

Efforts To Improve The Achievement Of Schools Through The Implementation Of Study Based Management In Smkn 3 Rejang Lebong

Asep Suparman¹, Dr. Hadiwinarto²

Prodi PAI Fakultas Tarbiyah & Tadris, IAIN Bengkulu¹, Fakultas FKIP Universitas Bengkulu²
raden@iainbengkulu.ac.id¹, nagustriana@unib.ac.id²

Abstract

The principal is the leader and manager in the school, managing the school in conditions of limited infrastructure and the majority of quadrant IV students require a lot of innovation that must be done. The purpose of writing this best practice is to present a description or description of innovations about improving limited school achievement and the majority of Quadrant IV students through the application of prosi-based management. The formulation of the problem in writing this best practice: can the application of prosi-based school management improve school achievement in limited sarpras schools and the majority of quadrant IV students? and what is the evidence that the application of prosi-based management can improve school achievement in limited sarpras schools and the majority of quadrant IV students?

The method used in writing this best practice is descriptive qualitative. The implementation of prosi-based school management began in mid-February 2014 until now. After the implementation of problematic-based school management and its solutions (prosi), every year school achievement has increased.

Based on the results and discussion of best practices, the following conclusions can be drawn: (1) The implementation of prosi management in sarpras schools is limited and the majority of quadrant IV students at SMKN 3 Rejang Lebong Bengkulu Province have proven to be able to improve school achievement; (2) Evidence of the successful implementation of prosi-based management at SMKN 3 Rejang Lebong are: (1) in 2015 the school received an award from the Minister of Education and Culture regarding schools that have high integrity in organizing the National Examination; (2) in 2016 began to receive the appointment of LPMP Bengkulu to become a model school for the Internal Quality Assurance System (SPMI); in 2017 the school was still a SPMI model school and students won achievements in the O2SN and Vocational High School Student Competency Contest (LKS) at the Regency, Provincial and National Levels. In 2018, he won many achievements in the LKS SMK at the Bengkulu Province level including 1st place in Livestock and Fishery, 2nd place in Pharmacy and 3rd place in IT / Networking support. In 2018, the writer as the principal of the school received an award from the Minister of Education and Culture as the second winner of the Best Practice Competition for the National Level Vocational Principals. In 2019, students of SMKN 3 Rejang Lebong won 3rd place in the field of pencak silat in the National Vocational High School Student Sports Olympiad (O2SN). Another proof of the success of the application of prosi management is that many other schools have begun to arrive for comparative studies at SMKN 3 Rejang Lebong, such as: SMKN 2 Bengkulu Tengah and SMKN 2 Seluma. Then in 2019 SMKN 3 Rejang Lebong was designated as a reference school by the Directorate of Vocational Development of the Ministry of Education and Culture.

Keyword: School Achievement, Management, Prosi

INTRODUCTION

Managing an education unit with the majority of student input from children from economically disadvantaged and academically weak families is certainly a challenge in itself at SMK Negeri 3 Rejang Lebong Bengkulu Province which has limited facilities and infrastructure. In these limited conditions, through the application of problematic-based management and solutions (prosi), the school can nurture the potential of students and ultimately result in increased school performance at the district, provincial and national levels.

The principal plays an important role in leading the progress of the school he leads. Danim (2004) argues that a school's success is largely determined by the leadership capacity of the principal in addition to the presence of competent teachers in the school. In line with this statement, Hendarman (2015) states that the existence of the principal is a central figure who can change the face of the school, whether for the better or vice versa from time to time. In relation to school achievement or student achievement at school, Keith & Girling (1991) cites the Coleman Report which states that in school effectiveness research, around 32% of student achievement is influenced by the quality of school management. This means that the role and function of the principal is so important in improving student achievement and the school he leads.

Leading a school with limited facilities and infrastructure (sarpras) is certainly different from leading a school with adequate sarpras. Likewise, it is certainly different to lead a school where the majority of students are in the quadrant IV category (in terms of lack of academic ability and economic ability of their parents are also weak) from leading a school where the majority of students are not quadrant IV category. SMK Negeri 3 Rejang Lebong which is located at Jalan Haji Agus Salim, Lubuk Ubar Village, Curup Selatan District, Rejang Lebong Regency, is one of the ex-small vocational high schools in SMP. This one-stop SMK program is a program of the Vocational Secondary Directorate of the Ministry of National Education in 2004. It was established with the Decree of the Regent of Rejang Lebong number 046 of 2004.

METHOD

The method used in the writing of this best practice is descriptive qualitative, meaning that it describes the tools / instruments procedures and how to solve problems in a narrative way. The tools / instruments used in data collection on the presentation of this best practice are: (1) learning logs, (2) testimonials, (3) interviews, (4) documentation, consisting of photos and videos.

RESULTS AND DISCUSSION

Initial data, prior to the implementation of proxy-based management, precisely at the time before the author was entrusted with being the principal at SMKN 3 Rejang Lebong, the situation as of January 2014 can be described as follows: (1) approximately 3,500 m² of land; (2) there are only 9 classrooms; (3) there are only 3 student practice rooms; (4) inadequate number of student desks; (5) inadequate practical equipment; (6) inadequate sports equipment; the total number of students in class X + XI + XII is only 105 students; a total of only 23 new students for 3 class X; (7) there are only 3 (three) majors / competencies of expertise, namely: fishery agribusiness, poultry agribusiness and computer and network engineering; (8) frequent student fights; (9) there are no graduates who work after graduating from school; (10) low teacher work ethic; (11) very few cooperation networks with the business world / industrial world (DU / DI); and (12) school achievement is still low.

Then on February 15, 2014 the author was entrusted with being the principal at SMKN 3 Rejang Lebong. In the first month of serving as principal of the school, the author consolidated and compiled an innovation program towards school progress through the application of proxy-based management in dealing with various problems faced by schools. The first step taken was conducting a workshop on the formulation of the vision, mission and objectives of SMKN 3 Rejang Lebong which was attended by all teachers and education staff. The second step, inviting vocational education practitioners to dissect the curriculum and goals of vocational education. The third step is to hold work motivation training based on emotional and spiritual intelligence for teachers and education personnel.

This is done to build a team work and a joint commitment to making progressive school changes. The process of implementing this proxy-based management is carried out in several steps as follows: first, a school management team is formed, which consists of: the principal, the vice principal, the head of the school administration staff, the head of expertise competency and the head of the internal quality assurance system (SPMI).

Then, second, formulate problem solving in schools with problem-solving procedures that the author has compiled.



Picture 1

The progress of increasing school achievement or likened to the pearl began to appear in the first year. In March 2015 SMKN 3 Rejang Lebong collaborated with the Kodim Commander 0409 / Rejang Lebong in order to strengthen character education and state defense for all new students of SMKN 3 Rejang Lebong. In mid-2015 students of SMKN 3 Rejang Lebong began to gain achievements in student competency competitions at the provincial and national levels. Then at the end of 2015, SMKN 3 Rejang Lebong received an award from the Minister of Education and Culture as a school that has a high integrity index in the administration of the UN.

In 2016, apart from outstanding students in the prestigious Fishery and Livestock student competency competitions, from district to national levels, SMKN 3 Rejang Lebong began to be looked at and designated as a model school by the Bengkulu Institute for Education Quality Assurance (LPMP). Then in 2017, in addition to winning 1st place in the competency competition for SMK students in the fishery and livestock field of Bengkulu Province, at the National level they won a superior medal from the Minister of Education and Culture in the competition.

In addition, in 2017 students were able to excel in the O2SN competition in the field of male and female karate 1st place at the Bengkulu Province level until they became O2SN finalists at the National level. Another proud thing in 2017, a fairly prestigious annual competition in Rejang Lebong Regency, which is a walking competition between SMA / SMK in the framework of the Independence Day of the Republic of Indonesia, the men's and women's teams of SMKN 3 Rejang Lebong managed to become 1st place. the winner was the student team from the P favorit high school. However, starting in 2017 it was taken over by students of SMKN 3 Rejang Lebong as the winner. Then the students of SMKN 3 Rejang Lebong passed the Paskibraka selection at the Rejang Lebong Regency level, two people and one person passed the Paskibraka selection in Bengkulu Province. Then SMKN 3 Rejang Lebong was selected as a model school for the internal quality assurance system by LPMP Bengkulu.

In 2018, in addition to the aforementioned championships, Rejang Lebong Regency was the champion of reading poetry in the FLS2N competition. Another achievement was that students were able to win 1st place in student competency competitions in the field of pharmacy and IT support. Then to become champion 2 and 3 at the provincial level in Bengkulu. In the SMKN 3 Rejang Lebong student competency competition in the field of fishery and livestock, the students of SMKN 3 Rejang Lebong won 1st place at the provincial level to become finalists at the national level. Another achievement was the 1st winner in the women's competition category in the Al-Azhar national martial arts championship. And in 2018 SMKN 3 Rejang Lebong was designated for the third time as an SPMI model school by LPMP Bengkulu Province.

From the results of the collection of various achievements, this has led to increased public interest and confidence that as school achievement increases, school quality will also increase. When the quality of schools increases, public trust and interest will also increase, resulting in a domino effect as follows: (1) the total new students are 144 students, from previously only 23 students; (2) from the previous, there were only 3 (three) skill competencies, namely: Fishery Agribusiness, Poultry Agribusiness and Computer Network Engineering. Now there are 6 (six) skill competencies, namely: Fishery Agribusiness, Poultry Agribusiness, Network Computer Engineering, Welding Engineering, Motorcycle and Pharmaceutical Engineering; (3) the number of students in class X + XI + XII, a total of 407 students, from previously only 105 students; (3) there are only 9 classrooms, but a room use management system is made so that students can use them as a whole; (4) there are only 3 student practice rooms, with time settings for use; (5) the number of student desks is sufficient; (6) practice equipment continues to be filled in stages; (7) adequate sports equipment; (8) students become orderly, every day there is a morning apple; (9) the ketarunaan education system collaborates with the TNI / Polri in terms of strengthening character education, even implementing extracurricular pencak silat and karate so that achievement and student fights no longer exist; (10) having a special job fair (BKK) to facilitate graduates who want to work, both domestically and abroad in Malaysia, SMKN 3 Rejang Lebong has collaborated with PT. Mardel Anugerah International, so that after graduating from school graduates can be ready for work; (11) the work ethic of teachers and education personnel increased from the previous low work ethic of teachers. Currently, every working day there is a morning apple for teachers and education personnel as well as fingerprint absences. (12) currently there are many collaborative networks with the business world / industrial world (DU / DI), both for the purposes of placing field work practices or industrial work practices as well as for placing graduates to work in DU / DI (13) currently after the implementation of proxy management there are many achievements to be proud of; (14) land is only approximately 3,500 m², currently a proposal has been submitted to the Governor of Bengkulu through the Education and Culture Office of Bengkulu Province.

In facing the problem of the shortage of classrooms, the solution is to arrange the location of student learning places as follows: from July to September, class X students study at the Infantry Battalion 144 / Jaya Yudha headquarters, while grade XI and XII students study at school. . Then from October to April, all class XI students are apprenticed to the world of business / industry according to the competence of each student's expertise. Meanwhile, class X and XII students study at school. Then from May to June, class XI students are back studying at school with grade XI students. Meanwhile, class XII students have distributed orientation for work, study or entrepreneurship.

With the arrangements as mentioned above, although the limitations of sarpras do not interfere with the process of teaching and learning activities or practice according to the demands of the curriculum. This fact is admittedly by Sasongko (2006), which illustrates that creative principals are able to create innovations, in the form of new activities such as action research activities to improve the quality of education in schools and contests are able to improve teacher performance in improving overall school quality.

CONCLUSION

Based on the results and discussion above, the following conclusions can be drawn: first, the application of prosi-based management at SMKN 3 Rejang Lebong Bengkulu Province is proven to improve school achievement; secondly, evidence of the success of implementing prosi-based management at SMKN 3 Rejang Lebong is as follows (1) in December 2015, received an award from the Minister of Education and Culture, as a school that has a high integrity index in the implementation of the 2015 UN (2) since March 2015, SMKN 3 Rejang Lebong has collaborated with the TNI / Polri in strengthening character education and state defense for students, so that it is known as SMK Taruna in Bengkulu Province (3) from 2016 to 2018 SMKN 3 Rejang Lebong was selected as a model school for the internal quality assurance system (SPMI) by the Bengkulu Province Education Quality Assurance Agency (LPMP) (4) since 2015 to 2018, students have achieved many achievements in each competition, both academic and non-academic achievements, such as in the events: Paskibraka selection for Rejang Lebong Regency and Bengkulu Province, FLS2N, O2SN and Student Competency Contest (LKS) SMK at the District, Provincial and National Levels.

The recommendations that we can convey are as follows: (1) after the transfer of management authority for SMA / SMK from the Regency / City Government to the Province based on Law Number 23 of 2014 concerning Regional Government, then in meeting the needs of school sarpras, the school needs to make innovative

efforts to find alternative solutions to various obstacles / problems at school (2) I hope that the central government and local governments prioritize the fulfillment of sarpras needs for outstanding schools.

REFERENCES

- Badan Standar Nasional Pendidikan. 2007. Standar Sarana dan Prasarana, Kualifikasi Akademik dan Kompetensi Guru. Standar Penilaian. Jakarta
- Danim, S. 2004. Motivasi Kepemimpinan dan Efektivitas Kelompok. Jakarta: Penerbit Rineka.
- Danim, S. 2002. Inovasi Pendidikan Dalam Upaya Peningkatan Profesionalisme Tenaga Kependidikan. Bandung, CV.Pustaka Setia
- Danim, S. 2010. Pengantar Kependidikan, Landasan, Teori dan 234 Metapora Pendidikan. Bandung, PT. Alfabeta
- Hadiwinarto. 2010. Penajaman Penilaian Karakter dan Budi Pekerti. Solo, PT. Bahana Media Wirayuda
- Hamalik, O. 2007. Dasar-dasar Pengembangan Kurikulum. Bandung, PT. Remaja Rosdakarya
- Hamalik, O. 2007. Manajemen Pengembangan Kurikulum. Bandung, PT. Remaja Rosdakarya
- Hendarman. 2015. Revolusi Kinerja Kepala Sekolah. Jakarta: Penerbit Indeks.
- <http://disdik.bekasikab.go.id/berita-prestasi-sekolah.html>. Diunduh tanggal 19 April 2018.
- <https://media.neliti.com/media/publications/138478-ID-model-manajemen-pendidikan-berbasis-solu.pdf>. Diunduh tanggal 20 April 2018.
- Kamsol, M. 2014. Format Baru Peningkatan Kualitas SDM Indonesia. Malang, Pustaka Inspiratif.
- Keith, S. & Girling, R.H. 1991. Education, Management and Participation: New Direction in Educational Administration. Mass: Adison Wesley Publishing Co.
- Mastuhu, M. 2007. Sistem Pendidikan Nasional Visioner. Tangerang, Lentera Hati
- Mulyasa, E. 2007. Guru Guru Profesional Menciptakan Pembelajaran Kreatif dan Menyenangkan, (Bandung, PT. Remaja Rosdakarya)
- Mulyasa, E. 2007. Standar Kompetensi dan Sertifikasi Guru (Bandung, PT. Remaja Rosdakarya)
- Nasution, S. 2012. Didaktik Asas-asas Mengajar, (Jakarta, PT. Bumi Aksara)
- Payong, M,R.2011. Sertifikasi Profesi Guru: Konsep Dasar, Problematika dan Implementasinya. Jakarta, PT. Indeks Jakarta
- Sasongko, Rambat Nur. 2006. Manajemen Pendidikan pada Sekolah Unggul (Studi Deskriptif Kualitatif pada SMP Unggul di Kota Bengkulu). Laporan Penelitian. Tidak Diterbitkan. Bengkulu. Prodi MMP Unib.
- Sasongko, Rambat Nur. 2009. Manajemen Sekolah Miskin (Studi Deskriptif Evaluatif di Berbagai Jenjang Sekolah di Provinsi Bengkulu). Laporan Penelitian. Tidak Diterbitkan. Bengkulu. Prodi MMP Unib.
- Siswanto, H.B. 2011. Pengantar Manajemen. Jakarta, PT. Bumi Aksara
- Sugiyono.2018. Metode Penelitian Manajemen. Bandung, PT. Alfabeta
- Sukadi, 2007. Guru Powerful Guru Masa Depan Kunci Sukses Menjadi Guru Efektif, (Bandung: Kolbu)
- Sulhan, Najib. 2016. Guru yang Berhati Guru, (Jakarta, Zikrul Hakim)
- Tirtarahardja, U, Sulo. 2005. Pengantar Pendidikan. Jakarta, PT. Rineka Cipta
- Usman, Uzer. 2007. Menjadi Guru Profesional, (Bandung: PT. Remaja Rosdakarya)