



Schools management at YPK aitumieri high school (SMA) teluk wondama regency

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Abstract

This study aims to determine the implementation of school management at YPK AITUMIERI High School (SMA) Teluk Wondama Regency including planning, implementation and evaluation. The subjects of this study were principals and teachers at YPK AITUMIERI Senior High School, Teluk Wondama Regency. This research is a qualitative descriptive study. Data collection methods in this research are observation or observation methods, interview methods and documentation methods. The technique of checking the validity of the data is triangulation, namely the observation data obtained combined with interview data or documentation data. The results obtained are 1) School Management Planning at SMA YPK Aitumieri has been implemented well. The school has a vision and mission document in the Strategic Plan and Renop as well as a work program. This is corroborated by the results of interviews. 2) The school has tried to implement school management as well as possible. Apart from the problems in facilities, and finances faced by schools, the implementation of school management has been carried out well. 3) Evaluation and monitoring of school management at YPK Aitumieri has been carried out regularly and in a planned manner. All parties, including the Foundation, school principals, school committees and teachers are involved

Keywords: school management, planning, implementation, evaluation

Introduction

Humans consistently want a better life from time to time. In order to fulfill the desire to improve life, humans strive to gain new knowledge and experiences. Human effort has become a real phenomenon of the basic concept of education in human life. Education is a conscious and systematic effort, carried out by humans who are given the responsibility to influence students to have traits and characters that are in accordance with national ideals in the context of education.

Regional autonomy makes it possible for each region/region to develop its regional identity, especially in the world of education, creating its own relief for the central government. The difference in the education model throughout Indonesia provides its own positive value in each region. The right reason to explain the above is because the responsibilities and regulations made to educate the nation's life belong to the local government. It can be said that in regional autonomy an important role and policy lies in the regional government. So that the quality of human resources in the area will be maintained in accordance with the advantages of the area and will increase along with the better handling of education, especially in schools.

Furthermore, Umaldi (2012) explains that school-based quality improvement management is characterized by school autonomy and community participation without ignoring national policies with the hope of school independence, parent and community participation, efficiency, quality and equity of education.

Educational management is seen as primary for improving the quality of education. The absence of educational management in an educational institution is a symbol of the death of the education system. In its development, the term management is substantially equated with the term administration. The difference between the two lies in their scope. Administration is broader in scope than management. Both emphasize the achievement of work efficiency and effectiveness as the implementation of organizational goals.

A good management process when there are operative managerial activities. It can be said that the purpose of school management is to help facilitate the achievement of school goals to be achieved effectively and efficiently. The basis of the school management application model is School-Based Management (SBM), because the nature of school management is only based on the scope of the school's organizational arrangements. School-based management is the delegation of authority at the school level to make decisions regarding the allocation and utilization of resources based on the accountability associated with these resources, (Rohani, 2014). The purpose of school management is that schools can: 1) increase efficiency in the use of resources, 2) increase school effectiveness through improving the quality of learning and learning, 3) be more responsive. To the needs and conditions of customers, 4) increasing opportunities for anyone to attend education, 5) providing opportunities for the community including families to participate in providing education.

In essence, the goals of school management cannot be separated from the goals of the school as an organization. Schools as an organization have goals to be achieved which are often called institutional goals (institutional) both general institutional goals (vision) and specific institutional goals (mission). In carrying out these

institutional tasks, it is necessary to have a good management process. Professional teacher management is the key to a school's success in order to exist in the midst of competition. (Rawis, Katuuk, Rotty, Lengkong, 2021)^[23]

At this time the government of Teluk Wondama Regency is trying to develop the educational potential that exists in this region. This is very encouraging for the educational environment in the area. However, there are at least four school components that must be managed properly, this is to optimize the quality of education in the Wodama Bay area. The management is curriculum management, education staff, students, and educational infrastructure (sarpras). The components of school management will be controlled by school leaders.

YPK Aitumieri High School, Teluk Wondama Regency is one of the educational units with a high school level in Kaibi, Kec. Wondiboy, Kab. Wondama Bay, West Papua. In carrying out its activities, YPK Aitumieri High School is under the auspices of the Ministry of Education, Culture, Research, Technology, Higher Education. Based on the results of initial observations in the implementation of school management at YPK Aitumieri High School on the leadership aspect of the principal, it turns out that in relation to the concept of School Management, there are still several shortcomings of principals related to optimizing their functions. One of them is the lack of alternative sources of school funding. The principal has not been able to find alternative funding solutions.

The initial findings on curriculum management are that in implementing the learning activity model, the teacher has not referred to the Standard Process. Whereas in Permendiknas 2007 curriculum management in the aspect of learning programs suggests that the quality of learning in schools is developed by; 1) learning activity model that refers to Process Standards, 2) involving students actively, democratically, educating, motivating, encouraging creativity and dialogue.

The findings on the management aspect of education personnel are in the form of a lack of teacher skill development activities in the form of Education and Training of Education and Training.

In order for the implementation of learning activities to be successful, the school leadership should be able to provide adequate, peaceful, safe and comfortable working situations and conditions so that employees love their work more, are more engaged in their duties, are satisfied with their work, are proud of their position, so that it creates physical and emotional satisfaction. Inner who can always motivate career advancement accompanied by high work loyalty.

In the field of student management at YPK Aitumieri High School, it is still difficult to manage the graduates (outputs) they have created. It can be seen that graduates still find it difficult to apply their knowledge, either by working in companies or entrepreneurship.

The implementation of education in high school is essentially a system process that as a whole includes services to students as inputs, learning process services within a certain time unit, and services for graduates (output). {Kepmen Dikbud Number 0490/U/1992, Article 25 paragraph (1)}. Services to graduates in question are marketing and tracking graduates. This has not been clearly and thoroughly regulated at YPK Aitumieri High School.

In the management of infrastructure, equipment and school facilities, there is sufficient learning space. In terms of infrastructure in general, it looks quite complete, but when compared to SMA in other areas, of course there are still many facilities and infrastructure that must be developed.

All of the above aspects must be seen in the process of planning, implementing and evaluating school management. For this reason, so that the flow of thinking can be clearly stated, it is necessary to examine the flow of planning, implementation and evaluation in this school.

Seeing the very importance of school management, as has been found in the field, the researchers want to explore the application of school management at YPK Aitumieri High School, Teluk Wondama Regency".

Research methods

A. Research method

The research conducted by the author is a qualitative research in the form of descriptive, which in providing interpretation and explanation of the results of the data obtained together with data collection. The data obtained are usually only statements in the form of written sheets. In contrast to quantitative research which is very detailed in the data processing process. The research conducted by the author is a qualitative research in the form of descriptive, which in providing interpretation and explanation of the results of the data obtained together with data collection.

B. Instruments and Data Sources

The data source is an important factor in determining the data collection method. Sources of data in research are subjects from which data can be obtained (Arikunto, 2008: 107). There are two types of data sources, namely primary data and secondary data. Primary data was obtained directly through informants/respondents through in-depth interviews or in the form of a list of questions and field observations. Secondary data obtained indirectly by research collected through various sources such as journals, papers and others.

The sources of data and informants in this study were the researchers themselves as teachers and all education staff at YPK Aitumieri High School. The total population is 22 with details of 20 teachers and 2 education staff. This research is a population study, so the research population is also a research sample.

C. Data Collection Techniques

Determination of appropriate data collection techniques will determine the scientific truth of a study. In addition, the determination of appropriate data collection techniques and in accordance with the problem under study will help facilitate the research objectives that have been set. Data collection in this study was carried out by several techniques:

1. Interview

In this study, a general guide approach was used to interview. This type of interview requires the interviewer to outline and outline the main questions asked during the interview process. (Moleong, 2000: 136) ^[20] by saying direct interviews with informants related to the problems raised by researchers, where researchers met directly with the subjects to be studied by submitting interviews to informants. Interviews were conducted to explore and explore directly in the field what money actually happens in the process of planning, implementing and evaluating the management of YPK Aitumieri High School. Interviews were conducted using interview guidelines.

2. Documentation

What is meant by documentation is a technique of collecting data by researching and studying records, documents, or archives as well as from various sources and media related to the research focus.

3. Observation

Observation is a technique in collecting qualitative data by making direct observations in the field or research environment. The important purpose of observation is to provide researchers with a realistic picture of a behavior or event related to the activity of the object of research.

D. Data validity

Every research requires a standard to see the degree of trust or truth in the research results. In qualitative research this standard is called the validity of the data or the level of confidence in the results. In the study, the criteria for data validity were met, which consisted of several components as stated by Moleong, (2014:136), namely:

1. Degree of trust (credibility)

According to Suharsimi, (2008:115), basically the application of the criterion of the degree of trust replaces the concept of internal validity from non-qualitative research. This criterion serves to conduct inquiries in such a way, so that the level of confidence in the findings can be achieved and fulfills the credibility requirements.

2. Transferability

Transferability as an empirical matter depends on the similarities between the context of the sender and receiver. To do this, the researcher searches for and collects empirical events in the same context. Thus, the researcher is responsible for providing sufficient descriptive data. The transferability of research results is usually related to the question, the extent to which the results of this study can be applied and used in other situations. (Moleong, 2014:142)

3. Dependability

Dependability can be achieved by conformability using an audit trail method that is dependent on the data obtained.

4. Certainty (Confirmability)

Certainty is determined by standard reliability, the criteria are determined based on the concept of objectivity according to the approach. This degree can also be achieved through an 'audit' or careful examination of all components and research processes and research results. (Moleong, 2014:147).

Certainty is a measure of the validity of the data that gives meaning to the fulfillment of the consistent principle to sharpen the interpretation associated with the theory, so that the interpretation results are not biased. Researchers must not be separated from events that occur in the research setting, in addition, researchers must be able to relate research findings to various theories because qualitative research adheres to the concept of triangulation.

E. Data Analysis Techniques

Analysis of research data using qualitative analysis, according to Moleong (2014:127) "qualitative analysis emphasizes meaning, reasoning, definitions so as to produce understandings, concepts and the construction of a new theory, examples of qualitative analysis models are domain analysis, taxonomic analysis, componential analysis, cultural theme analysis, and constant comparative analysis (grounded theory research). The research qualitative analysis model is an interactive data analysis model using the following model.

The explanation of the interactive qualitative data analysis in the data analysis process is as follows;

1. Data collection.

The data needed in the research are all collected through methods that have been used in research, such as observation, interviews, documentation or literature studies to be processed for the next activity. Data collection is done by recording, typing, editing, translating or accessing the internet. If the field notes (notes obtained in the field) are not sufficient, the researcher must look for completeness from special data, and before leaving the field the researcher checks and reads the data to make sure whether the data is complete. Is enough or not.

2. Data reduction

Data reduction is the process of selecting, focusing attention, abstracting and transforming rough data from the field which is then reduced by coding, data classification, making clusters, writing memos related to research problems. This data reduction activity is basically to include data in a complete and detailed description of the report, which is carried out continuously throughout the research process. In each stage of research, data reduction must always be carried out, then summarized, coded, tracing themes, writing memos and so on.

3. Data presentation

Namely the preparation of a set of data/ information that allows as a basis for decision making and action. The data will be displayed in the form of tables or graphs as well as descriptions based on the philosophical symbolic interaction. The presentation of this data as much as possible presents data/ information that is arranged in such a way that makes it easier to draw conclusions.

Drawing conclusions, namely researchers trying to understand research problems systematically, crystallized understanding on the basis of researchers' interpretations and discussed with theories so that conclusions can be drawn. The process of drawing conclusions is carried out after continuous verification throughout the research process, namely since entering the field, collecting data, analyzing data looking for patterns/ themes or relationships, hypotheses and others as the basis for decision making. With the increase in data, verification will continue to be carried out during the research. So the conclusion is correct. So in the Conclusions activity; Drawing/ Verifying the most important thing is drawing conclusions and verification.

Results and discussion

Good student service affects the quality of student learning. The results of observations at the time of class 12 separation, the principal gave directions to take quality higher education, and tried to create jobs. The results of observations during the distribution of report cards which were signed directly by the homeroom teacher regarding the progress of achievements and plans for programs to be implemented by the school for the new school year. Students also receive visits from their guardian teachers to bring the world of education closer to the students' families. This became clearer during the COVID-19 pandemic. Teachers carried out mobile learning one by one to their students.

The results of observations and interviews show that although the facilities and infrastructure of services to students cannot run optimally, student services at this school emphasize more on a family approach. Teachers try to build a good relationship with parents, even giving their free time to visit students' parents or provide free counseling.

School Relations with the Community

Improved relationships between schools and communities will lead to better community involvement, care, ownership and support. The results of the observations show documentation of the school's discussion activities with the government and the local community regarding the restriction of alcohol among young people. The school feels it is important to work together with the community to eradicate alcohol consumption among young people which will also affect the school environment. Researchers also found an invitation letter from the school for the local government to give briefings to the rally on Monday with the aim of socializing the village security and cleanliness program.

How to evaluate school management at YPK Aitumieri High School

After the implementation of education is carried out, the school must carry out an evaluation. The evaluation can be carried out by the In terms of managing Education and Culture office or independently by the Foundation/school.

The results of the observations showed that the school held an evaluation meeting at the end of the school year. Evaluation for student learning outcomes is carried out separately from the evaluation of school management. Evaluation of student learning outcomes is carried out by the principal and teachers and then leads to the submission of student learning outcomes to parents. On this occasion, teachers usually provide written or oral reports to parents regarding their learning outcomes.

Evaluation of activities throughout the school year is carried out by the school and the Foundation. The Foundation will discuss with the school regarding the achievement of the program and its goals and vision and mission throughout the school year.

Discussion

After observing the researchers found many interesting things from the management of the YPK Aitumieri High School. The school has tried as much as possible to be able to organize teaching and learning activities optimally. Although the implementation of school management may not be effective and efficient, it is clear that

the school's efforts to improve the quality of this school are clearly visible. Almost all programs are implemented according to plan.

1. School Management Planning at YPK Aitimieri High School

The principal has successfully carried out his responsibilities as a school leader. In addition, although not all teachers understand the school's vision and mission, the teachers have tried to provide the maximum possible service. Perhaps what is needed is more active socialization in order to integrate the vision and mission into every school program and activity. The school has also conducted a SWOT analysis with the help of the school supervisor. They understand the importance of a strategic plan in which internal and external factors can be identified that affect the strengths, weaknesses, opportunities and challenges of the school going forward. What's even more great is that in the process of preparing the vision and mission as well as in conducting a SWOT analysis, teachers are also involved. One of the confusions in this process is that school management has not involved outside parties such as the community, industry in preparing the vision and mission. If the world of industry and the surrounding community are involved, the vision and mission that is prepared will increasingly answer the needs of the community. However, in general, the YPK Aitimieri High School management planning process has been carried out well.

2. Implementation of School Management at YPK Aitimieri High School

There are 8 aspects in the implementation of School Management in this study, namely: a. management of teaching and learning process b. curriculum management c. manpower management d. facility management e. Student Management f. Student Services g. Public relations.

In terms of managing the teaching and learning process, schools have made efforts to provide quality education. The school tries to keep up with the latest curriculum developments from the government. However, the officially documented RPP has not been updated. In practice, some teachers have revised their lesson plans with the latest developments, but some teachers still see it as something that is not urgent. However, the completeness of the learning administration can be seen from the readiness of the teachers in an effort to provide the best educational services. This can be overcome by providing technical guidance to teachers who have not revised their lesson plans. It is also possible to use school supervisors to check lesson plans. Then, learning can be improved by using the internet available at the school, although the speed is limited.

YPK Aitimieri High School has implemented the 2013 curriculum. This curriculum is used in an effort to prepare schools to achieve their goal of becoming an excellent school. The implementation of this curriculum is not optimal, but at least the school has implemented it. In teaching practice the teachers made many adjustments to this curriculum to suit regional conditions and local student conditions. Adjustments need to be made so that the curriculum can blend in with the needs of the community.

YPK Aitimieri High School has teachers who have a bachelor's degree. No longer are teachers who are high school graduates. Education personnel have a minimum standard of Associate Expert Education. Looking at this side, it can be said that the quality of the teaching and educational staff at SMA YPK Aitimieri can be said to meet the minimum standards. According to the teachers' statements, they did not feel hindered by the Foundation and the school if they wanted to continue their studies to the master's level. The quality and standards of human resources will increase if teachers and education personnel increase their educational level. In terms of status, there are 3 PNS teachers out of 10 permanent teachers. The other 7 people are regional honorary teachers, both level I and level II. 2 education staff are honorary school staff financed by the Foundation. All of the above reveals that within limitations, YPK Aitimieri High School's manpower management can be said to be good.

The thing that is most concerning in the management of the YPK Aitimieri High School is the management of school facilities. This school basically has minimum standards for facilities. They have enough classrooms with 3 laboratories and a fairly large school yard. However, from the interview, it was revealed that the facilities provided were still very limited. There is still a lot of equipment and buildings needed. The most prominent is the problem of the availability of clean water. As a provider of education services, SMA YPK Aitimieri should have a source of clean water. Until now they still rely on water supply from the river. Of course this does not meet health standards. The number of latrines owned is also still very small. From the interviews, it can be seen that the principal is also very concerned about this situation. After conducting the analysis, the researcher saw that this is a common problem that occurs in almost all schools in the area. There are still many schools in Indonesia that do not have proper hygiene and health standards. This problem has become one of the national education problems.

In general, even though the facilities are very limited, the management for student services can be done well. Teachers are willing to provide extra hours outside of work hours to visit students at home and discuss with their parents. Even during the COVID19 pandemic, teachers were willing to come from house to house to carry out learning activities.

School relations with the community can be said to be very good. The school continues to establish good cooperation with outside parties, especially the local government. Some of the problems revealed in this study turned out to be problems found in several places in Indonesia. Nurfitri (2019) found problems with the availability of facilities and cleanliness in several schools in Central Kalimantan. The results of research from Markus (2018) also found sanitation problems and a lack of infrastructure in several schools in Southeast

Sulawesi. After so many government efforts in overcoming the distribution of education in Indonesia, it turns out that there are still schools, especially in the eastern part of Indonesia, which still have this problem.

3. Evaluation of School Management at YPK Aitimieri High School

The school management evaluation is carried out at the end of the school year. The evaluation of school management was held in the presence of the Foundation, Principal, Teachers, school committees and School Supervisors. In this evaluation meeting, several things were discussed including, evaluation of programs/activities throughout the year, evaluation of financial performance, evaluation of teacher performance, evaluation of school principals' performance. These are discussed together with the aim of making improvements in the following school year.

Conclusion

1. School Management Planning at YPK Aitimieri High School has been implemented well. The school has a vision and mission document in the Strategic Plan and Renop as well as a work program. This is corroborated by the results of interviews
2. The implementation of school management at YPK Aitimieri High School has been going quite well even though it is full of limitations. Apart from the problems in the availability of market advice, and finances faced by schools, the implementation of school management has been carried out according to the plans made.
3. Evaluation and monitoring of the management of the YPK Aitimieri High School has been carried out regularly and in a planned manner. All parties, including the Foundation, school principals, school committees and teachers are involved

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