1, April 2020 (81-88) doi:<https://doi.org/10.21831/jamp.v8i1.28997>
- Sugiyono. (2010). Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif dan R&D. Bandung: Alfabeta.
- Tatang M. Amirin. (2013). Manajemen Pendidikan. Yogyakarta: UNY Press.
- Tim Penyusun Kamus Pusat Bahasa. (2005). Kamus Besar Bahasa Indonesia. Edisi Ketiga. Jakarta: Balai Pustaka.
- Undang-Undang Nomor 20. Tahun 2003 tentang Sistem Pendidikan Nasional.
- Wahjosumidjo. (2011). Kepemimpinan Kepala Sekolah. Jakarta: Rajawali Pers.
- Wijaya, H. (2018). Analisis data kualitatif ilmu pendidikan teologi. Makasar: Sekolah Tinggi Theologia Jaffray.